

EDGEWOOD UNIVERSITY

**Henry Predolin College of Health Sciences,
School of Nursing**

**2025-2026
MASTER OF SCIENCE IN NURSING
STUDENT HANDBOOK**



**EDGEWOOD
UNIVERSITY**

SCHOOL OF NURSING
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HENRY PREDOLIN COLLEGE OF HEALTH SCIENCES,

SCHOOL OF NURSING

MISSION

The Henry Predolin College of Health Sciences, School of Nursing (SoN) reflects the Mission of Edgewood University by locating professional nursing education within the context of a Catholic, liberal arts setting in the Dominican tradition. Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Students are educated in a dynamic interactive environment to be knowledgeable, accountable, responsible, ethical and culturally sensitive graduates who will become leaders in a changing and diverse healthcare environment.

PHILOSOPHY OF THE NURSING CURRICULUM

The faculty develops, implements, and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively, and exhibiting collegiality in the teaching-learning environment. Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning is facilitated when both students and faculty are actively engaged in the process.

ACCREDITATION

The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education and approved by the Wisconsin Board of Nursing and the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

For more information regarding the Master's program curricular alignment to AACN Essentials for Master's programs, see **MSN Essentials and Course Artifact Listing** (Appendix).

MASTER OF SCIENCE NURSING AND GRADUATE CERTIFICATE PROGRAMS

MISSION

The Graduate Nursing programs are designed to develop nurses into leaders with advanced knowledge, humanistic values, and the ability to contribute to the changing, diverse health care environment. Advanced roles in nursing require further enhancement of critical thinking and decision-making skills as theory is translated into practice. Programs provide individuals with the opportunity to pursue professional development within a scholarly environment.

PROGRAMMATIC OVERVIEWS

There are six Master of Science in Nursing degree concentrations offered ranging from 30-51 credits: Comprehensive, Clinical Nurse Specialist (CNS), Clinical Nurse Specialist in Adult Gerontology (CNS-AG), Family Nurse Practitioner (FNP), Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP).¹

The **Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) concentration** is designed for nursing professionals seeking to expand their scope of practice to providing direct care for adults and geriatric patients. Through didactic courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, adult-gerontology concepts, and differential diagnoses as well as advanced practice clinical experiences, this program imparts the expertise needed to manage the primary health care needs of adolescents, adults, and geriatric patients in a variety of primary care settings. Graduates will be eligible to sit for the Adult Gerontology Primary Care Nurse Practitioner certification exam.

The **Comprehensive concentration** is designed for individuals who are, or are planning on becoming, nurse leaders, educators, or advanced practice nurses. Courses focus on health care policy, nursing delivery systems, resource management, teaching strategies, advanced practice-focused content, and program evaluation.

The **Clinical Nurse Specialist (CNS) concentration** is designed for nursing professionals seeking to foster skills that enhance their ability to advance the care of patients, families, groups of patients, and the profession of nursing. Curriculum is built upon the three spheres of influence (Patient, Nurse, System) model for CNS practice with courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, and advanced clinical practice preparing graduates as expert practitioners. Additional coursework focusing on enhancing knowledge of healthcare systems, leadership strategies, education methods, and applying evidence-based scholarship to practice prepares graduates as expert clinical educators and leaders.

The **Clinical Nurse Specialist in Adult Gerontology (CNS-AG) concentration** is designed for nursing professionals seeking to foster skills that enhance their ability to advance the care of middle-aged and older adult patients. Curriculum is built upon the three spheres of influence (Patient, Nurse, System) model for CNS practice with courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, differential diagnosis, adult-gerontology concepts, and advanced clinical practice preparing graduates as expert practitioners who work with the middle-aged and older adult population. Additional coursework focusing on enhancing knowledge of healthcare systems, leadership strategies, education methods, and applying evidence-based scholarship to practice prepares graduates as expert clinical educators and leaders. Graduates will be eligible to sit for the Adult-Gerontology Clinical Nurse Specialist-Board Certified (AGCNS-BC) exam.

The **Family Nurse Practitioner (FNP) concentration** is designed for nursing professionals seeking to expand their scope of practice to provide direct care for patients across the lifespan. Through didactic courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, and differential diagnoses as well as advanced practice clinical experiences, this program imparts the expertise needed to manage the primary health care needs of patients, families, and the community. Graduates will be eligible to sit for the Family Nurse Practitioner certification exam.

The **Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration** is designed for nursing professionals seeking to expand their scope of practice to provide psychiatric, mental, and emotional health care to patients across the lifespan. Through didactic courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology/psychopharmacology, psychotherapy, diagnostics, and mental health management, as well as advanced practice clinical experiences, this program imparts the expertise needed to manage the psychiatric and mental health care needs of diverse populations in a variety of care settings. Graduates will be eligible to sit for the Psychiatric Mental Health Nurse Practitioner certification exam.

¹ Students are responsible for knowing their state's licensing requirements and scope of practice regarding the CNS, CNS-AG, FNP, AGPCNP, and PMHNP roles. For more information on state-specific requirements, please visit: <https://nursinglicensuremap.com/>. FNP, AGPCNP, and PMHNP students are also encouraged to visit: <https://www.nursinglicensure.org/articles/nurse-practitioner-license.html#state>

Graduate Certificates

The **Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) Post-Graduate Certificate** is designed for Master's-prepared nurses to extend their area of practice and to focus on providing primary care needs to adolescents, adults, and geriatric patients. Graduates will be eligible to sit for the Adult Gerontology Primary Care Nurse Practitioner certification exam.

The **Clinical Nurse Specialist in Adult Gerontology (CNS-AG) Post Graduate Certificate** is designed for MSN-prepared nursing professionals seeking to foster skills that enhance their ability to advance the care of middle-aged and older adult patients. The CNS-AG Post Graduate Certificate curriculum is built upon the three spheres of influence (Patient, Nurse, System) model for CNS practice with courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, differential diagnosis, adult-gerontology concepts, and advanced clinical practice preparing graduates as expert practitioners who work with the middle-aged and older adult population. Graduates will be eligible to sit for the Adult-Gerontology Clinical Nurse Specialist-Board Certified (AGCNS-BC) exam.

The **Family Nurse Practitioner (FNP) Post-Graduate Certificate** is designed for Master's-prepared nurses to extend their area of practice and to focus on providing primary care needs of patients across the lifespan. Graduates will be eligible to sit for the Family Nurse Practitioner certification exam.

The **Perioperative Leadership Graduate Certificate** is designed for nursing professionals seeking to foster skills that enhance their ability to perform the role of a perioperative nursing leader working in a leadership/management role in the perioperative setting (i.e., managers, team leaders, and educators). The Perioperative Leadership Graduate Certificate curriculum is built upon the American Organization for Nursing Leadership (AONL) Nurse Leader Core Competencies framework that outlines key knowledge, skills, and abilities related to the following topics: communication and relationship management, strategic management, financial management, human resource management, operational management, leadership, and professionalism.

The **Psychiatric Mental Health Nurse Practitioner (PMHNP) Post-Graduate Certificate** is designed for Master's-prepared nurses to extend their area of practice and to focus on providing psychiatric, mental, and emotional health care to patients across the lifespan. Graduates will be eligible to sit for the Psychiatric Mental Health Nurse Practitioner certification exam.

GOALS FOR THE MSN DEGREE

The program will prepare advanced role (Comprehensive) and advanced practice (CNS & NP) nurses who will:

- Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
- Evidence leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective.
- Articulate methods, tools, performance measures, and standards related to quality, as well as apply quality principles within an organization.
- Apply research outcomes within the practice setting, resolve practice problems, work as change agents, and disseminate results.
- Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
- Intervene at the system level through the policy development process and employ advocacy strategies to influence health, health care, and health policy.
- Act as a member and leader of inter-professional teams, communicate, collaborate, and consult with other health professionals to manage and coordinate care for individuals and populations.
- Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
- Develop strategies to achieve quality outcomes in care delivery with respect to fiscal and human resources.
- Apply management, leadership, and systems theory to the design and implementation of services in a health care system.
- Practice independently and collaboratively with an interprofessional team while delivering direct and indirect care services in various types of health care systems to promote health, prevent disease and improve the health status of diverse individuals, families, communities, and populations.
- Value life-long learning and continuing professional development.

DEGREE CONCENTRATION REQUIREMENTS

Required courses for all degree concentrations include:

NRS 600	Clinical Prevention: Assessment and Planning for Aggregates ²
NRS 625	Healthcare Systems and Policy
NRS 645	Advanced Leadership Roles in the Healthcare System
NRS 665	Applied Statistics
NRS 670	Evidence-Based Practice

Students completing the **Comprehensive Concentration** will take the following additional courses:

NRS 612	Theoretical Foundations of Role Development for the Nurse Leader ³
NRS 631	Curriculum, Instruction, and Methodology in Nursing Education
NRS 700	Advanced Pathophysiology, Physical Assessment, and Pharmacology ⁴
NRS 735	Nursing Practicum
NRS 830	Health Systems Informatics

Students completing the **CNS Concentration** will take the following additional courses:

NRS 612	Theoretical Foundations of Role Development for the Nurse Leader ⁵
NRS 680	Differential Diagnosis
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 717	CNS Advanced Practice Clinical 1
NRS 718	CNS Advanced Practice Clinical 2
NRS 719	CNS Advanced Practice Clinical 3
NRS 830	Health Systems Informatics

Students completing the **CNS in Adult Gerontology Concentration** will take the following additional courses:

NRS 612	Theoretical Foundations of Role Development for the Nurse Leader ⁶
NRS 680	Differential Diagnosis
NRS 690	Caring for the Adult and Older Adult
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 717	CNS Advanced Practice Clinical 1
NRS 718	CNS Advanced Practice Clinical 2
NRS 719	CNS Advanced Practice Clinical 3
NRS 830	Health Systems Informatics

² MS in Nursing students looking to earn their DNP may replace certain courses with prescribed DNP courses. Students may take no more than three DNP courses as part of their MS in Nursing degree. The following is a list of course substitutions available to MS in Nursing students (DNP courses are mapped to both MSN and DNP Essentials):

NRS 810 may be substituted for NRS 600

NRS 820 may be substituted for NRS 625

³ PMHNP students are not required to take NRS 612; MSN Essentials for this course are addressed in NRS 696A and 696B.

⁴ Students considering an APN certificate must take NRS 701, NRS 702, and NRS 703 in place of NRS 700. APN certification requires a separate course for Advanced Pathophysiology, Advanced Physical Assessment, and Advanced Pharmacology.

⁵ PMHNP students are not required to take NRS 612; MSN Essentials for this course are addressed in NRS 696A and 696B.

⁶ PMHNP students are not required to take NRS 612; MSN Essentials for this course are addressed in NRS 696A and 696B.

Students completing the **FNP Concentration** will take the following additional courses:

NRS 612	Theoretical Foundations of Role Development for the Nurse Leader ⁷
NRS 680	Differential Diagnosis
NRS 696A	Equity and Management of Diverse Populations for the Nurse Practitioner
NRS 696D	Transition to Practice for the Primary Care Nurse Practitioner
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 711	FNP Advanced Practice Clinical 1
NRS 712	FNP Advanced Practice Clinical 2
NRS 713	FNP Advanced Practice Clinical 3
NRS 830	Health Systems Informatics

Students completing the **AGPCNP Concentration** will take the following additional courses:

NRS 612	Theoretical Foundations of Role Development for the Nurse Leader ⁸
NRS 680	Differential Diagnosis
NRS 690	Caring for the Adult and Older Adult
NRS 696A	Equity and Management of Diverse Populations for the Nurse Practitioner
NRS 696D	Transition to Practice for the Primary Care Nurse Practitioner
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 720	AGPCNP Advanced Practice Clinical 1
NRS 721	AGPCNP Advanced Practice Clinical 2
NRS 722	AGPCNP Advanced Practice Clinical 3
NRS 830	Health Systems Informatics

Students completing the **PMHNP Concentration** will take the following additional courses:

NRS 692	Introduction to Psychotherapy/Psychiatric Interviewing & Common Major Psychopathological Disorder Basics
NRS 693	Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment I
NRS 694	Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment II
NRS 695	Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment III
NRS 680	Differential Diagnosis
NRS 696A	Equity and Management of Diverse Populations for the Nurse Practitioner
NRS 696B	Transition to Psychiatric Mental Health Practice
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology

⁷ PMHNP students are not required to take NRS 612; MSN Essentials for this course are addressed in NRS 696A and 696B.

⁸ PMHNP students are not required to take NRS 612; MSN Essentials for this course are addressed in NRS 696A and 696B.

NRS 714	Clinical Practicum I: Psych Mental Health Nurse Practice - Family
NRS 715	Clinical Practicum II: Psych Mental Health Nurse Practice – Family
NRS 716	Clinical Practicum III: Psych Mental Health Nurse Practice - Family

GRADUATE CERTIFICATE REQUIREMENTS

Students completing the **CNS-AG Certificate** will take the following courses*:

NRS 680	Differential Diagnosis
NRS 690	Caring for the Adult and Older Adult
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 717	CNS Advanced Practice Clinical 1
NRS 718	CNS Advanced Practice Clinical 2
NRS 719	CNS Advanced Practice Clinical 3

Students completing the **FNP Certificate** will take the following courses*:

NRS 680	Differential Diagnosis
NRS 696A	Equity and Management of Diverse Populations for the Nurse Practitioner
NRS 696D	Transition to Practice for the Primary Care Nurse Practitioner
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 711	FNP Advanced Practice Clinical 1
NRS 712	FNP Advanced Practice Clinical 2
NRS 713	FNP Advanced Practice Clinical 3

Students completing the **APGCNP Certificate** will take the following courses*:

NRS 680	Differential Diagnosis
NRS 690	Caring for the Adult and Older Adult
NRS 696A	Equity and Management of Diverse Populations for the Nurse Practitioner
NRS 696D	Transition to Practice for the Primary Care Nurse Practitioner
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 720	FNP Advanced Practice Clinical 1
NRS 721	FNP Advanced Practice Clinical 2
NRS 722	FNP Advanced Practice Clinical 3

Students completing the **PMHNP Certificate** will take the following courses*:

NRS 692	Introduction to Psychotherapy/Psychiatric Interviewing & Common Major Psychopathological Disorder Basics
NRS 693	Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment I
NRS 694	Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment II

NRS 695	Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment III
NRS 680	Differential Diagnosis
NRS 696A	Equity and Management of Diverse Populations for the Nurse Practitioner
NRS 696B	Transition to Psychiatric Mental Health Practice
NRS 701	Advanced Pathophysiology
NRS 702	Advanced Physical Assessment
NRS 703	Advanced Pharmacology
NRS 714	Clinical Practicum I: Psych Mental Health Nurse Practice - Family
NRS 715	Clinical Practicum II: Psych Mental Health Nurse Practice – Family
NRS 716	Clinical Practicum III: Psych Mental Health Nurse Practice - Family

Students completing the **Perioperative Leadership Graduate Certificate** will take the following courses:

NRS 731	Perioperative Strategic Management
NRS 732	Perioperative Finance & Operations
NRS 733	Perioperative Human Resources/Relationship Management
NRS 734	Perioperative Professional Leadership
NRS 736	Perioperative Nurse Leader Practicum

**Applicants seeking an Advanced Practice Nursing (CNS-AG, FNP, or AGPCNP) certification will be evaluated to determine if course requirements (NRS 680, NRS 701, 702, and 703) have been met.*

COURSE DESCRIPTIONS

NRS 600 Clinical Prevention: Assessment & Planning⁹

Study of community health promotion program planning processes for high risk and underserved aggregates. Population-focused health assessment, planning, implementation and evaluation methods are explored and applied.

NRS 612 Theoretical Foundations of Role Development for the Nurse Leader

Introductory course addressing attributes of organization and systems leadership including communication and decision-making, systems theory and change, quality improvement and patient safety initiatives, and operational and human resource management.

NRS 625 Healthcare Systems & Policy¹⁰

Study of local, state, and federal policy on health services and payment organization of the U.S. health care system. Legal, regulatory and legislative influences are discussed. Access to care, identified gaps and professional advocacy strategies are examined.

NRS 631 Curriculum, Instruction, and Methodology in Nursing Education

This course aims to provide graduate-level nursing students with an overview of the philosophical and historical influences on nursing education as well as contemporary teaching methods. Pedagogical frameworks for designing and implementing instructional experiences are used to develop curricular objectives, select and organize content, and plan program evaluation strategies across a variety of populations, settings and contexts. The selection, application, and evaluation of teaching tools and strategies in the context of health education, continuing education, staff development, simulation, and classroom and clinical instruction are also explored.

NRS 645 Advanced Leadership Roles in the Healthcare System

Study of advanced practice and nurse leader roles in managing individual role development and resources within a health system to affect optimal care delivery and outcomes. Strategies for collaborative inter-professional team care coordination for individuals and populations are emphasized.

⁹ MS in Nursing students planning to continue on for a DNP may take NRS 810 in place of NRS 600. NRS 810 satisfies degree requirements for both the MS in Nursing and DNP degree.

¹⁰ MS in Nursing students planning to continue on for a DNP may take NRS 820 in place of NRS 625. NRS 820 satisfies degree requirements for both the MS in Nursing and DNP degree.

NRS 665 Applied Statistics

Instruction focuses upon the application of statistical methods and data analysis in the healthcare professions related to evidence-based practice.

NRS 670 Evidence-Based Practice

This seminar serves as an introduction to program evaluation, quality improvement, and research methodology. Conceptual & methodological frameworks used in evaluation are examined. As part of this course, students develop a proposal to evaluate a health care program.

NRS 680 Differential Diagnosis

The course is designed for advanced practice nursing students to enhance assessment skills, formulate differential diagnosis, and develop therapeutic interventions for patients across the lifespan.

NRS 690 Caring for the Adult and Older Adult

This course focuses on health promotion for adults and older adults as well as the management of common acute and chronic health conditions encountered by this population. Students have the opportunity to build on previously acquired skills and to apply concepts of primary care to manage the complex health problems of the adult and older adult population.

NRS 692 Introduction to Psychotherapy/Psychiatric Interviewing & Common Major Psychopathological Disorder Basics

This course is designed to provide advanced practice nursing students with the knowledge of basic diagnostic criteria of commonly treated major psychopathological disorders as well as an introduction to establishing therapeutic rapport and conducting a psychiatric interview in the role of a psychiatric mental health nurse practitioner. Building upon this knowledge, the student will become familiarized with the most common therapy modalities and engage in deeper study of modalities most often utilized within the field as a psychiatric prescriber.

NRS 693 Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment I

This course is designed to provide advanced practice nursing students with scaffolding knowledge in diagnostics, psychopharmacologic & nonpharmacologic management and evidence-based treatment of major psychopathological disorders. This is the first course in progressive sequence of three courses. In this first course, students will focus on the etiology, epidemiology, evidence-based treatment, and management of neurodevelopmental disorders, schizophrenia spectrum and other psychotic disorders, depressive disorders, bipolar and related disorders, and anxiety disorders.

NRS 694 Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment II

This course is designed to provide advanced practice nursing students with scaffolding knowledge in diagnostics, psychopharmacologic & nonpharmacologic management and evidence-based treatment of major psychopathological disorders. This is the second course in progressive sequence of three courses. In this second course, students will focus on the etiology, epidemiology, evidence-based treatment, and management of OCD and related disorders, trauma and stress-related disorders, substance-related and addictive disorders, sleep-wake disorders, feeling and eating disorders, and personality disorders.

NRS 695 Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment III

This course is designed to provide advanced practice nursing students with scaffolding knowledge in diagnostics, psychopharmacologic & nonpharmacologic management and evidence-based treatment of major psychopathological disorders. This is the final course in progressive sequence of three courses. In this final course, students will focus on the etiology, epidemiology, evidence-based treatment, and management of dissociative disorders, somatic symptom and related disorders, elimination disorders, gender dysphoria, disruptive, impulse-control and conduct disorders, paraphilic disorders, and other mental disorders.

NRS 696A Equity and Management of Diverse Populations for the Nurse Practitioner

This course is designed for advanced practice nursing students to develop and enhance skills engaging with and understanding of diverse populations. We will be exploring issues of health disparity and bias, and expanding on skills in interviewing patients across cultures. We will also be addressing unique aspects of care when working with special populations such as BiPOC, LGBTQ+, children, geriatrics, pregnant women, veterans, medically-complex individuals, and patients with trauma history.

NRS 696B Transition to Psychiatric Mental Health Practice

This course is designed for Psychiatric Mental Health Nurse Practitioner students to support their transition confidently to practice as independent advanced practice registered nurses. Students will focus on leadership, quality improvement, safety, health policy, and regulatory bodies important to practice. We will also review in greater depth clinical topics pertaining to role of the PMHNP (collaboration, consultation, therapeutic relationships) as well as preparation for PMH NP board certification.

NRS 696D Transition to Practice for the Primary Care Nurse Practitioner

This course is designed for Family and Adult Gerontology Primary Care Nurse Practitioner students to prepare for professional practice as a nurse practitioner within the primary care setting. The course allows students to become familiar with the primary care nurse practitioner role by

teaching them about the transition from RN to NP, reviewing ethical considerations for practice, and utilizing evidence-based practice for decision making in the clinical setting.

NRS 700 Pathophysiology, Physical Assessment, & Pharmacology

This course integrates advanced pathophysiology, physical assessment, and pharmacological principles to aid graduate-level nursing students' promotion of quality patient outcomes.

NRS 701 Advanced Pathophysiology

This course provides students with an understanding of general and advanced pathophysiology principles that apply across the lifespan. Emphasis is placed on translating course concepts to aid in diagnostic reasoning and clinical decision-making.

NRS 702 Advanced Physical Assessment

This course integrates advanced knowledge, skills, and critical understanding necessary for the performance of a comprehensive patient health history and physical assessment. Students gain practice assessing all human systems, learn advanced assessment techniques, and are introduced to various concepts and approaches.

NRS 703 Advanced Pharmacology

This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacological principles of medications commonly prescribed to prevent and/or manage adverse health conditions of patients across the lifespan. This course includes instruction on pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

NRS 711 FNP Advanced Practice Clinical 1¹¹

Clinical practicum that immerses FNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 250 hours.

NRS 712 FNP Advanced Practice Clinical 2

Clinical practicum that immerses FNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 250 hours.

NRS 713 FNP Advanced Practice Clinical 3

Clinical practicum that immerses FNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 250 hours.

NRS 714 Clinical Practicum I: Psych Mental Health Nurse Practice - Family

Clinical practicum that immerses PMHNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of diagnostic, management, psychopharmacological and evidence-based treatment will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 250 hours.

NRS 715 Clinical Practicum II: Psych Mental Health Nurse Practice - Family

Clinical practicum that immerses PMHNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of diagnostic, management, psychopharmacological and evidence-based treatment will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 250 hours.

¹¹ Students are expected to review specifics of Clinical Rotations for CNS, CNS-AG, FNP, and AGPCNP in their respective Clinical Supplemental Handbooks that follow this document's Appendices.

NRS 716 Clinical Practicum III: Psych Mental Health Nurse Practice - Family

Clinical practicum that immerses PMHNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of diagnostic, management, psychopharmacological and evidence-based treatment will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 250 hours.

NRS 717 CNS Advanced Practice Clinical 1

Clinical practicum that immerses CNS students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 718 CNS Advanced Practice Clinical 2

Clinical practicum that immerses CNS students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 719 CNS Advanced Practice Clinical 3

Clinical practicum that immerses CNS students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 720 AGPCNP Advanced Practice Clinical 1

Clinical practicum that immerses AGPCNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in adults and geriatric patients in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 721 AGPCNP Advanced Practice Clinical 2

Clinical practicum that immerses AGPCNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in adults and geriatric patients in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 722 AGPCNP Advanced Practice Clinical 3

Clinical practicum that immerses AGPCNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in adults and geriatric patients in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice clinicians and must demonstrate clinical course objectives expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 731 Perioperative Strategic Management

This perioperative leadership course is designed to provide the learner with the knowledge and skills necessary to apply scientific principles of strategic management in the perioperative environment.

NRS 732 Perioperative Finance & Operations

This perioperative leadership course is designed to provide the learner with the knowledge and skills necessary to apply scientific principles of financial management and operational management in the perioperative environment.

NRS 733 Perioperative Human Resources/Relationship Management

This perioperative leadership course is designed to provide the learner with the knowledge and skills necessary to apply scientific principles of human resources and relationship management in the perioperative environment.

NRS 734 Perioperative Professional Leadership

This perioperative leadership course is designed to provide the learner with the knowledge and skills necessary to apply scientific principles of professionalism and leadership in the perioperative environment.

NRS 735 Nursing Practicum

This combined seminar and practicum bridges theory and research with practice. Students will collaborate with instructors and preceptors to design practicum experiences that further their professional development as advanced practice nurses. Consent of instructor required.

NRS 736 Perioperative Nurse Leader Practicum

This perioperative leadership practicum provides students the opportunity to apply the knowledge and skills learned in the entire program of study and demonstrate competence by integration and application to real-world scenarios.

