

Department of Nursing Graduate Student Handbook

2009-2010

Department of Nursing
James Madison University
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Graduate Nursing Student Handbook

The Graduate Nursing Student Handbook is prepared as a resource for graduate nursing students at James Madison University (JMU) Department of Nursing (DON). It provides general information, policies, and procedures of the graduate nursing program. It should be used in conjunction with the JMU Graduate Catalog, the official document for all graduate students at JMU. In addition to these handbooks, the Department of Nursing web site, www.nursing.jmu.edu contains information for students, including clinical policies and procedure, and web-based course information.

Section I: General Information

James Madison University

Founded in 1908 and located in the center of Virginia's famous Shenandoah Valley, James Madison University is a public, comprehensive university. The university offers programs at the bachelor's, master's, educational specialist, and doctoral levels. JMU has 91 major campus buildings, including a 31 acre, off-campus farm. Nearly \$143 million worth of new facilities and improvements have been added since 1975. JMU offers students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

In its 96-year history, JMU has grown from a state normal and industrial school for women to today's coeducational comprehensive university. In 1914, the name of the university was changed to the State Normal School for Women at Harrisonburg. The university became the State Teachers College at Harrisonburg in 1924 and continued under that name until 1938, when it was named Madison College in honor of the fourth president of the United States. In 1977, the name was changed to James Madison University.

The Graduate School

The Graduate School (TGS) offers graduate programs leading to Master's degrees, Educational Specialist degrees, Doctor of Philosophy degrees and Doctor of Psychology degrees, and is located in the Grace Street House on West Grace Street.

Mission:

It is the mission of The Graduate School to support, facilitate and promote excellence in lifelong education through graduate programs of distinction, innovative outreach programs, and a diverse student body. The Graduate School is committed to preparing students to be educated and enlightened citizens who will lead productive and meaningful lives. The mission addresses the first three defining characteristics of the university in that, as a unit, it will strategically select innovative and new academic programs for development and implementation, serve primarily full-time students but will increase programs that fulfill non-degree and competency certification requirements as a complement to the traditional academic programs and bachelor's degrees, and offer graduate programs of distinction.

The Office of the Dean of TGS has academic responsibility for all issues of graduate education at JMU. In addition, the college oversees all continuing professional development programming. The University Graduate Council and the graduate faculty body are significant in the organization and administration of the TGS.

Department Of Nursing

James Madison University is organized into five colleges. The Department of Nursing (DON) is located in the College of Integrated Science and Technology (CISAT). The nursing department is one department within the College of Integrated Science and Technology (CISAT). The Department of Nursing offers a baccalaureate program, an RN-to-BSN program, and a master's/post-master's program. Dr. Merle Mast is the Nursing Department Head; Dr. Patty Hale, the Graduate Program Coordinator, and Professor Sharon Strang, the Graduate Clinical Coordinator. Graduate faculty serve as advisors.

The Master of Science in Nursing program has four concentration options: Family Nurse Practitioner, Gerontological Nurse Practitioner, Adult Nurse Practitioner and Nurse Educator. The Master of Science in Nursing program has full accreditation the Commission on Collegiate Nursing Education (CCNE).

The Nursing Department is closely affiliated with the Institute for Innovation in Health and Human Services (IIHHS) and broader community programs with faculty participation in numerous initiatives. These initiatives include nursing participation or leadership in a summer course in Malta, the Caregivers Community Network, exploration of nurse managed clinics, and several interdisciplinary elective courses. Service learning within community-based practicum courses provide services for vulnerable populations in IIHHS programs and other community agencies.

Department of Nursing Philosophy

The JMU faculty is committed to nursing education grounded in the arts, sciences, and humanities, meeting professional standards for nursing education and practice. Nursing is a humanistic profession that enhances the quality of life by promoting health and preventing illness through the effective delivery of coordinated health care. Nursing knowledge is advanced through thinking critically, engaging in scholarship, and applying knowledge to the delivery of nursing care. The values of altruism, autonomy, human dignity, integrity, and social justice are the foundation for professional nursing practice. Through community collaboration graduates are prepared to assume multiple roles to impact the profession, health care systems, and communities.

Mission Statement

The primary mission of the nursing department is to provide quality, professional undergraduate and graduate nursing education that prepares nursing leaders to influence a changing profession, society, health care system, and global health needs.

Purposes:

In order to support and accomplish this mission the nursing faculty has identified the following purposes:

1. Prepare nursing professionals who provide culturally competent, holistic, evidence-based nursing care to individuals, families, aggregates, and communities in a wide variety of settings.
2. Promote a community of learning that models professional values and lifelong professional development for both faculty and students.
3. Promote service-learning activities that include collaborative, interdisciplinary initiatives and partnerships between nursing education and the practice arena to meet the future health needs of consumers.
4. Conduct research and creative scholarship to generate nursing knowledge and disseminate that knowledge through collaboration, publication, and presentations.

Masters of Science in Nursing Program

James Madison University
Masters of Science in Nursing Program

The Master of Science in Nursing (MSN) program is based on the following documents and standards:

Core program objectives are based on Graduate Core Curriculum Content from *The Essentials of Masters Education for Advanced Practice Nursing*, American Association of Colleges of Nursing [AACN], 1996.

The Nurse Practitioner (NP) program and program objectives are based on National Organization of Nurse Practitioner Faculties [NONPF] Domains and Core Competencies of Nurse Practitioner Practice (2006) and the Nurse Practitioner Core Competencies in Specialty Areas (NONPF and AACN, 2002).

The Nurse Educator (NE) program objectives are based on National League for Nursing (NLN) practice domain categories from *Certified Nurse Educator (CNE) 2005 Candidate Handbook*.

Core Program Objectives (Common to both NP and NE programs)

The graduate of the Master of Science in nursing program will:

1. Effectively develop and communicate professional role with clients and colleagues (NONPF Domain IV & VI; NLN1)
2. Demonstrate cultural competence in the ethical delivery of care to vulnerable populations (NONPF Domain VI & VII; NLN 1,2, & 5)
3. Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and provide quality health care to individuals, families, groups, and communities (NONPF Domain 1, NLN 1)
4. Contribute to nursing knowledge through the scholarship of integration, application, and teaching (NLN 3 & 7)
5. Analyze economic, policy, environmental, and social forces to impact health care delivery and quality of care (NONPF Domain V; NLN 5)

Additional Nurse Practitioner Track Objectives

The nurse practitioner graduate will demonstrate the ability to:

1. Synthesize assessment data to diagnose and manage patient health and illness needs (NONPF Domain I & III)
2. Effectively serve as client partner and advocate within the health care delivery system to meet client needs. (NONPF Domain II)

Additional Nurse Educator Track Objectives

The nurse educator graduate will demonstrate ability to:

1. Develop and implement educational curriculum and teaching-learning activities based on theories, knowledge, and principles of learning and pedagogy (NLN 4 & 8)
2. Engage in formative and summative evaluation of teaching-learning and use results of evaluation to revise and enhance nursing education (NLN 6)

Section II. Curriculum

**James Madison University
Master’s of Science in Nursing
Nurse Educator –Full and Part Time Curriculum
Program Requirements**

Nurse Educator - Full Time (35 credits)

Year One (24 Credits)			Year Two (11 Credits)		
Fall (12)			Fall (11)		
NSG 520	Advanced Health Assessment	3	NSG 611	Research for the Advanced Health Professional	3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 641	Curriculum Evaluation	3
NSG 646	Theory/Role of the Nurse Educator	3	NSG 675	Education Residency II	5
NSG 640	Curriculum Development in Nursing	3			
Spring (12)					
NSG 643	Technology in Nursing Education	3			
NSG 690	Advanced Principles of Epidemiology	3			
NSG 674	Education Residency I	3			
NSG 692	Health Care Policy	3			

**Nurse Educator
Part Time (35 credits)**

Year One (12 credits)			Year Two (15 credits)			Year Three (8 credits)	
Fall (6)			Fall (9)			Fall (8)	
NSG 520	Advanced Health Assessment	3	NSG 611	Research for the Advanced Health Professional	3	NSG 641	Curriculum Evaluation 3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 646	Role of the Nurse Educator	3	NSG 675	Educational Residency II 5
			NSG 640	Curriculum Development	3		
Spring (6)			Spring (6)				
NSG 690	Epidemiology	3	NSG 643	Technology in Education	3		
NSG 692	Health Care Policy	3	NSG 674	Educational Residency I	3		

Calculation of Educator Residency Hours:

Required residency courses total 180 hours of teaching learning activities. For residency courses

NSG 674 (2 credits) = 72 contact hours

NSG 675 (3 credits) = 108 contact hours

James Madison University
Master’s of Science in Nursing
Nurse Practitioner (NP) - Full Time and Part Time Curriculum
Program Requirements

The nurse practitioner (NP) tracks prepare advanced practice nurses who will manage the primary health care needs of adults and older adults. The program emphasizes advanced practice in rural settings with diverse populations. The ANP and GNP require 43 credits, and the FNP requires 46 credits.

Nurse Practitioner - Full Time (43-46 Credits)

Year One (21 Credits)			Year Two (22 Credits)		
Fall			Fall		
NSG 520	Advanced Health Assessment	3	NSG 611	Research for the Advanced Health Professional	3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 632	Coordinated Care of the Elderly	3
NSG 630	Care Deliver and Coordination I	4	NSG 672	Practicum II	5
NSG 634	Role of the APN	1			
Total	11		Total	11	
Spring			Spring		
NSG 522	Advanced Clinical Pharmacotherapeutics	3	NSG 692	Health Care Policy	3
NSG 631	Care Delivery and Coordination II	4	NSG 690	Epidemiology	3
NSG 671	Practicum I	3	NSG 673	Practicum III	5
Total	10		Total	11	
SUMMER (FNP Students Only)					
NSG 635	Family Centered Care Delivery (FNP Students Only)	3			

Part Time
(43-46 Credits)

Year 1 (12-15 credits)			Year 2 (15 credits)			Year 3 (16 credits)		
Fall			Fall			Fall		
NSG 520	Advanced Health Assessment	3	NSG 611	Research for the Advanced Health Professional	3	NSG 632	Coordinated Care of the Elderly	3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 630	Care Delivery & Coordination I	4	NSG 672	Practicum II	5
			NSG 634	Role of the Advanced Practice Nurse	1			
Total	6		Total	8		Total	8	
Spring			Spring			Spring		
NSG 522	Advanced Clinical Pharmacotherapeutics	3	NSG 671	Practicum I	3	NSG 673	Practicum III	5
NSG 692	Health Care Policy	3	NSG 631	Care Delivery and Coordination II	4	NSG 690	Epidemiology	3
Total	6		Total	7		Total	8	
Summer (FNP Students Only Take One)								
NSG 635	Family Centered Care Delivery (for FNP students only)	3	NSG 635	Family Centered Care Delivery (for FNP students only)	3			

Nurse Practitioner (NP) - Full Time and Part Time Curriculum Program Requirements

Required Clinical Practicum Hours

Required practicum courses total 540 contact hours of clinical practice. Dual certification requires a total of 720 contact hours. For practicum courses 1 credit = 50 hours/semester

NSG 671 = 3 credits = 150 contact hours (10 hours per week)

NSG 672 = 5 credits = 250 contact hours (16 ½ hours per week)

NSG 673 = 5 credits = 250 contact hours (16 ½ hours per week)

Optional for Dual Certification: NSG 696 = 3 credits = 150 contact hours

Post Masters Certificate Program Curriculum Guide

Nurse Educator Certificate

The Post-Master's Nurse Educator Certificate Program totals 20 credits and is completed over 3 semesters. Students complete 8 credits of educator residency.

Year One (12 Credits)			Year Two (8 Credits)		
Fall			Fall		
NSG 646	Theory/Role of the Nurse Educator	3	NSG 641	Curriculum Evaluation	3
NSG 640	Curriculum Development in Nursing	3	NSG 675	Education Residency II	5
Total		6	Total		8
Spring					
NSG 643	Technology in Nursing Education	3			
NSG 674	Education Residency I	3			
Total		6			

Nurse Practitioner Certificate (Adult, Geriatric, or Family)

The Post-Master's Nurse Practitioner Certificate Program totals 25-37 credit hours, depending on courses previously taken. Transfer of master's program credit will be evaluated on an individual basis. Students complete 13 credits of practicum.

Year One (21-24)			Year Two (13)		
Fall (11)			Fall (8)		
NSG 520	Advanced Health Assessment	3	NSG 632	Coordinated Care of the Elderly	3
NSG 521	Advanced Concepts in Pathophysiology	3	NSG 672	Practicum II	5
NSG 630	Care Deliver and Coordination I	4	Total		8
NSG 634	Role of the APN	1			
Total		11			
Spring (10)			Spring (5)		
NSG 522	Advanced Clinical Pharmacotherapeutics	3	NSG 673	Practicum III	5
NSG 631	Care Delivery and Coordination II	4	Total		5
NSG 671	Practicum I	3			
Total		10			
SUMMER (Optional)					
NSG 635	Family Centered Care Delivery (FNP Students Only)	3			

Masters of Science in Nursing Course Descriptions

NSG 510. Health Informatics for the Advanced Health Professional. 2 credits.

