



**SAINT JOSEPH'S COLLEGE**  
**DEPARTMENT OF NURSING**  
**Nursing Student Handbook**



## **WELCOME AND INTRODUCTION**

The faculty and staff of Saint Joseph's College welcome you to the College and the Department of Nursing. This handbook will prepare you with specific information related to the nursing programs. The information in the handbook is subject to revision. It is important, therefore, for you to check the announcements within the courses and within e-mail communications from the Nursing Department often. You should also keep in close contact with your academic and/or student support specialist and faculty advisor, as well as other course faculty members.

This document is a guide when addressing questions specific to the nursing program. It is the responsibility of the student to become acquainted with, understand, and comply with the policies set forth by the College and the Department of Nursing.

## **SAINT JOSEPH'S COLLEGE**

### **Mission**

Rooted in and professing fidelity to the teachings of Jesus Christ and the doctrines and heritage of the Roman Catholic Church, Saint Joseph's College, sponsored by the Sisters of Mercy, is a liberal arts college that nurtures intellectual, spiritual, and social growth in students of all ages and all faiths within a value-centered environment.

In fulfillment of this mission, Saint Joseph's College will:

- Foster a strong academic community dedicated to the pursuit of truth through serious study, integration of knowledge, and an ongoing dialogue between faith and reason;
- Encourage all students to explore widely the arts and sciences while they also prepare to live ethical and meaningful lives;
- Provide a strong foundation for graduate study, professional service, and career development;
- Offers as an extension of its mission to multiple areas of the world, both degree and non-degree programs through distance education;
- Enhance student's awareness of human dignity and the meaning of life;
- Advocate for justice and peace in recognition of each person's responsibility for the welfare of both humankind and the environment.

## **Core Values**

The values of the College, rooted in the teachings of Jesus Christ and in the heritage of the Sisters of Mercy, are the foundation of the College's educational mission. Taken to heart, these values exist at our very core; they are made visible in our daily interactions.

Through a process of discernment based on dialogue and reflection, the College has designated the following as its core values:

### ***Faith***

Rooted in the teachings of Jesus Christ and the Catholic Church, nevertheless, we respect diverse religious traditions and honor each individual's religious beliefs. Through the curriculum, sacramental opportunities and co-curricular activities, we invite all members of the College community to develop their faith as an essential dimension of their lives.

### ***Excellence***

As a Catholic liberal arts college, we seek to combine faith with reason in the pursuit of academic excellence. We call all members of the College community to excel as individuals and as professionals within their specific roles.

### ***Integrity***

Concerned for the common good as individuals and as a community, we commit ourselves to honesty in all relations with students, faculty, staff and administration. Through our integrity, we maintain the trust of the surrounding community and of public and governmental agencies.

### ***Community***

Informed by the spirit of the Sisters of Mercy, we demonstrate our spirit of connectedness with one another through our expressions of hospitality courtesy, inclusive relationships, shared values and collaboration. We extend this value of community by reaching out to neighbors and to members of the broader civic and ecclesial communities.

### ***Respect***

Mindful of the achievements of the past, we value and respect the contribution of each member of the Saint Joseph's College community to the advancement of our mission. We encourage and support each other as colleagues working together for the good of the whole institution.

### ***Compassion***

Inspired by the example of Catherine McAuley, foundress of the Sisters of Mercy, we open our hearts to those among us in physical, psychological or spiritual need. We consciously reach out beyond our college boundaries to serve the needs of others with compassion and mercy.

### ***Justice***

Recognizing the dignity of all persons, we seek to address instances of injustice both within and outside our College community from a stance of informed advocacy. We hold ourselves accountable to each other and endeavor to practice responsible stewardship of the resources available to us.

## SJC statement on Justice, Equality, Diversity and Inclusion (JEDI)

The Saint Joseph's College community commits itself to nurturing highly competent and deeply compassionate leaders ready to serve in a vulnerable world. We recognize that our diverse perspectives are shaped by religion, nationality, experience, culture, status, and more. In order to confront the historical persistence of discrimination and oppression based on race, gender, class, abilities, and other differences, we embrace diversity and actively promote a culture of inclusiveness and equitability as vital expressions of our Core Values, the Critical Concerns of the Sisters of Mercy, and Catholic Social Teaching.