NRS 810 Population Health and Health Policy

Population health is explored to critically examine epidemiological statistics on determinants of health; and strategies to promote health, reduce health risks at multiple levels, and promote a culture of health among diverse populations. Students will be challenged to consider the socioeconomic impact of the cost of health care, advance equitable population health policy, engage in advocacy, and advance their knowledge of preparedness in order to protect population health during disasters and public health emergencies.

NRS 820 Health Care Service and Clinical Quality

Human resource management in healthcare, Continuous Quality Improvement (CQI), and principles of risk management; ethics, patient safety, claims management, and proactive loss control are examined. Strategies for interprofessional team effectiveness in quality processes, patient outcomes, and patient satisfaction are evaluated; benchmarking metrics are outlined.

NRS 830 Health Systems Informatics

Examining the optimization of information management and communication to improve the health of populations, communities, families, and individuals. Frameworks include regulatory, legislative, workflow, electronic health record, billing, and telehealth. Application in professional development, translational research, and bioinformatics (genomics) are explored.

MASTER OF SCIENCE IN NURSING PROGRAM CONCENTRATION COURSE SEQUENCES

Concentration: Adult Gerontology Primary Care Nurse Practitioner

Total Credits: 48

Duration: 3 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 600 (1 st 8 wks.) Clinical Prevention: Assessment & Planning	3	NRS 665 (1 st 8 wks.) Applied Statistics	3	NRS 612 (1 st 7 wks.) Theoretical Foundations of Role Development for the Nurse Leader	3
NRS 625 (2 nd 8 wks.) Healthcare Systems & Policy	3	NRS 670 (2 nd 8 wks.) Evidence-Based Practice	3	NRS 701 (2 nd 7 wks.) Advanced Pathophysiology	3
Total	6	Total	6	Total	6
Year 1 Total Credits: 18					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 830 (1 st 8 wks.) Health Systems Informatics	3	NRS 645 (1 st 8 wks.) Advanced Leadership Roles in the Healthcare System	3	NRS 690 (1 st 7 wks.) Adult and Older Adult	3
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3	NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	6	Total	6
Year 2 Total Credits: 18					
Fall (3 rd year)	Crs	Spring (3 rd year)	Crs	Summer (3 rd year)	Crs
NRS 720 (16 wks.)	3	NRS 721 (16 wks.)	3	NRS 722 (14 wks.)	3

AGPCNP Advanced Practice Clinical 1		AGPCNP Advanced Practice Clinical 2		AGPCNP Advanced Practice Clinical 3	
NRS 696A (1 st 8 wks.) Equity and Management of Diverse Populations for the Nurse Practitioner	1.5			NRS 696D (1 st 7 wks.) Transition to Practice for the Primary Care Nurse Practitioner	1.5
Total	4.5	Total	3	Total	4.5
Year 3 Total Credits: 12					

Concentration: Comprehensive

Total Credits: 30-36

Duration: 2 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 600 (1 st 8 wks.) Clinical Prevention: Assessment & Planning OR NRS 810 (1 st 8 wks.) Population Health and Health Policy	3	NRS 665 (1 st 8 wks.) Applied Statistics	3	NRS 612 (1 st 7 wks.) Theoretical Foundations of Role Development for the Nurse Leader	3
NRS 625 (2 nd 8 wks.) Healthcare Systems & Policy OR NRS 820 (2 nd 8 wks.) Health Care Service and Clinical Quality	3	NRS 670 (2 nd 8 wks.) Evidence-Based Practice	3	OPTIONS: NRS 700 (14 wks) Pathophysiology, Physical Assessment, & Pharmacology (if no plans for APN Certificate/Track) OR NRS 701 (2 nd 7 wks.) Advanced Pathophysiology	3
Total	6	Total	6	Total	6
Year 1 Total Credits: 18					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 830 (1 st 8 wks.) Health Systems Informatics	3	NRS 631 (1 st 8 wks.) Curriculum, Instruction, and Methodology in Nursing Education	3	NRS 735 (14 wks.) Nursing Practicum	3
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 645 (2 nd 8 wks.) Advanced Leadership Roles in the Healthcare System OR NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3	NRS 645 (2 nd 7 wks.) if 701, 702, or 703 were taken individually over 8-week sessions previous year	3
Total	3-6	Total	6	Total	3-6
Year 2 Total Credits: 12-18					

Concentration: Clinical Nurse Specialist

Total Credits: 44

Duration: 3 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 600 (1 st 8 wks.) Clinical Prevention: Assessment & Planning	3	NRS 665 (1 st 8 wks.) Applied Statistics	3	NRS 612 (1 st 7 wks.) Theoretical Foundations of Role Development for the Nurse Leader	3
NRS 625 (2 nd 8 wks.) Healthcare Systems & Policy	3	NRS 670 (2 nd 8 wks.) Evidence-Based Practice	3	NRS 701 (2 nd 7 wks.) Advanced Pathophysiology	3
Total	6	Total	6	Total	6
Year 1 Total Credits: 18					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 830 (1 st 8 wks.)	3	NRS 645 (1 st 8 wks.)	3	NRS 680 (2 nd 7 wks.)	3

Health Systems Informatics		Advanced Leadership Roles in the Healthcare System		Differential Diagnosis	
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3		3
Total	6	Total	6	Total	3
Year 2 Total Credits: 15					
Fall (3 rd year)	Crs	Spring (3 rd year)	Crs	Summer (3 rd year)	Crs
NRS 717 (16 wks.) CNS Advanced Practice Clinical 1	3	NRS 718 (16 wks.) CNS Advanced Practice Clinical 2	3	NRS 719 (14 wks.) CNS Advanced Practice Clinical 3	3
Total	3	Total	3	Total	3
Year 3 Total Credits: 9					

Concentration: Clinical Nurse Specialist -Adult Gerontology

Total Credits: 45

Duration: 3 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 600 (1 st 8 wks.) Clinical Prevention: Assessment & Planning	3	NRS 665 (1 st 8 wks.) Applied Statistics	3	NRS 612 (1 st 7 wks.) Theoretical Foundations of Role Development for the Nurse Leader	3
NRS 625 (2 nd 8 wks.) Healthcare Systems & Policy	3	NRS 670 (2 nd 8 wks.) Evidence-Based Practice	3	NRS 701 (2 nd 7 wks.) Advanced Pathophysiology	3
Total	6	Total	6	Total	6
Year 1 Total Credits: 18					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 830 (1 st 8 wks.) Health Systems Informatics	3	NRS 645 (1 st 8 wks.) Advanced Leadership Roles in the Healthcare System	3	NRS 690 (1 st 7 wks.) Adult and Older Adult	3
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3	NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	6	Total	6
Year 2 Total Credits: 18					
Fall (3 rd year)	Crs	Spring (3 rd year)	Crs	Summer (3 rd year)	Crs
NRS 717 (16 wks.) CNS Advanced Practice Clinical 1	3	NRS 718 (16 wks.) CNS Advanced Practice Clinical 2	3	NRS 719 (14 wks.) CNS Advanced Practice Clinical 3	3
Total	3	Total	3	Total	3
Year 3 Total Credits: 9					

Concentration: Family Nurse Practitioner

Total Credits: 45

Duration: 3 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 600 (1 st 8 wks.) Clinical Prevention: Assessment & Planning	3	NRS 665 (1 st 8 wks.) Applied Statistics	3	NRS 612 (1 st 7 wks.) Theoretical Foundations of Role Development for the Nurse Leader	3
NRS 625 (2 nd 8 wks.) Healthcare Systems & Policy	3	NRS 670 (2 nd 8 wks.) Evidence-Based Practice	3	NRS 701 (2 nd 7 wks.) Advanced Pathophysiology	3
Total	6	Total	6	Total	6
Year 1 Total Credits: 18					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 830 (1 st 8 wks.) Health Systems Informatics	3	NRS 645 (1 st 8 wks.) Advanced Leadership Roles in the Healthcare System	3	NRS 696D (1 st 7 wks.) Transition to Practice for the Primary Care Nurse Practitioner	1.5
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3	NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	6	Total	4.5
Year 2 Total Credits: 16.5					
Fall (3 rd year)	Crs	Spring (3 rd year)	Crs	Summer (3 rd year)	Crs
NRS 711 (16 wks.)	3	NRS 712 (16 wks.)	3	NRS 713 (14 wks.)	3

FNP Advanced Practice Clinical 1		FNP Advanced Practice Clinical 2		FNP Advanced Practice Clinical 3	
NRS 696A (1 st 8 wks.) Equity and Management of Diverse Populations for the Nurse Practitioner	1.5				
Total	4.5	Total	3	Total	3
Year 3 Total Credits: 10.5					

Concentration: Psychiatric Mental Health Nurse Practitioner

Total Credits: 51

Duration: 3 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 665 (1 st 8 wks.) Applied Statistics	3	NRS 625 (1 st 8 wks.) Healthcare Systems & Policy	3	NRS 692 (14 wks.) Introduction to Psychotherapy/Psychiatric Interviewing & Common Major Psychopathological Disorder Basics	3
NRS 670 (2 nd 8 wks.) Evidence-Based Practice	3	NRS 600 (2 nd 8 wks.) Clinical Prevention: Assessment & Planning	3	NRS 645 (2 nd 7 wks.) Advanced Leadership Roles in the Healthcare System	3
Total	6	Total	6	Total	6

Year 1 Total Credits: 18

Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 701 (1 st 8 wks.) Advanced Pathophysiology	3	NRS 702 (1 st 8 wks.) Advanced Physical Assessment	3	NRS 703 (1 st 7 wks.) Advanced Pharmacology	3
NRS 693 (2 nd 8 wks.) Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment I	3	NRS 694 (2 nd 8 wks.) Diagnostics, Management, Psychopharmacology & Evidence- Based Treatment II	3	NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	6	Total	6

Year 2 Total Credits: 18

Fall (3 rd year)	Crs	Spring (3 rd year)	Crs	Summer (3 rd year)	Crs
NRS 714 (16 wks.) Clinical Practicum I: Psych Mental Health Nurse Practice - Family	3	NRS 715 (16 wks.) Clinical Practicum II: Psych Mental Health Nurse Practice - Family	3	NRS 716 (14 wks.) Clinical Practicum III: Psych Mental Health Nurse Practice - Family	3
NRS 695 (16 wks.) Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment III	3	NRS 696A (1 st 8 wks.) Equity and Management of Mental Healthcare in Diverse Populations	1.5		
		NRS 696B (2 nd 8 wks.) Transition to Psychiatric Mental Health Practice	1.5		
Total	6	Total	6	Total	3

Year 3 Total Credits: 15

Concentration: AGPCNP Post-Master's Certificate

Total Credits: 15-27

Duration: 2 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 701 (1 st 8 wks.) Advanced Pathophysiology	3			NRS 690 (1 st 7 wks.) Adult and Older Adult	3
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3	NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	3	Total	6

Year 1 Total Credits: 15

Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 720 (16 wks.) AGPCNP Advanced Practice Clinical 1	3	NRS 721 (16 wks.) AGPCNP Advanced Practice Clinical 2	3	NRS 722 (14 wks.) AGPCNP Advanced Practice Clinical 3	3
NRS 696A (1 st 8 wks.) Equity and Management of Diverse Populations for the Nurse Practitioner	1.5			NRS 696D (1 st 7 wks.) Transition to Practice for the Primary Care Nurse Practitioner	1.5
Total	4.5	Total	3	Total	4.5
Year 2 Total Credits: 12					

Concentration: CNS-AG Post-Master's Certificate

Total Credits: 12-24

Duration: 2 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 701 (1 st 8 wks.) Advanced Pathophysiology	3			NRS 690 (1 st 7 wks.) Adult and Older Adult	3
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3	NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	3	Total	6
Year 1 Total Credits: 15					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 717 (16 wks.) CNS Advanced Practice Clinical 1	3	NRS 718 (16 wks.) CNS Advanced Practice Clinical 2	3	NRS 719 (14 wks.) CNS Advanced Practice Clinical 3	3
Total	3	Total	3	Total	3
Year 2 Total Credits: 9					

Concentration: FNP Post-Master's Certificate

Total Credits: 12-24

Duration: 2 Years

Fall (1 st year)	Crs	Spring (1 st year)	Crs		Summer (1 st year)	Crs
NRS 701 (1 st 8 wks.) Advanced Pathophysiology	3				NRS 696D (1 st 7 wks.) Transition to Practice for the Primary Care Nurse Practitioner	1.5
NRS 702 (2 nd 8 wks.) Advanced Physical Assessment	3	NRS 703 (2 nd 8 wks.) Advanced Pharmacology	3		NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	3		Total	4.5
Year 1 Total Credits: 4.5-13.5						
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs		Summer (2 nd year)	Crs
NRS 711 (16 wks.) FNP Advanced Practice Clinical 1	3	NRS 712 (16 wks.) FNP Advanced Practice Clinical 2	3		NRS 713 (14 wks.) FNP Advanced Practice Clinical 3	3
NRS 696A (1 st 8 wks.) Equity and Management of Diverse Populations for the Nurse Practitioner	1.5					
Total	4.5	Total	3		Total	3
Year 2 Total Credits: 10.5						

Concentration: Perioperative Leadership Graduate Certificate

Total Credits: 15

Duration: 1 Year

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
NRS 731 (1 st 8 wks.) Perioperative Strategic Management	3	NRS 733 (1 st 8 wks.) Perioperative Human Resources/Relationship Management	3	NRS 736 (14 wks.) Perioperative Nurse Leader Practicum	3
NRS 732 (2 nd 8 wks.) Perioperative Finance & Operations	3	NRS 734 (2 nd 8 wks.) Perioperative Professional Leadership	3		
Total	6	Total	6	Total	3
Year 1 Total Credits: 15					

Concentration: PMHNP Post-Master's Certificate

Total Credits: 27-36

Duration: 2.5 Years

				Summer (1 st year)	Crs
				NRS 692 (14 wks.) Introduction to Psychotherapy/Psychiatric Interviewing & Common Major Psychopathological Disorder Basics	3
				Total	3
Year 1 Total Credits: 3					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
NRS 701 (1 st 8 wks.) Advanced Pathophysiology	3	NRS 702 (1 st 8 wks.) Advanced Physical Assessment	3	NRS 703 (1 st 7 wks.) Advanced Pharmacology	3
NRS 693 (2 nd 8 wks.) Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment I	3	NRS 694 (2 nd 8 wks.) Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment II	3	NRS 680 (2 nd 7 wks.) Differential Diagnosis	3
Total	6	Total	6	Total	6
Year 2 Total Credits: 18					
Fall (3 rd year)	Crs	Spring (3 rd year)	Crs	Summer (3 rd year)	Crs
NRS 714 (16 wks.) Clinical Practicum I: Psych Mental Health Nurse Practice - Family	3	NRS 715 (16 wks.) Clinical Practicum II: Psych Mental Health Nurse Practice - Family	3	NRS 716 (14 wks.) Clinical Practicum III: Psych Mental Health Nurse Practice - Family	3
NRS 695 (16 wks.) Diagnostics, Management, Psychopharmacology & Evidence-Based Treatment III	3	NRS 696A (1 st 8 wks.) Equity and Management of Mental Healthcare in Diverse Populations	1.5		
		NRS 696B (2 nd 8 wks.) Transition to Psychiatric Mental Health Practice	1.5		
Total	6	Total	6	Total	3
Year 3 Total Credits: 15					

COURSE FORMAT

Didactic Courses

Didactic courses are facilitated in a fully-online format and MOST often offered over an 8-week session comprised of 8 individual modules. ***Each module begins Wednesday (12:01AM CST) and concludes the following Tuesday (11:59PM CST).*** At the discretion of the instructor, the first module may be available PRIOR TO the first Wednesday of the session and the last module may close AFTER the last Tuesday of the session.

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Typically, each module consists of presentations (PowerPoint, recorded lectures, etc.), readings, and associated activities intended to foster instructor-student and student-student interaction. When a module requires students to submit an initial post followed by a response, the initial posting is due on Saturdays at 11:59PM CST and responses are due Tuesdays at 11:59PM CST. Students should read instructions for all activities early on in the module and, if needed, contact the instructor with questions by 11:59AM CST on the Friday of that module. In addition to weekly modules, most didactic courses require one or more larger-scope assignments (e.g., scholarly papers; projects). Students are responsible for adhering to course syllabi regarding expectations and due dates related to all course-associated exercises.

Advanced Practice Clinical Courses

Advanced practice clinical rotations (NRS 711-722) offer CNS and NP students the opportunity to apply theory attained in didactic courses to the clinical setting. Students in the CNS, CNS-AG, AGPCNP and PMHNP concentrations are required to complete an established minimum number of precepted clinical hours in practice settings as part of their program of study (distributed over 3 advanced practice clinical rotations [view respective concentration Handbook for hour requirements]). Advanced practice clinical rotations span the full 16-week fall and spring semesters and 12-week summer semester. Advanced practice clinical courses are facilitated by both an Instructor of Record and Preceptor. The Instructor of Record facilitates the “theory” portion of the advanced practice clinical courses whereas the Preceptor oversees the “practice” experience for each student at the practice setting. Students are responsible for meeting all content objectives in “theory” course modules. Students should be prepared for the large volume of independent study that is required in the advanced practice clinical.

Due to the direct care nature of the role, all AGPCNP, FNP, and PMHNP students must meet secondary educational requirements to begin Advanced Practice Clinical rotations. To be eligible to begin Advanced Practice Clinical, AGPCNP, FNP and PMHNP students must earn a 3.0 cumulative GPA in the NRS 701, 702, 703, and 680 course series and successfully pass a 2-part Clinical Competency Examination (CCE). The CCE includes: (a) a head-to-toe exam and (b) a focused exam. The student must score a minimum of 80% on each component to successfully complete the CCE. Students who do not achieve an 80% on each component are not permitted to begin Advanced Practice Clinical rotations. If unable to pass the CCE, alternative options for degree completion will be explored with the student.

Practicum Courses

The practicum course (NRS 735) offers students in the MSN Comprehensive program the opportunity to apply theory attained in didactic courses to their current and future practice. The practicum experience is a minimum of 180 hours over the 12-week summer semester (this hour requirement can be split between two or more sites/preceptors as the student’s contract outlines). Experiences are related to educational activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Master’s Education in Nursing), and are mutually agreed upon by the student, Instructor of Record, and preceptor.

ONLINE CLASSROOM CONDUCT

Students are expected to attend and participate in all asynchronous modules. Students anticipating a missed or late module must notify the course instructor via email as far in advance as possible. The decision as to whether a missed or late module will be excused or accepted will be made on an individual basis and at the discretion of the instructor. Work obligations, vacation travel, and technical requirements do not excuse a student from their responsibility to cover any and all content required of the module or submit assignments as scheduled.

Faculty and Student Email Expectations

All course-related email correspondence, including correspondence with faculty and clinical preceptors, should take place via Blackboard and/or the Edgewood email system. All students must use their Edgewood University email address as their official email address. Students are responsible for checking email on a daily basis. Response to email is expected within 48 business hours.

Preview of Assignments Prior to Submission Deadline

Students are encouraged to review all assignment guidelines and rubrics prior to the submission deadline. Any specific assignment-related questions should be addressed to the course instructor via email in a timely fashion. Students may submit assignments prior to the submission deadline; however, they may not do so as an attempt to solicit formative feedback toward assignment improvement. Faculty reserves the right to allow only one submission of any given assignment.

Exams/Quizzes

Courses may have exams/quizzes as part of the evaluation criteria. Students must read, understand, and adhere to individual course policy regarding exams/quizzes.

POLICIES AND PROCEDURES FOR ADVANCED PRACTICE CLINICAL ROTATIONS (CNS & NP CONCENTRATIONS AND/OR CNS & NP CERTIFICATES)

General Guidelines

Students are primarily responsible for identifying and initiating an agreement with their clinical preceptors and practice settings, but assistance is provided by both Faculty and the Clinical Coordination Team as necessary. Once initiated, the Clinical Coordination Team will formalize all necessary contractual agreements. Due to the potential extended period of time needed to establish a formal agreement between multiple parties

(student, Preceptor, Edgewood University practice settings), students must notify the Clinical Coordination Team of their desired Preceptor and practice setting AT LEAST 180 days prior to the start of their experience via the appropriate role-specific **Clinical, Practicum, and Residency Preceptor Form** (Appendix B). Following this notification, students must anticipate follow-up communication from the Clinical Coordination Team regarding site-specific requirements needing completion prior to beginning the rotation. Students must adhere to the requirements and deadlines communicated by the Clinical Coordination Team. If Preceptor/practice setting guidelines are not completed by the specified date, students are at risk for not being able to remain in the next semester's advanced practice clinical course. Preceptors and practice settings are subject to approval by the advanced practice clinical course's Instructor of Record (in consultation with the clinical placement team) to ensure that assignments are based on the specific educational and credentialing needs of the student.

Once the Instructor of Record (via the Clinical Coordination Team) approves a student's Preceptor and practice setting, the student:

1. works through the Clinical Coordination Team to ensure that all documentation is complete and approved for the advanced practice clinical rotation.
2. drafts and submits their resume and objectives for the clinical experience to their Instructor of Record when requested. Objectives must be measurable, realistic, and individualized. The Instructor of Record will review them and provide feedback BEFORE submission to the Preceptor.
3. drafts and submits a **Preceptor Memorandum of Understanding** form to their Instructor of Record to review, discuss, and approve (Appendix C).
4. schedules a meeting with the Preceptor to discuss and/or complete resume, objectives for the clinical experience, schedule, and Preceptor Memorandum of Understanding form (this form must be signed by preceptor). In MOST cases, the mutually agreed upon schedule must lead to the accumulation of **AT LEAST 167** hours each semester for CNS, CNS-AG, and AGPCNP concentrations and **AT LEAST 250** hours each semester for the FNP and PMHNP concentrations. Importantly, the SoN recognizes that many students need to continue outside employment while completing advanced practice clinical rotations, however, preceptors and practice settings may not be able to accommodate students' work schedules.
5. submits to Clinical Coordination Team all necessary documentation for student file (final resume, objectives, schedule, and Preceptor Memorandum of Understanding form).
6. is responsible for meeting all compliance requirements prior to beginning their advanced practice clinical rotation. These compliance requirements include attendance at HIPPA classes, computer-training, fire and safety protocol, adhering to agency dress code, etc.
7. is responsible for all clinical site-specific subscriptions required by the site (e.g., MyClinicalExchange, Rural Wisconsin Health Cooperative).

Once the advanced practice clinical rotation begins:

1. students are responsible for accurately and punctually documenting all advanced practice clinical hours into **Typhon** (Appendix D-NPST Version). Advanced clinical hours and documentation will be reviewed by the Instructor of Record. If the Instructor of Record has any concerns regarding documentation prior to approval, the student will be contacted. Students MAY NOT count travel time as part of their clinical hours. Hours can only be satisfied within the scheduled dates of the semester unless mutually agreed upon by the Instructor of Record, Preceptor, student, and practice setting. Students are responsible for paying the one-time registration fee for Typhon.
2. students are expected to punctually attend all clinical experiences. In the event a student is not able to attend a previously arranged clinical day, the student must notify the Instructor of Record and Preceptor/site as soon as possible. Additional scheduled hours will have to be arranged (be aware that preceptors are not compensated for their time and are under no obligation to make accommodations).
3. there may be an occasion to work with providers in the practice setting other than the assigned Preceptor. These opportunities may present themselves due to scheduling issues, Preceptor or Instructor of Record suggestion, Preceptor illness, etc. In these instances, the Instructor of Record must be notified, and the experience must be noted on the clinical log (Typhon). Importantly, the majority of clinical hours should be spent with the primary Preceptor(s) in order for a comprehensive evaluation of clinical performance to be given.
4. the Instructor of Record will review students' progress with preceptors to validate clinical competency. Additional hours may need to be completed should skills be deemed "lacking."¹²

¹² If the Instructor of Record determines that a student is not meeting course or clinical objectives or standards as outlined in the syllabus, or if a clinical issue arises related to patient safety or professional practice, a conference will be held with the student to further explore the issue. Preceptors and Edgewood faculty maintain the right to ask the student to leave the clinical site until any issue of concern is resolved. If an issue of concern is unable to be resolved, a conference with the Instructor of Record, Preceptor, Associate Dean for Graduate Nursing Programs, and the student will be held to determine next course of action (e.g., written warning, clinical probation, repeat all or part of clinical rotation, assign failing grade, program dismissal). Documentation with agreed upon outcomes will become part of the student record.

5. students are responsible for additional expenses connected to advanced practice clinical rotations and should be anticipated and planned for in advance (e.g., parking, identification badges).
6. students are expected to provide their own transportation to and from the practice setting.
7. students must maintain an unrestricted RN licensure in the state of their practice setting.