Information management skills are essential for practitioners and managers of all health care disciplines. This course is a multidisciplinary examination of informatics in health care focusing on technology, data management, best evidence practice tools and their applications. Information management tools and applications will change over time but the ability to evaluate and manage health care information systems will remain unchanged.

NSG 520. Advanced Health Assessment. 3 credits.

This course provides advanced knowledge and health assessment skills. Emphasis is placed on interviewing, history taking, physical assessment and diagnosis based on clinical findings. Normal and abnormal health assessment findings are emphasized. Characteristics of clients from diverse ethnic and cultural backgrounds and age groups are considered. Considerations for the aging client are emphasized. Classroom activities focus primarily on assessments that require history-taking skills and utilize organizing theory and frameworks. Labs focus on the knowledge and skills for history-taking and physical examination.

NSG 521. Advanced Concepts in Pathophysiology. 3 credits.

An advanced, clinically-oriented study of human physiology and the alterations in body functions that underlie diseases in humans. Prerequisite: Admission to the Graduate Nursing program.

NSG 522. Advanced Clinical Pharmacotherapeutics. 3 credits.

Building upon the knowledge of pharmacology learned at the undergraduate level, this course examines concepts in pharmacotherapeutics necessary for advanced nursing practice. Emphasis will be placed on pharmacokinetics and pharmacodynamics of important classes of drugs. Considerations for the aging client will be highlighted. Case studies will provide an opportunity for critical thinking, clinical application and care coordination.

NSG 523. Concepts in Aging. 3 credits.

This web-enhanced course is divided into 8 modules and examines the physiological, psychosocial, cognitive, legal and ethical aspects of aging within a care coordination context. A focus is on the issues that surround the concepts of aging and how the ethical aspects of care relate to the utilization of resources. A service learning project is required.

NSG 611. Research for the Advanced Health Professional. 3 credits.

This course will provide a foundation for examination of components of the nursing research process. Integrative review methodologies and evidence-based practice models

will be emphasized. Skills needed to build and assimilate knowledge for improving practice outcomes or nursing education will be highlighted.

NSG 630. Care Delivery and Coordination I. 4 credits.

This course focuses on the evaluation, management and care coordination for clients with common acute health deviations across the adult lifespan within a variety of contexts. The course builds on knowledge and skills from health systems management, advanced health assessment, pathophysiology and pharmacology. Emphasis is placed on formulating diagnoses and plans of care that encompass client, family and coordinated systems of care. Prerequisites: NSG 520, NSG 521 Corequisite: NSG 522

NSG 631. Care Delivery and Coordination II. 4 credits.

This course focuses on the evaluation, management and coordination of care for adolescent and adult clients with common chronic health deviations within a variety of contexts. The course builds on knowledge and skills from advanced health assessment, pathophysiology, and pharmacology and ethics. Emphasis is placed on formulating diagnoses and developing plans of care that encompass clients, families and community resources. Prerequisites: NSG 520, 521, 522.

NSG 632. Coordinated Care of the Elderly. 3 credits.

This course focuses on the health issues and needs of older adults and principles for evaluating, managing, and coordinating their care. Students will differentiate normal changes and symptoms of aging from disease-related symptoms, focusing on the achievement of optimal health and function for older adults. Emphasis is on the collaborative role of advanced practice nurses in assisting older adults and family caregivers from diverse ethnic and cultural backgrounds to negotiate health care delivery systems. Prerequisites or corequisites: NSG 520, 521, 522.

NSG 634. Role of the Advanced Practice Nurse. 1 credit.

This course will focus on historical and developmental aspects and competencies of advance practice nursing (APN), and the continuing evolution of the APN role. Students will explore the varied roles that APNs assume in the health care system and the legal and ethical considerations for advanced practice.

NSG 635. Family Centered Care Delivery. 3 credits.

This course focuses on care given to the family unit, as well as individuals within the family unit. Family theory, assessment and management will be emphasized. Emphasis will be placed on assessment and care of the childbearing family and the family with young children. Individual care will focus on the pregnant woman, the newborn, infant, toddler, preschool and school age child (up to adolescence). This course builds on knowledge and skills from advanced health assessment, pathophysiology and pharmacology. Prerequisites: NSG 520, NSG 521, NSG 522.

NSG 640. Curriculum Development in Nursing. 3 credits.

This course investigates models, techniques and instructional strategies for constructing curricula and developing programs in health care settings, the community, continuing

education and in collegiate settings. Instructional design processes, procedures, implementation and evaluation are emphasized.

NSG 641. Curriculum Evaluation. 3 credits.

This course focuses on the theory and practical application of the evaluation process for nursing education programs and health care systems. Test construction and measurement are featured and an emphasis is placed on evaluation of program goals, outcomes and evidence-based practice. Methods and processes in developing specific instruments for program evaluation data collection and data analysis will be discussed. Prerequisite: NSG 640.

NSG 643. Technology in Nursing Education. 3 credits.

This course provides students an opportunity to acquire knowledge and skills for using a variety of computer technologies to support the teaching-learning process in nursing. The course will discuss principles of distance learning, use of the Internet for teaching-learning, and how to integrate computer technologies into nursing curriculum. Emphasis will be given to theoretical frameworks that guide the selection, use and integration of technology into nursing education programs. Prerequisite: NSG 640.

NSG 646. Role and Theory for the Nurse Educator. 3 credits.

Provides students with educational concepts, theories and strategies central to the role of nurse educator in academic, staff development and/or client centered settings. Students will examine and explore role concepts critical to education and will apply theory to predict and explain behavior in a variety of educational and clinical settings.

NSG 671. Practicum I. 3 credits.

Emphasizes advanced practice role development, complex and holistic client/family care, health promotion/maintenance and care coordination. Practicum is individualized and will highlight the advanced practice roles of clinician, manager, consultant, educator and researcher. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. Prerequisites: NSG 520, NSG 521, & NSG 630. Corequisites: NSG 522

NSG 672. Practicum II. 5 credits.

Emphasis will be placed upon the application of clinical skills, theories, concepts, issues and research findings to the clinical care of children, adolescents, adults and/or older adults. Care coordination issues will be addressed as they specifically impact diverse populations in all care settings. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. Prerequisites: NSG 630 and NSG 671.

NSG 673. Practicum III. 5 credits.

Continues emphasis on the application of clinical skills, theories, concepts, issues and research findings to the clinical care of children, adolescents, adults and/or older adults. Care coordination issues will be addressed as they specifically impact the selected population. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. Prerequisites: NSG 631 and NSG 672.

NSG 674. Education Residency I. 3 credits.

Students apply theories of education to the development of teaching objectives, courses and syllabi under faculty and preceptor guidance. A variety of assigned teaching practice settings afford the opportunity for students to develop competence with different teaching methods. Prerequisites or corequisites: NSG 521, NSG 640 and NSG 646.

NSG 675. Education Residency II. 5 credits.

Students demonstrate successful integration of theory with practice and synthesis of knowledge and skills in a selected teaching practice setting under faculty and preceptor guidance. Students practice and develop competence with a variety of advanced teaching methods. Students will engage in various forms of educational evaluation. Corequisite: NSG 641. Prerequisite: 674.

NSG 680. Independent Study in Nursing. 1-3 credits.

This course provides the opportunity for independent study in a specialized area of concentration. It is conducted under the supervision of a faculty member. Prerequisite: Approval of Graduate Program Coordinator and department head.

NSG 690. Epidemiology and Population Assessment. 3 credits.

This course focuses on the distribution of health-related conditions within human populations and factors influencing their distribution. Emphasis is on measurement of the health of populations, the natural history of diseases, study design and assessment of data sources. It addresses health systems that focus on health promotion and disease prevention.

NSG 692. Health Policy for Practice and Advocacy. 3 credits.

This course addresses the foundation of health policymaking. It emphasizes policy analysis for practitioners in leadership roles. Federal and state policy-making and the mechanisms for health policy change are emphasized. Policy issues impacting health delivery will form the basis for the development of critical understanding of policy development.

NSG 696. Advanced Practicum. 3-6 credits.

Emphasis on the application of skills, theories, concepts, issues and research findings to the clinical care of selected populations in age ranges appropriate for the selected track. Clinical competency for a specific population is emphasized. This course will use clinical preceptors as well as faculty. Prerequisites: NSG 673 or permission of the instructor. For FNP students, Co-requisite NSG 635.

Section III. Admission to Graduate Nursing

Applicants are admitted to The Graduate School under three classifications: unconditional, conditional or provisional admission.

Unconditional Admission

Unconditional admission is admission to a graduate program without reservation and indicates that applicants have met all the entry criteria of The Graduate School and the specific graduate programs.

Conditional Admission

Conditional admission indicates that applicants have met all the entry criteria of The Graduate School Programs, but the specific graduate program has identified specific conditions that must be met before the applicant attains unconditional admission status.

Provisions of conditional acceptance are usually determined at the programmatic level and can only be removed or modified at the same level. After the conditions have been addressed students may make a written request to their adviser, who decides if the conditions have been met. The adviser then contacts the dean of The Graduate School indicating the change of status. While students are encouraged to attain unconditional acceptance as soon as possible, some programmatic conditions often cannot be completed until just before graduation, e.g., teacher licensure and competency in a foreign language or languages. Master's students have a maximum of six years to complete their programs. All students attain unconditional status prior to program completion.

Provisional Admission

Students who have not fully met the requirements of the program or department to which admission is sought may be granted admission under a provisional status as prospective candidates for a degree. Such students must have as their initial objective the removal of provisional conditions to achieve advancement to unconditional status. A student may be admitted to a graduate program under provisional status if

- the previous academic record is weak,
- prerequisite course work is insufficient, or
- the applicant has majored in another field and has not yet clearly demonstrated abilities in the proposed new field.

Provisional admission is a probationary status; the requirements for advancement to unconditional status are specified in each student's provisional admission letter. To change from provisional to regular status, students must submit a written request to their major adviser. The adviser then contacts the dean of The Graduate School indicating the change of status.

Approval for graduate credit earned while enrolled in a provisional status will be determined by the dean of The Graduate School upon recommendation of the appropriate academic unit head. No more than nine hours of graduate credit taken in this status may be applied to the degree program upon the recommendation of the academic unit head and approval of the dean of The Graduate School. Regulations concerning unsatisfactory progress apply to this classification.

Nursing Graduate Program Admission Requirements

To be considered for admission to the program prospective students must:

- Apply to The Graduate School (www.jmu.edu/grad)
- Hold a Bachelor of Science with a cumulative GPA of 2.8
- Hold a current unrestricted Registered Nurse License.
- Provide GRE scores
- Relevant professional clinical experience
- Have taken undergraduate courses in statistics and health assessment with a grade of C or higher. (Challenge exam for Advanced Health Assessment is available.)
- Meet the Department's technical standards for admission (www.nursing.jmu.edu).
- Evidence of personal and professional qualifications in form of two (2) professional recommendations.
- For international students, obtain a passing grade on CGFNS exam (both parts); Apply for VA RN license (TOEFL 550 required). (Contact program coordinator for more information.)
- A personal interview upon request
- CPR certification
- Additional documentation will be required upon admission

Nursing Graduate Program Post Master's Certificate Admissions Requirements

- Master of Science in Nursing Degree
- GPA Of 3.0 in a 4.0 scale in Master's level course work
- A current RN License
- Evidence of personal and professional qualifications in form of two professional recommendations
- A personal interview upon request

Admission Policies

Applicants are admitted to the university and The Graduate School before they are admitted to the graduate nursing program. Because there are additional admission requirements for the nursing program, admission into the university and college does not guarantee admission into the nursing graduate program. Individuals must complete the web-based MSN program application form, which is available online at www.jmu.edu/grad. Individuals who already hold an MSN Degree, apply through Outreach & Engagement website, <http://www.jmu.edu/outreach/>

As part of the TGS admissions procedure, official transcripts from all previously attended colleges and universities must be sent directly from these institutions to TGS. After receiving an acceptance letter from TGS, new students make an initial advising appointment with the nursing Graduate Program Coordinator or faculty advisor to discuss admission to the program and to complete a Plan of Study.