Further information can be found at <https://www.sjcme.edu/about-us/why-sjc/history-mission-core-values-identity/diversity-equity-inclusion/>

## Department of Nursing Mission and Vision

### **MISSION**

Our mission is to nurture intellectual, spiritual, and social growth in nurses as they prepare for advanced roles in professional practice environments of the future.

The BSN program prepares generalists, grounded in the liberal arts tradition, who practice professional nursing in a variety of settings. It also provides graduates with a foundation for continued professional growth and graduate study.

The MSN program prepares graduates for roles requiring advanced nursing knowledge. Graduates demonstrate breadth and depth of knowledge and advanced skills for leadership roles in their areas of specialization.

### **VISION**

Saint Joseph's College Department of Nursing Programs is grounded in a philosophy of holistic caring and social justice with graduates who demonstrate excellence in their knowledge, skills, and decision making ability. Our programs will be recognized for their excellence, accessibility, and flexibility.

## DEPARTMENT OF NURSING PHILOSOPHY

The philosophy of the Department of Nursing is in accordance with the philosophy and objectives of Christian Humanism as set forth in the Mission Statement of Saint Joseph's College. Beliefs of the faculty about human beings, environment, health, nursing, and education/learning are as follows:

Human beings are creatures composed of bodies and souls, made in the image of God. They are endowed by God with dignity, free will, and the capacity for love. Human beings are holistic, open systems who have biological, psycho-social, cultural, and spiritual needs. What affects one aspect of being affects the whole. Human beings have the capacity to meet needs through intellectual, sentient, and creative potential and through interactions with the environment, humankind and the Creator.

Human beings constantly interact with their internal and external environments.

Health is a reflection of an optimal balance in human systems. It is a “holistic state, where harmony and balance between an individual’s physical, social, and spiritual state and the physical, social, and spiritual environment are achieved” (Sorrell and Smith, 1993, p. 336). Health is an ongoing dynamic process throughout the life cycle.

Nursing is a caring profession that provides unique service to individuals, families, and groups in a dignified and ethical manner at any point in the life cycle. Nurses uphold the right of every individual to adequate health care, and encourage participation in planning that care. Through critical thinking and the application of nursing theory, professional nurses use the nursing process to treat human responses to actual or potential alterations in health. Nursing strives to assist people in meeting their needs to promote, maintain, and restore optimum health.

Nursing is a dynamic profession that is accountable to society. This accountability requires that the profession be responsible for the maintenance and development of theory that supports its practice. The professional nurse assumes responsibility for acquiring and maintaining knowledge and skills to practice, reflecting values based on ethical and legal principles. Professional nurses act in leadership roles and as advocates in planning for the improvement of health care.

Nursing faculty believes that the educational process provides opportunities for intellectual, personal and social growth grounded in the arts and the sciences. Learning is a life-long process where learners continue to seek out experiences to challenge their knowledge and abilities. Therefore, the faculty supports the education of professional nurses in an institution of higher learning, which grants Baccalaureate and Master's degrees in nursing. Learning takes place in an environment of mutual respect between teacher and learner, in which the educational process is a shared responsibility. The teacher's role is to facilitate, motivate, and guide learning. The learner's role is to bring to the educational environment a developing awareness of learning needs and a commitment to the learning experience. In an effort to achieve synthesis and application of knowledge, the learner is expected to use critical thinking to clarify and analyze information.



Nursing faculty supports programs of study that provide approaches to education that are responsive to individual learning needs. The faculty believes that there is a need for nurses to have access to programs in nursing that will allow for and promote continued professional growth.

Reference:

Sorrell, M. & Smith, B. (1993). Navajo beliefs: Implications for health professionals, *Journal of Health Education*, 24 (6), 336-338.

### **Saint Joseph's College and Nursing Program Accreditations**

Saint Joseph's College is fully accredited by New England Commission on Higher Education, Inc.(NECHE)

The baccalaureate and master's degree programs at Saint Joseph's College are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791. [ccneaccreditation.org](http://ccneaccreditation.org)

The pre-licensure baccalaureate program at Saint Joseph's College is approved by the Maine State Board of Nursing.