Please note that students already employed in a practice setting MAY complete clinical precepted in the agency, but not the department in which they work. Moreover, the student MAY NOT assume the role of the student in that agency unless formally relieved of all employer-employee responsibilities during their scheduled precepted hours. During their advanced practice clinical rotations, students are expected to be precepted at all times and only act within the advanced practice nurse role denoted by their program (CNS, CNS-AG, FNP, AGPCNP, and PMHNP). Engaging in non-advanced practice nursing roles during the advanced practice clinical rotation is not allowed.

The CNS, CNS-AG, FNP, AGPCNP, and PMHNP concentrations require that advanced practice clinical rotations adhere to the professional practice standards as identified by the ANCC credentialing body (see ANCC website <https://www.nursingworld.org>). Advanced practice clinical students are ideally paired one-to-one with either preceptors who hold certifications from ANCC or AACN as Clinical Nurse Specialists or Nurse Practitioners (AANP certification for Nurse Practitioners is also acceptable). Physicians or Doctors of Osteopathic Medicine (D.O.) and physician assistants will be considered as suitable preceptors on a case-by-case basis.

The CNS, CNS-AG, FNP, AGPCNP, and PMHNP roles function in a multitude of practice settings. CNS, CNS-AG, AGPCNP, and PMHNP advanced practice clinical rotations are carefully coordinated between the student and Instructor of Record. In the case of practice settings for all NP students, the respective NP Program Director directly reviews the appropriateness of the site with the Instructor of Record.

It is imperative that students familiarize themselves with their respective state's guidelines regarding specific licensing requirements (which could potentially affect clinical needs in terms of hours and sites) and scope-of-practice regarding the CNS, CNS-AG, FNP, AGPCNP, and PMHNP roles. The following site serves as an excellent resource: <https://nursinglicensuremap.com/advanced-practice-nursing/>, however, students outside the State of Wisconsin are highly encouraged to contact their State Board of Nursing for up-to-date information. **Please note:** *our programs are only approved in certain states; a student changing their state of residency while in the program may jeopardize their ability to complete the program if our program is not yet approved in that state. It is of the utmost importance students proactively communicate to the clinical placement team any plans regarding moving to a different state.*

Advanced Practice Clinical Dress Code

Students are expected to wear appropriate professional attire for all advanced practice clinical experiences. Students may need to wear a lab coat* with a nametag at the site of their advanced practice clinical (lab coats can be purchased at the Edgewood University bookstore; nametags will be issued by the School of Nursing for a \$10 fee). Some agencies may have other requirements for their dress code. Students should check with their advanced clinical preceptor and/or site to identify appropriate dress code.

The nametag will have the following lines:

1. Name and educational credentials (Ex. BSN, RN)
2. Henry Predolin College of Health Science, School of Nursing, Edgewood University
3. Student's concentration (Ex., Family Nurse Practitioner Student)

*Note that some sites prefer students do NOT wear lab coats. Each student should check with the preceptor regarding attire. If lab coats are not required by the site, a name tag should be worn at all times.

POLICIES AND PROCEDURES FOR PRACTICUM COURSE (MS in Nursing-Comprehensive)

Students are primarily responsible for identifying and initiating an agreement with their practicum course preceptors and sites, but assistance is provided by both Faculty and the Clinical Coordination Team as needed. Once initiated, the Clinical Coordination Team will formalize all necessary contractual agreements. Due to the potential extended period of time needed to establish a formal agreement between multiple parties (student, preceptors, Edgewood University, practice settings), students must notify the Clinical Coordination Team of their desired preceptors and practice settings AT LEAST 90 days prior to the start of their experience via the **Clinical, Practicum, and Residency Preceptor Form** (Appendix B). Following this notification, students must anticipate follow-up communication from the Clinical Coordination Team regarding site-specific requirements needing completion prior to beginning the rotation. If Preceptor/practicum setting guidelines are not completed by date specified, students are at risk for not being able to remain in the upcoming practicum course. Preceptors and practicum settings are subject to the approval by the Instructor of Record for the practicum course (in consultation with the clinical placement team) to ensure that assignments are based on the specific educational needs of the student.

Once the Instructor of Record approves a student's Preceptors and practicum settings, the student:

1. works through the Clinical Coordination Team to ensure that all documentation is complete and approved for the practicum site.

2. drafts and submits their resume and objectives for the practicum experience to their Instructor of Record prior to the beginning of the practicum course. Objectives must be measurable, realistic, and individualized. The Instructor of Record will review them and provide feedback BEFORE submission to the preceptor(s).
3. drafts and submits a **Preceptor Memorandum of Understanding** form to their Instructor of Record to review, discuss, and approve (Appendix C).
4. schedules a meeting with each preceptor to discuss resume, objectives for the practicum experience, schedule, and Preceptor Memorandum of Understanding form (this form must be signed by each preceptor). The mutually agreed upon schedule must lead to the accumulation of **AT LEAST 180** hours. Please note that all MS in Nursing Comprehensive students must accumulate hours in both an advanced clinical-focused (i.e., practice setting includes activities where the student engages in complex care such as advanced wound care; care of ventilator-dependent patients) and an advanced role-specific experience (e.g., leadership/management; nurse education/staff development). Importantly, the School of Nursing recognizes that many students need to continue outside employment while completing practicum rotations, however, preceptors and practicum settings may not be able to accommodate students' work schedules.
5. submits to Instructor of Record all necessary documentation for student file (final resume, objectives, schedule, and Preceptor Memorandum of Understanding form).
6. students are responsible for meeting all compliance requirements prior to beginning their practicum experience. These compliance requirements include attendance at HIPPA classes, computer-training, fire and safety protocol, adhering to agency dress code, etc.
7. students completing practicum rotations outside of their licensed state are required to obtain a current license for the state in which they are completing their practicum.

Once the practicum begins:

1. students are responsible for accurately and punctually documenting all practicum hours into **Typhon** (Appendix D-NSST Version). Practicum hour documentation will be reviewed by the Instructor of Record and approved. If the Instructor of Record has any concerns regarding documentation, the student will be contacted. Students MAY NOT count travel time as part of their practicum hours. Hours can only be satisfied within the scheduled dates of the semester unless mutually agreed upon between Instructor of Record, preceptors, student, and practice setting.
2. students are expected to punctually attend all scheduled practicum experiences. In the event a student is not able to attend a previously arranged practicum experience, the student must notify the Instructor of Record and preceptor/site as soon as possible. Additional scheduled hours will have to be arranged (be aware that preceptors are not compensated for their time and are under no obligation to make accommodations).
3. there may be occasion to work with individuals other than the assigned preceptor. These opportunities may present themselves due to scheduling issues, Preceptor or Instructor of Record suggestion, preceptor illness, etc. In these instances, your Instructor of Record must be notified and the experience must be noted on the clinical log. Importantly, the majority of practicum hours should be spent with the primary preceptor(s) in order for a comprehensive evaluation of performance to be given.
4. the Instructor of Record will review students' progress with preceptors to validate progress toward educational objectives. Additional hours may need to be completed should skills be deemed "lacking" (See Section entitled: Preceptor and Student Evaluation Process).
5. students are responsible for additional expenses connected to practicum experiences and should be anticipated and planned for in advance (e.g., parking, identification badges).
6. students are expected to provide their own transportation to and from the practicum experiences.

Please note that students MAY complete practicum hours at their place of employment, but not in the area they are employed. If a student is currently working in a nurse administrator or nurse educator role, the Preceptor should be at a level higher than the student's level as students are encouraged to seek preceptors who will provide a mentoring opportunity and are appropriately prepared academically.

Under no circumstances may a preceptor be a family member or close friend of the student.

Practicum Dress Code

Students are expected to wear appropriate professional attire during all practicum experiences. Some agencies may have other requirements for their dress code. Students should check with their advanced clinical preceptor and/or site to identify appropriate dress code.

Preceptor and Student Evaluation Process

Faculty will discuss students' progress with preceptors throughout the semester to validate hours and completion of course objectives. The **Preceptor Evaluation of Student Performance** form (Appendix F) will be completed by the Instructor of Record, in consultation with the preceptor at mid-semester and at the end of the semester. The Preceptor Evaluation of Student Performance will be completed by the preceptor at the end of each practicum rotation.

Students will complete **Student Evaluation of Preceptor** (Appendix G) at the end of each practicum. Completion and submission of this documentation is needed to complete requirements of each practicum course each semester.

VIEWPOINT SCREENING (HEALTH REQUIREMENT AND BACKGROUND CHECK COMPLIANCE)

Before entering an Advanced Practice Clinical Rotation (NRS 711-722) or Nursing Practicum (NRS 735), students must provide evidence of completing all compliance requirements for the School of Nursing and the practice setting as outlined in the **On-Boarding Requirements for Graduate Students** document (Appendix H). Compliance files are maintained by **Viewpoint Screening** (Appendix I). Students are held responsible for accurately uploading their health information into Viewpoint Screening by the established due date (dates may vary depending upon agency guidelines). It is further students' responsibility to submit any additional health-related documentation required by the agency where the advanced practice clinical or practicum is to be held (including proof of current physical examination). Associated fees for Viewpoint Screening and any additional documentation required by the agency are covered by the student. Failure to comply with the student health policies will result in exclusion from advanced practice clinical or practicum, as well as possibly being dropped from the course.

Students are required to contact the Clinical Coordination Team immediately with any change in their health status.

The SoN and all clinical agencies under contract to the SoN require that every student and faculty member submit to a background check. Background checks are initiated through the Viewpoint Screening registration process. Students may also be required to complete additional background checks by the agency where the advanced practice clinical or practicum is to be held. Failure to submit to a background check will result in exclusion from the advanced practice clinical or practicum, as well as possibly being dropped from the course. Potential criminal background history concerns are addressed on a case-by-case basis.

Students are required to contact the Clinical Coordination Team immediately with any change in their criminal background history.

Students are responsible for keeping all documentation updated as needed to complete their advanced practice clinical or practicum experience. Students should keep copies of these documents in a personal file, so they are available if requested by their advanced practice clinical or practicum agency.

PROGRESSION

ACADEMIC ADVISING

Upon admission, students are advised by the Graduate Program Advisor.

The Graduate Program Advisor assists students in understanding the administrative and logistic components of the MS in Nursing program. The Graduate Program Advisor establishes a program plan in students' initial meeting, maintains a complete record of each student's program plan throughout their academic career, communicates policy changes, and makes referrals as needed. Students in the MSN program should consult with the Graduate Program Advisor every semester before registering for courses, or when their course plan changes.

Faculty serve as all MS in Nursing students' point-of-contact for educational and professional interests and concerns. The Clinical Coordination Team engages the student in initial and ongoing clinical practicum discussions.

ACCESSIBILITY AND DISABILITY SERVICES

If you know or think you may have a learning, physical, emotional, or mental health disability or difference OR if you are a Multi-Language Learner (i.e., English is not your first language) who needs academic assistance, please contact the **Disability and Accessibility Services Office** to discuss what kinds of accommodations or support might be helpful to you.

- Office: Predolin 240A (Inside PRD 240)
- Email: AccessDisabilityServ@edgewood.edu
- Phone: 608-663-2831
- Website: <https://www.edgewood.edu/accessibility>

The Disability and Accessibility Services Office will keep your information confidential but will discuss with you the benefits of notifying your instructors, with your permission, of any needs you have for accommodations such as additional testing time and shared note taking.

COURSE INFORMATION AND SCHEDULE

The majority of coursework for all MS in Nursing concentrations will be delivered in an online format (Practicum and Advanced Practice Clinical Courses require face-to-face meetings and in-practice hours). Most courses are offered over 8-week sessions. Summer semester courses are offered over 4-, 6-, and 8-week sessions. Clinical courses and practicum may run 16 weeks (fall and spring semesters) or 12 weeks (summer). Students should speak to the Graduate Program Advisor if they have further questions regarding the format of course facilitation.

Students may be able to complete the Comprehensive program in 21 months by taking two courses each semester. Students may be able to complete the CNS, CNS-AG, FNP, AGPCNP, or PMHNP programs in three years by taking two courses each semester. Post-master's certificate students may complete the AGPCNP or FNP certificate programs in as little as 15 months, dependent on courses that are accepted for transfer. Although students meet with the Graduate Program Advisor to plan out their course sequences, their plans may change during their time in the program. The time to complete the MS in Nursing degree depends on the number of courses taken per semester and communicating with the Graduate Program Advisor regarding any changes in the course plan.

Students can enter the programs at the beginning of any fall, spring, or summer session.

ACADEMIC DATES AND REGISTRATION POLICY

Registration consists of course selection for the next semester, with the assistance of the Graduate Program Advisor as necessary. Registration has two distinct steps:

1. Registration
2. Payment of Fees

Registration is open prior to each fall, spring, and summer semester. Online registration is available to new and continuing students. Graduate students are held responsible for knowing the registration policies and procedures as printed in the [Registration Guide](#).

Registration is complete when all fees are paid or payment arrangements are made with the Business Office. Credit may not be earned unless a student is properly registered and fees are paid. Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn.

Academic Dates and Deadlines

Students are held responsible for knowing and adhering to academic dates and deadlines regarding add/drops, refunds, and withdrawals as published by the Registrar: <https://registrar.edgewood.edu/academic-dates-and-deadlines>

Add/Drop Policies

Students may use the online registration system to add or drop courses until the deadline has been reached. Students may also use the official Course Change Form obtained from the Graduate Program Advisor or the Office of the Registrar to add or drop a course. This form must be submitted to the Registrar's Office before the student will be considered officially added or dropped from a class. All other changes in course registration follow a similar procedure. Failure to comply with the official Add/Drop procedure may result in a loss of credit or a grade of "F" for an unofficial drop from a course. Absence from classes or informing the instructor does not constitute withdrawal or dropping a course and will result in a failure for the course(s).

GRADE REPORTS

Grades may be viewed online.

Only graduate courses numbered 600 or above are used to determine a student's cumulative and semester GPA. In accordance with University Policy, no grade below a C is applicable for meeting requirements for a graduate degree.

GRADING POLICY

A.....	95-100%
AB.....	90-94%
B.....	85-89%
BC.....	80-84%
C.....	75-79%
D.....	70-74%
F.....	0-69%

INCOMPLETE GRADES

In accordance with University Policy, "incompletes" may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a "Request for Incomplete" to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed either before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or an emergency—a situation beyond the student's control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.

3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of “A” to “F” must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar’s Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of “F” for the class.

ACADEMIC STANDING

There are three categories of academic standing for students enrolled in graduate programs at Edgewood University: good standing, probation, and dismissed.

Good Standing

An enrolled student in good standing is one who maintains a cumulative 3.00 GPA while enrolled in graduate courses.

Probation

An enrolled student whose cumulative GPA in graduate courses falls below 3.00 is placed on probation.

Dismissed

A student on probation is dismissed if his or her cumulative GPA remains below 3.00 after completing nine additional graduate credits. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Students may also be dismissed for academic dishonesty.

Academic standing is posted at the close of each semester and is reported on the grade report for each student.

REPEATING A COURSE

Most courses cannot be repeated for additional credit. Only the most recent attempt at the course will be included in the GPA calculation even if the most recent attempt at a course results in a lower grade. The credits for a course are earned only once, provided at least one of the courses has a passing grade. All repeated courses and their grades will appear on the transcript in the terms they were taken and the repeated course will be noted as “R” (repeated).

STOP-OUT STUDENTS

Stop-out students are previously admitted and/or enrolled students at Edgewood University who have stopped taking credit courses for an extended period, although most usually only stop-out for a semester or two.

Return Requirements

1. Stop-out students seeking to return to the MS in Nursing program after 3 or more semesters of non-enrollment simply need to contact the Graduate Program Advisor to fill out a re-entry form.
2. If the student had taken courses elsewhere while they were away from Edgewood University, they must submit official copies of their transcripts to turn in to Graduate and Professional Studies Admissions.

STUDENT RECORDS

During a graduate student’s enrollment at Edgewood University, the official file of records is kept by the Registrar’s Office. A copy of the student’s file may be maintained by the Graduate Program Advisor and the student’s faculty advisor. Official Edgewood University transcripts are maintained in the Office of the Registrar where copies may be obtained upon proper application.

Privacy of Student Records

The Family Educational Rights and Privacy Act (the Buckley Amendment) provides that, with certain explicit exceptions, students have the right to see their records (accessibility) and the right to determine who else will see their records (confidentiality). Detailed information about the provisions of the act and its implications on this campus may be obtained from the Edgewood University catalog.

WITHDRAWAL

Withdrawal is complete severance of attendance at Edgewood University. There are two types of withdrawal: student withdrawal and administrative withdrawal.

Fall/Spring and Sessions Student Withdrawal

A student may add or drop courses on Edgewood Express for seven calendar days after the start date of the term or session. After that add/drop deadline, a course must be added or dropped via a paper form. When adding courses via a paper form, instructor approval is required. Course drops are not permitted after the tenth week of a full-term course, or the fifth week of a session course.

Withdrawal does not remove the costs incurred that may apply for the semester in question. Refund schedules are published in the semester and summer session sections of the [Registration Guide](#).

Withdrawal during summer session is governed by policies described in the summer session section of *the* [Registration Guide](#).

Students who wish to drop their entire academic load should either obtain a Withdrawal Form or call Edgewood Central at 663-4300. Withdrawal forms are also available online from the Office of the Registrar's [Student Resource Page](#).

Administrative Withdrawal

Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn. There is a reinstatement fee. Appeals of Administrative Withdrawal should be made directly to the Edgewood University Business Office.

ACADEMIC APPEALS

Student appeals are limited to requests to continue in the major, or for grades that impact student progression in the SoN. Any student who feels he/she has cause for appeal may initiate the appeal process.

Appeal Procedure

Prior to initiating the appeal process a student should make every effort to resolve the situation with the course faculty most immediately and directly involved. If the concern is unresolved, it is expected that the student will contact the Graduate Program Advisor and his/her faculty advisor to explore other options.

- I. If the student chooses to initiate the appeal process, he/she must submit a written letter requesting an appeal addressed to the Dean of the SoN via the Director of Academic Operations. A written appeal must be filed within 10 business days of the date of the letter notifying the student that s/he is being dismissed from the program, or the right to appeal is denied.
The student's letter to the Dean must include the following information:
 - A. Precise grounds on which the appeal is based;
 - B. Circumstances associated with the appeal;
 - C. Rationale supporting the appeal, including student attempts to resolve the situation prior to requesting an appeal;
 - D. Description of proposed specific remedial actions to be taken to improve the student's academic performance.
- II. The Dean of the SoN will make the final decision regarding the disposition of the student appeal.
- III. The Dean of the SoN will notify the student in writing of this final decision within 5 business days of receiving the appeal.

Student Complaints and Review/Maintenance of Records

Students have a right to voice a concern to the course instructor. A student who has a concern related specifically to his or her experience in the nursing program should consult with the course instructor in an attempt to arrive at a resolution of the issue. If the concern is not resolved at the instructor-student level, the following sequence should be followed:

1. Discuss the concern with the SoN Graduate Advisor, if not resolved at this level;
2. Discuss the concern with the SoN Assistant Dean, if not resolved at this level;
3. Discuss the concern with the SoN Associate Dean, if not resolved at this level;
4. Discuss the concern with the SoN Dean, if not resolved at this level, the SoN Dean instructs the student to complete a Formal complaint. The SoN Dean is responsible for disposition and documentation of all formal complaints. The SoN Dean will maintain records for a period of three years following the student's graduation or leaving the program.

If not resolved at the SoN level, the student may contact the office of the Vice President for Academic Affairs (VPAA).

ACADEMIC HONESTY POLICY

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood University are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the University has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions: cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data, or other course work, stealing examinations or course

materials, submitting work previously submitted in another course, unless specifically approved by the present instructor, falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding another student in any of the above actions.

Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms, from the egregious to the mild. Instances most commonly seen in written work by students in order from most to least serious are:

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own
- Getting so much help on a paper from someone else, including a University tutor, that the student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used
- Unintentional misuse of borrowed sources through ignorance or carelessness

Sanctions recommended for dishonesty are an "F" on the assignment and/or an "F" in the course. More serious violations may be referred to the Academic Dean's Office for appropriate action.

DUE PROCESS

Students aggrieved by decisions made at the classroom, department, or SoN-level may appeal that decision to the VPAA's Office. The VPAA will make a determination of final resolution or will forward the grievance to the appropriate policy committee for consideration and action.

FERPA STATEMENT

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Edgewood University catalog.

GRADUATION

GRADUATION REQUIREMENTS

To graduate, a graduate student must have earned the number of credits appropriate to the degree sought. Only credits in courses numbered 600 or above count toward meeting this requirement. The student must have maintained a 3.00 GPA on those credits and successfully met all school or departmental and general degree requirements. No degree will be officially conferred by Edgewood University until all defined degree requirements for the student's academic program(s) have been met. Grades of a C or above will fulfill program requirements; grades of CD or below cannot be used to fulfill program requirements.

School or Departmental Requirements

Students must satisfy all coursework as required by the school or department offering the graduate program in which the student is registered.

Time Limits for Degree Completion (Seven-Year Rule)

Only those courses completed within the seven years prior to the granting of a degree will be counted toward meeting the degree requirements.

Residency Requirements for Degree Programs

A minimum to the nearest multiple of three (3) of 2/3 of the coursework credits presented for a graduate degree must be taken at Edgewood University.

Intent to Graduate Form

The [Intent to Graduate](#) form is required for four important reasons:

1. To inform the Registrar's Office that the student is planning to graduate at the end of the term.
2. To inform the Registrar's Office whether the student intends to participate in the commencement ceremony.
3. To allow the student an opportunity to indicate how he or she wants their name spelled on their diploma.
4. To allow the student the opportunity to provide a mailing address for his or her diploma that may be different from any other address that may be on file for the student (with graduation, many students move to new addresses).

If all graduation requirements have been met, but the Intent to Graduate Form has not been submitted to the Registrar's Office, the student's degree will be conferred, but no diploma will be released until the form is received.

GRADUATE CERTIFICATE ADMISSION, PROGRESSION, AND GRADUATION POLICY

A certificate is similar to a degree granted by an institution, but is not as comprehensive as a degree. Courses leading to a certificate are of the same academic quality and integrity as courses leading to a degree. The only difference is the number of areas covered by a certificate is fewer and the focus is much more narrow than a degree. Nursing Graduate certificates are comprised of 12-36 credits at 600 level or higher and require a residency of 12 graduate credits at Edgewood University.

Graduate certificates follow institutional policy pertaining to graduate programs unless indicated otherwise in this policy (including, but not limited to, seven-year rule, academic honesty, student conduct, credit load, repeating a course, withdrawal, grading system, incompletes, pass/fail, appeals).

Students applying to a graduate certificate program use the non-degree admission criteria, which requires a transcript showing a baccalaureate or more advanced degree in addition to the graduate application. Substitutions and waivers are determined by the Assistant Dean of Advanced Practice Graduate Nursing Programs or their designee. Please note, syllabi may be required for substitutions or waivers. Students cannot receive more than one C in the certificate program or they will be placed on probation. A student will be dismissed if he/she does not achieve a 3.0 in the next term following probation status.

Students must earn a cumulative 3.00 GPA in the certificate courses to receive the certificate. Graduate certificate students will not participate in the Edgewood University commencement ceremony.

APPENDICES



APPENDIX A

Code of Professional Conduct

Introduction

Edgewood University's Henry Predolin College of Health Science, School of Nursing offers a variety of nursing degrees from the Bachelor's of Science in Nursing to the Doctorate of Nursing Practice. Each degree/degree concentration are professional programs that expect the highest standards of ethical and professional conduct. The School of Nursing (SoN) Code of Professional Conduct is based on the American Nurses' Association (ANA) Nursing: Scope and Standards of Practice (2021) and ANA Code of Ethics (2015), and is an integral part of student development and professional performance. The SoN believes that professional behavior is an integral part of each student's nursing education and adheres to the Code of Professional Conduct throughout all educational endeavors, activities, and events sponsored by the SoN. Our duty is to maintain an environment supportive of personal growth, as well as to ensure safe, effective quality health care to the public. Students are not simply seeking a Nursing degree but to join a profession with a very specific and rigorous set of ethical and professional responsibilities.

Henry Predolin College of Health Sciences, School of Nursing Standards of Conduct

NURSES ARE ACCOUNTABLE AND RESPONSIBLE FOR THEIR ACTIONS

As a professional nurse, it is our obligation and duty to adhere to the Nursing Scope and Standards of Practice (4th Edition) (American Nurses Association [ANA], 2021), and the Nursing Code of Ethics (ANA, 2015).

American Nurses' Association Scope and Standards of Practice

Standards of Practice: The Standards of Practice describe a competent level of nursing practice demonstrated by the critical thinking model known as the nursing process. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse's decision-making.

Standard 1. Assessment: The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

Standard 2. Diagnosis: The registered nurse analyzes the assessment data to determine the actual or potential diagnoses, problems or issues.

Standard 3. Outcomes Identification: The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning: The registered nurse develops a collaborative plan encompassing strategy to achieve expected outcomes.

Standard 5. Implementation: The nurse implements the identified plan.