A GPA of 2.8 in the bachelors program is required for regular admission to the program. Students with a bachelor's degree in a field other than nursing are considered on a case-by-case basis, and transcripts are reviewed for required courses to articulate into the Master's of Science in Nursing Program. Students with a GPA below a 2.8 may be considered for provisional admission. Students are limited to 9 credits of enrollment at provisional status and must obtain a grade of B or higher in each course in order to continue in the program. Students can transfer a maximum of 9 graduate course credits from other institutions. A grade of "B" or better must be earned in courses requested for transfer credit. Courses taken for pass/fail or satisfactory/unsatisfactory grades will not be accepted for transfer graduate credit. Under no circumstances can more than one-third of the total graduate credits required for completion of a program be considered for transfer inclusion in the student's program of study. This includes credits earned at JMU prior to acceptance into the Graduate Program.

Students must submit copies of health and professional documentation records to the nursing program prior to matriculation and practicum or residency experiences. This includes the RN license and specific health records as included in the admission letter. If students have completed graduate courses at another university and wish to transfer credit, copies of transfer course descriptions and course syllabi must be provided to the Graduate Program Coordinator for evaluation for equivalency with required courses.

Section IV: Advising

Information about admission requirements and registration is available on the TGS and Nursing websites. The University Catalog and the Graduate Catalog contain official policies and regulations about student conduct, admission, fees, refund policies, advising, policies and procedures for graduation, thesis or research project, grading policies, and graduation requirements. You may access these handbooks on the web at www.jmu.edu/handbooks and the Graduate Catalog on the TGS website. Specific graduate nursing policies have been written in this handbook under Section V: Academic & Progression Policies.

Advising Requirements

Each student is assigned a faculty advisor upon admission into the graduate nursing program. It is the student's responsibility to seek academic advisement initially and once every semester (after the initial plan for taking courses has been established), or more often as needed. Graduate faculty advisers are available to assist students in selecting a program of study, clarify coursework requirements, and identify available course offerings. Contact information for individual faculty advisers is available on the DON web site.

After the student is accepted into the graduate program in nursing, the student is required to meet with the assigned adviser. The adviser assists with determining the best academic plan and with completion of the Plan of Study Form, which outlines the courses the student is to complete in order to be eligible for graduation. The Plan of Study Form is located in the last section of this handbook. The completed form is copied to the student file and also sent to the Graduate Program Coordinator. This Plan of Study is updated annually by the student, with advisor guidance.

Specific Curriculum Guides Forms, located in the last section of this handbook, provide a schedule of courses to be completed during specific semesters of enrollment. Advisers assist students with knowing which classes are available during each semester. Students should consult this handbook and TGS Graduate Catalog to ascertain general requirements and departmental requirements that should be given attention in completing their degree program.

Each semester students are required to review the Plan of Study Form and to confer with their adviser to update changes before registering for classes.

Important Milestones during the Graduate Program

The following steps must be completed to receive the Master of Science in Nursing Degree:

1. See the assigned faculty adviser in the nursing program to complete the Plan of Study form.
2. Completion of requirements of provisional or conditional admission.
3. Changes in concentration (e.g. from the adult nurse practitioner program to the family nurse practitioner program) must be made in writing to TGS and the Graduate Program Coordinator.
4. Changes from full-time to part-time status must be made in writing to TGS and the Graduate Program Coordinator.
5. Any change in coursework must be approved in advance of course completion by assigned faculty adviser. A maximum study load for graduate students is 12 units per semester. All course and other requirements for the degree must be completed within six years.
6. Complete all coursework in the program with a minimum B average (3.0 grade point average). Note that students are required to achieve a minimum course grade of "B-" or better for specific courses as listed in Section V of this handbook.
7. Complete the portfolio by published deadline.
8. Apply for graduation by the application deadline stated for the semester in which students wish to graduate. Graduation application forms are available in TGS office or website. Submit the graduation application form two weeks prior to university deadline to assure adequate processing time.
9. Post-master's certificate students must complete a Certificate Completion Form to finish the program by the published deadline.

Schedule of classes

A schedule of the classes is published electronically prior to each academic semester.

Academic Credit Loads

Graduate students must take 9 or more credit hours to be considered full time.

Registration Procedure

Students register on-line each semester after they are accepted for admission. Continuous enrollment must be maintained. If students need to be on leave for a semester for personal reasons, they must notify the Graduate Program Coordinator, TGS, and enroll in a 1-credit course, GRAD 597, at a reduced tuition fee in order to stay in the graduate program.

Eligibility for Classes

Courses are sequenced to ensure requisite knowledge. Thus, prior to enrolling in a course, students must assure that they have completed prerequisite and corequisite courses. These requirements are noted in the graduate catalog along with course descriptions. In some situations, a waiver may be requested in writing to the course faculty, after consultation with the adviser.

Adding/Dropping Classes

Students may add or drop a class via the web within the grace period noted for each semester, <http://www.jmu.edu/registrar/>. After that time, the instructor's signature is required. Students who change enrollment in courses after these deadlines must obtain signatures from the Nursing Department Head and the Graduate Program Coordinator. Students should decide early if their schedule permits successful course completion, and discuss concerns with the instructor before adding or dropping a course.

Transfer Credit

Per TGS policy, all credit taken at either JMU or another institution prior to acceptance in the program must be transferred during the first semester of graduate study. An "Approval of Transfer Credit" form, located in the last section of this handbook, must be submitted.

Section V: Academic and Progression Policies

Students enrolled in the Graduate program must adhere to all applicable policies, rules and regulations of JMU and its divisions – administrative departments, The Graduate School(TGS) the College of Integrated Science and Technology, and the Department of Nursing. The following rules and regulations are either programmatic additions to other university and departmental policies or applications of university policies to the program. Students are referred to the JMU Graduate Catalog and the University student handbook for additional information and guidelines.

Academic Progression

Students must achieve at least a “B-” in the following courses in order to satisfactorily progress:

NSG 520 Advanced Health Assessment

NSG 671 Practicum I

NSG 672 Practicum II

NSG 673 Practicum III

NSG 674 Educational Residency I

NSG 675 Educational Residency II

In all other courses students may receive a maximum of two grades of “C”, and must maintain a grade point average (GPA) of 3.0. Students whose GPA falls below 3.0 or who receive a third grade of “C” may not progress in nursing courses.

Unsatisfactory progress is subject to regulations put forth in the TGS catalog. However, it is important to note that the Nursing Department policies on unsatisfactory progress supersede TGS policies. Note the following highlights:

- If, at any time, a graduate student fails to make satisfactory progress toward the degree, the student may be denied permission to continue in the program. Failure of a student to achieve the requirements as stated above will result in convening the Nursing Graduate Academic Review Committee (NGARC). See Academic Review below.
- Students dismissed from the program who want to return to the university must re-apply to program.

Progression Policies

Students who receive a grade of less than a B- in a course requiring a “B-” as a minimum grade must seek departmental approval to repeat the course. In the event a student receives a “C” in a course requiring the minimum B-, she/he may have the option to progress sequentially to the next semester, and to retake the failed course through guided independent study following the course failure. If the failed course is prerequisite to another specialty course, it may require that the student wait to progress until the following semester. In the event a student earns a grade of “c” in a course, he/she is encouraged to slow progression through the program. This provides an opportunity for students to master the material while taking fewer credit hours

If at any time a graduate student fails to make satisfactory progress toward the degree, the student may be denied permission to continue in the program. Such a decision may be reached by the student’s major adviser in conjunction with the Graduate Program Coordinator and academic unit head, and will be referred to the Dean of TGS for final action.

Probationary Status and Dismissal from the Program

A student, who receives a third grade of “C” in the program, whether it be repeated or taken for the first time, will not be allowed to continue in the program. Students are permitted to repeat a course once, and will not have the option of repeating failed courses following a second failure.

A student will be dismissed from the program or provisional status will be revoked if the student receives an “F” or “U” in any graduate course or a total of three “C” grades in his or her graduate program. Unless there are extraordinary circumstances, a student dismissed from the degree program may not enroll in any graduate level courses for a period of one year. Students who want to return to the university must reapply for admission. A graduate student will receive a notice warning upon receiving a grade of “C” in any two graduate courses or if the student’s GPA falls below 3.0. This academic warning will be noted on the student’s transcript.

Clinical Probation

In clinical and residency courses, satisfactory performance (using the performance evaluation tool) is mandatory for a passing grade. Students who demonstrate irresponsible, unprofessional, or unsafe behavior in clinical practice may be placed on probation. Depending upon the type and seriousness of the problem, the student may be put on probation or asked to withdraw from the course and/or program prior to the end of a semester. Unsatisfactory performance leading to probation occurs when the student:

- Consistently fails to meet clinical objectives.
- Does not take initiative and/or takes initiative inappropriately, thereby endangering client's safety and well-being.
- Is insensitive to client's needs.
- Is consistently unable to develop communication skills and form therapeutic relationships with clients, families and coworkers, even with guidance.
- Frequently exhibits negligent behavior causing potential irreversible damage to the client.
- Violates professional ethics through behaviors such as:
 - Carelessness with client confidentiality.
 - Inconsistency in complying with agency policies.
 - Failure to recognize implications of behavior for the professional role.
 - Violation of therapeutic nurse/client relationship.
 - Gross violation of agency policies.
 - Consistently fails to meet obligations.
 - Inability or unwillingness to acknowledge errors or areas of weakness, even when identified by the faculty.

The Clinical Probation form is used to document student practicum performance issues leading to probation. The faculty member consults with the program coordinator and meets jointly with the coordinator and student to negotiate a contract and contract time frame for student improvement. Probation will be effective during the semester it is started and for at least one additional semester. During that time the student must meet contract goals and all practicum objectives. A copy of the probationary action is placed in the student file in the nursing office.

**JAMES MADISON UNIVERSITY
DEPARTMENT OF NURSING
*Notice of Clinical Probation***

_____ will be on clinical probation as
of _____ (date) until _____ (date) for
_____.

Description of the Incident or Pattern of behavior:

Re-evaluation Criteria (step-by-step goals):

Satisfactory and safe performance must be demonstrated by _____ from this date forward. Any further unsatisfactory performance in the clinical or laboratory setting will result in a faculty review and possible failure of courses and/or dismissal from the nursing program. This documentation will become a part of the student's nursing school record. The signing of this document indicates that the parties involved understand cause for probation and the steps necessary to successfully complete the courses involved and /or the program.

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Grading Policy

The grading policy is consistent with that of the university. The department of nursing will use plus and minus grades and no grade will be rounded upward. The following scale is used for all course final grades in the Department of Nursing:

A 93-100
 A- 90.00-92.99
 B+ 87.00-89.99
 B 83.00-86.99
 B- 80.00-82.99
 C 70.00-79.99
 F 0 – 69.99

Policy on Incomplete Grades in Required Nursing Courses

- **Incomplete grades:** *NOTE – The Department of Nursing policy regarding incomplete grades is different than the JMU policy.* JMU requires an incomplete (I) grade to be completed by the end of the next regular semester. An “I” given for a fall semester course must be satisfactorily completed within the first 3 weeks of the spring semester. An “I” given for a spring semester course must be completed by the end of May. If the course is prerequisite to courses that the student is concurrently enrolled in, they will be required to withdraw from those courses. Faculty will give an “I” only for illness or other compelling reasons that they clearly document. Unsatisfactory work is not a basis for an incomplete grade. The faculty member and student must agree on a feasible plan to complete the course work. When a faculty member assigns a grade of “I” they communicate in writing to the program coordinator and/or department head:
 - Rationale for assigning the “I”
 - Conditions for course completion
 - Date(s) for accomplishing each condition and for completing the course

Academic Review

In the event that a student’s progress is unsatisfactory either through academic warning or clinical probation, either the advisor or an appointed ad hoc committee (advisor and 2 additional faculty) will meet with the student to develop a plan for resolution and remediation. The advisor will provide guidance for student achievement of academic requirements. The purposes of the meeting are as follows:

- To identify the source of the student’s academic difficulty.
- Recommend remediation strategies by which the student can overcome the difficulties and succeed in the program. Recommendations of the remediation will be submitted to the Graduate Program Coordinator
- If there is no reasonable hope of success in remediation of the problem/s, the recommendation will be sent to the Department Head. The decision is forwarded to the Dean of the Graduate College for the final decision, and the student may be denied permission to continue in the program.
- Unless there are extraordinary circumstances, remediation is limited to didactic courses as follows:
 - Repeating a course/s and earning a “B-“ or above.
 - Successfully completing a prescribed remediation exercise to be determined by the faculty and approved by the Graduate Program Coordinator. The timing and required level of success for remediation exercises is determined by the faculty and approved by the Department Head.

Note: Clinical/Residency courses are of the utmost importance. No remediation will be offered for failure to attain at least a “B-” in the Nurse Practitioner Practica Courses or the Nurse Educator Residency Courses (NSG 671, 672, 673,674,675).

Consistent with TGS, the original course grade of “C” is not removed by remediation or by repeating the course, and all grades are calculated in the student’s GPA. Of note is that a cumulative GPA of 3.0 or above is required to graduate.