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## NURSING POLICIES

### Statement of Accountability

The American Nurses Association (ANA) code of ethics makes explicit the primary goals and values of the profession. When individuals become nurses, they make a moral commitment to uphold the values and special moral obligations expressed in their code. The Code for Nurses is based on a belief about the nature of individuals, nursing, health, and society.

Upon entering the profession, each nurse inherits a measure of both the responsibility and the trust that have accrued to nursing over the years, as well as the corresponding obligation to adhere to the profession's code of conduct and relationships for practice. The *Code for Nurses with Interpretive Statements* is thus more a collective expression of nursing conscience and philosophy than a set of external rules imposed upon an individual practitioner of nursing. Personal and professional integrity can be assured only if an individual is committed to the profession's code of conduct.

The ANA code of ethics can be found at <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

### Conflict Resolution Protocol

In the event that a situation arises in which you, the student, find yourself in disagreement with a particular faculty member and/or any other individual, the following protocol should be followed:

1. Speak with the person you have an issue with first! It is not professional and/or productive to complain to someone else. Make sure that you share your concerns, feelings and issues using clear and specific words. It may be helpful to set your thoughts down on paper so that you can refer to them if you lose your train of thought.

Faculty: If a student comes to faculty with a complaint about a faculty member, the student will be sent back to the appropriate faculty member and the student will be notified that you will be contacting the faculty member to make them aware that the student will be scheduling a meeting with them.

2. You may find that you are not satisfied with the outcomes of the discussion after the initial meeting with the individual in question. In that event, inform the individual in question that you will be following the appropriate protocol by meeting with that individual's superior (e.g. course coordinator, department chairperson, head nurse, etc.).
3. If there is no resolution after following the appropriate protocol, you may choose to initiate a grievance as per the policy stated in the Saint Joseph's College Student Handbook.
4. For more information on the grievance policy, please see the on-campus or online College catalogs.

# FUNCTIONAL ABILITIES ESSENTIAL FOR NURSING PRACTICE

## Functional Abilities Policy

Students in nursing programs must possess the functional **abilities** to perform the skills and behaviors required of a professional nurse. Therefore all nursing students must possess the following functional abilities:

- ability to see, hear, touch, smell, and distinguish colors;
- capacity to communicate orally and in writing with clarity, accuracy, and efficiency;
- ability to perform full range of required client care activities in a safe and effective manner;
- ability to think critically, analyze, assess, solve problems, make judgments;
- emotional stability and ability to accept responsibility and accountability.

Reasonable accommodations may be made for some disabilities by contacting the College Disabilities Coordinator. However, a candidate is expected to perform in a reasonably independent manner.

## Functional Abilities

Category	Description
<b>Gross Motor Skills</b>	Gross motor skills sufficient to provide the full range of safe and effective nursing care.
<b>Fine Motor Skills</b>	Fine motor skills sufficient to perform manual psychomotor skills
<b>Physical Endurance</b>	Physical stamina sufficient to perform full range of required client care activities.
<b>Mobility</b>	Physical abilities sufficient to move from place to place and to maneuver to perform nursing activities.
<b>Hearing</b>	Auditory ability sufficient for physical monitoring and assessment of client health care needs.
<b>Visual</b>	Visual ability sufficient for accurate observation and performance of nursing care.
<b>Tactile</b>	Tactile ability sufficient for physical monitoring and assessment of health care needs.
<b>Smell</b>	Olfactory ability sufficient to detect significant environmental and client odors.
<b>Reading</b>	Reading ability sufficient to comprehend the written word at a minimum of a tenth grade level.
<b>Math</b>	Math ability sufficient to do computations at a minimum of an eighth grade level. It includes the following three concepts: <ul style="list-style-type: none"><li>▪ <b>Counting:</b> the act of enumerating or determining the number of items in a group;</li></ul>