- **Standard 5A. Coordination of Care:** The registered nurse coordinates care delivery
- **Standard 5B. Health Teaching and Health Promotion:** The registered nurse employs strategies to teach and promote health and wellness.

Standard 6. Evaluation: The registered nurse evaluates progress toward attainment of goals and outcomes.

Standards of Professional Performance:

The Standards of Professional Performance describe a competent level of behavior in the professional role, including activities related to ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health. All registered nurses are expected to engage in professional role

activities, including leadership, appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society.

Standard 7. Ethics

The registered nurse integrates ethics in all practices of nursing.

Standard 8. Advocacy

The registered nurse demonstrates advocacy in all roles and settings.

Standard 9. Respectful and Equitable Practice

The registered nurse practices with cultural humility and inclusiveness.

Standard 10. Communication

The registered nurse communicates effectively in all areas of professional practice.

Standard 11. Collaboration

The registered nurse collaborates with the healthcare consumer and other key stakeholders.

Standard 12. Leadership

The registered nurse leads within the profession and practice setting.

Standard 13. Education

The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

Standard 14. Scholarly Inquiry

The registered nurse integrates scholarship, evidence, and research finding into practice.

Standard 15. Quality of Practice

The registered nurse contributes to quality nursing practice.

Standard 16. Professional Practice Evaluation

The registered nurse evaluates one's own and others' nursing practice.

Standard 17. Resource Stewardship

The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.

Standard 18. Environmental Health

The registered nurse practices in a manner that advances environmental safety and health.

Source: ANA. (2021). *Nursing: Scope and Standards of Practice* (4th ed.) (p. 89-107). Silver Spring, MD: ANA.

American Nurses Association Code of Ethics for Nurses

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses' Association Standards of Professional Nurse Practice and Standards of Professional Performance

As a professional nurse, it is our obligation and duty to adhere to the Nursing Scope and Standards of Practice (3rd edition) (American Nurses Association [ANA], 2015), and the Nursing Code of Ethics (ANA, 2015).

Academic Accountability and Responsibility

In addition to professional accountability and responsibility, students must also assume the same standards of accountability and responsibility for their education. Part of educational responsibility and accountability addresses preparation for participation in academic advising.

Advising

NURSING students are required to meet with their academic advisor every semester. It is the student's responsibility to schedule and keep this appointment. During this time, students and faculty members will discuss the advisee's academic plan, academic progress, and plans for graduation as well as answer any questions related to future employment, internships, graduate school or preparing for the state board exam (NCLEX). It is the student's responsibility to come prepared for their advising appointment. Adequate preparation includes having a course plan developed prior to the appointment, knowing how many credits remain prior to graduation, and, if necessary, prior calculation of GPA.

As a student progresses in the nursing program, additional preparation for advising will include discussion of ATI results.

NURSES DEMONSTRATE PROFESSIONAL BEHAVIOR, RESPECT, CIVILITY

Students will fulfill professional nursing roles including client advocate, direct care provider, and educator. Students will treat peers, faculty, members of the healthcare team, and clients with respect and compassion. Clients and their families come from different cultural backgrounds and hold different values. Students will respect these differences providing professional, empathetic and holistic health care for all.

Each student is expected to display behaviors that represent Edgewood University's Dominican values (TRUTH, JUSTICE, COMPASSION, COMMUNITY, PARTNERSHIP) as well as the values and beliefs of SoN. In order to exhibit the quality and caliber of professionalism deemed appropriate for the Edgewood University student nurse, it is expected that the student will display the professional behaviors addressed in this code.

Clinical and Classroom Expectations

Students enrolled in the nursing major are expected to attend all classes, laboratories and clinical experiences in order to fulfill credit requirements for each course. In the event of an absence from clinical, students will be required to complete additional learning experiences as determined by the clinical instructor. ***No on-site clinical make-up experiences will be offered.*** Students cannot attend a different clinical section to make up an absence from clinical. There are no excused or unexcused absences from clinical and completing additional learning experiences as required by the clinical instructor does not remove the absence from clinical evaluations.

Students are not to miss clinical, lab, simulation, or theory class to meet the needs of another course (nursing or non-nursing). Likewise, students are not to miss clinical, lab, simulation, or theory class to meet other obligations (e.g., job interviews and/or orientation for employment, elective/non-urgent appointments). Please note that the Edgewood University Calendar is posted for the entire academic year before the start of fall semester. Therefore:

- Students are expected to plan outside activities during university breaks. Students should not schedule vacations at any other time during the academic semester.
- Travel arrangements for a scheduled break should not include any day in which a class, lab or clinical is scheduled.
- Students will not be excused from class, lab or clinical, or exams/quizzes prior to or immediately after a scheduled break or for any other vacation during the academic semester.

Additional attendance policies and expectations may be listed in individual course syllabi.

Participation at the Center for Healthcare Education and Simulation (CHES) and other activities related to being a student at Edgewood University including Student Nurses Association events, travel experiences, and participation in other off campus experiences related to the SoN are treated as clinical activities in terms of professional behavior expectations. The student will display a caring and compassionate attitude when providing care for any patient, including simulation activities. Students must maintain confidentiality and privacy according to all HIPPA and health care policies and regulations.

Students are expected to arrive on time and be prepared for **all clinical, lab, simulation, and theory class activities**. Preparation in the nursing student context entails readiness to administer safe and appropriate nursing care. Students unprepared to safely administer safe and appropriate care due to poor preparation may be denied to participate in clinical and/or sent home and reprimanded according to SoN policy. Any student reporting to clinical or lab under the influence of any substance, whether prescribed or illicit, that may interfere with the cognitive and/or physical ability to render safe patient care will be sent home and reprimanded according to SoN policy.

All students are expected to maintain professional behavior in both the clinical and classroom settings. This professional behavior includes, but is not limited to:

- Attending all class, lab, and clinical activities.
- Taking exams as scheduled (including ATI tests).
- Arriving on time and leaving class/clinical as scheduled.
- Adhering to the SoN clinical dress code for all clinical activities.
- Accepting responsibility and accountability for one's own actions. Responsibility and accountability in the nursing student context include completing assignments on time and clinical preparation as required by the clinical rotation. Failure to complete assignments and/or clinical preparation on time can result in a course failure.
- Giving prior notification in writing, voice mail, email, or per faculty course guidelines, to the faculty when he/she is unable to meet commitments. Students are to check with course faculty as to the method of communication required for concerns or questions regarding attendance. The faculty acknowledges that life emergencies do exist and will work with the student in these situations as they arise.

NOTE: True life emergencies do NOT include:

1. Scheduling work or vacation during class/lab or clinical, or exam times (including ATI testing).
 2. Missing class in order to work; this is not an excused absence.
 3. Non-emergent doctor or dental appointments.
 4. Fatigue associated with personal choices such as work, extra-curricular activities, or social activities.
 5. Planning "special" events that interfere with class, clinical time, or exam times (e.g., wedding/vacation).
- Interacting with others (peers, faculty, and patients/clients) in a respectful, sensitive and nonjudgmental manner.
 - In the clinical setting, professional behavior must be maintained at all times including your time during patient preparation, breaks, lunch, and any other time you are at the clinical agency.
 - Respect others' space and quiet time.
 - Addressing faculty in a respectful manner by use of appropriate titles: Dean, Professor, Mr. /Mrs., and last name. Do not assume a first-name basis is acceptable until you obtain permission from the faculty member.
 - Use of professional language (no profanity and/or inappropriate gestures).
 - Approved Cell Phone Use: Cell phone use is prohibited in all nursing courses unless otherwise specifically approved by course faculty.
 - Appropriate Cell Phone Use: If cell phone use is permitted by course faculty, it may only be used as directed.
 - Constructive verbal and non-verbal behavior.
 - Care for others in an empathetic manner.
 - Honest, open, therapeutic communication.
 - Confidentiality of all patient information.
 - Teamwork and helping behavior for peers.
 - Professional and personal courtesy, honor, ethics, and integrity.
 - Maintaining professional boundaries.
 - Respecting all individuals' differences (i.e., culture, ethnicity, religion, work experience, gender, age, sexual orientation, etc.).
 - Refrain from personal conversations and comments during lectures and other class presentations.
 - Avoid using laptops for purposes other than educational or class activities as directed by course faculty.
 - Wait until it is declared appropriate by the professor to gather things for breaks and at the end of class.
 - Avoid leaving the room in the middle of a lecture or exam.
 - Attending final clinical evaluations as scheduled and submitting the necessary paperwork prior to the final evaluation.

Examples of serious violations that are subject to immediate dismissal from the PROGRAM include, but are not limited to:

- Illegally removing healthcare agency or patient property from the premises.
- Destruction to any healthcare agency or patient property.
- Falsifying or fabricating clinical experiences.
- Calling in sick for clinical under false pretenses.
- Documenting nursing care that was not performed. Please note, documentation in advance of nursing performance or falsifying any documentation is illegal.

Bullying or Lateral Acts of Violence

Bullying or other lateral acts of violence will not be tolerated by the SoN. Bullying is the demeaning, and downgrading of an individual through vicious words and cruel acts that undermine confidence and self-esteem. Bullying can involve both psychological and physical actions that can include, but are not limited to, social media, written, and verbal material that results in psychological or physical harm. Any student engaging in this type of behavior may be dismissed from the nursing program.

No-Gift Policy

On occasion, students may want to recognize or thank a faculty member for their work throughout the semester. This practice more commonly occurs in the clinical setting. Even though gifts are intended as a gesture of thankfulness, they can create uncomfortable feelings among students who may not support the effort or who cannot contribute financially. As such, SoN faculty members support a **no-gift** policy for all instructors. If students want to offer a card of thanks, that would be appropriate.

Use of Social Media

People gain information, education, news, etc., through electronic media and print media. Social media is distinct from industrial or traditional media, such as newspapers, television, and film. Social media is relatively inexpensive and accessible to enable anyone to publish or access information, compared to industrial media, which generally require significant resources to publish information.

Use of social media (Facebook, Twitter, phone texts, blogs, etc.) is strictly prohibited in all capacities related to your SoN experience. Posting pictures, comments, or discussions addressing any classroom and/or clinical experiences on any of these sites could result in dismissal from the program. If you discover you have been “tagged” on a Facebook site, notify the individual responsible for the posting to remove the posting immediately. Follow-up on this request with documentation from the individual who posted the comment/picture that it has been removed.

It is a common misconception that content that has been deleted from a site is no longer accessible. Any and all content posted on any social media site can be accessed if so desired.

“Nurses have been disciplined by boards, fired by employers, and criminally charged by authorities for the inappropriate or unprofessional use of social media”. (www.ncsbn.org)

Edgewood University faculty may require a student to use social media as part of the course curriculum. This use of social media is at the discretion of the faculty and will be the only exception to the use of social media at Edgewood University during clinical or classroom settings.

Use of Cell Phones and Laptop Computers in Class

Behaviors such as talking in class, surfing the internet, and use of cell phones (including text messaging during class), are distracting, disruptive, and disrespectful to individuals conducting class and your fellow classmates. These unprofessional behaviors will not be tolerated. Out of respect for your colleagues and instructors, **CELL PHONES MUST BE TURNED OFF AND STORED DURING CLASS MEETINGS.** In the case of a life crisis or for individuals who must be “on call” or “accessible for a text message” on a specific date, please inform the instructor before class begins that you need to keep your cell phone switched on and nearby.

Laptops are allowed in class. Students using laptops must plan to sit in the back row to decrease distractions for other students. If this privilege is abused (i.e. using your laptop for purposes that are not class related) it will be removed at the discretion of the professor.

NURSES MAINTAIN ACADEMIC HONESTY

The Edgewood University Academic Honesty Policy states:

“As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood University are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the University has adopted this policy”.

The following are examples of violations of standards for academic honesty and are subject to academic **sanctions**:

- Cheating on exams
- Submitting collaborative work as one’s own
- Falsifying records, achievements, field or laboratory data or other course work
- Stealing examinations or other course materials; submitting work previously submitted in another course or the same course if repeating, unless specifically approved by the present instructor
- Posting exam questions or other course materials on the internet without the instructor’s permission.

- Falsifying documents or signing an instructor's or administrator/s name to a document or form
- Plagiarism
- Aiding another student in any of the above actions.

Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms, from the egregious to the mild. Instances most commonly seen in written work by students in order from most to least serious are:

- Borrowing, buying or stealing a paper from elsewhere, lending or selling a paper for another's use as his or her own, using printed material written by someone else as one's own.
- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship.
- Intentionally using source material improperly; e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used.
- Unintentional misuse of borrowed sources through ignorance or carelessness.

Plagiarism---nurses or other authors do not claim the words and ideas of another as their own; they give credit where credit is due (*American Psychological Association Ethics Code Standard 8.11*)

Self- Plagiarism---nurses and other authors do not present their own previously published work as new scholarly work. An author may cite their own previous work, but they cannot submit that work as new material (*American Psychological Association, 2019*).

- Example: A student submits a paper to CNURS 305 and then with a few minor edit changes submits the paper for another class or resubmits the paper, with minor edits, if repeating a course.
- Example: A student submits a paper, from another class, in which he/she has augmented previous learning but fails to cite the original work.

Plagiarism and self-plagiarism are unprofessional, unethical, and are considered violations of the academic honesty code of the University and the School of Nursing. Participating in any act of plagiarism and/or self-plagiarism directly violates the Nursing Code of Ethics.

NURSES MAINTAIN A PROFESSIONAL APPEARANCE

Students are expected to maintain a professional appearance for both functional and aesthetic reasons. Students engaged in nursing clinical experiences are expected to comply with the SoN dress code requirements. The dress code may vary with selected clinical field trips or conferences; faculty will inform students of appropriate professional attire. Each student is responsible for purchasing the required uniform and Edgewood University ~~name tag~~ PRIOR TO beginning clinical and are responsible for all uniform costs. Faculty may suspend a student from the clinical setting for non-compliance with the Henry Predolin College of Health Sciences, School of Nursing dress code (this will be counted as an absence).

SANCTIONS FOR NOT ADHERING TO THE SCHOOL OF NURSING CODE OF CONDUCT

A student may be dismissed from the SoN for any of the following reasons:

- Failure to meet the academic standards.
- Behavior which is contrary to the ethical code of the nursing profession. This behavior includes any violations against current HIPPA regulations.
- Three early alerts issued during a clinical rotation will result in failing the clinical rotation. Any failure in a nursing course results in dismissal from the nursing program.

Students whose behavior does not comply with the Code of Professional Conduct presented in this document will receive sanctions which may include, but are not limited to, the following: A lower or failed grade, reprimand, campus or community service, restitution, suspension or dismissal from the clinical/classroom or nursing program. The Dean of the College of Health Sciences may define further sanctions not listed in this document.

- **REPRIMAND**- official warning in writing that continuation or repetition of wrongful conduct may result in further disciplinary action (e.g. early alert notice, documentation in clinical evaluation).
- **DISCIPLINARY PROBATION**- may be imposed for any misconduct, failure to follow the Code of Professional Conduct, or any other violations that do not warrant suspension from the nursing program, but require further consequences. Disciplinary probation is imposed for a designated period of time determined by the College of Health Sciences Dean. This probationary status includes the probability of further penalties if the student commits additional acts of misconduct or fails to comply in any probation contract details.

- *CAMPUS AND/OR COMMUNITY SERVICE*- requirement that services will be offered for a specified period to an appropriate nonprofit community agency and/or to the campus community.
- *RESTITUTION*- reimbursement for damage to or loss of property which occurred as a result of the misconduct.
- *SUSPENSION*- exclusion from classes, enrollment, and other privileges in the SoN.
- *EXPULSION*- permanent termination of admission and enrollment status in the SoN.

Disciplinary actions, to include expulsion and suspension, shall be included in the student's permanent academic record.

PROCEDURE FOR PROFESSIONAL DISCIPLINARY ACTION

An allegation of professional misconduct may be made by other students, faculty, staff, clients/patients, visitors, or any member of an agency that has a verbal or written agreement to provide learning experiences for students.

The allegation of misconduct should be submitted in written form to the faculty member in whose class or clinical setting the misconduct occurred and the SoN Dean. Information about the misconduct should include:

- *Date, time, location, and description of the incident.*
- *Names of all parties involved and witnesses.*
- *Supporting facts and justification for the complaint.*
- *Brief description of efforts to resolve the complaint.*
- *Date and signature of the person(s) making the allegation of misconduct.*

Students should first discuss any conduct allegations with the faculty member responsible for the clinical or classroom setting in which the infraction occurred. A faculty member who witnesses or observes a student will discuss the situation with the SoN Dean or designated faculty as directed by the Dean. The College of Health Sciences Dean has the right to impose sanctions as deemed appropriate and may involve faculty members as needed. The Dean may also refer the student to the Appeal Process as described in the NURSING Student Handbook.

Students who violate any part of the Code of Professional Conduct a second time will be dismissed from the SoN.

If a student is in violation of the Code of Conduct as described in the University Student Handbook, it is the student's responsibility to notify the College of Health Sciences Dean immediately upon being contacted of their violation by the Dean of Student's Office.



EDGEWOOD
UNIVERSITY

STUDENT AGREEMENT

I understand the Henry Predolin College of Health Sciences, School of Nursing at Edgewood University Code of Professional Conduct is consistent with the ethical obligations of nursing, and pledge to uphold the Code of Professional Conduct by abstaining from dishonesty, deceit, fraud, or other unprofessional behaviors as described in the Code.

I understand that my adherence to the Code of Professional Conduct is a required and appropriate requisite for enrollment and participation in this nursing program.

I accept responsibility and accountability for my professional behavior and conduct within all aspects of clinical and classroom instructional opportunities.

I understand that if I witness unprofessional conduct or behavior that I am ethically and morally obligated to report this information to appropriate faculty.

I understand that failure to comply with the Code of Professional Conduct as noted in the document may result in sanctions and possible expulsion from the School of Nursing.

I have read and understand all aspects of the student handbook including but not limited to academic integrity, professional expectations, assumptions of risk, photo/video release forms, and eligibility for licensure.

Student Printed Name: _____

Student Signature

Date

Witness Signature (anyone 18 or older)

Date

08/2025

APPENDIX C

Preceptor Memorandum of Understanding

Henry Predolin College of Health Sciences
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Thank you for your willingness to provide an educational experience for students in the Edgewood University Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), or Doctor of Nursing Practice (DNP) programs. The following information is provided to assist you in the process.

Mission of Edgewood University

Edgewood University, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The university educates students for meaningful personal and professional lives of ethical leadership, service and a lifelong search for truth.

Course Background

BSN students engage in 'Immersion' with nursing professionals. 'Practicum' and 'Advanced Practice Clinical' experiences are provided for MSN students. 'Residency' experiences are provided for DNP students. The combined seminar and practicum, advanced practice clinical, or residency is intended to bridge theory and research with actual practice. Students will collaborate with the course professor and preceptors to design these experiences that further their professional development as expert practitioners, leaders, and educators in practice settings.

Immersion, Practicum, Advanced Practice Clinical, or Residency Experience

The immersion, practicum, advanced practice clinical, or residency experiences and instruction that students receive is a critical educational component of the Nursing Programs at Edgewood University. It is viewed as a mutual sharing of responsibility between the graduate student, site preceptor, and course professor.

The immersion clinical provides BSN students a space for the integration and application of evidence-based practice, leadership, and professional practice within a diverse population across the continuum of care. Under the guidance of a BSN-prepared preceptor, the immersion clinical is a minimum of 120 hours working toward mastery of the AACN competencies.

The practicum experience is a minimum of 180 hours over one semester (this hour requirement can be split between two or more sites/preceptors as the student's contract outlines). MSN Comprehensive students must acquire 180 total practice hours through both advanced clinical-focused (e.g., practice setting includes activities where the student engages in complex care such as advanced wound care; care of ventilator-dependent patients) and advanced role-specific experiences (e.g., leadership/management; nurse education/staff development). The division of 180 hours is to be determined by the Student and Instructor of Record. For the advanced clinical component of the practicum experience, students should identify a specific population with whom they would like to develop further expertise caring for in practice; it is beneficial for the student to select a population with whom they have limited experience in order to maximize the potential for new clinical learning. The clinical preceptor should specialize in this clinical area. The advanced-role component of the practicum experience should align with the student's area of focus (e.g., leadership/management; nurse education/staff development). The advanced role preceptor should specialize or have significant experience working in the student's chosen focus area of nursing education. Note that qualified individuals can serve simultaneously as both the clinical and advanced-role preceptor. However, if an MSN Comprehensive student is precepted by an individual teaching undergraduate students in a clinical setting, practicum hours spent in this setting are categorized as "Nurse Education" and not "Clinical."

Advanced practice clinical experiences are a minimum of 167 hours over a 16-week period for CNS and AGCNP students; 250 hours for FNP and PMHNP students. This hour requirement can be split between two or more sites/preceptors as the student's contract outlines. Experiences are related to the direct care/leadership activities that support the learning goals of the advanced practice nursing student, incorporate the identified course Essentials (respective AACN Essentials of Master's Education in Nursing), fulfill the requirements needed to sit for the intended licensing exam (respective of the American Nurses Credentialing Center [ANCC] guidelines), and are mutually agreed upon with the preceptor and course professor.

Residency experience hour requirements are variable but can reach up to 500 hours over a 16-week period (this hour requirement can be split between two or more sites/preceptors as the student's contract outlines). Experiences are related to leadership/management and/or educational activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Doctor of Nursing Practice), and are mutually agreed upon with the preceptor and course professor.

Responsibilities of Each Party

Course Professor (Instructor of Record) will:

- Provide the academic requirements for successful completion of the experience (student contract with preceptor).

- Assist student in selecting a qualified preceptor to meet student's learning objectives.
- Direct students to provide agency required information (RN license [direct care experiences], health information, criminal background check, required training, etc.) and communicate with students that they cannot start an experience until all the required documentation is complete.
- In consultation with the preceptor and student, provide approval of the student contract and verification that the student has met the required performance standards during the placement period.
- Serve as the educational supervisor of the student and consultant to preceptors to assure there are opportunities for enriched learning experiences for the student.
- Provide evaluation forms for student to share with preceptors at the mid-point and end of the experience. Collect, aggregate and share information to determine areas of improvement regarding student learning outcomes.
- As needed or requested, provide consultation to the student and preceptor in order to resolve conflict or mediate differences.
- Consult with the appropriate School of Nursing Associate Dean, the preceptor and student when changes or termination of placement are deemed appropriate.
- Follow agreements in contractual agreement with agency.
- Grade all student work.
- Keep all records and reports on students' practicum experience placement experiences and record the final grade with the Office of the Registrar.

Course Preceptor will:

- Assist the student in establishing a plan that will meet both the course and personal objectives. Review and approve the student's proposal to assure expected activities are available. Negotiate with student for alternative experience if necessary.
- Provide access to necessary materials needed to complete the experience (examples include: library, procedure manuals, client records if applicable).
- Facilitate and supervise the student's experience by arranging specific opportunities and contacts with other institutional personnel as needed or arises.
- Meet with the student on a regular basis to review the progress of the experience and to offer appropriate direction, coordination and availability for consultation sessions designed to enhance the student's learning and performance.
- Complete a written mid-term and final evaluation of the student, review with the student, and submit to the course professor within required timeframe.
- Notify the course professor of any difficulties encountered in the experience in which consultation with the course professor might be helpful.
- Withdraw from the placement a student whose health or conduct, in the judgment of the experienced preceptor, poses a threat to clients, employees, the public or property. If the Instructor of Record is not immediately available for consultation, the preceptor shall remove the student until she/he can consult with either an Associate Dean or Instructor of Record. If reinstatement of the student becomes a question, it shall be addressed through a conference between the preceptor and the Instructor of Record, and, when appropriate, the student. In all cases the decision of the preceptor or institutional director shall be final.
- Make available emergency health service access if needed to students who become ill or injured while on duty at the experience; costs of such care to be incurred by the student.

Student will:

- Identify learning objectives to address both course objectives and personal learning goals.
- Select preceptor in coordination with Instructor of Record.
- In consultation with the preceptor, develop an implementation plan to meet the course/personal objectives.
- Meet with the preceptor to review and approve (sign) the experience proposal.
- Comply with the course and institutional requirements prior to beginning the experience.
- In consultation with the preceptor, establish days and times for precepted experiences.
- Seek advice and call upon the expertise of the preceptor throughout the experience to enhance educational opportunities.
- In consultation with the preceptor, assure completion of a written mid-term and final evaluation of the student within the required timeframe.
- Notify the course professor of any difficulties encountered in the experience in which consultation with the course professor might be helpful.
- Present a final summary of the experience (and presentation or project if appropriate) to the Agency staff.

Preceptor Qualifications

Primary preceptors overseeing BS in Nursing student experiences must have at least a Bachelor's Degree in nursing. Primary preceptors overseeing MS in Nursing student experiences must have at least a Master's Degree in nursing (Advanced Practice Clinical preceptors must also hold specific nursing credentials). Primary preceptors overseeing DNP residency student experiences ideally have a DNP or PhD in nursing. However, additional

individuals who augment the student's experience and learning activities may have degrees outside of nursing, such as accounting, business or administration, or medicine.