Advanced Academic Standing

Completion of the curriculum requires that students successfully complete all required courses. As a general rule credit for the required courses is earned by successfully completing the listed JMU courses while enrolled in the program. No credit is granted for experiential learning attained prior to entry into the program. In accord with TGS regulations on transfer credit, students who wish to receive graduate credit for courses taken prior to entering the JMU graduate program must submit requests to their adviser during the first semester of enrollment. The Transfer of Credit form is available in the last section of this handbook.

Academic Complaints and Grievance Procedure

The nursing department operates within university policies for grade review and complaints relative to sexual harassment or discrimination. These policies can be found in the university catalog and web site. The following are guidelines to address any area of concern or conflict within the nursing program. Complaints may be related to course requirements, the outcomes of a course, department policies or procedures, the way a specific situation was handled, etc.

1. The nursing faculty endorses direct and honest dialogue in seeking conflict resolution. It is committed to hearing student perspectives in areas of disagreement or conflict.
2. Students are expected to demonstrate responsible, accountable, and professional behavior in seeking to resolve conflict. This includes the use of open and direct communication with persons with whom one has differences.
3. Students with concerns or complaints related to course work or outcomes, scheduling, department policies or the way a situation was handled, are invited to discuss their concerns in the following manner:
 - o The concern should first be discussed with the individual faculty involved on a one to one, face-to-face basis. The purpose of this discussion is to listen to each other and to reach a consensus or resolution on the issue of concern.
 - o If the concern cannot be resolved between the parties directly involved they should be discussed with the Graduate Program Coordinator who will offer to arrange for a face-to-face conversation with all parties present (student(s) and faculty member(s)) if deemed appropriate. If the concern involves a course issue the entire course team can meet with the student(s).
 - o After discussion with and consideration by the Graduate Program Coordinator and all parties involved, if the concern or issue is not satisfactorily resolved, the student may file a formal complaint and/or initiate a grievance procedure, following university policy and procedures. In a formal complaint the student is expected to provide data documenting the concern in writing, and to specify the action being requested. The formal complaint must be in writing in the form of a letter sent to the department head, with copies to all persons concerned.
4. If the outcome of this process is not satisfactory, the student has the option of appealing to the Dean of the College.
5. Records of informal complaints are retained by the parties involved at their discretion and may be entered into the student's file. Graduate students are required to follow the JMU Graduate programs General Appeal Policies and Process found in the JMU Graduate Catalog.

Withdrawal from a Course

A student may drop a course without special permission through the time period designated as the “add/drop period”.

Students will not be permitted to withdraw from a course after the course withdrawal deadline has passed. Before that time, a grade of withdrawal-pass (WP) or withdrawal fail (WF) will be awarded. Students are responsible for knowing their course schedules and for making any desired course adjustments by the published

withdrawal deadlines. After the course withdrawal deadline, a grade other than a “W” must be issued for the course in question. Refer to e-campus at <http://www.jmu.edu/registrar/> for exact dates.

Withdrawal from the Graduate Program

A student who desires to withdraw from the graduate program must follow TGS policy as noted in the JMU Graduate Catalog available on TGS web site.

Re-admission Policy

Students are required to review the Department of Nursing’s re-admission policies and TGS’s “Reinstatement policy” found in the Graduate Catalog. When a student withdraws from the nursing program for personal, performance, or academic reasons, the student may seek re-admission, which will be considered on the basis of available space and evidence that problems have been appropriately resolved. The student must:

1. Submit a request in writing to the Graduate Program Coordinator during the semester prior to the semester of desired enrollment. Re-admission is not automatic and priority is not necessarily given on the basis of previous enrollment. A personal interview with the Program Coordinator is required prior to re-admission.
2. When leaving the program due to unsatisfactory performance in the program, the student seeking readmission must:
 - Acknowledge responsibility and accountability for the problem that resulted in dismissal.
 - Show evidence of initiative to correct the problem. An example is activities that promote academic growth and insight while not enrolled in the program. Documentation to demonstrate readiness to perform beyond the minimal standard if readmitted may be provided through medical or counseling reports; letters of recommendation; new grade reports; employment records; special projects or volunteer work; evidence of academic remediation, and/or statement of personal goals and a plan of action.
3. Complete nursing courses in existence at the time of re-entry. Students applying for re-admission after a lapse of three or more years, may, at the discretion of faculty, be required to validate knowledge by examination or by repeating nursing courses.

Graduation Requirements and Procedures

The Graduate Catalog identifies specific requirements for graduation. Highlights include:

- Complete and submit the Application for Graduate Degree form.
- Be continuously enrolled to the graduate program from admission to graduation.
- Complete graduate program with an overall GPA of 3.0 or higher.
- Successfully complete a comprehensive assessment.

Additional Nursing Graduate program requirements for graduation

Students must confer with their academic adviser one semester prior to the semester in which they expect to graduate to allow sufficient time for the adviser to review the student’s academic record and assure that all requirements for graduation are met. All students must complete the Intent to Graduate form by the stated deadline in the semester in which they plan to graduate. This form is available online. Specific information about the graduation ceremony, caps, gowns, and diplomas will be provided by TGS after the form is processed. All graduates are encouraged to participate in the graduation ceremonies.

Nursing Graduate Students Graduation Check List

1. Complete a written graduate plan of study at the beginning of each academic year, with copy to the Graduate Program Coordinator.

2. Fulfill the continuous enrollment in the graduate program.
3. Have satisfied any condition of her/his initial admission (provisional, conditional, etc.).
4. Complete all the requirements for MSN degree within six calendar years.
5. Have completed a portfolio, which has been graded and reviewed by faculty for each course the student has taken (Evaluated based on portfolio evaluation criteria).
6. Has an organized file for Clinical Logs which shows completion of required clinical hours with preceptors' signatures.
7. Successfully complete all the required credits with a GPA of 3.0 or better.
8. Apply for graduation by the deadline set by TGS.

Required Practicum Documentation for All Programs

Clinical agencies require the Department of Nursing to provide student documentation before they will allow students in any nursing program to begin practicum experiences. Therefore, it is critical for all students to provide this documentation to the Department in a timely manner. Most documentation is due prior to the first practicum experience and is collected just one time. Several items require annual updates.

DUE DATES for required practicum documentation:

- **July 1** when a fall practicum course is scheduled. Students who have not provided requested documentation to the Department of Nursing by **July 15** will be administratively dropped from their fall practicum courses.
- **December 1** when a spring practicum course is scheduled. Students who have not provided requested documentation to the Department of Nursing by **December 15** will be administratively dropped from their spring practicum courses.
- **April 1** when a May or summer practicum course is scheduled. Students who have not provided requested documentation to the Department of Nursing by **April 15** will be administratively dropped from their May or summer practicum courses.
- **NOTE:** NSG 270 is a practicum course and practicum courses are scheduled every semester of the BSN program. Any student entering NSG 270 who has not provided requested documentation to the Department of Nursing by the required dates may be dropped from NSG 270 and may forfeit their position in the nursing program.

Requirements Prior to First Practicum Semester

Documentation is required for each item on the checklist. Items are described in greater detail on the following pages.

Practicum Documentation Checklist	
Provide the following prior to the first practicum course	
Student personal health record	
Varicella – Documentation of titer and vaccine if titer is negative. Having had varicella does NOT waive the titer	
Hepatitis B – Documentation of vaccination series or a signed waiver form (available from the Department of Nursing)	
Measles (Rubeola), Mumps, and Rubella (MMR) – Documentation of vaccine or titer	
Tetanus, Diphtheria, and Pertussis (TDAP) – Documentation of vaccine unless you provide documentation of having had a tetanus vaccine during the past two years	

Practicum Documentation Checklist	
Provide the following prior to the first practicum course	
2 Step TB Skin Test (PPD-S) prior to beginning the Sophomore level nursing course, or before beginning a practicum or residency course in the RN-BSN and MSN program. (Not necessary if you have documented annual employment TB testing.)	
10 Panel Drug Screen and Criminal Background Check Ordered from certifiedbackground.com	
Notice of Reportable Conditions	
Current CPR Certification	
Signed Statement of Ethical Responsibility and Assumption of Risk	
Documentation of personal health insurance coverage or Insurance Waiver Form	

Annual Requirements:

Practicum Documentation Annual Update	
TB (PPD) : Single PPD required annually following the initial 2-Step TB Test	
Current CPR Certification	

Students are to mail or bring this checklist, along with completed documentation to:
Nursing Department, JMU, MSC 4305, Harrisonburg, VA 22807

Student personal health record: Have the *Health Evaluation Form* from the department completed and signed by your health care provider, OR provide an alternate health evaluation from your provider that provides the same information.

Varicella (chickenpox): Students must provide documentation of either 1) Varicella immunization or 2) Blood serology (titer) indicating immunity; or by receiving the varicella vaccine. Some agencies may require updated information about immunity levels.

Measles, Mumps, and Rubella (MMR):

Measles (Rubeola): Students must provide documentation of either 1) Rubeola (measles) immunization with live virus vaccine on or after 15 months of age and a booster on or after 4 years of age; or 2) positive blood titer. Documentation must include the date and results. If blood serology (titer) does not indicate immunity, the student must be immunized. Some agencies may require updated information about immunity levels.

Rubella: Students must provide documentation of either: 1) immunization (with live virus

vaccine on or after the student's first birthday) or 2) a positive blood serology (titer). Documentation must include the date and results. If blood serology (titer) does not indicate immunity, the student must be immunized.

Hepatitis B Vaccine: Nursing students **experience some risk** of exposure to blood-borne pathogens including hepatitis and are required to have the Hepatitis B vaccine **series and a titer showing whether immunity is present OR to sign a statement (Hepatitis B Waiver Form, available from the department) declining the vaccine and titer.** The series involves three injections over a 6-month period. The second injection follows 1-2 months after the first, with the third 4-6 months after the first dose. **The titer is drawn** 1-6 months after the completion of the vaccine series. The series and titer **are** available through the JMU Health Center.

Tetanus/Diphtheria/Pertussis (Tdap): *Students age < 65 who have not received a Tdap booster within 10 years and have not received a Tetanus Booster within the last two years must receive a Tdap booster.*

TB Testing: A negative two-step tuberculin skin test using purified protein derivative (PPD) is required **initially**. A two step test is defined as the application and reading of two consecutive PPD tests. The second PPD should be administered 1-3 weeks after the first. Students are required to have an annual TB test after their initial 2-Step TB. If the skin test is positive a chest x-ray and follow up with a health care provider are required. TB testing can occur at any healthcare facility, but is available at the JMU Student Health Center. Documentation includes written confirmation of the results of the skin test (and chest x-ray if indicated). Students must provide certification that they are free of active tuberculosis prior to practicum activities.

Students with a known positive TB skin test who have had a chest x-ray within the past 2 years are not required to have additional chest x-rays if verification of both the skin test and the chest x-ray results are provided to the nursing department. Students with a positive skin test whose x-rays are satisfactory will need additional chest x-rays only if they are exposed to TB or have symptoms that might indicate TB.

Drug Screen: *Students must order a drug screen online through www.CertifiedBackground.com. The results, posted on Certified Background.com's secure website, must indicate a negative drug screen. Students who fail to provide a negative test may be unable to continue in the program. Students may be required to have a drug test at any point if requested by clinical agency personnel or by a practicum faculty member.*

Criminal Background Check: Students must request a criminal background check through www.CertifiedBackground.com. The results, posted on Certified Background.com's secure website, must be negative. Students who have a positive background check may be unable to continue in the program.

Ordering Through CertifiedBackground.com:

1. Go to www.CertifiedBackground.com and click on "students"
2. In the Package Code box, enter the package code that is needed:
 - a. **ae48va** - Background Check Drug Test Package – Virginia Residents
 - b. **ae48us** – Background Check Drug Test Package – Non-Virginia Residents

- c. **ae48dt** - Urine Drug Test Only Package
- 3. Select a method of payment: Visa, MasterCard or money order.
- 4. Print the confirmation email or the confirmation page from the website and take it to the Nursing Department to obtain the drug test custody and control order form. This is the form that is to be taken to the student's local LabCorp testing site.