	<ul style="list-style-type: none"> <li>▪ <b>Measuring:</b> the act or process of ascertaining the extent, dimensions, or quantity of something;</li> <li>▪ <b>Computing:</b> the act or process of performing mathematical calculations such as addition, subtraction, multiplication, and division.</li> </ul>
<b>Emotional Stability</b>	Emotional stability sufficient to assume responsibility/accountability for actions
<b>Analytical Thinking</b>	Reasoning Skills sufficient to perform deductive/inductive thinking for nursing decisions
<b>Critical Thinking Skills</b>	Critical thinking ability sufficient to exercise sound nursing judgment
<b>Interpersonal Skills</b>	Interpersonal abilities sufficient to interact with individuals, families, and groups respecting social, cultural, and spiritual diversity
<b>Communication Skills</b>	Communication abilities sufficient for positive interaction with others in oral and written form.

## Academic Honesty Policy

All members of the Saint Joseph's College community are expected to adhere to the principles of academic honesty central to the College's mission. Plagiarism, collusion, falsifying the results of one's research, cheating on examinations and any form of misrepresentation of another's work, are contrary to the traditions and goals of the institution. Instances of academic dishonesty are subject to disciplinary action and/or academic sanctions.

Students are expected to cite any sources upon which their work is based, through the use of bibliographical lists, footnotes, endnotes, and the like, and to document all uses made of the content, style, conceptualization, organization, methods, and factual material of others, or of other work produced by the student. *The statement on Plagiarism* is available in the Offices of Academic Affairs and Student Affairs.

## Plagiarism

**Plagiarism** occurs when a person uses the words, ideas, opinions, research, or creative expressions of another as if they were her or his own.

Plagiarism can take many forms. One common type of plagiarism occurs when a person uses another's words without adding quotation marks around the words and clearly stating the source. The words of another may be used only when both of these conditions are present (quotation marks and clear citation of the source). Not using quotation marks implies that the words are the student's.

Another common example of plagiarism is when an individual uses another person's ideas or opinions and expresses them in his or her own words (called paraphrasing) but fails to cite the source. Although in this case, the words may be the student's, the ideas have been borrowed

from another, and that borrowing must be acknowledged. Plagiarism can involve unacknowledged borrowing from any number of places, including published articles, a classmate's paper, one's paper from a previous course (also called self-plagiarism\*), graphs, charts, the Internet, or a video production. To take anything owned by another without proper acknowledgement is theft, and plagiarism is intellectual theft.

Plagiarism occurs in research papers through failures of documentation, but it also can happen in class reports, essays, tests, discussion posts, and in any other situation in which a student may use the words or ideas of another. Plagiarism is a serious violation of academic integrity; it always involves deceit, whether that deceit is intended or not. Ignorance and carelessness sometimes lead to plagiarism, but they are not acceptable excuses. Each individual student has the responsibility to understand and to avoid plagiarism.

\*Self-plagiarism is the use of one's own previous works without citing it (**this is not to be done in the nursing courses, not even if cited**). Use of any portion of a paper previously written for any course at this College or any other School/College will be considered self-plagiarism and incur the same penalty as other forms of plagiarism. Students retaking any course are expected to start fresh and produce new and unique contributions to the course. Resubmission of previously submitted work will be considered a violation of academic integrity.

## **Procedures**

### **Cases of Academic Dishonesty**

When a breach of the Academic Honesty Policy is suspected (or determined), the faculty member shall contact the student and discuss the details of the charge. Subsequent disciplinary action shall be at the discretion of the faculty member.

For a minor violation, the faculty member shall either:

1. decide to take no further action, or
2. require that the student's work be resubmitted with appropriate changes, or
3. lower the grade for work submitted.

Beyond a minor offense, the faculty member shall either;

4. assign a failing grade for the work submitted, or
5. assign a failing grade for the course.

When either of these last two options is chosen, then notification, along with supporting documentation, should be sent to the Office of Academic Affairs, where a record of the infraction will be kept. Depending on the particulars of the case and/or the student's prior history of infractions, the Dean may decide to extend the sanction to include:

1. temporary suspension from the College; or
2. permanent expulsion from the College.

A student accused of academic dishonesty may appeal his/her case in writing to the Dean, who will then convene the Academic Review Panel. The role of this Panel is to evaluate the accusation in light of the circumstances bearing upon the case, and then to advise the Dean. The decision of the Dean shall be final.