Preceptor Verification for Advanced Practice Clinical Placement

National Task Force (NTF) on Quality Nurse Practitioner Education requires that preceptors verify they have received appropriate orientation. The School of Nursing provides each preceptor a Preceptor Manual and Typhon training opportunities. If preceptors need further guidance or training, the course Instructor of Record and the Clinical Coordinator are available to provide needed assistance.

Institutional Agreement

The School of Nursing has a signed institutional agreement with your facility that stipulates the responsibilities of the agent and the affiliating agency.

Termination Stipulation

Any problem related to the operation and administration of the experience placement, not provided for in this agreement or any question relative to an interpretation of this agreement can be discussed by the preceptor and School of Nursing course professor. If further clarification or resolution is needed, the problem or issue should be referred to the Dean of the School of Nursing or designee for final action. Either party may terminate this agreement with 45 days written notice.

Contact Reviewed and Accepted:

Preceptor (please print)

Agency

Preceptor (please sign)

Date

Preceptor's Certification(s) & Renewal Date

Preceptor's Program/School Where Degree was Earned

Course Professor

Date

Student (please sign)

Date

Program (Include track)

Course (NRS#)

APPENDIX D

On-Boarding & Compliance Requirements

Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

The following documents must be on file with the School of Nursing prior to beginning your Practicum, Residency, or Advanced Practice Clinical experience (this process should begin at least 60 days in advance of the start-date). Compliance requirements must be uploaded to the compliance tracker Viewpoint Screening ([Edgewood University - Student Screening - Viewpoint Screening](#)). Viewpoint costs \$68 for the caregiver background check and health portal.

A list of acceptable uploads, expirations, and relevant forms can be found in Viewpoint: [Immunization Manager - Viewpoint Screening](#)

All documents must be completed before beginning clinical experiences or data collection activities.

Compliance Requirements

1. Copy of RN license (For MSN/DNP students)
2. Completed criminal background check ([Offenses Affecting Caregiver Eligibility for Chapter 50 Programs, P-00274](#))
3. Documentation of current 2-step TB skin test or QuantiFERON Gold blood test (within one year). Continuing students may renew their 2-step skin test with a 1-step test. All new tests must include the [DHS Symptom Screening Form](#).
4. Documentation of current American Heart Association BLS CPR
5. Immunization Documentation for MMR, HepB, Influenza (Due October 1st), Varicella, Tdap(current tetanus), and Covid-19.

Preceptor Requirements

6. Preceptor Resume (sent to placement coordinator for approval)
7. Signed Memorandum of Understanding (Appendix C)
8. All requests for clinical placement should be entered into Qualtrics (submit once for each site/preceptor):
https://edgewood.co1.qualtrics.com/jfe/form/SV_cuXAvf6AAjnm1j8

For Edgewood On-Boarding:

The School of Nursing needs to be compliant with all our clinical agencies regarding documents noted above and any additional required forms. Note that student requirements are governed by our affiliation agreements and not necessarily the same as employee health requirements. Many local sites including UW, Meriter, Aurora, Prohealth, and more require a MyClinicalExchange account which costs \$20/6 months. Other sites may have other requirements or ask that requirements such TB tests or background checks to be renewed earlier than the typical expiration. [Sites such as SSM, Froedtert, and UW Rehab require a 10-panel drug screen ordered through Viewpoint for \\$45. When you submit the Qualtrics placement request, the clinical coordinator will follow up with you regarding any placement requirements unique to that site.](#)

Site Contracts: If you are having your precepted experience at a site other than UW, UW Medical Foundation, AFCH, Meriter-Unity Point, VA, St. Mary's or Monroe Clinic, please verify with Edgewood's clinical coordinator as soon as possible to confirm we have a valid affiliation agreement. We're partnered with most major health systems in WI and constantly adding new clinical sites, but some major health systems can take months to approve new affiliation agreements. Please plan accordingly.

APPENDIX E

Clinical Experiences Assumption of Risk

Clinical experiences (practicum, clinical rotations, supervised practice, or observations) are a required component of academic programs in the Henry Predolin College of Health Sciences. These experiences allow students to practice skills and techniques learned in didactic and lab courses as well as develop critical thinking skills that are important for health care providers. Clinical experiences occur in hospitals, clinics, schools, community organizations and other appropriate settings where students can interact with patients, clients and families.

Sites selected for students' clinical experiences are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Use of PPE in the clinical setting is based on CDC guidelines as well as the clinical setting-specific policy. Students will have access to appropriate PPE during their clinical experiences. Students have the responsibility to report any potential exposures to their clinical instructor.

However, even with such measures in place, there are risks inherent to clinical experiences. Potential risks associated with working in healthcare include, but are not limited to:

- Exposure to infectious diseases through blood or other bodily fluids via skin, mucus membranes or parenteral contact
- Exposure to infectious diseases through droplet or air-borne transmission · Hazardous chemical exposure
- Environmental hazards, including slippery floors and electrical hazards
- Physical injuries including back injuries
- Psychosocial hazards
- Offensive, inappropriate, or dangerous conduct by patients or clients, including violence, harassment, and sexual harassment These risks have potential complications including trauma or bodily injury.

SPECIAL NOTICE REGARDING COVID-19

COVID-19, the disease caused by the coronavirus, is a contagious disease that causes symptoms that can range from mild (or no) symptoms to severe illness. In some cases, COVID- 19 can lead to death. Anyone is at risk of COVID-19 and currently, there is no immediate cure available. Although anyone who contracts COVID-19 may experience complications, the CDC has found that individuals with certain underlying health conditions are at higher risk of developing more severe complications from COVID-19. These underlying medical conditions include: chronic lung disease, asthma, conditions that cause a person to be immunocompromised, obesity, diabetes, chronic kidney disease and liver disease. Participating in clinical experiences, even when wearing recommended PPE, may not eliminate the risk of contracting COVID-19. However, students will not be assigned patients or clients with known COVID-19 or individuals experiencing respiratory symptoms that could later be diagnosed as COVID-19.

ACKNOWLEDGEMENT OF RISK

I certify that I have carefully read and understand this document. I acknowledge and understand that, as explained in this document, my degree program requires the participation in clinical experiences, and that such participation carries risks that cannot be eliminated. I fully understand these risks.

I understand that it is my responsibility to follow all instructor and supervisor instructions and take all available precautions so that the risk of exposure is minimized. I will follow all program specific information as well as clinical site recommendations relating to prevention of diseases.

Knowing these risks, I certify that I desire to pursue my chosen degree program, including the participation in clinical experiences. I expressly agree and promise to accept and assume all risks associated with doing so. I am voluntarily agreeing to be bound by this document's terms by signing the Henry Predolin College of Health Sciences Code of Conduct Form.



EDGEWOOD
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APPENDIX F

Formal Complaint Form

Henry Predolin College of Health Sciences
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Policy for Filing a Formal Student Complaint

A formal complaint is a written report from a student or other constituent that expresses a serious concern about the quality of the nursing programs or the conduct of a faculty member or student in the Henry Predolin College of Health Sciences at Edgewood University. A formal complaint should be initiated when all other appropriate SoN channels have failed to produce a satisfactory resolution from the point of view of the complainant.

Process for Filing:

1. The first step in any disagreement or conflict is to directly discuss it with the person/s involved.
2. If there has not been satisfactory resolution, the complainant may utilize the appropriate process outlined in the Edgewood University College of Health Sciences Student Handbook: [Student Complaints and Review and Maintenance of Records](#).

Formal Complaint Form:

Date: _____

Name of Person Filing Complaint: _____

Program (if student): _____

If you are not a student, what is the nature of your relationship to the School of Nursing:

Email Address: _____ Phone: _____

Please provide a description of the issue giving rise to your complaint in as much detail as possible. If appropriate, include any and all dates and/or times where an issue occurred that relates to this formal complaint. Attach additional sheets if required, as well as copies of any relevant documents.

What have you done so far to resolve this complaint directly with persons involved or through established Edgewood University School of Nursing procedures?

Please describe as clearly as you can what measures would resolve this issue in a satisfactory manner, in your opinion. Attach additional sheets if required.

Complaints can be submitted via email, fax or mailed to:

Email: QMullikin@edgewood.edu

Fax: 608 663-3444

Mail: 1000 Edgewood College Drive, Madison WI 53711

APPENDIX G**Photo and Video Release Policy**

This form covers photographs, video and audio used by Edgewood University for communications purposes, such as in newsletters, viewbooks, magazines, promotional pieces, social media, and advertising for the University and its programs, or on the University website.

I give my permission to Edgewood University to use my likeness in photograph or video in any and all media produced and controlled by Edgewood University. I make no monetary or other claim against Edgewood University for the use of the photograph(s) or video(s).

I further affirm that I am legally able to grant my consent to Edgewood University for use of my likeness in photograph or video in any and all media produced and controlled by Edgewood University.

I will upload the code of conduct signature page (Appendix A) to indicate I have read and agree to the policy.

APPENDIX H

State Attestation

Henry Predolin College of Health Sciences
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

For the purposes of professional licensure disclosure compliance, Edgewood University determines student location and time of enrollment in the following ways:

- “Student location” is defined as the permanent mailing address, or “Home” address, provided to the university by the student and stored in the student’s record. This definition applies to all students.
- “Time of Enrollment” is defined as the point at which students have been admitted to a program or major, but have not yet registered for courses in that program or major. Student location designations will remain in effect unless and until a student officially notifies the College that their permanent address has changed. Once a student notifies the College, the date of entry will be used as the effective date of a student’s revised location for the purposes of this policy.
- Student location designations will remain in effect unless and until a student officially notifies the University that their permanent address has changed. Once a student notifies the University, the date of entry will be used as the effective date of a student’s revised location for the purposes of this policy.

The Department of Education requires prospective students who are located in a “does not meet” location must be provided with information about licensure and attest that they will seek licensure and employment in a designated “meets” state/territory to enroll. Furthermore, it aligns with Edgewood’s mission to ensure that all students’ education provide a direct pathway to a career in the community where they wish to live. More information regarding Edgewood’s accreditation can be found at <https://www.edgewood.edu/about/accreditation>



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UNIVERSITY

Written Attestation

I, _____ (**First and Last Name**) attest that I plan to seek licensure and employment in _____ (**State or Territory**) after completing the _____ (**Degree**) program. Edgewood University has determined using all reasonable efforts that _____ (**Degree**) program meets educational requirements for licensure.

I understand that educational and other requirements can change and that other factors, including but not limited to criminal background, work experience, and additional training may affect my eligibility for licensure.

Prospective Student

Date

BSN Graduates are eligible to apply for licensure in any US State or Territory.

DNP and MSN-Comprehensive Students do not need to apply for new licenses.

State Disclosures:

Meets Professional Licensure Requirements	Does Not Meet Requirements	Not Determined
WI, CA, CO, GA, IA, IL, KY, MA, MI, MN, NY, FL	LA	AL, AK, AR, AS, AZ, CT, DE, DC, GU, HI, ID, IN, KS, ME, MD, MS, MO, MT, NE, NV, NH, NJ, NM, NC, ND, MP, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, TT, UT, VT, VA, VI, WA, WV, WY



EDGEWOOD
UNIVERSITY

Simulation and Skills Lab Guidelines

For simulation labs and skills labs located at:

Edgewood University, DeRicci Hall, 1000 Edgewood College Dr., Madison, WI 53711
Center for Healthcare Education and Simulation (CHES), 3001 W. Beltline Hwy, Madison, WI 53713
Center for Health Sciences, 1255 Deming Way, Madison WI, 53717
Mercyhealth Medical Science Hub, UW-W Rock County, 2909 Kellog Ave., Janesville, WI 53546
Beloit College, Sanger Center for the Sciences, 801 Pleasant St., Beloit, WI 53511

During their education, Edgewood University students may be given the opportunity to engage in learning in simulation at a simulation lab and/or skills in a nursing lab. Edgewood's simulation and skills lab sites offer a safe learning environment where participants learn through active participation in an environment where errors are integral to learning and enable a safe place where patients cannot be harmed. State of the art technology such as manikins that look, feel, and respond to your actions as a manikin like a real human being are utilized to advance your learning and progression. You will be able to perform an assessment, administer medications, perform nursing skills and integrate theory into a patient care environment. It is expected that participants will follow ground rules listed below.

1. As a participant, you are expected to conduct yourself in a professional, responsible, and ethical. This conduct includes, but is not limited to, the following areas:

- You must dress in proper attire that would be acceptable while treating a patient in a healthcare setting.
- You must treat the manikin in the same professional manner that a patient would be treated.
- Absolutely no unprofessional conduct will be tolerated with regard to the manikins, simulation staff or Edgewood faculty including, but not limited to:
 - Inappropriate comments
 - Inappropriate giggling, laughing or distracting others.
 - Ignoring simulation staff or Edgewood faculty instruction
 - Failure to be adequately prepared for simulation
 - Cell phone or computer usage in the simulation center
 - Any behavior that simulation staff or Edgewood Faculty view as unprofessional.

- No conversations or engaging in other activities not related to observations of the simulation experience are permitted.
- The simulation staff and/or Edgewood faculty reserve the right to remove you from the premise if perceived to be behaving unprofessionally.
- If you are asked to leave the simulation center or lab, your action may result in a failed course. Your conduct will be reported to Edgewood University, College of Health Sciences administration for possible disciplinary action.

2. As a participant you are responsible for fully preparing yourself prior to visiting as well as actively participating in all aspects of the simulation experience.

- Arrive the day of simulation with your written preparation completed and reflecting your own work, not reflective of anyone else's work. All preparation materials should be carefully read, and any concerns or questions should be handled, by the clinical instructor, prior to the day of the visit.
- It will be understood that during the simulation experience that you may be asked to be an observer and give constructive criticism to fellow students in the process of learning. This needs to be done in a respectful manner.
- Anything that was observed during your simulation experience must be kept confidential. This includes your observations of your fellow students and of the scenario that was presented by your clinical instructor. HIPAA confidentiality rules and guidelines apply to both components. Failure to comply with these rules/guidelines would be considered a breach in confidentiality and would be treated as such regarding academic consequences.

3. As a participant, you acknowledge and understand that your participation at the simulation lab authorizes the video taping of your lab experience and that this videotaping may be viewed and used for educational purposes beyond the day of the visit. Videotaping is essential to the simulation learning experience and will be used to critique, evaluate and learn from the experience.

4. As a participant, you acknowledge that the facility and equipment at the simulation lab and skills lab must be properly maintained by all visitors. In this effort you are asked to:

- Limit food and beverages to authorized conference rooms only.
- Honor the no cell phone and computer use policy. Cell phones and computers are prohibited from personal use. Only authorized use of such devices for learning purposes will be granted by simulation staff or your clinical instructor.
- Honor the no pens, markers or ink-based writing utensils in the simulation room policy. The ink cannot be removed from the manikins. Pencils may be provided if you do not have one on the day of the visit.

5. As a visitor, you acknowledge that you are to park in designated parking spots as applicable to each simulation location. For the CHES location, only park in non-designated spots or CHES-designated spots located at the far West end of the parking lot. Do not park in the CHES Management spot.

******I agree to the above conditions when participating in simulation at the simulation sites for the duration of my nursing program(s). I understand that failure to comply with any of the above guidelines may result in my removal from simulation, result in a report to the school of nursing administration and may result in a potential failing grade in the clinical course. I assume full responsibility for my actions and professional behavior. I attest that I have read and agree to these terms by signing the Edgewood University code of conduct.**

APPENDIX J

MSN Essentials and Course Artifact Listing
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

The Master's of Science in Nursing curriculum is built upon the American Association of Colleges of Nursing (AACN) *Essentials*. The *Essentials* delineate the content that must be contained within courses that comprise the program, and the necessary competencies to be attained by graduates of the MS in Nursing program. The *Essentials* are woven throughout individual courses. Particular *Domains* and associated competencies/sub-competencies stressed within an individual course are listed prominently in the course syllabus. A course's curriculum may, and often does, devote attention to multiple *Domains* and associated competencies. However, for accreditation reporting purposes, the School of Nursing MS in Nursing program matches a single *Domain* to a significant course assignment. This assignment is termed an *Artifact*. This practice allows the student to provide a concrete example of how they have met all *Domains* at the conclusion of their program. In turn, rubrics for each *Artifact* are aligned with the *Domain* and its associated *Level 2 Competencies/Sub-Competencies* (rubrics that correspond to an *Artifact* are available in the respective course's syllabus). The following is a listing of the 2021 AACN *Essentials* and the corresponding course from which the *Artifact* will be submitted for each MS in Nursing program concentration.

MS in Nursing: Comprehensive

Domain 1: Knowledge for Nursing Practice **Artifact: NRS 631**

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care **Artifact: NRS 670**

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health **Artifact: NRS 600/810**

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline **Artifact: NRS 665**

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety **Artifact: NRS 700**

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships **Artifact: NRS 612**

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice **Artifact: NRS 625/820**

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies **Artifact: NRS 830**

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics

processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism **Artifact: NRS 645**

Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development **Artifact: NRS 735**

Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

MS in Nursing: Clinical Nurse Specialist and Clinical Nurse Specialist in Adult Gerontology

Domain 1: Knowledge for Nursing Practice **Artifact: NRS 702**

Domain 2: Person-Centered Care **Artifact: NRS 670**

Domain 3: Population Health **Artifact: NRS 600/810**

Domain 4: Scholarship for Nursing Discipline **Artifact: NRS 665**

Domain 5: Quality and Safety **Artifact: NRS 680**

Domain 6: Interprofessional Partnerships **Artifact: NRS 612**

Domain 7: Systems-Based Practice **Artifact: NRS 625/820**

Domain 8: Informatics and Healthcare Technologies **Artifact: NRS 830**

Domain 9: Professionalism **Artifact: NRS 645**

Domain 10: Personal, Professional, and Leadership Development **Artifact: NRS 719**

MS in Nursing: Family Nurse Practitioner and Adult Gerontology Primary Care Nurse Practitioner

Domain 1: Knowledge for Nursing Practice **Artifact: NRS 702**

Domain 2: Person-Centered Care **Artifact: NRS 670**

Domain 3: Population Health **Artifact: NRS 600/810**

Domain 4: Scholarship for Nursing Discipline **Artifact: NRS 665**

Domain 5: Quality and Safety **Artifact: NRS 680**

Domain 6: Interprofessional Partnerships **Artifact: NRS 612**

Domain 7: Systems-Based Practice **Artifact: NRS 625/820**

Domain 8: Informatics and Healthcare Technologies **Artifact: NRS 830**

Domain 9: Professionalism **Artifact: NRS 645**

Domain 10: Personal, Professional, and Leadership Development **Artifact: NRS 696D**

MS in Nursing: Psychiatric Mental Health Nurse Practitioner

Domain 1: Knowledge for Nursing Practice **Artifact: NRS 694**

Domain 2: Person-Centered Care **Artifact: NRS 670**

Domain 3: Population Health **Artifact: NRS 600/810**

Domain 4: Scholarship for Nursing Discipline **Artifact: NRS 665**

Domain 5: Quality and Safety **Artifact: 714**

Domain 6: Interprofessional Partnerships **Artifact: 716**

Domain 7: Systems-Based Practice **Artifact: NRS 625/820**

Domain 8: Informatics and Healthcare Technologies **Artifact: NRS 715**

Domain 9: Professionalism **Artifact: NRS 645**

Domain 10: Personal, Professional, and Leadership Development **Artifact: NRS 696B**

APPENDIX K



NPST STUDENT INFORMATION SHEET

INTRODUCTION

Typhon Group's NPST System is software used by your school to track your clinical encounters, your time spent at clinical facilities, your evaluations, schedule, portfolio, and much more.

Typhon Group is web-based software. This means you can access your account and enter information on any computer or device that has a modern browser. There are no "apps" to install. You can login directly to the Typhon Group website (www.typhongroup.net) from anywhere you have internet access.

Students **DO NOT** self-register for Typhon. Your program creates an account for you. Once your account has been created and your program is ready to grant you access, they will send you an email with login instructions and information. Typhon Group cannot directly provide you with this information.

Once you have received the initial email from your school, you can log in to your account. If your temporary password has expired (or you forgot your password), you can request another one by clicking "Forgot Login or Password." Classroom training may be provided by your school, but once you log in, you'll gain access to the complete instruction manual and video tutorials.

PAYING FOR YOUR ACCOUNT

The first time you log in to the system, you will be directed to an online payment page. On this page, you can pay your one-time \$90 system access fee with a credit card (Amex, Visa, MasterCard, or Discover). Once your credit card has been approved, the system will automatically activate your account, enabling you to start using the system.

LOG IN TIPS

Typhon Group provides several kinds of products, so to ensure you log in to the correct area, utilize the special page we created for your school. Your school's home page is <http://www.typhongroup.net/xxxx>, where xxxx is the main web domain of your school. Click on your specialty, then "Student Data Entry Login." Add this page to your favorites or bookmarks for future reference. You should see the screen below (with the red NPST logo and "Student Data Entry Login"), plus your account number will automatically get inserted when you log in through your school's special page.

A screenshot of the NPST Student Data Entry Login page, enclosed in a blue rectangular border. At the top center is a red circle containing the white text "NPST". Below this is a red rectangular button with the white text "ADVANCED PRACTICE". Underneath the button is the text "Student Data Entry Login" in green. Below that are three login fields: "Account Number:" followed by a text input box, "User Login:" followed by a text input box, and "Password:" followed by a text input box. To the right of the password field is a blue link that says "forgot login or password?".

ADDITIONAL HELP

Although Typhon Group hosts and provides the software, the system is customized and maintained by your school. Thus, your school is responsible for handling your questions regarding access to your account and login issues. Your questions should be directed to the Typhon Group program administrator at your school. They can also answer your questions about clinical content, missing drop-down items (ie. your preceptor or clinical site is not listed), or specifics on how to use the system.



NSST STUDENT INFORMATION SHEET

INTRODUCTION

Typhon Group's NSST System is software used by your school to track your clinical encounters, your time spent at clinical facilities, your evaluations, schedule, portfolio, and much more.

Typhon Group is web-based software. This means you can access your account and enter information on any computer or device that has a modern browser. There are no "apps" to install. You can login directly to the Typhon Group website (www.typhongroup.net) from anywhere you have internet access.

Students **DO NOT** self-register for Typhon. Your program creates an account for you. Once your account has been created and your program is ready to grant you access, they will send you an email with login instructions and information. Typhon Group cannot directly provide you with this information.

Once you have received the initial email from your school, you can log in to your account. If your temporary password has expired (or you forgot your password), you can request another one by clicking "Forgot Login or Password." Classroom training may be provided by your school, but once you log in, you'll gain access to the complete instruction manual and video tutorials.

PAYING FOR YOUR ACCOUNT

The first time you log in to the system, you will be directed to an online payment page. On this page, you can pay your one-time \$60 system access fee with a credit card (Amex, Visa, MasterCard, or Discover). Once your credit card has been approved, the system will automatically activate your account, enabling you to start using the system.

LOG IN TIPS

Typhon Group provides several kinds of products, so to ensure you log in to the correct area, utilize the special page we created for your school. Your school's home page is <http://www.typhongroup.net/xxxx>, where xxxx is the main web domain of your school. Click on your specialty, then "Student Data Entry Login." Add this page to your favorites or bookmarks for future reference. You should see the screen below (with the purple NSST logo and "Student Data Entry Login"), plus your account number will automatically get inserted when you log in through your school's special page.

A screenshot of the NSST Student Data Entry Login page. At the top is the NSST logo, which consists of a purple circle with "NS" and the letters "ST" to its right. Below the logo is a purple bar with the word "NURSING" in white. Underneath that is the text "Student Data Entry Login" in green. There are three input fields: "Account Number:" (with a blue border), "User Login:" (with a blue border), and "Password:" (with a blue border). To the right of the Password field is a small blue link that says "Forgot login or password?".

ADDITIONAL HELP

Although Typhon Group hosts and provides the software, the system is customized and maintained by your school. Thus, your school is responsible for handling your questions regarding access to your account and login issues. Your questions should be directed to the Typhon Group program administrator at your school. They can also answer your questions about clinical content, missing drop-down items (ie. your preceptor or clinical site is not listed), or specifics on how to use the system.

APPENDIX L

Preceptor Evaluation of Nursing Practicum Student
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name (Evaluator): _____

Agency: _____

Student Name: _____ Date: _____

Philosophy: The Preceptor acts as a teacher and mentor to the student during Practicum (NRS735) and CNS Advanced Practice Clinical (NRS 717-719) experiences. It is important for the student to receive feedback on their performance in the practicum experience. This information provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to preceptor:

- Please evaluate your student in terms of meeting AACN MSN Essentials and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment. If no relevant opportunity was available at the setting to observe the student's meeting of the Essential, please mark the box labeled N/A.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the student and Instructor of Record (the Instructor of Record will then place it in the student clinical file [Typhon]). The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort.
- An additional evaluation form, **Preceptor Evaluation of Student (CNS)** is aligned to the specific competencies expected for the practice role, and required documentation for CNS students each semester of a clinical rotation.