Retrieving Results:

Once you submit the order, you will receive a secure password to view the results of your criminal background check and drug test. The Nursing Department will receive results from CertifiedBackground.com. A physician contracted by the company will follow up with students on any questionable drug screen results. If you receive a call from the company physician after submitting your test, you should reply promptly during the physician's office hours. Students with a positive drug test may not enroll or continue in practicum activities. For more information contact CertifiedBackground.com at 888-666-7788 or e-mail info@certifiedbackground.com

Reportable Conditions: Students must sign the *Student's Notice of Reportable Conditions form*. In compliance with established policies governing employee/student health in clinical agencies, students are required to report the following conditions to the Nursing Department before entering a practicum agency:

- a. Acute diarrheal illness (severe) with other symptoms (i.e., fever, abdominal cramps, bleeding, etc.), or diarrhea lasting longer than 24 hours
- b. Orofacial herpes simplex virus or herpetic whitlow
- c. Diagnosed streptococcal infection
- d. Skin lesions that are infected and draining, especially on exposed body parts
- e. Acute upper respiratory (URI) or severe influenza with a temperature above 100 F, purulent sputum, pertussis
- f. Active infection with/or exposure to:
 - i. Hepatitis (jaundice)
 - ii. Human immunodeficiency virus (HIV)
 - iii. Measles (if not immune)
 - iv. Mumps (if not immune)
 - v. Rubella (if not immune)
 - vi. Varicella Zoster (chicken pox/shingles) virus (if not immune)
 - vii. Tuberculosis
 - viii. Conjunctivitis (pink eye)
 - ix. Any communicable disease if the student is unsure of immunity
- g. Scabies
- h. Diagnosed with a positive culture, which prevents or limits the student's ability to render client care

The faculty member may require students to demonstrate that they are free of symptoms or other evidence of contagious illness, or to provide written approval of their health care provider, before they return to the practicum site to care for patients.

CPR Certification: All students must provide the Department of Nursing with a copy of the card validating that the student is currently certified in Cardiopulmonary Resuscitation (CPR) of both adults and children (Course C). Students must maintain current certification throughout the program. CPR courses are offered through many local community agencies including rescue squads, chapters of the American Heart Association, hospitals, wellness centers, the JMU University Recreation Center, as well as through health courses at JMU.

Statement of Ethical Accountability and Assumption of Risk: All students read, sign, and return this form to the Department of Nursing indicating they understand and agree with the statement.

Personal Health Insurance: Students are responsible for all health care costs, including those that might result from practicum course activities. Students are expected to carry personal health insurance through the University student plan or an alternate plan. Students provide documentation of health insurance to the Department of Nursing OR sign an *Insurance Waiver Form*.

IMPORTANT NOTE: *Be sure to make and keep personal copies of ALL HEALTH FORMS before submitting them to the nursing department, as you may need these for your professional portfolio or other purposes.*

Portfolio Guidelines

Graduate Nursing Comprehensive Assessment

A portfolio is a collection of materials that is compiled to document professional experiences and competencies. It represents the student's assessment of her/his progress toward achieving specific goals. Items are added to the portfolio in an ongoing process to show mastery of the graduate program outcomes and specialty competencies as designated by professional organizations.

The JMU College of Graduate and Outreach Programs requires each student to complete a Comprehensive Assessment in order to graduate. In the JMU Master of Science in Nursing Program, the Portfolio serves as the final assessment. The portfolio is submitted for the evaluation for candidacy as an M.S.N. student, and therefore must be prepared as these guidelines specify.

The portfolio will be initiated during the first semester of full time study, and will be maintained throughout the program. During the final semester of the program, a reflective narrative will be written to provide a self-assessment of growth and achievement in the program. The portfolio final review will occur by two faculty: the course professor of the final residency or practicum course, and academic advisor. If this is the same person, the graduate program coordinator will identify a second reader. **NOTE: The final semester before graduating, the portfolio is due November 1st for December graduates and March 1st for spring and summer graduates (the final semester of study).**

The following articles will be useful reference for students during the first semester or portfolio development.

Oermann, M. H. (2002). Developing a professional portfolio in nursing.

Orthopaedic Nursing, 21, 2, 73-78.

Twaddell, J.W. & Johnson, J.L. (2007). A TIME for nursing portfolios. *Advances in neonatal care*, 7, 3, 146-150.

The portfolio is reviewed by the faculty in the designated courses listed below:

NSG 646 (Nurse Educator) or NSG 634 (Nurse Practitioner)

NSG 674: NE Residency I or NSG 671: NP Practicum I

NSG 675: NE Residency II or NSG 672: NP Practicum II

NSG 673: NP Practicum III

The portfolio will be evaluated and given a passing or failing grade, and will comprise 5% of the course grade. Within each of the courses designated above, it will be a part of student's progress in the course and will contribute to progression in the program. If a failing grade is given, the student will not progress in the program. Feedback from each course will be documented and included in the portfolio with each review.

Description of Portfolio Contents

The portfolio will be compiled in a 3-ring binder and include tabs to reflect specific sections of the portfolio. A sample title page and table of contents is located at the end of this document.

Note: Previous Portfolio Evaluations must be included when you submit your portfolio.

1. **Resume/Curriculum Vitae:** A professional document listing your educational and previous employment/volunteer credentials.
2. **Professional Objectives and Goals:** A one-page document outlining your professional goals and objectives. Be sure to include any additional certification or credentials you expect to obtain. Include a statement addressing your objectives planned for five years from now.
3. **Student Learning Outcomes (SLO):** The Student Learning Outcomes identify what students will achieve throughout the entire program. Provide the SLO table and document how you achieved each SLO through various course assignments that you completed for that semester. These assignments provide evidence of achievement. By the final semester, you must cite two examples of completed and graded assignments that provide documentation of meeting each SLO. While you may have several to select from by program's end, use your best judgment about the best two (2) items to include. Please provide these graded documents (papers, case studies, etc.) in a slant pocket sleeve placed in this section of your portfolio for easy removal by faculty.
4. **Self Evaluation:** *(complete only in your Residency I or Practicum I and II semesters).* Graduate education has as its hallmark the ability to engage in self assessment concerning one's own learning, skills, and expertise. Describe the skills/abilities/experiences that distinguish you as an advance practice RN. Please also describe areas for future growth. Focus your evaluation on specific skills related to your area of advance practice including clinical practice or teaching and pedagogy.
5. **Professional Competencies:** Include the table of the NLN domains (Nurse Educator) or NONPF domains and competencies (Nurse Practitioner). Using this information, document the dates and courses in which you met the domain or competency requirements.
6. **Reflective Narrative:** *(complete only in your final semester, in Residency II or Practicum III).* The Reflective Narrative is due at the last review of the portfolio in the final residency/practicum. You will write a first person reflective narrative that is an in-depth analysis that describes individual experience and growth during graduate study. This reflection allows you to discuss in detail the most significant learning activities and progress made toward reaching professional goals. Specifically, the reflective narrative must include the following:
 - a. Summarize your experience while in the program. Specifically describe your personal growth and learning

- b. Experiences that were catalysts for the change/growth.
 - c. Describe how your understanding of nursing as a discipline has changed for you as a nurse, and also for you as an individual.
 - d. Describe the three most significant learning experiences you have had in the entire program, and why these are the most important.
 - e. What are your career goals upon graduation?
7. **Residency/Practicum Experiences:** list each of your residency or practicum experiences to date and include a description of the setting, the student/patient population served, contact hours, your role within the setting, and a list of skills performed. NP students please also provide a color copy of a Typhon chart detailing your hours completed by site and number of patients seen per rotation.
 8. **Academic Transcripts:** Please access eCampus and your student record to print and provide a one-page document displaying an unofficial transcript of your coursework with grades to date.
 9. **Clinical/Residency Evaluations:** Include in date order a copy of all preceptors' practicum or residency evaluations to date.
 10. **Certifications, Licenses & Professional Development:** Please include a copy of your current RN license and CPR certification. If you have any additional nursing or healthcare related certifications, please include these. Copies of CE certificates (or a summary of these) earned during the last year may be included in this section.
 11. **Letters of Recommendation:** Please include current (not older than one year) letters of recommendation from professional sources including current or previous nursing supervisors, previous or current non-nursing employers/supervisors, residency or practicum preceptors, and an JMU faculty member who taught you during MSN study. Letters should be typed on letterhead and include the name, title, and signature of the person providing the recommendation.
 12. **Professional Service:** Provide thank you letters or written recognition of your professional or volunteer service for healthcare related academic, professional and community organizations. *Evidence of Professional Service or Creative Scholarship must be documented at least one time during your degree program while attending JMU.
 13. **Creative Scholarship:** Scholarship refers to systematic and diligent inquiry for the purpose of creating, discovering, developing, integrating, creatively applying, or refining knowledge. For this portfolio you may include evidence documenting formal research, the development of evidence based practice guidelines, integrating research into practice or patient education/classroom teaching, and sharing this with the broader professional community through poster presentations or paper presentations at professional meetings, or submission of articles to professional journals. *Evidence of Professional Service or Creative Scholarship must be documented a minimum of one time during your degree program while attending JMU.
 14. **Additional Materials:** You may include any other documentation of professional or academic achievement or competency not covered in another section.

**JMU Graduate Nursing
Portfolio Evaluation Form**

Student:

Concentration:

Faculty Evaluator:

Date Reviewed:

Recommendation:

NSG 634 ----- NSG 646	NSG 671	NSG 672 -- ----- NSG 674	NSG 673 ----- NSG 675	ITEM	P/I	COMMENTS
				Cover Page		•
				Table of Contents		•
				Resume/CV		•
				Professional Goals & Objectives		•
				Student Learning Outcomes		•
				Self Evaluation		•
				Professional Competencies		•
				Reflective Narrative		•
				Clinical Experiences		•
				Academic Transcripts		•
				Clinical Evaluations		•
				Certifications & Professional Development		•
				Letters of Recommendation		•
			*	Creative Scholarship		•
			*	Professional Service		•
				Additional Materials		•

*Evidence of Professional Service or Creative Scholarship must be documented a minimum of one time during your degree program while attending JMU.

Portfolio Evaluation

The portfolio is evaluated and awarded a “pass” (competencies demonstrated with proficiency) or a “fail” (unacceptable or weak presentation). It is evaluated on four criteria: comprehensiveness, presentation, written composition, and analysis. It will be awarded 5% of the course grade.

Comprehensive : Clear, appearance is neat and professional
 Contains all content materials for present semester
 Each content item is complete, substantive

Presentation: Professional in appearance, neat and orderly

Written Communication:

Student written work is evaluated using the criteria below. NOTE: A 3.0 or higher on the written scale is required for a passing grade.

5 Exceptional (Perfection)

4.0 - 4.5 Excellent, Outstanding

Content is sharply focused, accurate, relevant, and comprehensive
 Writing contains original thinking and reflects full depth and breadth of thought
 Ideas progress and transition smoothly in well-constructed sentences and paragraphs
 Language and terminology are used effectively to communicate ideas
 The writing is concise and free from distracting errors

3.0 – 3.5 Good, Very Good

Content communicates significant points with few omissions
 Writing reflects independent, informed thinking and a logical progression of ideas
 Words are used appropriately
 Most ideas are developed fully, reflecting solid, but not striking, thinking
 There may be a few minor, but no major, errors in mechanics and usage

2.0 - 2.5 Needs Improvement

The writing contains identifiable, though broad or diffuse, areas of focus
 Content, though organized and generally accurate, lacks depth of critical thinking
 Points may be obvious or there may be omissions
 Ideas may be thinly supported, or partially developed
 Word choice may be general or inaccurate
 There may be notable errors in mechanics or usage
 The writing is competent but evokes no strong response

0 – 1.5 Unsatisfactory

The work fails to communicate essential requirements of the assignment
 Content lacks focus, coherent organization, or is inaccurate or illogical
 There is little original thought and the writer has little of importance to say
 The writing is confusing and difficult to read; and it may contain errors in mechanics or usage

Analysis

Self-reflection indicates growth in communication, scholarship, and critical thinking.

Exemplifies evidence of scholarly achievement at the graduate level.

Statements are individualized, insightful, sufficiently complex for graduate study

Demonstrates range and depth of critical thinking abilities in clinical practice and personal professional thinking.

Reflective Narrative

The Reflective Narrative is due at the last review of the portfolio in the final residency/practicum. Graduate nursing students will write a first person reflective narrative that is an indepth analysis that describes individual experience and growth during graduate study. This reflection allows students to discuss in detail the most significant learning activities and progress made toward reaching professional goals. Specifically, the reflective narrative must include the following:

1. Summarize your experience while in the program. Specifically describe your personal growth and learning experiences that were catalysts for the change/growth.
2. For each of the student learning objectives/outcomes, write a self-evaluation of your learning and document the learning experiences that resulted in your attainment of them.
3. Describe how your understanding of nursing as a discipline has changed for you as a nurse, and also for you as an individual.
4. Describe the three most significant learning experiences you have had in the entire program, and why these are the most important.
5. What are your career goals upon graduation?