## **Incomplete Grade Policy**

Incomplete grades are given only in cases of illness or emergency. It is the responsibility of the student to request an incomplete course grade from the faculty member teaching the course.

Forms may be obtained from the Office of Academic Affairs or from the students Advisor. A request for an incomplete grade form signed by the faculty member, the student, and the Program Coordinator/Chair of the Nursing Department and must be submitted to the Office of the Registrar in order for an “I” grade to be assigned. A grade of Incomplete reflects an agreed upon course of action between a faculty member and a student to complete the course within the designated time frame. Course work must be completed six weeks from the last day of class. For on-line, please see on-line catalog. If course work is not completed within this time, a grade of F will automatically be assigned. Under special circumstances, students may petition the Chair of the Nursing Department to extend the time limit in which course work may be completed.

## **APA Format**

APA format is the writing style required by the Saint Joseph’s College Department of Nursing. Students are required to use APA format unless noted differently in the syllabus.

American Psychological Association (2020). Publication Manual of the American Psychological Association (7<sup>th</sup> edition). APA: Washington, DC.



## **Requirements Prior to Beginning Clinical Courses**

### **Clinical Clearance Requirements**

Saint Joseph's College Department of Nursing is responsible for ensuring that students are in compliance with our contractual requirements for hospital/healthcare agencies' policies and regulatory requirements prior to enrollment in clinical courses.

#### **Deadlines**

For pre-licensure (on-campus) nursing students: August 15th deadline unless otherwise specified. This includes annual completion of the Online Orientation Program on the Centralized Clinical Placement System. Instructions provided in MySJC page: [BSN on Campus Clinical Information](#)

#### **CastleBranch**

All students enrolled in a Saint Joseph's College nursing program, are required to purchase a package from [CastleBranch](#) in order to track immunizations and other documents required to be in compliance with SJC and clinical site policies. All incoming freshmen will receive an evite with instructions and purchase information in July prior to their first semester. The following link contains information and resources for on campus students clinical information: [BSN on Campus Clinical Information](#)

The CastleBranch Package includes:

1. Criminal Background Check- an additional or updated background check may be required.
2. Drug screen
3. Medical document/immunization tracker.

#### **Licensing**

All RN-BSN and graduate nursing students must hold an active and unrestricted R.N. license in their state of practice and in any state in which they are seeking a clinical placement.

#### **Professional Liability Coverage**

All active nursing students have professional liability coverage through the Department of Nursing with limits of \$1,000,000/\$3,000,000 effective September 1 to August 31 each year. The cost of the insurance is part of the Nursing Fee.

#### **Transportation**

Students are responsible for their own transportation to and from all clinical experiences.

## Department of Nursing Impaired Nurse Policy

The mission of the Department of Nursing at Saint Joseph's College is to prepare nurses for roles in professional practice environments and to educate nursing students in the professional responsibilities of a registered nurse under the Maine State Board of Nursing. *The American Nurses Association Code of Ethics for Nurses with Defining Characteristics* states that the nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patients and that the nurse owes him/herself that same level of care. Self-care includes educating student nurses about mental health and substance abuse issues that may impact health and safety of self or others. The faculty of Saint Joseph's College Department of Nursing endorses the following policy and procedure for the identification, intervention, and treatment of students with actual or potential impairment.

### Faculty beliefs that underlie the policy are:

- When a student's performance is impaired; safe, effective care is at risk whether it occurs in the classroom, learning skills laboratory or in the clinical setting.
- Alcohol addiction, drug abuse, and mental health problems can be successfully treated.
- Students, who are willing to cooperate with a program of assistance and accept treatment, should be allowed to continue their nursing education, provided they cooperate fully and comply with requirements.
- Habitual impairment, or unwillingness to seek treatment, is cause for a dismissal from the nursing program.
- Theft, falsification of records, diversion of drugs for personal use or sale, or the substitution, alteration, or denial of prescribed medications to patients involves legal penalties in addition to the disciplinary process of the college.

### The purpose of this policy is to:

1. Encourage students who self-identify as having physical, cognitive, or emotional conditions affecting their performance to take advantage of available diagnostic, referral, counseling, and prevention services.
2. Identify and assist students who have not yet recognized signs of potential impairment.