MSN Essential	1	2	3	4	5	N/A	Comments / Opportunities for Improvement
Recognizes the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.							
Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.							
Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.							
Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.							
Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.							
Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy							

development process and to employ advocacy strategies to influence health and health care.							
Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.							
Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.							
Recognizes that nursing practice, at the master's level, is defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.							

Additional comments:

Preceptor Signature

Date

APPENDIX M

Student Evaluation of Preceptor

Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Philosophy: The Preceptor acts as a teacher and mentor to the student in NRS735 (Master's and Advanced Practice Clinical [NRS 711-722]) experiences. It is important for the preceptor to receive feedback on the execution of their role. This information can also assist course instructors in matching future students with Preceptors, and provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to student:

- Please evaluate the following statements about your Preceptor and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with School of Nursing. The student and Instructor of Record will determine the communication plan with the preceptor, based on student comfort. The *Student Evaluation of Preceptor* will assist the Instructor of Record in determining matches for future student placement.

The Clinical Preceptor:	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Is available.							
Demonstrates an understanding of the APRN role.							
Guides student to build on their strengths and knowledge.							
Serves as a role model.							
Demonstrates good effective rapport with patients and team.							
Encourages student to assume increasing responsibility during the clinical rotation.							
Provides immediate and adequate feedback.							
Leads students through decision-making rather than giving own impressions.							
Reviews and signs each clinic/hospital note.							
Offers constructive comments about documentations.							
Encourages questions.							
Thoughtfully reviews differential diagnosis with student.							
Discusses management plans.							
Communicates clinical and systems knowledge well.							
Collaborates with other members of the health care team.							
Suggests and provides additional learning experiences.							
Reviews evaluations with student and provides immediate and constructive feedback.							
I would recommend this preceptor to another student.							

Adapted from: NONPF's Preceptor Portal Appendix N, Student Evaluation of the Clinical Preceptor, 2023

Additional comments:

Student Signature _____

Date _____

APPENDIX N

On-Boarding Requirements for Graduate Students
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

The following documents must be on file with the School of Nursing prior to beginning your Practicum, Residency, or Advanced Practice Clinical experience (this process should begin at least 60 days in advance of the start-date).

All documents must be completed before beginning clinical experiences or data collection activities.

1. Copy of RN license
2. Completed criminal [background check](#)
3. Documentation of current TB skin test (within one year)
4. Documentation of current BLS CPR
5. Immunization Documentation for MMR, HepB, Influenza (Due October 1st), Varicella, Tdap, and Covid-19.
6. Assumption of Risk [form](#)
7. Copy of preceptor resume (upload to Typhon)
8. Signed copy of memorandum of understanding between preceptor, student and faculty member (upload to Typhon)
9. MyClinicalExchange – required for clinical at UW, Meriter, or St Mary's. To request placement at these sites, you must first complete the [MyCE Clinical Request form](#). It is strongly recommended you already have a preceptor when you complete the request.
10. The above are required for all sites. You may have additional requirements or trainings as assigned by your particular clinical site.

Any items that cannot be uploaded to Viewpoint Screening or MyClinical Exchange (if at UW) should be e-mailed to Kyle Sanger at ksanger@edgewood.edu.

For Edgewood On-Boarding:

The School of Nursing needs to be in compliance with all our clinical agencies regarding documents noted above and any additional required forms. Students only need on-board **once** for the School of Nursing by submitting documents to ViewPoint Screening. However, students must keep requirements up-to-date throughout the entirety of their experience (e.g., as TB screening, flu vaccination, licensure renewals, and CPR).

Site Contracts: If you are having your precepted experience at a site other than UW, UW Medical Foundation, AFCH, Meriter-Unity Point, VA, St. Mary's or Monroe Clinic, please verify with Kyle Sanger that there is an institutional clinical contract in place prior to beginning your semester.

Note for UW onboarding:

1. If a student on-boards at a UW agency for a single course (such as Practicum), the on-boarding process satisfies the requirements for the duration of the semester at a UW agency. If, however, a student is at the site for more than one semester (such as during Residency), on-boarding can carry over from semester to semester, as long as the calendar dates are clear, and there is no gap.

For example, if a student has both Residency experiences at UW (Fall and Spring semesters), the student need not repeat on-boarding at UWHealth (but dates must reflect the continuous event). If the student is going from Fall to Spring (such may be the case in the Advanced Practice Clinical sequence), the student will need to on-board again. Rationale provided by UW: Data security (and access to the EMR) is a concern when access is available, but 'vacant' for a time period. Dates need to be clear and access will be terminated at end point.

2. If a student is in two (2) courses simultaneously (such as Advanced Practice Clinical and NRS 670), he/she must only on-board once for both, but details of data access need to be clear. If a student must access UW data for a project (NRS 670 for MSN students; a variety of courses for DNP students), the "[Academic Project Submission Form](#)" needs to be completed and sent to: Clinical Nurse Specialist for Research & Evidence-Based Practice at the following E-mail address: NursingResearch&EBP@uwhealth.org

APPENDIX O

Viewpoint Screening for Graduate Students
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

In addition to requirements outlined in Appendix H, the following must be submitted to Viewpoint Screening (Directions are on the [Viewpoint Screening website](#)).

Varicella: Must submit documentation of 2 varicella immunizations or a positive titer. Documentation must include administered dates OR the lab results of the titer. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series.

Hepatitis B: Must submit documentation of 3 vaccinations. The student must also submit a positive antibody titer (lab report required) or declination waiver.

Tuberculosis: Documentation of a one-step PPD skin test within the past 12 months with a negative result. Skin test reaction should be read between 48-72 hours after administration.

OR Documentation of a two-step PPD skin test within the past 12 months (two step requires an initial injection and reading by a licensed healthcare professional and a second injection and reading by a healthcare professional within 1-3 weeks of the first.)

OR: Documentation of a negative QuantiFERON Gold-TB blood test (you must have QuantiFERON Gold if you have had a BCG vaccination) within the past 12 months

Renewal date will be set for 1 year from the date of the test results. Need the date of skin test placement **and** date read **and** the mm of induration **and** the signature of the healthcare professional who read the results. If QuantiFERON Gold, must submit the lab report. Note that some sites such as the VA will require a TB test within 90 days of the clinical start date.

If you test positive at any time, please notify the clinical coordinator immediately.

CPR Certification: MUST be BLS for Healthcare Providers/Professional Rescuers. The front and back of the card must be submitted and must be signed, certificates of completion with your name and date are acceptable. Renewal date will be based on the expiration of the card or certificate (certification is good for 24 months).

Health Form: Provide documentation for a physical exam completed within the last 12 months. You may use the form we provide, a signed form from your healthcare provider or screenshot of a MyChart. Date must be visible.

Influenza: Documentation of a flu vaccine administered during the current flu season (August-March). This documentation is due by October 1st.

Due date: Original date; then annually on November 1.

Tetanus (Td): Documentation of a Tetanus booster within the past 10 years. Renewal date will be set for 10 years from the administered date of the booster.

Measles, Mumps, Rubella (MMR): Documentation of 2 vaccinations or positive antibody titer (lab report required)

RN License (State License only): Expiration based on date on license.

Due date will be 90 days prior to the 1st day of Advanced Practice Clinical or Practicum, depending on start date of clinical residency.

ADVANCED PRACTICE SUPPLEMENTAL
HANDBOOKS

FNP Advanced Practice Clinical Supplemental Handbook

NRS 711 COURSE BACKGROUND

NRS 711 is the first clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Master of Science in Nursing Family Nurse Practitioner (FNP) concentration. During their first rotation, students focus on practicing and refining clinical history taking and physical assessment skills in an adult, primary care population. Students develop proficiency in presenting concise and accurate patient histories and exam findings. Emphasis is placed on early diagnostic reasoning whereby students begin to develop differential diagnoses and formulate the plan of care. Students are required to complete a minimum of 250 hours of supervised clinical practice in this course.

NRS 712 COURSE BACKGROUND

NRS 712 is the second clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in a primary care family population under the supervision and guidance of a clinical preceptor. Students perform age-appropriate, comprehensive and focused histories and physical exams in pediatrics, adolescent, and adult reproductive health, and geriatrics. Students continue to gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors' review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. Students are required to complete a minimum of 250 hours of supervised clinical practice.

NRS 713 COURSE BACKGROUND

NRS 713 is the third clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Family Nurse Practitioner student. The course focuses the diagnosis and management of common acute and chronic health problems that occur in the family population across the lifespan. Students are expected to gain proficiency with performing histories and physical exams, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete a minimum of 250 hours or the hours needed for completion of the 750 total hours of supervised clinical practice in this course.

Note: During the Advanced Practice Clinical courses (i.e. NRS 711, 712, 713), students will be required to perform simulation examinations in a live or virtual setting with your course instructor. In some instances, a follow-up simulation may also be required prior to completion of the course.

ADVANCED PRACTICE CLINICAL ROTATION OUTCOMES

Upon successful completion of NRS 711, 712, and 713, the student will be able to:

1. Describe the role of the nurse practitioner within a family-based scope of practice and be able to apply concepts of professionalism as set forth by professional nursing and national organizations.
2. Design patient-centered and culturally inclusive strategies to guide advanced practice nursing and optimize health outcomes for diverse populations.
3. Integrate the principles of epidemiology, pathophysiology, pharmacology and health promotion/disease prevention when diagnosing and managing patients, families and communities in all practice settings across the lifespan.
4. Provide comprehensive health examinations by utilizing problem-oriented data collection and risk assessment principles for the purposes of diagnosing current conditions, identifying co-morbidities, and putting preventative practices into place in patients across the lifespan.
5. Evaluate and implement educational and/or health promotion and preventive strategies based on information gathered during history and physical exam and considering cultural, socio-economic, psycho-social and developmental needs.
6. Assess, diagnose and manage common primary care problems across the lifespan by utilizing diagnostic tests, the skills of clinical decision-making, and evidenced based clinical practice guidelines.
7. Collaborate and arrange for appropriate consultations and referrals to other healthcare specialties as necessary, to promote quality patient care.

PATIENT ENCOUNTERS

An "Encounter" is an interaction where the FNP student addresses a patient's specific clinical problem (a patient may present with multiple clinical problems and thus an FNP student may have more than one Encounter with a single patient). Encounters offer the FNP student the opportunity to practice and demonstrate proficiency in meeting the Course Objectives. With each advanced practice clinical course, the goal is for a student to have *a minimum of* five Encounters for each clinical rotation that fall under each of the following clinical problem categories:

Routine physical exams and child well-check exams: including, but not limited to performing screening tests and preventative care

Respiratory- ENT: including, but not limited to, COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, sinusitis, or pharyngitis.

Eye: including, but not limited to, performing fundoscopic examination, conjunctivitis, hordeolum, foreign body or wood lamp.

Cardiovascular: including, but not limited to, congestive heart failure, chest pain, palpitations, valve disease, hypertension, or CAD.

GI: including, but not limited to, abdominal pain, gastroenteritis, inflammatory bowel disease, hepatitis, duodenal ulcer, GERD, appendicitis, pancreatitis, biliary disease, abdominal hernia, hemorrhoids, or other acute abdomen.

Musculoskeletal: including, but not limited to, extremity injury, joint disease, neck pain, or low back pain.

Neurology: including, but not limited to, headache, vertigo, CVA/TIA, head trauma, radiculopathies, movement or sensory disorders.

Endocrine: including, but not limited to, diabetes, thyroid disorders, parathyroid disorders, hypothalamus or pituitary disorders, or amenorrhea.

GU: including, but not limited to, prostate exams, urinary tract infection, urinary incontinence, BPH, erectile dysfunction, inguinal hernia, renal stone, or pyelonephritis.

GYN/Women's Health: including, but not limited to, breast mass, amenorrhea, dysmenorrhea, vaginitis, ectopic pregnancy, sexually transmitted infections, or prenatal care.

Dermatology: including, but not limited to, inflammatory dermatoses, acne, eczema/atopic dermatitis, contact dermatitis, actinic keratosis, tinea/candidiasis, cellulitis or abscess.

Psychiatry: including, but not limited to, situational/individual/family crises, anxiety, depression, bipolar, schizophrenia, confusion, memory loss, drug/alcohol dependency or abuse.

LEVEL OF RESPONSIBILITY (LoR)

Each Encounter is to be entered into the Typhon Patient Log Record. The student must also designate their Level of Responsibility (LoR) during the Encounter. There are four LoR designations:

Level 1: Observation Only-FNP student observes provider or "assists" peripherally in procedure (e.g., observes a surgical procedure or passes an instrument to the provider).

Level 2: Major Consultation-Preceptor rechecks almost all of the FNP student's patient history-taking and/or physical examination; the preceptor provides most of the assessment and plan. LoR 2 is common for students very early in their clinical rotations or with very complex/high-risk patients.

Level 3: Dual Responsibility-The preceptor entrusts the FNP student with 50% of the responsibility for the patient. LoR is often utilized for beginning students or when patients have complex problems.

Level 4: Complete Encounter-The FNP student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient's case to the preceptor prior to the patient leaving.

All LoRs count toward clinical time toward the 750-hour requirement, however, only patient Encounters at LoR 2-4 count toward meeting the clinical requirements of an Encounter (i.e., purely observing the preceptor handle the Encounter precludes the FNP student from counting the Encounter as one of the five required Encounters for that clinical problem category). The following provides guidelines for determining if an Encounter counts toward meeting clinical requirements:

1. The Encounter must be diagnosis-specific for the clinical requirement counted (e.g., if the clinical problem is contact dermatitis, the diagnosis must state "contact dermatitis" rather than "rule out contact dermatitis" or "contact dermatitis vs. psoriasis").
2. The SOAP must contain an HPI (or brief description of the condition), review of systems to address the specific patient condition or problem, a physical exam appropriate to the expected condition, an assessment with the diagnosis, and a treatment plan for the diagnosis.

In addition, only clinical problems addressed by the FNP student should be recorded as an Encounter, even though the patient may have additional problems on their problem list that would constitute an Encounter. All problems addressed by the student should be recorded each time a patient is seen. Typhon Patient Log Records are reviewed

on a weekly basis by the Instructor of Record. Students must document their clinical time and clinical requirements (Encounters) on a weekly basis on the *Clinical Hours Log* and provide a copy to the Preceptor and Instructor of Record. Failure to appropriately document clinical hours will result in not progressing to the next clinical rotation. This process of calculating clinical hours and Encounters for preceptor approval will assure both the Instructor of Record and Preceptor that the student is making timely progress.

Clinical Hours and Encounters Log (FNP)
 Henry Predolin College of Health Science, School of Nursing
 Edgewood University
 1000 Edgewood College Drive
 Madison, WI 53711

LEVEL OF RESPONSIBILITY (LoR)

Each Encounter is to be entered into the Typhon Patient Log Record. The student must also designate their Level of Responsibility (LoR) during the Encounter. There are four LoR designations:

Level 1: Observation Only-FNP student observes provider or "assists" peripherally in procedure (e.g., observes a surgical procedure or passes an instrument to the provider).

Level 2: Major Consultation-Preceptor rechecks almost all of the FNP student's patient history-taking and/or physical examination; the preceptor provides most of the assessment and plan. LoR 2 is common for students very early in their clinical rotations or with very complex/high-risk patients.

Level 3: Dual Responsibility-The preceptor entrusts the FNP student with 50% of the responsibility for the patient. LoR is often utilized for beginning students or when patients have complex problems.

Level 4: Complete Encounter-The FNP student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient's case to the preceptor prior to the patient leaving.

Encounter	LoR
<i>Routine physical exams and child well-check exams:</i> including, but not limited to performing screening tests and preventative care.	
<i>Respiratory- ENT:</i> including, but not limited to, COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, sinusitis, or pharyngitis.	
<i>Eye:</i> including, but not limited to, performing fundoscopic examination, conjunctivitis, hordeolum, foreign body or wood lamp.	
<i>Cardiovascular:</i> including, but not limited to, congestive heart failure, chest pain, palpitations, valve disease, hypertension, or CAD.	
<i>GI:</i> including, but not limited to, abdominal pain, gastroenteritis, inflammatory bowel disease, hepatitis, duodenal ulcer, GERD, appendicitis, pancreatitis, biliary disease, abdominal hernia, hemorrhoids, or other acute abdomen.	
<i>Musculoskeletal:</i> including, but not limited to, extremity injury, joint disease, neck pain, or low back pain.	
<i>Neurology:</i> including, but not limited to, headache, vertigo, CVA/TIA, head trauma, radiculopathies, movement or sensory disorders.	
<i>Endocrine:</i> including, but not limited to, diabetes, thyroid disorders, parathyroid disorders, hypothalamus or pituitary disorders, or amenorrhea.	
<i>GU:</i> including, but not limited to, prostate exams, urinary tract infection, urinary incontinence, BPH, erectile dysfunction, inguinal hernia, renal stone, or pyelonephritis.	

<i>GYN/Women's Health:</i> including, but not limited to, breast mass, amenorrhea, dysmenorrhea, vaginitis, ectopic pregnancy, sexually transmitted infections, or prenatal care.	
<i>Dermatology:</i> including, but not limited to, inflammatory dermatoses, acne, eczema/atopic dermatitis, contact dermatitis, actinic keratosis, tinea/candidiasis, cellulitis or abscess.	
<i>Psychiatry:</i> including, but not limited to, to situational/individual/family crises, anxiety, depression, bipolar, schizophrenia, confusion, memory loss, drug/alcohol dependency or abuse.	

Preceptor Evaluation of Student (FNP)
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Student Name: _____

Agency: _____

Preceptor Name (evaluator): _____

Date: _____

Advanced Practice Clinical Course (Circle One): NRS 711 NRS 712 NRS 713

Students will be evaluated on their self-directed achievement of the following course objectives (CO) mid-way through the clinical experience, and again at the conclusion of the clinical experience:

1 = Considerable guidance needed

2 = Moderate guidance needed

3 = Self-directed, minimal guidance needed

N/A = Not applicable to this clinical situation, or unable to evaluate

	1	2	3	N/A	Comments/Opportunities
Data Base					
Obtains and accurately documents appropriate health history.					
Performs and accurately documents appropriate comprehensive or focused physical examination.					
Synthesizes subjective and objective data to formulate an appropriate list of differential diagnoses					
Orders, performs, and interprets screening and diagnostic procedures and tests					
Documents appropriate findings in accordance with legal and professional standards					
Distinguishes and prioritizes patient care between immediate needs and less immediate needs.					
Identifies health and psychosocial risk factors					
Establishes therapeutic rapport with patients.					
Therapeutic Regimens					

Provides care that is nonjudgmental and sensitive to the client's needs and culture.					
Selects appropriate management regimen.					
Selects appropriate medications.					
Orders and interprets screening and diagnostic procedures and tests appropriately.					
Performs procedures competently					
Initiates health maintenance therapy such as nutrition, skin care, OT, and PT, as appropriate					
Makes appropriate referrals/consultations.					
Initiates health teaching to promote, maintain, or restore health.					
Evaluation					
Evaluates results of therapeutic efforts and continues and/or modifies therapeutic regimen as required.					
Documents concise, relevant, and complete data in accordance with legal and professional standards.					
NP Role Aspects					
Collaborates and consults with members of the health care team effectively.					
Communicates client case concisely and in an organized manner when collaborating with preceptor and other members of the health care team.					
Assumes accountability for NP practice					
Legally protects self and patients in the delivery of health care and in problem-oriented medical record keeping.					
Maintains ethical standards.					
Assumes responsibility for defining NP role for patients, physicians, nurses, and other health team members.					
Functions appropriately within NP scope of practice					
Utilizes preceptor consultation appropriately.					
Integrates current research findings and evidence-based guidelines into clinical practice.					
Engages in self-evaluation to identify areas for improvement					
Seeks and selects learning experiences to increase skills and improve areas of weakness.					
OVERALL: I would rate this student's performance:					

Adapted from: NONPF's Preceptor Portal Appendix M, Preceptor Evaluation of the Student, 2023

Additional Comments:

_____	_____
Student Signature	Date

_____	_____
Preceptor Signature	Date

_____	_____
Instructor of Record Signature	Date

Preceptor Evaluation of Student (FNP, AGPCNP, PHMHNP)

Henry Predolin College of Health Science, School of Nursing

Edgewood University

1000 Edgewood College Drive

Madison, WI 53711

Student Name: _____

Agency: _____

Preceptor Name (evaluator): _____

Date: _____

Students will be evaluated on their self-directed achievement of the following course objectives (CO) mid-way through the clinical experience, and again at the conclusion of the clinical experience:

1 = Considerable guidance needed

2 = Moderate guidance needed

3 = Self-directed, minimal guidance needed

N/A = Not applicable to this clinical situation, or unable to evaluate

	1	2	3	N/A	Comments/Opportunities
Data Base					
Obtains and accurately documents appropriate health history.					
Performs and accurately documents appropriate comprehensive or focused physical examination.					
Synthesizes subjective and objective data to formulate an appropriate list of differential diagnoses					
Orders, performs, and interprets screening and diagnostic procedures and tests					
Documents appropriate findings in accordance with legal and professional standards					
Distinguishes and prioritizes patient care between immediate needs and less immediate needs.					
Identifies health and psychosocial risk factors					
Establishes therapeutic rapport with patients.					
Therapeutic Regimens					
Provides care that is nonjudgmental and sensitive to the client's needs and culture.					

Selects appropriate management regimen.					
Selects appropriate medications.					
Orders and interprets screening and diagnostic procedures and tests appropriately.					
Performs procedures competently					
Initiates health maintenance therapy such as nutrition, skin care, OT, and PT, as appropriate					
Makes appropriate referrals/consultations.					
Initiates health teaching to promote, maintain, or restore health.					
Evaluation					
Evaluates results of therapeutic efforts and continues and/or modifies therapeutic regimen as required.					
Documents concise, relevant, and complete data in accordance with legal and professional standards.					
NP Role Aspects					
Collaborates and consults with members of the health care team effectively.					
Communicates client case concisely and in an organized manner when collaborating with preceptor and other members of the health care team.					
Assumes accountability for NP practice					
Legally protects self and patients in the delivery of health care and in problem-oriented medical record keeping.					
Maintains ethical standards.					
Assumes responsibility for defining NP role for patients, physicians, nurses, and other health team members.					
Functions appropriately within NP scope of practice					
Utilizes preceptor consultation appropriately.					
Integrates current research findings and evidence-based guidelines into clinical practice.					
Engages in self-evaluation to identify areas for improvement					
Seeks and selects learning experiences to increase skills and improve areas of weakness.					
OVERALL: I would rate this student's performance:					

Adapted from: NONPF's Preceptor Portal Appendix M, Preceptor Evaluation of the Student, 2023

Additional Comments:

Student Signature Date

Preceptor Signature Date

Instructor of Record Signature Date

Student Evaluation of Preceptor
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Philosophy: The Preceptor acts as a teacher and mentor to the Student in Practicum, Advanced Practice Clinical, or Residency experiences. It is important for the Preceptor to receive feedback on the execution of their role. This information can also assist course instructors in matching future students with Preceptors, and provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to Student:

- Please evaluate the following statements about your Preceptor and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with the School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Preceptor* will assist the Instructor of Record in determining matches for future student placement.

The Clinical Preceptor:	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Is available.							
Demonstrates an understanding of the APRN role.							
Guides student to build on their strengths and knowledge.							
Serves as a role model.							
Demonstrates good effective rapport with patients and team.							
Encourages student to assume increasing responsibility during the clinical rotation.							
Provides immediate and adequate feedback.							
Leads students through decision-making rather than giving own impressions.							
Reviews and signs each clinic/hospital note.							
Offers constructive comments about documentations.							
Encourages questions.							
Thoughtfully reviews differential diagnosis with student.							
Discusses management plans.							
Communicates clinical and systems knowledge well.							
Collaborates with other members of the health care team.							
Suggests and provides additional learning experiences.							
Reviews evaluations with student and provides immediate and constructive feedback.							
I would recommend this preceptor to another student.							

Adapted from: NONPF's Preceptor Portal Appendix N, Student Evaluation of the Clinical Preceptor, 2023

Additional comments:

Student Signature

Date

Student Evaluation of Clinical Site
 Henry Predolin College of Health Science, School of Nursing
 Edgewood University
 1000 Edgewood College Drive
 Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Instructions to Student:

- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Clinical Site* assists the Instructor of Record in determining matches for future student placement.

	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Was adequate orientation to the clinical site provided?							
Is adequate space provided?							
Does facility provide a safe environment for clinical practice?							
Is adequate time given to see clients?							
Are there sufficient numbers of clients?							
Does the range of clients served match the student's scope of practice?							
Are students given the opportunity to follow-up with clients and/or pro interest?							
Are clients' records (e.g., chart, test results, etc.) accessible to students?							
Is support staff appropriately helpful to student?							
Are other disciplines utilized in client care?							
I would recommend this clinical site to other students							

Additional comments:

 Student Signature

 Date

Instructor of Record Signature

Date

Instructor of Record/Site Evaluator Evaluation of Clinical Site

Henry Predolin College of Health Science, School of Nursing

Edgewood University

1000 Edgewood College Drive

Madison, WI 53711

Preceptor Name: _____ Agency: _____

Evaluator Name/Role: _____ Date: _____

Instructions to Student:

- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with the School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Clinical Site* assists the Instructor of Record in determining matches for future student placement.