MSN Program Student Learning Outcomes Table

Student Learning Outcome	Self Evaluation/Learning Experience	Sample Evidence/Artifact (For final review, select 2 to include)
1). Effectively develop and communicate professional role with clients and colleagues	I consistently and successfully am able to: Demonstrate critical analysis and reflection. Exhibit correct use of grammar, syntax, and APA format. Describe and demonstrates confidence in oral speaking abilities. Document membership/activity in professional organizations.	NSG 520: Comprehensive Health History and Physical Exam NSG 672 and 673 Preceptor evaluations NSG 674/675 Residency evaluations Comprehensive Curriculum Vitae
2). Demonstrate cultural competence in the ethical delivery of care to vulnerable populations	I consistently and successfully am able to: Verbally and through writing identify cultural issues in professional practice Refer to values-based or ethical considerations in clinical situations	NSG 520: Comprehensive Health History NSG 646: Philosophy of Nursing paper NSG 631: WebMD or Medscape Case study (Dx and management of Chronic Disease in non-Caucasian pt).
3). Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and provide health care to individuals, families, groups and communities.	I consistently and successfully am able to: Provides evidence of competency at advanced practice level	NSG 520: Integrated Physical Exam NSG 690: Epidemiology Analysis Paper NSG 630: DXR case studies; Protocol Paper NSG 672: Clinical and DXR Case Studies NSG 673: Clinical and Patient Case Studies NSG 640: Needs assessment for Curriculum Development Project NSG 674/675 Residency evaluation
4). Contribute to nursing knowledge through the scholarship of integration, application, and teaching	I consistently and successfully am able to: Demonstrate, through written work, the analysis and synthesis of research findings to answer clinical questions	NSG 611: Integrative Review NSG 630: Scholarly paper on a controversial issue in health care NSG 632: Older Adult Syndrome paper/presentation NSG 643: Development of Online Community Paper
5). Analyze economic, policy,	I consistently and successfully am able to:	NSG 692: Health Policy Paper

Student Learning Outcome	Self Evaluation/Learning Experience	Sample Evidence/Artifact (For final review, select 2 to include)
environmental, and social forces to impact health care delivery and quality of care.	Reflect ability to analyze the impact of the health care delivery system on patient care and professional practice. Convincingly defends position using appropriate sources to effectively communicate in both written and oral formats.	NSG 673: Legislative Project NSG 634: Role of NP
NP Student Learning Objectives		
1). Synthesize assessment data to diagnose and manage patient health and illness needs	Writing reflects use of research and evidence-based practice	NSG 520: Problem-focused demonstrations NSG 630: DXR Case studies NSG 632: DXR Case studies NSG 672: Clinical and DXR Case studies NSG 673: Clinical and Patient Case Studies NSG 631: Case studies: Clinical application of chronic illness; Chronic Illness Analysis paper
2). Effectively serve as client partner and advocate within the health care delivery system to meet client needs.	Describes advanced practice nursing care that includes: a). advocacy b). patient care c). teaching-learning experiences	NSG 520: Problem-focused demonstrations and Integrated Physical Exam NSG 672: Clinical Evaluation Tool NSG 673: Clinical Evaluation Tool
NE SL Outcomes		
1). Develop and implement educational curriculum and teaching-learning activities based on theories, knowledge, and principles of learning and pedagogy.	Effectively uses educational software and technology presents examples of use of technology (power point, adobe presenter)	NSG 643: Online Community Development Project (Paper/ppt Presentation): Webquest Assignment (ppt) NSG 640: Curriculum Proposal; Teaching Presentation NSG 646: Case Studies; Concept Papers NSG 674 & 675: Clinical/Classroom Teaching Preceptor evaluation/faculty site visit NSG 646: Mid-range theory paper; Case development & analysis (?paper?); Role

Student Learning Outcome	Self Evaluation/Learning Experience	Sample Evidence/Artifact (For final review, select 2 to include)
		Development paper; Teaching Presentation and peer evaluation NSG 646: Residency logs; Discussion Board
2). Engage in formative and summative evaluation of teaching-learning and use results of evaluation to revise and enhance nursing education.	Evaluates outcomes of teaching/learning objectives with clarity; revises content appropriately	NSG 646: Discussion Boards; Case Analysis NSG 646: Discussion Boards; Reflective journaling logs; NSG 641: Curriculum Evaluation Project; Test development project; Research Article Critique

Example of Title Page

Master of Science in Nursing Comprehensive Assessment

Name of Student

A portfolio submitted to the Graduate Faculty of
The Nursing Department
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science
Nursing

March 22, 2008

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Section VI. Student/Nursing Groups

There are several opportunities for students to become involved in activities within the Nursing Program and/or the broader professional community. Within the Nursing Department, students may serve as members of one of the committees that comprise the faculty organization. At the graduate level a student representative serves on the Graduate Curriculum Committee and the Dean's Advisory Committee. Committee membership is formed at the beginning of the academic year.

Other opportunities include the following:

Sigma Theta Tau International Honor Society of Nursing – Pi Mu Chapter

Pi Mu is the official chapter of Sigma Theta Tau of JMU and Eastern Mennonite University. Membership in Sigma Theta Tau is based on evidence of professional leadership potential, scholastic achievement, and/or noteworthy achievement in nursing. Graduate students are invited to apply during the academic year. Information may be obtained by asking JMU nursing faculty members.

Virginia Council of Nurse Practitioners (VCNP)

Students in the nurse practitioner program are invited to join the Virginia Council of Nurse Practitioners. The VCNP, the statewide professional organization for all nurse practitioners (NPs) licensed in Virginia, is a council of the Virginia Nurses Association (VNA) Commission on Professional Practice. Meetings are held monthly and include continuing education units. Contact Professor Susan Conaty-Buck for more information.

Students interested in becoming involved in these opportunities may ask faculty for guidance as to the application process or membership criteria.

Virginia Nurses Association (VNA)

During the fall of each year the local chapter of the VNA holds a legislative dinner with state congressional representatives that graduate students may attend in conjunction with course activities. Contact Graduate Program Coordinator for information.

Section VII: Additional Policies and Procedures

General policies and procedures are located at the Department of Nursing Homepage www.nursing.jmu.edu and are applicable to all nursing students.

Practicum Policies

All graduate students are mandated to review the health related and clinical policies and procedures in clinical settings, by review the nursing department web site: <http://www.nursing.jmu.edu>

Practicum/Residency Faculty, Preceptor, and Student Responsibilities

The following table summarizes the responsibilities of practicum or residency preceptors, course faculty, and students. Students can use this as they plan their practica and residency experiences.

Faculty/Department of Nursing Responsibilities	Student Responsibilities	Preceptor Responsibilities
<ol style="list-style-type: none"> 1. Collaborates with students to identify learning needs. 2. Collaborates with students to coordinate placement with available preceptor. 3. Negotiates clinical affiliation agreements with site. 4. Provides preceptors with course syllabus, student assignments, and evaluation forms. 5. Facilitates communication between faculty, students and preceptors. 6. Meets with student and preceptor at least once a term. 7. Provides feedback to preceptors and students. 8. Evaluates preceptors and practice site for appropriateness of student learning. 9. Maintains responsibility for supervision, guidance, and evaluation of student learning experiences. 	<ol style="list-style-type: none"> 1. Develops personal learning objectives for practicum or residency experience. 2. Completes all course assignments and objectives. 3. Meets with preceptor prior to practicum or residency experience to discuss details and logistics of experience. 4. Seeks regular feedback from preceptor regarding activities and student progress. 5. Collaborates with preceptor regarding the provision of plans of care (NP) or the delivery of teaching/learning (NP or NE). 	<ol style="list-style-type: none"> 1. Negotiates dates and times for student learning experiences. 2. Reviews course objectives and their feasibility. 3. Serves as a host, sponsor, teacher, and role model for student. 4. Orients student to clinical agency. 5. Selects clients/learners that assist students to meet learning objectives. 6. Intervenes where appropriate to assist student to manage situations. 7. Provides learning experiences to meet objectives. Facilitates critical thinking regarding planning and implementing plans. 8. Evaluates student. 9. Plans additional experiences on basis of evaluation.

Practicum/Residency Placement

Clinical and residency placements are identified in conjunction with course faculty and the Graduate Clinical Coordinator. Students are encouraged to identify potential sites for clinical practica or educational residency, but these must be approved by course faculty/Graduate Clinical Coordinator. The quality of the learning experience is affected by the type of services provided and patients seen. Students may have to commute a distance to attend a clinical experience in order to meet course objectives. Transportation is the responsibility of the individual student. Students are responsible for all arrangements and expenses for travel to practicum sites.

Responsibilities to Practicum Sites

The Nursing Department contracts with agencies for practicum courses and both students and faculty are guests in these agencies. Many agencies require documentation of CPR certification, criminal background check, professional liability insurance, and results of TB testing; the information you provide may be shared with clinical agencies. In addition to other policies relative to practicum experiences, the following expectations relate specifically to practicum sites and personnel:

- Students are expected to act in a responsible, respectful manner in all interactions with clients and staff.
- Nursing students are expected to comply with written policies and procedures governing nursing practice in the practicum agency or institution, including policies and procedures regarding hazardous material, standard precautions and health requirements.
- HIPAA - Health Insurance Portability and Accountability Act- "The Department of Health and Human Services and all other health care agencies must insure that their customers (ex: patients, insured individuals, providers and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain, use, or transmit is protected." APA ref (Federal Register, 2003, p1).
- Students are responsible to notify both the faculty and appropriate agency personnel if they will be absent from an assigned experience due to illness, weather or other reasons.
- When students miss practicum experiences as an excused absence (for reasons including inclement weather, death of a family member or illness) the student must "make up" the practicum experience in some manner. The practicum faculty instructor will determine how the student is to make up the experience. All information and personal data gained in practicum experiences must be treated confidentially.
- Nursing students are expected to dress in accordance with nursing department policy and as acceptable to the agency.
- If a student is injured during any clinical experience, the designated agency procedure is to be followed.

Suggestions for Students Working with Community Practices

- Call your preceptor at least one week prior to your scheduled date of arrival:
 - Introduce yourself.
 - Establish when and where to meet on the first day.
 - Clarify any dress code or other requirements.
- During your first two or three days of the rotation, be sure the preceptor clarifies:
 - Daily and weekly schedules, office practice, call, etc.
 - Desired work pattern for students in the practice (e.g., see patients with preceptor alone first and present to preceptor, see only (designated patients, etc.).

- Desired pattern for teaching/feedback time (i.e., after each patient, at end of patient encounter).
- During your first few days, be sure you clarify for your preceptor:
 - Your previous experiences, areas of strength and weakness.
 - Reviewing your Clinical Skills Self-Assessment Form will help with this.
 - Any areas of special interest you might like to address.
- Ask for additional feedback from your preceptor if you have any questions regarding your clinical performance.
- Feel free to call the Clinical Coordinator if you have any concerns or questions that can't be answered at the practice site.
- The student is encouraged to resolve problems directly with the preceptor. Consult course faculty or the Clinical Coordinator regarding problems you are not able to solve.

Expectation of Competent Behavior and Performance:

- Unsatisfactory or unsafe behaviors - may result in clinical probation or removal from the course (and subsequent failure of the course) at the discretion of the faculty practicum instructor. When a student is placed on clinical probation, the course faculty will document the incident or pattern of behavior. The instructor and student will meet to discuss the incident and to establish specific re-evaluation criteria and behavioral goals that will be put in writing and signed by the student and faculty member. Following clinical probation, subsequent unsatisfactory performance in the clinical or laboratory setting will result in faculty review and failure of the course.
- Physical or mental inability to perform practicum responsibilities - If a student has sustained an injury (e.g. broken bone), illness, or disability after entry into the nursing program that prevents the student from meeting the objectives of a practicum course, the student may need to withdraw from the course. The practicum instructor will determine:
 - Whether course objectives can be met within the time frame of the course.
 - Whether the student is able to receive an incomplete (I) in the course and satisfy requirements according to university policy; or

Whether the student will need to withdraw and re-take the course when the problem is resolved. This will affect student progression within the program.

Exposure Control Plan and Policies for Blood-Borne Pathogens

Introduction:

In order to minimize and prevent the exposure of nursing students, faculty, and clients to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV), the Department of Nursing has adopted the following policy and exposure control plan to provide education, prevent exposure and contamination, and provide appropriate follow-up should exposure occur. This policy and exposure control plan conforms to and is not in conflict with the requirements of local, state and federal laws and the Centers for Disease Control guidelines for prevention and transmission of HIV/HBV, James Madison University and the clinical sites utilized in the nursing program. It is the responsibility of each nursing student to be familiar with the provisions of this policy and to operate accordingly.

The OSHA/VOSH 1910.1030 Blood Borne Pathogens Standard was issued to reduce the occupational transmission of infections caused by microorganisms sometimes found in human blood and certain other potentially infectious materials. Although a variety of harmful microorganisms may be transmitted through contact with infected human blood, Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV) have been shown to be responsible for infecting workers who were exposed to human blood and certain other body fluids containing these viruses, through routes like needle-stick injuries and by direct contact of mucous membranes and non-intact skin with contaminated blood/materials, in the course of their work. Occupational transmission of HBV occurs much more often than transmission of HIV. Although HIV is rarely transmitted following occupational exposure incidents, the lethal nature of HIV requires that all possible measures be used to prevent exposure of workers.