	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Was adequate orientation to the clinical site provided?							
Is adequate space provided?							
Does facility provide a safe environment for clinical practice?							
Is adequate time given to see clients?							
Are there sufficient numbers of clients?							
Does the range of clients served match the student's scope of practice?							
Are students given the opportunity to follow-up with clients and/or problems of interest?							
Are clients' records (e.g., chart, test results, etc.) accessible to students?							
Is support staff appropriately helpful to student?							
Are other disciplines utilized in client care?							
I would recommend this clinical site to other students							

Additional comments:

Student Signature

Date

Instructor of Record Signature

Date

Instructor of Record Evaluation of Student at Clinical Site
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____

Agency: _____

Site: _____

Student: _____

Evaluator Name/Instructor of Record: _____

Date of Visit: _____

Criteria	Yes	No	N/A	Comments
Introduced self to the patient and set the tone for a professional appointment				
Practices good hygiene, including hand washing and avoidance of equipment contamination for appointment. (Observe throughout the evaluation)				
Asked patient for a Chief Complaint				
Performed a thorough health history interview				
Performed a thorough review of immunizations				
Performed a thorough review of social history				
Performed a thorough ROS interview				
Reviews medication list with patient and/or family, including OTC's, herbals)				
Performed appropriate and thorough physical assessment (a focused exam is allowable in some settings)				

Identified differential diagnoses with rationale for selected diagnosis (in collaboration with faculty or preceptor)				
Ordered appropriate diagnostics				
Identified appropriate treatment plan				
Demonstrated clinical reasoning and can support rationale for diagnosis, diagnostics, and treatment plan				
Prescribed recommended pharmacological treatment. (Inclusive of allergy review)				
Incorporated needed health promotion and disease screening tests				
Incorporated family in the treatment and plan of care				
Provided culturally responsive patient care				
Facilitated necessary patient care referrals				
Provided effective patient education (age appropriate)				
Collaborated with members of the interprofessional team (if appropriate)				
Demonstrated effective communication skills with patient and family.				

Additional comments:

Student Signature

Date

AGPCNP Advanced Practice Clinical Supplemental Handbook

NRS 720 COURSE BACKGROUND

NRS 720 is the first clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Master of Science in Nursing Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) concentration. During their first rotation, students focus on practicing and refining clinical history taking and physical assessment skills in an adult, primary care population. Students develop proficiency in presenting concise and accurate patient histories and exam findings. Emphasis is placed on early diagnostic reasoning whereby students begin to develop differential diagnoses and formulate the plan of care. Students are required to complete a minimum of 167 hours of supervised clinical practice in this course.

NRS 721 COURSE BACKGROUND

NRS 721 is the second clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Adult Gerontology Primary Care Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in a primary care adolescent and adult population under the supervision and guidance of a clinical preceptor. Students perform age-appropriate, comprehensive and focused histories and physical exams in adolescent, adult, reproductive health, and geriatrics. Students continue to gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors' review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. Students are required to complete a minimum of 167 hours of supervised clinical practice.

NRS 722 COURSE BACKGROUND

NRS 722 is the third clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Adult Gerontology Primary Care Nurse Practitioner student. The course focuses on the diagnosis and management of common acute and chronic health problems that occur in the adolescent, adult, and geriatric population. Students are expected to gain proficiency with performing histories and physical exams, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete a minimum of 167 hours or the hours needed for completion of the 500 total hours of supervised clinical practice in this course.

Note: During the Advanced Practice Clinical courses (i.e. NRS 720, 721, 722), students will be required to perform simulation examinations in a live or virtual setting with your course instructor. In some instances, a follow-up simulation may also be required prior to completion of the course.

ADVANCED PRACTICE CLINICAL ROTATION OUTCOMES

Upon successful completion of NRS 720, 721, and 722, the student will be able to:

1. Describe the role of the nurse practitioner within an adult-gerontology-based scope of practice and be able to apply concepts of professionalism as set forth by professional nursing and national organizations.
2. Design patient-centered and culturally inclusive strategies to guide advanced practice nursing and optimize health outcomes for diverse populations.
3. Integrate the principles of epidemiology, pathophysiology, pharmacology and health promotion/disease prevention when diagnosing and managing adult patients, as well as families and communities in all practice settings.
4. Provide comprehensive health examinations by utilizing problem-oriented data collection and risk assessment principles for the purposes of diagnosing current conditions, identifying co-morbidities, and putting preventative practices into place in adolescent patients through end of life.
5. Evaluate and implement educational and/or health promotion and preventive strategies based on information gathered during history and physical exam and considering cultural, socio-economic, psycho-social and developmental needs.
6. Assess, diagnose and manage common primary care problems within the adolescent through end of life by utilizing diagnostic tests, the skills of clinical decision-making, and evidenced based clinical practice guidelines.

7. Collaborate and arrange for appropriate consultations and referrals to other healthcare specialties as necessary, to promote quality patient care.

PATIENT ENCOUNTERS

An “Encounter” is an interaction where the AGPCNP student addresses a patient’s specific clinical problem (a patient may present with multiple clinical problems and thus an AGPCNP student may have more than one clinical problem with a single patient). Encounters offer the AGPCNP student the opportunity to practice and demonstrate proficiency in meeting the Course Objectives. With each advanced practice clinical course, the goal is for a student to have *a minimum of five* Encounters for each clinical rotation that fall under each of the following clinical problem categories:

Routine physical exams: including, but not limited to performing routine screening tests and preventative care

Respiratory- ENT: including, but not limited to, COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, sinusitis, or pharyngitis.

Eye: including, but not limited to performing fundoscopic examination, conjunctivitis, hordeolum, foreign body or wood lamp.

Cardiovascular: including, but not limited to congestive heart failure, chest pain, palpitations, valve disease, hypertension, or CAD.

GI: including, but not limited to abdominal pain, gastroenteritis, inflammatory bowel disease, hepatitis, duodenal ulcer, GERD, appendicitis, pancreatitis, biliary disease, abdominal hernia, hemorrhoids, or other acute abdomen.

Musculoskeletal: including, but not limited to extremity injury, joint disease, neck pain, or low back pain.

Neurology: including, but not limited to headache, vertigo, CVA/TIA, head trauma, radiculopathies, movement or sensory disorders.

Endocrine: including, but not limited to diabetes, thyroid disorders, parathyroid disorders, hypothalamus or pituitary disorders, or amenorrhea.

GU: including, but not limited to prostate exams, urinary tract infection, urinary incontinence, BPH, erectile dysfunction, inguinal hernia, renal stone, or pyelonephritis.

GYN/Women’s Health: including, but not limited to breast mass, amenorrhea, dysmenorrhea, vaginitis, ectopic pregnancy, sexually transmitted infections, or prenatal care.

Dermatology: including, but not limited to inflammatory dermatoses, acne, eczema/atopic dermatitis, contact dermatitis, actinic keratosis, tinea/candidiasis, cellulitis or abscess.

Psychiatry: including, but not limited to situational/individual/family crises, anxiety, depression, bipolar, schizophrenia, confusion, memory loss, drug/alcohol dependency or abuse.

LEVEL OF RESPONSIBILITY (LoR)

Each Encounter is to be entered into the Typhon Patient Log Record. The student must also designate their Level of Responsibility (LoR) during the Encounter. There are four LoR designations:

Level 1: Observation Only- AGPCNP student observes provider or “assists” peripherally in procedure (e.g., observes a surgical procedure or passes an instrument to the provider).

Level 2: Major Consultation-Preceptor rechecks almost all of the AGPCNP student’s patient history-taking and/or physical examination; the preceptor provides most of the assessment and plan. LoR 2 is common for students very early in their clinical rotations or with very complex/high-risk patients.

Level 3: Dual Responsibility-The preceptor entrusts the AGPCNP student with 50% of the responsibility for the patient. LoR is often utilized for beginning students or when patients have complex problems.

Level 4: Complete Encounter-The AGPCNP student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient’s case to the preceptor prior to the patient leaving.

All LoRs count toward clinical time toward the 500-hour requirement, however, only patient Encounters at LoR 2-4 count toward meeting the clinical requirements of an Encounter (i.e., purely observing the preceptor handle the Encounter precludes the AGPCNP student from counting the Encounter as one of the five required Encounters for that clinical problem category). The following provides guidelines for determining if an Encounter counts toward meeting clinical requirements:

3. The Encounter must be diagnosis-specific for the clinical requirement counted (e.g., if the clinical problem is contact dermatitis, the diagnosis must state “contact dermatitis” rather than “rule out contact dermatitis” or “contact dermatitis vs. psoriasis”).

In addition, only clinical problems addressed by the AGPCNP student should be recorded within each Encounter, even though the patient may have additional problems on their problem list. If they were not addressed during the visit, it should not be recorded. All problems addressed by the student should be recorded each time a patient is seen. Typhon Patient Log Records are reviewed on a weekly basis by the Instructor of Record. Students must

document their clinical time and clinical requirements (Encounters) on a weekly basis on the *Clinical Hours Log* and provide a copy to the Preceptor and Instructor of Record. Failure to appropriately log clinical hours will result in not progressing to the next clinical rotation. This process of calculating clinical hours and Encounters for preceptor approval will assure both the Instructor of Record and Preceptor that the student is making timely progress.

Clinical Hours and Encounters Log (AGPCNP)

Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

LEVEL OF RESPONSIBILITY (LoR)

Each Encounter is to be entered into the Typhon Patient Log Record. The student must also designate their Level of Responsibility (LoR) during the Encounter. There are four LoR designations:

Level 1: Observation Only- AGPCNP student observes provider or "assists" peripherally in procedure (e.g., observes a surgical procedure or passes an instrument to the provider).

Level 2: Major Consultation-Preceptor rechecks almost all of the AGPCNP student's patient history-taking and/or physical examination; the preceptor provides most of the assessment and plan. LoR 2 is common for students very early in their clinical rotations or with very complex/high-risk patients.

Level 3: Dual Responsibility-The preceptor entrusts the AGPCNP student with 50% of the responsibility for the patient. LoR is often utilized for beginning students or when patients have complex problems.

Level 4: Complete Encounter-The AGPCNP student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient's case to the preceptor prior to the patient leaving.

Encounter	LoR
<i>Routine physical exams and child well-check exams:</i> including, but not limited to performing screening tests and preventative care.	
<i>Respiratory- ENT:</i> including, but not limited to COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, sinusitis, or pharyngitis.	
<i>Eye:</i> including, but not limited to performing fundoscopic examination, conjunctivitis, hordeolum, foreign body or wood lamp.	
<i>Cardiovascular:</i> including, but not limited to congestive heart failure, chest pain, palpitations, valve disease, hypertension, or CAD.	
<i>GI:</i> including, but not limited to abdominal pain, gastroenteritis, inflammatory bowel disease, hepatitis, duodenal ulcer, GERD, appendicitis, pancreatitis, biliary disease, abdominal hernia, hemorrhoids, or other acute abdomen.	
<i>Musculoskeletal:</i> including, but not limited to extremity injury, joint disease, neck pain, or low back pain.	
<i>Neurology:</i> including, but not limited to headache, vertigo, CVA/TIA, head trauma, radiculopathies, movement or sensory disorders.	
<i>Endocrine:</i> including, but not limited to diabetes, thyroid disorders, parathyroid disorders, hypothalamus or pituitary disorders, or amenorrhea.	

<i>GU:</i> including, but not limited to prostate exams, urinary tract infection, urinary incontinence, BPH, erectile dysfunction, inguinal hernia, renal stone, or pyelonephritis.	
<i>GYN/Women's Health:</i> including, but not limited to breast mass, amenorrhea, dysmenorrhea, vaginitis, ectopic pregnancy, sexually transmitted infections, or prenatal care.	
<i>Dermatology:</i> including, but not limited to inflammatory dermatoses, acne, eczema/atopic dermatitis, contact dermatitis, actinic keratosis, tinea/candidiasis, cellulitis or abscess.	
<i>Psychiatry:</i> including, but not limited to situational/individual/family crises, anxiety, depression, bipolar, schizophrenia, confusion, memory loss, drug/alcohol dependency or abuse.	

Preceptor Evaluation of Student (AGPCNP)
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Student Name: _____

Agency: _____

Preceptor Name (evaluator): _____

Date: _____

Advanced Practice Clinical Course (Circle One): NRS 720 NRS 721 NRS 722

Students will be evaluated on their self-directed achievement of the following course objectives (CO) mid-way through the clinical experience, and again at the conclusion of the clinical experience:

1 = Considerable guidance needed

2 = Moderate guidance needed

3 = Self-directed, minimal guidance needed

N/A = Not applicable to this clinical situation, or unable to evaluate

	1	2	3	N/A	Comments/Opportunities
Data Base					
Obtains and accurately documents appropriate health history.					
Performs and accurately documents appropriate comprehensive or focused physical examination.					
Synthesizes subjective and objective data to formulate an appropriate list of differential diagnoses					
Orders, performs, and interprets screening and diagnostic procedures and tests					
Documents appropriate findings in accordance with legal and professional standards					
Distinguishes and prioritizes patient care between immediate needs and less immediate needs.					
Identifies health and psychosocial risk factors					
Establishes therapeutic rapport with patients.					

Therapeutic Regimens					
Provides care that is nonjudgmental and sensitive to the client's needs and culture.					
Selects appropriate management regimen.					
Selects appropriate medications.					
Orders and interprets screening and diagnostic procedures and tests appropriately.					
Performs procedures competently					
Initiates health maintenance therapy such as nutrition, skin care, OT, and PT, as appropriate					
Makes appropriate referrals/consultations.					
Initiates health teaching to promote, maintain, or restore health.					
Evaluation					
Evaluates results of therapeutic efforts and continues and/or modifies therapeutic regimen as required.					
Documents concise, relevant, and complete data in accordance with legal and professional standards.					
NP Role Aspects					
Collaborates and consults with members of the health care team effectively.					
Communicates client case concisely and in an organized manner when collaborating with preceptor and other members of the health care team.					
Assumes accountability for NP practice					
Legally protects self and patients in the delivery of health care and in problem-oriented medical record keeping.					
Maintains ethical standards.					
Assumes responsibility for defining NP role for patients, physicians, nurses, and other health team members.					
Functions appropriately within NP scope of practice					
Utilizes preceptor consultation appropriately.					
Integrates current research findings and evidence-based guidelines into clinical practice.					
Engages in self-evaluation to identify areas for improvement					
Seeks and selects learning experiences to increase skills and improve areas of weakness.					

OVERALL: I would rate this student's performance:					
--	--	--	--	--	--

Adapted from: NONPF's Preceptor Portal Appendix M, Preceptor Evaluation of the Student, 2023

Additional Comments:

Student Signature

Date

Preceptor Signature

Date

Instructor of Record Signature

Date

Student Evaluation of Preceptor

Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Philosophy: The Preceptor acts as a teacher and mentor to the Student in Practicum, Advanced Practice Clinical, or Residency experiences. It is important for the Preceptor to receive feedback on the execution of their role. This information can also assist course instructors in matching future students with Preceptors, and provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to Student:

- Please evaluate the following statements about your Preceptor and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with the School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Preceptor* will assist the Instructor of Record in determining matches for future student placement.

The Clinical Preceptor:	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Is available.							
Demonstrates an understanding of the APRN role.							
Guides student to build on their strengths and knowledge.							
Serves as a role model.							
Demonstrates good effective rapport with patients and team.							
Encourages student to assume increasing responsibility during the clinical rotation.							
Provides immediate and adequate feedback.							
Leads students through decision-making rather than giving own impressions.							
Reviews and signs each clinic/hospital note.							
Offers constructive comments about documentations.							
Encourages questions.							
Thoughtfully reviews differential diagnosis with student.							
Discusses management plans.							
Communicates clinical and systems knowledge well.							
Collaborates with other members of the health care team.							
Suggests and provides additional learning experiences.							
Reviews evaluations with student and provides immediate and constructive feedback.							
I would recommend this preceptor to another student.							

Additional comments:

Student Signature

Date

Student Evaluation of Clinical Site
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Instructions to Student:

- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Clinical Site* assists the Instructor of Record in determining matches for future student placement.

	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Was adequate orientation to the clinical site provided?							
Is adequate space provided?							
Does facility provide a safe environment for clinical practice?							
Is adequate time given to see clients?							
Are there sufficient numbers of clients?							
Does the range of clients served match the student's scope of practice?							
Are students given the opportunity to follow-up with clients and/or pro interest?							
Are clients' records (e.g., chart, test results, etc.) accessible to students?							
Is support staff appropriately helpful to student?							
Are other disciplines utilized in client care?							
I would recommend this clinical site to other students							

Additional comments:

Student Signature

Date

Instructor of Record Signature

Date

Instructor of Record/Site Evaluator Evaluation of Clinical Site

Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____ Agency: _____

Evaluator Name/Role: _____ Date: _____

Instructions to Student:

- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with the School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Clinical Site* assists the Instructor of Record in determining matches for future student placement.

	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Was adequate orientation to the clinical site provided?							
Is adequate space provided?							
Does facility provide a safe environment for clinical practice?							
Is adequate time given to see clients?							
Are there sufficient numbers of clients?							
Does the range of clients served match the student's scope of practice?							
Are students given the opportunity to follow-up with clients and/or problems of interest?							
Are clients' records (e.g., chart, test results, etc.) accessible to students?							
Is support staff appropriately helpful to student?							
Are other disciplines utilized in client care?							
I would recommend this clinical site to other students							

Additional comments:

Student Signature

Date

Instructor of Record Signature

Date

Instructor of Record Evaluation of Student at Clinical Site
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____

Agency: _____

Site: _____

Student: _____

Evaluator Name/Instructor of Record: _____

Date of Visit: _____

Criteria	Yes	No	N/A	Comments
Introduced self to the patient and set the tone for a professional appointment				
Practices good hygiene, including hand washing and avoidance of equipment contamination for appointment. (Observe throughout the evaluation)				
Asked patient for a Chief Complaint				
Performed a thorough health history interview				
Performed a thorough review of immunizations				
Performed a thorough review of social history				
Performed a thorough ROS interview				
Reviews medication list with patient and/or family, including OTC's, herbals)				

Performed appropriate and thorough physical assessment (a focused exam is allowable in some settings)				
Identified differential diagnoses with rationale for selected diagnosis (in collaboration with faculty or preceptor)				
Ordered appropriate diagnostics				
Identified appropriate treatment plan				
Demonstrated clinical reasoning and can support rationale for diagnosis, diagnostics, and treatment plan				
Prescribed recommended pharmacological treatment. (Inclusive of allergy review)				
Incorporated needed health promotion and disease screening tests				
Incorporated family in the treatment and plan of care				
Provided culturally responsive patient care				
Facilitated necessary patient care referrals				
Provided effective patient education (age appropriate)				
Collaborated with members of the interprofessional team (if appropriate)				
Demonstrated effective communication skills with patient and family.				

Additional comments:

Student Signature

Date

CNS Advanced Practice Clinical Supplemental Handbook

PATIENT ENCOUNTERS: May not see children <12 years of age

Encounters offer the CNS student the opportunity to practice and demonstrate proficiency in meeting the course objectives and CNS core competencies for practice. An “Encounter” is an interaction where the CNS student participates collaboratively with their preceptor in the role of the CNS within the 3 Spheres of Impact: patient direct care, nurse/nursing practice, organization/system (NACNS, 2019). A total of 240 patient encounters will be recorded in Typhon over the 500 hours of clinical. A minimum of 20 encounters within each Sphere of Impact per clinical rotation is required. The encounters will demonstrate role integration from wellness to illness across the care settings.

Three Spheres of Impact:

- **Patient/Direct Care:** Represents patient, family, healthcare surrogate, community, and population. Direct interaction with patients, families, and groups of patients to promote health and/or well-being and improve quality of life. Characterized by a holistic perspective in the advanced nursing management of health, illness, and disease states.
- **Nurse and Nursing:** The CNS advances nursing practice to achieve optimal outcomes by ensuring that nurses and nursing personnel utilize evidence-based practices to meet the multifaceted needs of patients and/or populations.
- **Organizations/Systems:** The CNS articulates the value of nursing care at the organizational, decision-making level; influences system changes that facilitate improvement of quality, cost effective patient outcomes; and advocates for professional nursing.

Examples (but not limited to):

Care Collaboration: patient and family care conferences both inpatient and outpatient, Coordination of care with sub-specialties or outpatient agencies and multidisciplinary teams and across agencies.

Systems Leadership: the design and/or implementation system wide change within the CNS practice specialty in the delivery of care, education of patient, family or staff or quality improvement initiatives across the system and collaborating agencies.

Coaching: skilled guidance and teaching to advance the care of patients, families, aggregate patient populations and staff to advance the care of the patient, family or community

Research: participating in the design, implementation, and data analysis and distribution of nursing quality improvement project or IRB approved research to advance the care of patients, families, or aggregates of patients across individual or multiple care settings.

Advocacy & Public Policy: advocating for ethical patient care issues in complex systems, patient and family education on community resources to provide safe and adequate care across multiple settings.

All work is due no later than 90 days from the initial patient encounter.

To ensure Encounters are appropriate to practice role, the Preceptor, Instructor of Record (Edgewood University) and Student will communicate prior to the start of the clinical rotation, mid-rotation and at the end of the rotation.

Clinical Encounter Worksheet
CNS Typhon Case Log Documentation Template
NRS 717, 718 & 719

Sphere of Impact (Information must also be entered into Typhon)
Choose 1 only of the 3 Spheres.

_____ Patient Direct Care

_____ Nurse and Nursing Practice

_____ Organizations/Systems

Role of the CNS Encounter (May chose more than 1)

_____ Educator

_____ Mentor

_____ Consultant

_____ Project Management/Quality Improvement

_____ Program Evaluation/Outcome Measures

_____ Technology Management

_____ Advocacy

Identify 1-3 CNS competencies within the Sphere of Impact specific to the Clinical Encounter (These must reflect the above role of the CNS).

Wellness or Illness encounter: ____ Wellness ____ Illness

Topics of Discussion

1. Present a brief description of the learning opportunity
 - a. Brief description of clinical encounter related to the sphere and role chosen above.
2. What assessment tools, theories, guidelines, research etc. was used to guide plan of care or activity (cite using scholarly resources).
3. Describe what you learned from the activity. How did this experience affect your development as an advanced practice nurse?

CNS Student Competency Evaluation –Midterm & Final Evaluation
 Henry Predolin College of Health Science, School of Nursing
 Edgewood University
 1000 Edgewood College Drive
 Madison, WI 53711

Date of Evaluation: _____

Student Name: _____

Name of Evaluator: _____ Evaluator's Role: _____

Rating Scale:

1=Emerging-The student demonstrates an **initial understanding** of the concepts and competencies relevant to the expected learning

2=Developing-The student develops a **partial understanding** of the concepts and competencies relevant to the expected learning.

3=Proficient-The student develops a **complete understanding** of the concepts and competencies relevant to the expected learning.

4=Extending-The student demonstrates a **sophisticated understanding** of the concepts and competencies relevant to the expected learning.

NO = Not observed or not applicable in this setting or not opportunity to perform skill.

Please check the rating that best describes the student's ability in each area: (It is recognized that the student is a learner student and thus will not necessarily excel in every area. A realistic rating benefits the student by assisting them to determine areas to be further developed.)

	1	2	3	4	NO
P.1. Uses relationship-building communication to promote health and wellness, healing, self-care, and or peaceful end-of-life.					
P.2. Conducts a comprehensive health assessment in diverse care settings including psychosocial, functional, physical, and environmental factors					
P.3. Synthesizes assessment findings using advanced knowledge, expertise, critical thinking, and clinical judgment to formulate differential diagnoses.					
P.4. Designs evidenced-based, cost effective interventions, including advanced nursing therapies to meet the multifaceted needs of complex patients.					
	1	2	3	4	NO
P.5. Implements customized evidenced-based advanced nursing interventions including the provision of direct patient care.					
P.6. Prescribes medications, therapeutics, diagnostic studies, equipment, and procedures to manage the health issues of patients. <i>If applicable to clinical site</i>					
P.7. Designs and employs educational strategies that consider readiness to learn, individual preferences, and other social determinants of health.					
P.8. Uses advanced communication skills in complex situations and difficult conversations.					
P.9. Provides expert consultation based on broad range of theories and evidence for patients with complex health care needs.					
P.10. Provides education and coaching to patients with complex learning needs and atypical responses.					
P.11. Evaluates impact of nursing interventions on patients' aggregate outcomes using a scientific approach.					