Methods of Compliance:

1. **Standard Precautions:** Standard precautions are based on the fact that the existence of pathogens cannot be known in all situations. In some instances, patients harboring blood-borne infections may never be identified as representing a potential infectious risk. In settings such as outpatient clinics, identification of patients who present a potential infectious risk is impractical if not impossible. Because one can never be sure who might be infectious, STANDARD PRECAUTIONS are recommended for all patient contacts. These precautions should minimize the risk of transmission of blood-borne infections. Therefore, all blood or other potentially infectious materials are to be handled as if they are contaminated by a blood-borne pathogen. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials. Laboratory specimens from all patients must be treated as infectious.
2. **Engineering and Work Practice Controls:** The use of appropriate practices are outlined and followed as specified in the individual practicum settings utilized to eliminate or minimize exposure. Where occupational exposure remains after institution of these controls, personal protective equipment is also used.
3. **Hand-washing and Other General Hygiene Measures:** Hand-washing is a primary infection control measure which is protective of both the employee and the patient and must be diligently practiced. Students shall wash hands thoroughly using soap and water or other approved antibacterial waterless hand sanitizer whenever hands become contaminated and as soon as possible after removing gloves or other personal protective equipment. When other skin areas or mucous membranes come in contact with blood or other potentially infectious materials, the skin shall be washed with soap and water, and the mucous membranes flushed with water, as soon as possible. Appropriate hand-washing facilities are available in clinical facilities and in the nursing skills center. Blood and body fluid spills should be cleaned up promptly. Gloves should be worn and the area decontaminated according to institutional policy. If not specified, a freshly made solution of one part chlorine bleach to 9 parts water can be used.

4. **Sharps Management:** Needles, especially contaminated needles and other contaminated sharps, should not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited. Contaminated disposable sharps shall be discarded, as soon as possible after use, in the disposable sharps containers.

In practicum settings procedures are followed as outlined for sharps use and disposal. In the campus-based nursing skills center appropriate containers (closable, puncture resistant, labeled or color-coded, and leak-proof on sides and bottom, and maintained upright throughout use) for the disposal of sharps are provided as a protective mechanism even though sharps are used for practice on oranges, manikins, etc. and do not involve use with human subjects. Nearly full containers are to be promptly disposed of (or emptied and decontaminated in the case of reusable sharps) and replaced. In the skills center the disposal of sharps containers is the responsibility of the skills center coordinator.

5. **Personal Protective Equipment:** Personal protective equipment is available and is to be used according to the specifications of the individual clinical site being utilized. Students are expected to wear personal protective equipment when doing procedures in which exposure of the skin, eyes, mouth, or other mucous membranes to blood or other body fluids is likely. The articles to be worn will depend on the expected exposure.
- **Protection for Hands:** Gloves should be worn when handling body secretions; when contact with blood or other potentially infectious bodily fluids and mucous membranes or non-intact skin is likely; when handling soiled items or surfaces; and when performing venipuncture or giving parental medications. Gloves should be changed after direct contact with each patient. Environmental contamination should be prevented by removing gloves as soon as possible after contamination. Gloves should not be washed and reused. Hands should be washed after gloves are removed. Gloves should be replaced as soon as feasible when contaminated, torn, punctured, or when their ability to function as a barrier is compromised.
 - **Protection for Eyes/Nose/Mouth:** Masks and protective eyewear are not routinely indicated. In many instances, personal eyeglasses will provide adequate eye protection. Students shall wear masks in combination with eye protection devices (goggles or glasses with solid side shields) or chin-length face shields whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated. When suctioning intubated patients or caring for patients with productive coughs, e.g., during a sputum induction procedure, protection with masks and eyewear shall be used.
 - **Protection for the Body:** Gowns are not routinely necessary, but a variety of garments including gowns, aprons, lab coats, clinic jackets, etc. are to be worn when soiling of clothes with blood or other body fluids is likely. Surgical caps or hoods and/or shoe covers or boots shall be worn in instances when gross contamination can reasonably be anticipated. If penetrated by blood or other potentially infectious material, the garments should be removed as soon as possible and placed in a designated container for laundering or disposal.
 - **Laundry:** Linen soiled with blood or other body fluids are to be placed in bags designed and marked for that purpose as specified in the given institution. Contaminated laundry shall be handled as little as possible with a minimum of agitation. Wet contaminated laundry which may soak-through or cause leakage from bag or containers must be placed in bags or containers which prevent soak-through and/or leakage of fluids to the exterior.
6. **Regulated Wastes and Communication of Hazards:** Disposal of waste materials regulated by this standard is to be handled according to institutional policy. The presence of hazardous materials is to be identified according to accepted procedures of the given institution.

Procedures for Evaluation and Follow-Up of Exposure Incidents:

1. An exposure incident refers to specific contact of eye, mouth, or other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material. A significant occupational exposure is defined as:
 - A needle stick or cut caused by a needle or other sharp that was actually or potentially contaminated with blood or other body fluid.
 - A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or other body fluid.
 - A cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.
2. Immediate antiseptic procedures should be followed after possible or accidental exposure and the CDC guidelines for occupational exposure should be followed.
3. A student has an ethical duty to report any incident that exposed him/herself or a patient to the risk of transmission of a blood borne disease and is ethically obligated to be tested for HIV when the patient is exposed to a provider's blood.
4. Incidents of student exposure are to be reported immediately to the faculty member responsible for the specific experience. The faculty member in turn reports the incident to both the facility where the incident occurred, and the JMU Nursing Department Head. Documentation of the exposure incident is to be submitted within 24 hours to the department head and should include: route(s) of exposure; circumstances under which the exposure occurred; identification and documentation of the source individual if feasible; and follow up steps taken. When an exposure is reported that individual will follow the facility exposure plan for testing and evaluation.
5. Students having an exposure incident in a clinical agency without an established protocol should return to the university and follow university procedures. Students will be responsible for payment of any necessary medical testing or care.

Prevention Education:

Nursing students receive both printed and oral information and instructions. This information covers blood borne pathogens, standard precautions for blood and body infections in accordance with applicable CDC guidelines, Hepatitis B Vaccination, specific protection and exposure control procedures, warning labels, personal health habits, HIV prevention and risk behaviors, procedures for incidents of exposure and post-exposure follow-up. This basic education includes information regarding potential infectious hazards inherent in the educational program and is the responsibility of the Course Coordinator of their first nursing practicum class. These instructions are reinforced and expanded throughout the nursing program. RN-BSN and Graduate student who have received instruction on universal precautions must sign a document stating they have completed this training. Students are expected to utilize universal precautions in all their practicum experiences. In addition to operating from this overall premise, additional expectations as outlined in individual agencies or institutions are also followed.

Independent Study Guidelines

An independent study is an out-of class, self-directed learning experience undertaken by a student with faculty guidance and supervision that provides opportunity for in-depth individual scholarly exploration. Independent studies offer students the opportunity for exploring areas of personal interest in greater depth than is possible in the nursing courses within the curriculum. They also provide opportunity for developing responsibility in regard to scholarly pursuits and may be used to acquire elective credits or as a means of enhancing the student's academic program. Independent studies may include research or projects, as well as observational and practicum experiences. The primary responsibility rests with the student for making arrangements for any such experiences projected to be a part of the independent study, but consultation with the faculty member is required.

Considerable independence is required on the part of the student in planning for and implementing an independent study. It is an academic course and as such necessitates approval and evaluation by a faculty member. The faculty member exercises professional judgment in determining the adequacy and appropriateness of the proposal including its purposes, activities and evaluation. It is anticipated that the faculty will provide guidance in the development of the proposal and throughout its implementation.

While planning and evaluation must be done in conjunction with a faculty member, independent studies are primarily implemented in an independent manner. Objectives for the experience, specific activities, and methods of evaluation must be identified by the student and approved by the faculty member and department head. Independent studies may be done for varying amounts of credit but normally are for 1 or 2 credit hours. One credit hour involves approximately 45 hours of involvement on the part of the student. The steps in the process of setting up an independent study are outlined below:

1. Student expresses interest to either the department head or a faculty member. The expectations are explained to the student. Permission to register for an independent study may be denied when in the opinion of the faculty member or department head, it is inappropriate in light of the student's overall performance or other program requirements.
2. The student identifies a faculty member they would like to work with on the project and discusses their ideas for the project with them to determine their interest and willingness to serve as an adviser.
3. In order to register for an independent study the student must secure a faculty member willing to work with them on the project. Faculty members have the right to decline requests for an independent study on the basis of their time constraints and other responsibilities.
4. The student secures a copy of the guidelines and forms for an independent study and develops a proposal for their study that includes all components as outlined.
5. After completing the proposal a second meeting is held with the faculty adviser to secure approval. This discussion should include specific discussion of objectives, activities, means of evaluation, number of credits, etc.
6. After receiving initial approval from the faculty adviser, the student completes the independent study proposal form. Approval is achieved through securing the signatures of the faculty member and the department head on the form. The signature of the faculty member means that she/he agrees to provide guidance to the student during the implementation of the independent study project. The department head's signature indicates approval of the plan as described. Copies of the signed form are given to the department head, the faculty adviser and the student. The student is responsible to keep a copy for his/her own record.
7. Register for NSG 680: Independent Study in Nursing.
8. The student and faculty adviser are expected to maintain contact regarding the implementation of the study periodically throughout the semester or summer. The responsibility for maintaining this contact lies with the student.
9. The faculty member determines whether the study has been successfully completed and gives a grade accordingly.

Web-Enhanced and Online Courses

James Madison University's nursing faculty use various educational technologies to enhance their teaching and expand student learning beyond the boundaries of the classroom. Blackboard is the course management system used in the Nursing Department, and allows the professor to post syllabi, create asynchronous discussions, archive lecture notes, and provide review strategies such as quizzes, PowerPoint presentations, and online "office hours". The Department of Nursing web site provides information and support services for distance learning.

Web-enhanced courses are traditional face-to-face graduate courses that incorporate web technology into the design and delivery of the course. Students have access to online bulletin boards and to the instructor and classmates through the internet. Online courses are taught primarily via computer interface with rare to occasional face-to-face meetings.

Face-to-face instruction allows students and faculty to get acquainted and for the group to have the opportunity for guest speakers and presentation of student projects. The web-based and online learning gives students a flexible schedule, allows students to work independently and occasionally in online work groups, and gives students the ability to easily access appropriate web resources.

Liability Insurance

JMU, through the State of Virginia, provides malpractice coverage in the amount required in The Code of Virginia. Coverage is per occurrence for each individual student and covers student practice that is an assigned course-related activity. It will NOT cover student work outside course experiences (e.g. as an aide, a volunteer, or a summer extern).

It is recommended that students purchase additional insurance beyond the state's policy. Two carriers are Nurses Service Organization (www.nso.com) and Nurses Protection Group (www.npg.com).

Student Job Placement Policy

All announcements of positions for employment received by the program are passed along to students and to alumni. Working with the Office of Career Services transition to graduate role, the program provides information or directs students to assistance in seeking employment. Topics include preparation of resumes, conducting a job search including referral to local, state and national employment listing, interviewing for a position, and negotiating salaries and benefits.

Section VIII: University Student Services

The University provides a wide range of student services. Students are encouraged to use the services as needed. Below is a partial list of the student services available on campus. Students are directed to the TGS website: www.jmu.edu/grad or the specific web addresses for more information.

Academic Advising and Care www.jmu.edu/career/

Bookstore www.jmu.edu/bookstore

Card Services www.jmu.edu/cardctr/

Copy Services www.jmu.edu/copycenter

Center for Multicultural/ International Student Services www.jmu.edu/multicultural

Counseling and Student

Development Center www.jmu.edu/counselingctr/

Dining Services www.jmu.edu/dining/

Disability Services www.jmu.edu/disabilityser

Financial Services www.jmu.edu/stufin

Mail Services www.jmu.edu/postoffice/mailexpress.shtml

Office of Affirmative Action www.jmu.edu/affirmact/

Office of Judicial Affairs www.jmu.edu/judicial

Parking Services www.jmu.edu/parking/

Police www.jmu.edu/pubsafety/index.shtml

Student Government Assoc. <http://sga.jmu.edu>

Student Handbook www.jmu.edu/judicial/handbook.html

Student Success www.jmu.edu/stusuccess

University and College Centers www.jmu.edu/ucenter

Student Organization Services www.jmu.edu/ucenter/sos/

University Health Center www.jmu.edu/healthctr/

University Recreation www.jmu.edu/recreation/

Reading/Writing Resource Center www.jmu.edu/acadaffairs/rwsupp.shtml

JMU Services/Libraries

The HelpDesk

Phone: (540) 568-3555

Web site: <http://www.jmu.edu/computing/helpdesk/>

Carrier Library

Carrier Library Circulation

Phone: (540) 568-6150

Web site: <http://www.lib.jmu.edu>

Carrier Library Reference Desk Phone: (540) 568-6267

Music Library

Phone: (540) 568-6041

Web site: <http://www.lib.jmu.edu/music>

CISAT Library Services

Phone: (540) 568-2731

Web site: <http://www.lib.jmu.edu/cisat/>

Media Resources

Phone: (540) 568-6610

Web site: <http://www.lib.jmu.edu/media/>

Center for Instructional Technology

Phone: (540) 568-7061

Web site: <http://cit.jmu.edu/cit/>

Distributed and Distance Learning Services

Phone: (540) 568-7061

Web site: <http://ddls.jmu.edu>

Distributed and Distance Learning Services (DDLS) is a support facility for online learning.

Computing Support

Web site: <http://www.jmu.edu/computing/support/>

Campus Network

Web site: <http://www.jmu.edu/computing/network/>

Nursing Laboratories and Computer Resources

Health Assessment Laboratory features 13 "office" units containing examination tables and wall-mounted equipment used for faculty demonstration and student practice of physical examination and other health assessment skills.

Microscopy Laboratory-This laboratory, for the graduate nurse practitioner students, contains 2 microscopes and all necessary supporting equipment to allow students to do urine microscopes, wet preps and blood smears.

Shared Laboratories - In addition, nursing shares with other HHS programs a simulated home environment lab, as well as a videotaping skills lab set up as a typical office setting for practice with communication and interviewing skills and to conduct and record role-play interviews. In all laboratories remote controlled cameras allow students to videotape skills performance. In the Skills and Health Assessment Labs computers at the bedside facilitate computer-assisted instruction and independent mastery of skills.

Graduate Reading Room-. It is a limited access room with a refrigerator, table and chairs that is available only to Graduate students in the Health and Human Services areas.

Madison Media lab. The Media lab is a state-of-the-art multimedia production facility. All JMU faculty, staff and students have access to tools and support to help them create materials for instruction, projects, presentations and publications. This lab supports a full range of animation, Internet development and CD authoring tools. It serves as a hands-on training ground for students who want to pursue careers in the multimedia industry. Students and staff provide one-on-one training on any hardware and software available in the lab. The Media lab has a variety of multimedia-related hardware including scanners, digital cameras as well as equipment for video and audio digitizing, graphic development, animation and 3D rendering and CD authoring and replication.

Computer Services. The campus of JMU is well endowed with computing resources for students and faculty. There are general computing labs on campus, with 3 of these in the ISAT/HHS Buildings. Additionally, the main library has many networked computers with Internet access available for student use, and the CISAT library in the HHS Building, has an additional 24. Both the main library and the HHS Building have a wireless network in place, and users may connect to it with their own laptop or may borrow a laptop from the library.

The Department of Nursing has 10 computers available at the bedside in the Health Assessment and Skills laboratories. These computers are dedicated to nursing, share a common network drive, and are Internet accessible. The HHS Building, in which the CISAT library and the Department of Nursing are housed, also has a wireless network. A series of integrated information systems allow students, faculty and staff instant access to necessary business and academic progress information. Students use e-campus to register for classes and coordinate schedules, check financial aid and account information, buy textbooks and pay tuition bills. Faculty are able to track course enrollment and the academic progress of students through e-campus.

CISAT personnel provide technology support within offices and classrooms. These individuals provide computer infrastructure and linkages to the central computing services for the faculty, staff and students.

Library Services. A branch of the library is located in the HHS Building, in the same corridor as the Department of Nursing. This location, which contains 24-networked Internet accessible computers, is a service point, providing access to reserve material, reference material, and media viewing. Additionally the CISAT library offers a free delivery service for books and documents from the main JMU library. Students may place an online request for any title in the main library collection and it will be delivered within two days. Interlibrary loan service is also web based, offering free delivery of materials owned by other libraries.

JMU Bookstore. The JMU Bookstore provides textbook services for faculty and students. The bookstore maintains online Internet access with capabilities for students and faculty to inquire, search, and place textbook orders. The bookstore orders specialized textbooks for faculty and students that are not maintained in the store.

Section IX. Forms

**INDEPENDENT STUDENT PROPOSAL
DEPARTMENT OF NURSING
JAMES MADISON UNIVERSITY**

Student Name			
Faculty Advisor			
Topic			
Semester/Year		Number of Credits	
I.	Brief Description of the Proposed Educational Experience		
II.	Objectives for the Independent Study		

III.	Proposed Learning Activities, Time Frames, etc.		
IV.	Proposed Plan (Methods) for Review and Evaluation		

Signatures			
Student		Date	
Faculty Advisor		Date	
Department Head		Date	

**James Madison University
Department of Nursing**

Plan of Study - Nurse Practitioner Concentration

Name _____ ID # _____

Faculty Advisor _____ Entry to Program _____ Expected Grad _____

Which option are you selecting? Family _____ Adult _____ Gero _____ Dual _____

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

Course Number	Course Name	Co or Prerequisite Courses	Credit Hours	Term(s) Offered	Term Planned	Term Completed
Core Classes						
NSG 611	Research for Advanced Health Professional		3	Fall		
NSG 690	Advanced Concepts in Epidemiology		3	Spring		
NSG 692	Health Care Policy		3	Spring		
NSG 520	Advanced Health Assessment		3	Fall		
NSG 521	Advanced Concepts in Pathophysiology		3	Fall		
Advanced Practice Specialty						
NSG 522	Advanced CI Pharm		3	Spring		
NSG 630	Care Delivery and Coordination I	NSG 520,521	4	Fall		
NSG 631	Care Delivery and Coordination II	NSG 630	4	Spring		
NSG 632	Coordinated Care of Elderly	NSG 631	3	Fall		
NSG 634	Role of the APN		1	Fall		
NSG 635	Family Centered Care Delivery (optional)	NSG 520, 521, 522	3	Summer		
NSG 671	Practicum I	NSG 520,521,522, 630,634	3	Spring		
NSG 672	Practicum II	NSG 631,671	5	Fall		
NSG 673	Practicum III	NSG 632,672	5	Spring		
	Total Credits		43-46			

Note: Most classes in the Core and Advanced Practitioner Core can be taken in any sequence (note the prerequisite column). These core classes should be completed before proceeding to the Clinical courses. It is best to speak with your faculty adviser to plan an individualized Plan of Study.

Faculty Signature: _____ Student Signature: _____

Date: _____

James Madison University
Department of Nursing
Plan of Study - Nurse Educator Concentration

Name _____ ID # _____

Faculty Advisor _____ Entry to Program _____ Expected Grad _____

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

Course Number	Course Name	Prerequisite Courses	Credit Hours	Term(s) Offered	Term Planned	Term Completed
Core Classes						
NSG 611	Research for Advanced Health Professional		3	Fall		
NSG 690	Advanced Principles of Epidemiology		3	Spring		
NSG 692	Health Care Policy		3	Spring		
NSG 520	Advanced Health Assessment		3	Fall		
NSG 521	Advanced Concepts in Pathophysiology		3	Fall		
Nurse Educator Specialty						
NSG 640	Curriculum Development		3	Fall		
NSG 641	Curriculum Evaluation	NSG 640	3	Fall		
NSG 643	Tech in Nursing Education		3	Spring		
NSG 646	Theory/Role of the NE		3	Fall		
NSG 674	Education Residency I	NSG520,521,640,643, 646	3	Spring		
NSG 675	Education Residency II	NSG 674	5	Fall		
	Total Credits		35			

Note: Most classes in the Core and Advanced Practitioner Core can be taken in any sequence (note the prerequisite column). These core classes should be completed before proceeding to the Clinical courses. It is best to speak with your faculty advisor to plan an individualized Plan of Study.

Faculty Signature: _____ Student Signature: _____

Date: _____

**James Madison University
Department of Nursing
Nurse Practitioner Post Masters Program of Study**

Name _____ ID # _____

Faculty Advisor _____ Entry to Program _____

Which option are you selecting?

Family _____ Adult _____ Gero _____ Dual _____

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

Course Number	Course Name	Credit Hours	Term(s) Offered	Term Planned	Term Completed
NSG 634	Role of Advanced Practice Nursing	1	Fall		
NSG 521	Advanced Concepts in Pathophysiology	3	Fall		
NSG 520	Advanced Health Assessment	3	Fall		
NSG 522	Advanced CI Pharm	3	Spring		
NSG 630	Care Delivery and Coordination I	4	Spring		
NSG 631	Care Delivery and Coordination II	4	Fall		
NSG 632	Coordinated Care of Elderly	3	Spring		
NSG 635	Family Centered Care Delivery	3	Summer		
NSG 671	Practicum I	3	Spring		
NSG 672	Practicum II	5	Fall		
NSG 673	Practicum III	5	Spring		
	Total				

Faculty Signature: _____ Student Signature: _____

Date: _____

**James Madison University
Department of Nursing
Nurse Educator Post Masters Program of Study**

Name _____ ID # _____

Faculty Advisor _____ Entry to Program _____

One copy of Plan of Study to be submitted to advisor and graduate program coordinator.

Course Number	Course Name	Credit Hours	Term(s) Offered	Term Planned	Term Completed
NSG 640	Curriculum Development in Nursing	3	Fall		
NSG 641	Curriculum Evaluation	3	Fall		
NSG 643	Technology in Nursing Education	3	Spring		
NSG 646	Theory/Role of the Nurse Educator	3	Fall		
NSG 674	Education Residency I	3	Spring		
NSG 675	Education Residency	5	Fall		

Faculty Signature: _____ Student Signature: _____

Date: _____



Certificate Program Completion Form

Student' Full Legal Name: _____ PeopleSoft ID: _____

Certificate Program: _____ Date of Completion: Month _____ Year _____

Permanent Mailing Address: _____

Local Address: _____

Email: _____ Current Telephone: _____

Program of Study course information:

Course #	Title	Date	Hrs	Grade	Course #	Title	Date	Hrs	Grade

Approved course substitutions and waivers:

Signatures

Student: _____ Date:

Adviser: _____ Date:

Program Coordinator: _____ Date:

The Graduate School Dean: _____ Date:

Approval of Transfer Credit



THE GRADUATE SCHOOL

Name: _____ Phone Number: _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Student ID: _____

Instructions

The courses listed below are being submitted for approval as transfer credit. **No more than one-half of the total graduate credits** required for completion of a program will be considered for transfer in the student's program, **including any hours taken at JMU prior to acceptance**. Students may not transfer in more than 9 credit hours from institutions other than JMU. **Academic credit, including transfer credit, taken more than six years before the master's degree award date or eight years before the doctoral degree award date may not be used to satisfy degree requirements.**

Grades of "B" or better are required in all courses for which transfer credit is requested. Pass/fail or

satisfactory/unsatisfactory grades cannot be used for transfer credit. Academic work taken more than the maximum number of years allowed for completion of the advanced degree may not be used to satisfy degree requirements.

The Graduate School must receive an official transcript from the previous university/college that indicates successful completion of courses. It is the student's responsibility to request the transcript be sent. Official unopened transcripts should be sent to **James Madison University, The Graduate School, MSC 6702, Harrisonburg, VA 22807**. Those requesting permission to take final courses toward program completion at institutions other than JMU must wait until the following semester to graduate.

Univ./College Name	Course #	Course Title	Date Completed	Grade	Hrs.	*JMU Course Substitution #

*Failure to indicate appropriate JMU course substitutions will result in the program name and “000” being listed on the transcript. Courses so listed will not be counted as part of 600-level course requirements.

Student Signature

Date

Required Signatures

The student named above is a graduate student in good academic standing and has permission to enroll at your institution to take the courses listed above.

Major Adviser/Date

Program Coordinator/Date

The Graduate School Dean/Date

Receipt of this form with original signatures and official transcripts ensures that the requested courses have been approved and will be properly recorded on the student’s JMU transcript. Upon completion, a copy of this form will be sent to the adviser for retention in the student’s file.

Copies to: Student, Registrar, Graduate School, Major Adviser, Program Coordinator.

Revised: 1/08

**Intent to Offer a Undergraduate Course in Clinical Residency
Nursing 674/675**

Student Name: _____

Student Phone Numbers: _____

Name of Course: _____

Course Credit Hours: _____

Course Preceptor: _____

**Course Design: Hybrid, Online, (if only online, give any FTF Meeting Dates
(Time/Day/month))** _____

Traditional Classroom /List Preferred Dates and Time

Number of Students (15 maximum, if online) _____

NOTE: A copy of this form is due to Drs. Rocchiccioli & Eaton by September 15 for spring semester course offering, and by February 15th for fall semester course offering. If the course teaching request is NOT received by these dates, the course will not be offered.