P.12. Facilitates or participates in planning coordinated care and transitions in collaboration with the patient and inter-professional team.					
P.13. Facilitates patient and family understanding of the risks, benefits, and outcomes of proposed healthcare regimes to promote shared decision-making.					
P.14. Facilitates or supports resolution of ethical conflicts in complex patient care situations.					
P.15. Analyzes the ethical impact of scientific advances, cost, clinical effectiveness on patient and family values and preferences.					
P.16. Advocates for patient's preferences and rights.					
	1	2	3	4	NO
N.1. Provides expert specialty consultation to nurses related to complex patient care needs.					
N.2. Promotes interventions that prevent the impact of implicit bias on relationship building and outcomes.					
	1	2	3	4	NO
N.3. Advocates for nurses to practice to the full extent of their role in the delivery of health care.					
N.4. Facilitates efforts to resolve ethical conflict and moral distress experienced by nurses and nursing staff.					
N.5. Fosters a healthy work environment by exhibiting positive regard, conveying mutual respect, and acknowledging the contributions of others.					
N.6. Employs conflict management and negotiation skills to promote healthy a work environment.					
N.7. Assesses the nursing practice environment and processes for improvement opportunities.					
N.8. Uses evidence-based knowledge as a foundation for nursing practice to achieve optimal nurse-sensitive outcomes.					
N.9. Mentors nurses and nursing staff in using evidence-based practice principles.					
N.10. Leads nurses in the process of planning, implementing, and evaluating change considering intended and unintended consequences.					
N.11. Participates in evaluating the outcomes of nursing practice using methods that provide valid data.					
N.12. Facilitates opportunities for nurses, students, and other staff to acquire new knowledge and skills that foster professional development.					
N.13. Engages nurses in reflective practice activities that promote self-awareness and invite peer feedback to improve the practice of nursing.					
N.14. Mentors nurses to analyze legislative, regulatory, and fiscal policies that impact nursing practice and patient outcomes.					
	1	2	3	4	NO
O.1. Cultivates a practice environment in which mutual respect, communication, and collaboration contribute to safe, quality outcomes.					
	1	2	3	4	NO
O.2. Uses leadership, team building, negotiation, collaboration, and conflict resolution skills to build partnerships within and across systems and / or communities.					

O.3. Consults with health care team members to integrate the needs, preferences, and strengths of a population into the health care plan to optimize health outcomes and patient experience within a health care system.					
O.4. Leads and or participates in systematic quality improvement and safety initiatives based on precise problem /etiology identification, gap analysis, and research opportunities.					
O.5 Provides leadership to the interprofessional team in identifying, developing, implementing, and evaluating evidenced-based practice and research opportunities.					
O.6. Partners with research-focused, doctorate-prepared (e.g. PhD) colleagues to translate, conduct, and disseminate research that addresses gaps and improves clinical knowledge and practice.					
O.7. Leads and participates in the process of selecting, integrating, managing, and evaluating technology and products to promote safety, quality, efficiency, and optimal health outcomes.					
O.8. Leads and or facilitates change efforts in response to organizational and or community needs in a dynamic health environment.					
O.9. Evaluates system level interventions, programs, and outcomes based in the analysis of information from relevant sources.					
O.10. Demonstrates stewardship of human and fiscal resources in decision-making.					
O.11. Demonstrates CNS practice and fiscal outcomes to internal stakeholders and to the public at large.					
O.12. Promotes nursing' unique contributions toward advancing health to stakeholders (e.g. the organization, the community, the public, and policy makers).					
O.13. Advocates for equitable health care by participating in professional organizations and public policy activation.					
O.14. Advocates for ethical principles in protecting the dignity, uniqueness, and safety of all.					

Additional Comments:

Evaluator Signature: _____ Date: _____

Preceptor Evaluation of Nursing Practicum and Advanced Practice Clinical Student

Henry Predolin College of Health Science, School of Nursing

Edgewood University

1000 Edgewood College Drive

Madison, WI 53711

Preceptor Name (Evaluator): _____

Agency: _____

Student Name: _____

Date: _____

Philosophy: The Preceptor acts as a teacher and mentor to the student during Practicum (NRS735) and CNS (NRS 717-719) experiences. It is important for the student to receive feedback on their performance in the practicum experience. This information provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to Preceptor:

- Please evaluate your student in terms of meeting AACN MSN Essentials and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment. If no relevant opportunity was available at the setting to observe the student's meeting of the Essential, please mark the box labeled N/A.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the student and Instructor of Record (the Instructor of Record will then place it in the student clinical file [Typhon]). The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort.
- An additional evaluation form, **Preceptor Evaluation of Student (CNS)** is aligned to the specific competencies expected for the practice role, and required documentation for all CNS Students each semester of a clinical rotation.

MSN Essential	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Recognizes the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.							
Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.							
Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.							
Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.							
Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.							
Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and							

to employ advocacy strategies to influence health and health care.							
Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.							
Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.							
Recognizes that nursing practice, at the master's-level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences, as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.							

Additional comments:

Preceptor Signature

Date

PMHNP Advanced Practice Clinical Supplemental Handbook

NRS 714 COURSE BACKGROUND

NRS 714 is the first clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration. During their first rotation, students focus on practicing and refining clinical history taking, psychiatric assessment skills, and comprehensive treatment planning in patients across the lifespan. Students develop proficiency in presenting and documenting concise and accurate patient histories and assessment findings. Emphasis is placed on early diagnostic reasoning whereby students begin to develop differential diagnoses and formulate the plan of care. Students are required to complete a minimum of 250 hours of supervised clinical practice in this course with a psychiatric nurse practitioner or psychiatrist.

NRS 715 COURSE BACKGROUND

NRS 715 is the second clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Psychiatric Mental Health Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in psychiatric setting under the supervision and guidance of a clinical preceptor. Students perform age-appropriate, comprehensive and focused psychiatric evaluation in patients across the lifespan. Students continue to gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors' review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. Students are required to complete a minimum of 250 hours of supervised clinical practice with a psychiatric nurse practitioner or psychiatrist.

NRS 716 COURSE BACKGROUND

NRS 716 is the third clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Psychiatric Mental Health Nurse Practitioner student. The course focuses on the diagnosis and management of common acute and chronic mental health problems in patients across the lifespan. Students are expected to gain proficiency with performing comprehensive psychiatric evaluations and follow-up focused assessments, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete a minimum of 250 hours or the hours needed for completion of the 750 total hours of supervised clinical practice in this course.

Note: *During the Advanced Practice Clinical courses (i.e. NRS 714, 715, 716), students will be required to perform simulation examinations in a live or virtual setting with your course instructor. In some instances, a follow-up simulation may also be required prior to completion of the course.*

ADVANCED PRACTICE CLINICAL COURSE OBJECTIVES

Upon successful completion of NRS 714, 715 and 716 the student will be able to:

1. Perform complete histories and psychiatric evaluations in a manner appropriate for the patient.
2. Differentiate normal and abnormal findings based on the psychiatric examination, history, laboratory findings, and other tests and procedures.
3. Develop a working diagnosis, differential diagnosis, or a problem list and a preliminary plan of care.
4. Identify and explain significant pathophysiology related to the patient's clinical problem.
5. Problem solve through evaluation of history and physical examination, usage of established criteria for management, and collaboration with preceptor on a plan of care.
6. Present and record findings in a concise, accurate, and organized manner.
7. Institute and provide continuity of care and interact with the patient to assure understanding of and compliance with the therapeutic regimen.
8. Provide instruction and counseling regarding health promotion, patient teaching, discharge planning, family care, as appropriate, to the patient and/or family.
9. Consider the cost implications of care provided.
10. Recognize when to refer to another health care provider.
11. Coordinate care with other health professionals and agencies.
12. Demonstrate appropriate interpersonal relationships with staff, patients, families, and other health professionals.

PATIENT ENCOUNTERS

An "Encounter" is an interaction where the PMHNP student addresses a patient's specific clinical problem (a patient may present with multiple clinical problems and thus a PMHNP student may have more than one clinical problem with a single patient). Encounters offer the PMHNP student the opportunity to practice and demonstrate proficiency in meeting the Course Objectives. With each advanced practice clinical course, the goal is for a student to see the broadest variety of diagnosis in their

rotation. With that being said, depending on the preceptor and clinical population, you may not see some of the more sub-specialty diagnosis. Encounters for each clinical rotation that fall under each of the following clinical problem categories:

Psychiatric Evaluation: including, but not limited to performing routine screening tests

Schizophrenia and Related Disorders: including, but not limited to, schizophrenia, schizotypal personality disorder, delusional disorder, brief psychotic disorder, schizophreniform disorder, schizoaffective disorder, substance/medication-induced psychotic disorder, psychotic disorder due to another medical condition, catatonia

Bipolar and Related Disorders: including, but not limited to bipolar 1 disorder, bipolar 2 disorder, cyclothymic disorder, substance/medication-induced bipolar and related disorder, Other specified bipolar and related disorder

Major Depression and Related Disorders: including, but not limited to DMDD, MDD, PDD, PMDD, substance-medication-induced depressive disorder, depressive disorder due to another medical condition, unspecified depressive disorder

Anxiety and Related Disorders: including, but not limited to Separation /anxiety Disorder, Selective Mutism, specific phobia, social anxiety disorder, panic disorder, agoraphobia, generalized anxiety disorder, substance/medication-induced anxiety disorder, unspecified anxiety disorder

OCD and Related Disorders: including, but not limited to OCD, body dysmorphic disorder, hoarding disorder, trichotillomania, excoriation disorder

Trauma and Stress Related Disorders: including, but not limited to Reactive attachment disorder, disinhibited social engagement disorder, PTSD, acute stress disorder, adjustment disorders

Substance Use and Addiction Related Disorders: including, but not limited to Alcohol-related disorders, cannabis-related disorders, hallucinogen-related disorders, inhalant-related disorders, opioid-related disorders, sedative, hypnotic, or anxiolytic-related disorders, stimulant-related disorders, tobacco-related disorders

Feeding and Eating Related Disorders: including, but not limited to Pica, rumination disorder, avoidant/restrictive food intake disorder, anorexia nervosa, bulimia nervosa, binge-eating disorder

Personality Disorders: including, but not limited to paranoid personality, schizoid personality, schizotypal personality, antisocial personality, borderline personality, histrionic personality, narcissistic personality, avoidant personality, dependent personality, obsessive-compulsive personality

Sleep-wake and Related Disorders: including, but not limited to insomnia disorder, hypersomnolence disorder, narcolepsy, sleep apneas, sleep-related hypoventilation, circadian rhythm sleep-wake

Dissociative and Related Disorders: Dissociative identity disorder, dissociative amnesia, depersonalization/derealization disorder

Somatic Symptom and Related Disorders: Somatic symptom disorder, illness anxiety disorder, conversion disorder (functional neurological symptom disorder), Factitious Disorder

Elimination Disorders: Enuresis, encopresis

Gender and Related Disorders: gender dysphoria

Impulse-Control and Conduct Disorders: ODD, conduct disorder, pyromania, intermittent explosive disorder, kleptomania

Paraphilic Disorders: Voyeuristic disorder, exhibitionist disorder, frotteuristic disorder, sexual masochism disorder, sexual sadistic disorder, pedophilic disorder

Neurocognitive and Related Disorders: Delirium, major and mild neurocognitive disorders, traumatic brain injuries

Neurodevelopmental Disorders: Intellectual Disability, Communication Disorders, Autism spectrum disorders, ADHD, Specific Learning Disorder, Motor Disorders, Tic Disorder, etc.

Medication-Induced Movement Disorders and Other Adverse Effects of Medication: Neuroleptic-induced Parkinsonism, NMS, Medication-Induced Acute Dystonia, Medication-induced acute akathisia, Tardive dyskinesia, tardive dystonia, tardive akathisia, antidepressant discontinuation syndrome

LEVEL OF RESPONSIBILITY (LoR)

Each Encounter is to be entered into the Typhon Patient Log Record. The student must also designate their Level of Responsibility (LoR) during the Encounter. There are four LoR designations:

Level 1: Observation Only- PMHNP student observes provider.

Level 2: Major Consultation-Preceptor rechecks almost all of the PMHNP student's patient history-taking and/or psychiatric examination; the preceptor provides most of the assessment and plan. LoR 2 is common for students very early in their clinical rotations or with very complex/high-risk patients.

Level 3: Dual Responsibility-The preceptor entrusts the PMHNP student with 50% of the responsibility for the patient. LoR is often utilized for beginning students or when patients have complex problems.

Level 4: Complete Encounter-The PMHNP student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient's case to the preceptor prior to the patient leaving.

All LoRs count toward clinical time toward the 750-hour requirement, however, only patient Encounters at LoR 2-4 count toward meeting the clinical requirements of an Encounter (i.e., purely observing the preceptor handle the Encounter precludes

the PMHNP student from counting the Encounter as one of the five required Encounters for that clinical problem category). The following provides guidelines for determining if an Encounter counts toward meeting clinical requirements:

1. The Encounter must be diagnosis-specific for the clinical requirement counted (e.g., if the clinical problem is generalized anxiety disorder, the diagnosis must state “generalized anxiety disorder” rather than “rule out generalized anxiety” or “generalized anxiety disorder vs. Social anxiety disorder”).

In addition, only clinical problems addressed by the PMHNP student should be recorded within each Encounter, even though the patient may have additional problems on their problem list. If they were not addressed during the visit, it should not be recorded. All problems addressed by the student should be recorded each time a patient is seen. Typhon Patient Log Records are reviewed on a weekly basis by the Instructor of Record. Students must document their clinical time and clinical requirements (Encounters) on a weekly basis on the *Clinical Hours Log* and provide a copy to the Preceptor and Instructor of Record. Failure to appropriately log clinical hours will result in not progressing to the next clinical rotation. This process of calculating clinical hours and Encounters for preceptor approval will assure both the Instructor of Record and Preceptor that the student is making timely progress.

Clinical Hours and Encounters Log (PMHNP)
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

LEVEL OF RESPONSIBILITY (LoR)

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Level 4: Complete Encounter-The PMHNP student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient's case to the preceptor prior to the patient leaving.

Encounter	LoR
<i>DIAGNOSES</i>	
<i>Schizophrenia and Related Disorders:</i> including, but not limited to, schizophrenia, schizotypal personality disorder, delusional disorder, brief psychotic disorder, schizophreniform disorder, schizoaffective disorder, substance/medication-induced psychotic disorder, psychotic disorder due to another medical condition, catatonia	
<i>Bipolar and Related Disorders:</i> including, but not limited to Bipolar 1 disorder, bipolar 2 disorder, cyclothymic disorder, substance/medication-induced bipolar and related disorder, Other specified bipolar and related disorder	
<i>Major Depression and Related Disorders:</i> including, but not limited to DMDD, MDD, PDD, PMDD, substance-medication-induced depressive disorder, depressive disorder due to another medical condition, unspecified depressive disorder	
<i>Anxiety and Related Disorders:</i> including, but not limited to Separation /anxiety Disorder, Selective Mutism, specific phobia, social anxiety disorder, panic disorder, agoraphobia, generalized anxiety disorder, substance/medication-induced anxiety disorder, unspecified anxiety disorder	
<i>OCD and Related Disorders:</i> including, but not limited to OCD, body dysmorphic disorder, hoarding disorder, trichotillomania, excoriation disorder	

Trauma and Stress Related Disorders: including, but not limited to Reactive attachment disorder, disinhibited social engagement disorder, PTSD, acute stress disorder, adjustment disorders	
Substance Use and Addiction Related Disorders: including, but not limited to Alcohol-related disorders, cannabis-related disorders, hallucinogen-related disorders, inhalant-related disorders, opioid-related disorders, sedative, hypnotic, or anxiolytic-related disorders, stimulant-related disorders, tobacco-related disorders	
Feeding and Eating Related Disorders: including, but not limited to Pica, rumination disorder, avoidant/restrictive food intake disorder, anorexia nervosa, bulimia nervosa, binge-eating disorder	
Personality Disorders: including, but not limited to paranoid personality, schizoid personality, schizotypal personality, antisocial personality, borderline personality, histrionic personality, narcissistic personality, avoidant personality, dependent personality, obsessive-compulsive personality	
Sleep-wake and Related Disorders: including, but not limited to insomnia disorder, hypersomnolence disorder, narcolepsy, sleep apneas, sleep-related hypoventilation, circadian rhythm sleep-wake	
Dissociative and Related Disorders: Dissociative identity disorder, dissociative amnesia, depersonalization/derealization disorder	
Somatic Symptom and Related Disorders: Somatic symptom disorder, illness anxiety disorder, conversion disorder (functional neurological symptom disorder) , Factitious Disorder	
Elimination Disorders: Enuresis, encopresis	
Gender and Related Disorders: gender dysphoria	
Impulse-Control and Conduct Disorders: ODD, conduct disorder, pyromania, intermittent explosive disorder, kleptomania	
Paraphilic Disorders: Voyeuristic disorder, exhibitionist disorder, frotteuristic disorder, sexual masochism disorder, sexual sadistic disorder, pedophilic disorder	
Neurocognitive and Related Disorders: Delirium, major and mild neurocognitive disorders, traumatic brain injuries	
Neurodevelopmental Disorders: Intellectual Disability, Communication Disorders, Autism spectrum disorders,	

ADHD, Specific Learning Disorder, Motor Disorders, Tic Disorder, etc.	
Medication-Induced Movement Disorders and Other Adverse Effects of Medication: Neuroleptic-induced Parkinsonism, NMS, Medication-Induced Acute Dystonia, Medication-induced acute akathisia, Tardive dyskinesia, tardive dystonia, tardive akathisia, antidepressant discontinuation syndrome	
PROCEDURES	
Psychiatric Interview	
Record Review	
Interprofessional Consultation	
Complete Mental Status Examination	
Patient Education	
Medication Review	
Medication Adjustment	
Lab Review	
DIAGNOSTICS	
PHQ9 or other depression screeners (list)	
GAD7 or other anxiety screeners (list)	
Vanderbilts for ADHD	
SLUMS	
Use of Adult ADHD Screener	
Columbia Suicide Severity Rating Scale	
AIMS	

ACES	
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Preceptor Evaluation of Student (PMHNP)
Henry Predolin College of Health Science, School of Nursing
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Student Name: _____
Agency: _____
Preceptor Name (evaluator): _____
Date: _____
Advanced Practice Clinical Course (Circle One): NRS 714 NRS 715 NRS 716

Students will be evaluated on their self-directed achievement of the following course objectives (CO) mid-way through the clinical experience, and again at the conclusion of the clinical experience:

1 = Considerable guidance needed

2 = Moderate guidance needed

3 = Self-directed, minimal guidance needed

N/A = Not applicable to this clinical situation, or unable to evaluate

	1	2	3	N/A	
DATA BASE					
Obtains and accurately documents appropriate health history					
Performs and accurately documents appropriate comprehensive or focused physical examination					
Synthesizes subjective and objective data to formulate an appropriate list of differential diagnoses					
Orders, performs, and interprets screening and diagnostic procedures and tests					
Documents appropriate findings in accordance with legal and professional Standards					
Distinguishes and prioritizes patient care between immediate needs and less immediate needs.					
Identifies health and psychosocial risk factors					
Establishes therapeutic rapport with patients.					
THERAPEUTIC REGIMENS					
Provides care that is nonjudgmental and sensitive to the client's needs and culture.					
Selects appropriate management regimen.					
Selects appropriate medications					
Orders and interprets screening and diagnostic procedures and tests					

appropriately.					
Performs procedures competently					
Initiates health maintenance therapy such as nutrition, skin care, OT, and PT, as appropriate					
Makes appropriate referrals/consultation					
Initiates health teaching to promote, maintain, or restore health.					
EVALUATION					
Evaluates results of therapeutic efforts and continues and/or modifies therapeutic regimen as required.					
Documents concise, relevant, and complete data in accordance with legal and professional standards.					
NP ROLE ASPECTS					
Collaborates and consults with members of the health care team effectively					
Communicates client case concisely and in an organized manner when collaborating with preceptor and other members of the health care team					
Assumes accountability for NP practice					
Legally protects self and patients in the delivery of health care and in problem-oriented medical record keeping.					
Maintains ethical standards					
Assumes responsibility for defining NP role for patients, physicians, nurses, and other health team members.					
Functions appropriately within NP scope of practice					
Utilizes preceptor consultation appropriately.					
Integrates current research findings and evidence-based guidelines into clinical practice					
Engages in self-evaluation to identify areas for improvement					

Seeks and selects learning experiences to increase skills and improve areas of weakness					
OVERALL: I would rate this student's performance:					

Adapted from: NONPF's Preceptor Portal Appendix M, Preceptor Evaluation of the Student, 2023

Additional Comments:

Additional Comments:

Student Signature

Date

Preceptor Signature

Date

Instructor of Record Signature

Date

Student Evaluation of Preceptor
 Henry Predolin College of Health Science, School of Nursing
 Edgewood University
 1000 Edgewood College Drive
 Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Philosophy: The Preceptor acts as a teacher and mentor to the Student in Practicum, Advanced Practice Clinical, or Residency experiences. It is important for the Preceptor to receive feedback on the execution of their role. This information can also assist course instructors in matching future students with Preceptors, and provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to Student:

- Please evaluate the following statements about your Preceptor and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with the School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Preceptor* will assist the Instructor of Record in determining matches for future student placement.

The Clinical Preceptor:	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Is available.							
Demonstrates an understanding of the APRN role.							
Guides student to build on their strengths and knowledge.							
Serves as a role model.							
Demonstrates good effective rapport with patients and team.							
Encourages student to assume increasing responsibility during the clinical rotation.							
Provides immediate and adequate feedback.							
Leads students through decision-making rather than giving own impressions.							
Reviews and signs each clinic/hospital note.							
Offers constructive comments about documentations.							
Encourages questions.							
Thoughtfully reviews differential diagnosis with student.							
Discusses management plans.							
Communicates clinical and systems knowledge well.							
Collaborates with other members of the health care team.							
Suggests and provides additional learning experiences.							
Reviews evaluations with student and provides immediate and constructive feedback.							
I would recommend this preceptor to another student.							

Additional comments:

 Student Signature

 Date

Student Evaluation of Clinical Site
 Henry Predolin College of Health Science, School of Nursing
 Edgewood University
 1000 Edgewood College Drive
 Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Instructions to Student:

- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Clinical Site* assists the Instructor of Record in determining matches for future student placement.

	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Was adequate orientation to the clinical site provided?							
Is adequate space provided?							
Does facility provide a safe environment for clinical practice?							
Is adequate time given to see clients?							
Are there sufficient numbers of clients?							
Does the range of clients served match the student's scope of practice?							
Are students given the opportunity to follow-up with clients and/or pro interest?							
Are clients' records (e.g., chart, test results, etc.) accessible to students?							
Is support staff appropriately helpful to student?							
Are other disciplines utilized in client care?							
I would recommend this clinical site to other students							

Additional comments:

 Student Signature

 Date

 Instructor of Record Signature

 Date

Instructor of Record/Site Evaluator Evaluation of Clinical Site

Henry Predolin College of Health Science, School of Nursing

Edgewood University

1000 Edgewood College Drive

Madison, WI 53711

Preceptor Name: _____ Agency: _____

Evaluator Name/Role: _____ Date: _____

Instructions to Student:

- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it with the School of Nursing. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The *Student Evaluation of Clinical Site* assists the Instructor of Record in determining matches for future student placement.

	1	2	3	4	5	NA	Comments / Opportunities for Improvement
Was adequate orientation to the clinical site provided?							
Is adequate space provided?							
Does facility provide a safe environment for clinical practice?							
Is adequate time given to see clients?							
Are there sufficient numbers of clients?							
Does the range of clients served match the student's scope of practice?							
Are students given the opportunity to follow-up with clients and/or problems of interest?							
Are clients' records (e.g., chart, test results, etc.) accessible to students?							
Is support staff appropriately helpful to student?							
Are other disciplines utilized in client care?							
I would recommend this clinical site to other students							

Additional comments:

Student Signature

Date

Instructor of Record Signature

Date

APRN Post-Graduate Certificate Supplemental Handbook

Post-Graduate Certificate Admission Criteria

The following provides an outline of the criteria for course acceptance for students seeking admission into the post-graduate FNP, AGPCNP, and CNS certificate programs. Our certificate programs are committed to ensuring candidates are academically qualified and prepared to excel as APRNs. The following information provides transparency and guidance regarding the evaluation of prior coursework for credit transfer.

Courses completed as part of a prior master's program must be **relevant** to the intended APRN specialty track in order to be considered for transfer. All courses will be evaluated for equivalency.

Three separate advanced-level courses in pathophysiology, pharmacology, and physical assessment (the 3Ps) are required for all APRN certificates. Students intending to transfer 3P courses from a prior master's program must submit official course descriptions, syllabi, and/or outlines for each course to demonstrate equivalence. Non-APRN certified applicants requesting course acceptance for advanced level 3Ps will be considered when taken within the last 5 years and demonstrate equivalence.

The minimum grade to accept prior credits is a "B" or better in any course to ensure a strong understanding of the subject matter.