Impairment is defined by the nursing faculty of Saint Joseph's College as *any condition in which the student nurse is unable to communicate orally or in writing with clarity, accuracy, and efficiency, or the inability to demonstrate motor skills sufficient to perform a full range of required client care activities in a safe, effective manner, or the inability to think critically, assess, analyze, solve problems, or make judgments, evidencing psychological or physical symptoms or emotional instability, or being under the influence of substances either prescribed by a physician, obtained over the counter, or accessed legally or illegally that would interfere with the safe and effective care of patients.*

Incidences involving student impairment will follow the Department of Nursing procedure for impaired student nurses.

## **Occurrence procedure:**

1. Faculty, preceptor, and/or staff observe, assess, and documents performance and objective data.
2. The student will be informed of the reasons he/she must leave class (theory or clinical) and documentation will be made of the incident
3. Student may be required to complete an immediate drug screen. If the student refuses, the student may not be able to return to the clinical setting.
4. If applicable, student will be accompanied to the emergency room for evaluation and treatment.
5. If applicable, an arrangement will be made for someone to drive the student home. The student must leave the clinical environment.
6. Faculty will notify the course coordinator and the Program Coordinator.
7. A second student/faculty conference will be conducted to provide follow-up guidance: discuss behavior and/or signs of impairment; establish expectations and limits for future behavior of student (designate time period); encourage student to give his/her perception of situation and plans to prevent further unprofessional behaviors.
8. Record relevant information and provide a copy to the student and the Program Coordinator.
9. If the impairment involves an infraction of the College's Student Handbook, a referral will be made to Student Life.
10. If the impairment is determined to be related to a mental health concern, a referral will be made to the College Counseling Center.

## **Procedure in the event a student self-identified:**

- Student will be referred for professional evaluation and treatment, to the Counseling Center, if this is not already in process.
- A conference will be arranged with the course faculty and Program Coordinator to decide the following: (with input from counselor or therapist as applicable) continued attendance at Saint Joseph's College. The student will provide notification of any restrictions; schedule of reports on progress and rehabilitation and plan for relapse prevention that is in place to the Counseling Center. (Reviewed 07/2017)

## Drug Screen Policy

Any substance found on the urine drug screen and not explained by prescription and identified within the provider-documented physical exam is considered unacceptable and is grounds for dismissal from the Saint Joseph's College nursing program. All dilute negative results will require repeat testing.

If a student disputes the findings, she/he has up to 2 weeks to do the following:

1. Contact the laboratory directly
2. Submit their case in writing to the Chair of the Nursing Department, and know that they may be asked to provide a second/supervised drug screen.
3. If second screen returns negative, the student may be subjected to multiple, random, supervised drug screens for the remainder of the time they are in the program or for a period of time before being allowed to enter clinical courses. If any subsequent screens are positive, the student will be automatically dismissed from the program and encouraged to seek rehabilitation.

## **Bloodborne Pathogens Policies**

### **A. Standard and Universal Precautions**

Saint Joseph's College Department of Nursing conforms to the requirements of local, state, and federal laws and the Centers for Disease Control guidelines for preventing of COVID 19, HIV/HBV, and all infectious diseases. We also conform to the requirements of the parent institution and clinical site facilities.

Since medical history and examinations cannot reliably identify all patients infected with COVID-19, HIV or other bloodborne / airborne pathogens, blood and body fluid precautions should be consistently used for all patients. This approach is referred to as “universal blood and body fluid precautions” or “universal precautions.”

1. All health care workers should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any patient is anticipated. Gloves should be worn for touching blood and body fluids, mucous membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed after contact with each patient. Masks and protective eye wear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membranes of the mouth, nose, and eyes. Gowns and aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.
2. All health-care workers should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needle stick injuries, needles should not be recapped, purposely bent, broken by hand, removed from disposable syringes, or otherwise manipulated by hand. After they are used, syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal; the puncture-resistant containers should be located as close as practical to the use area. (Large-bore reusable needles should be placed in puncture-resistant container for transport to the reprocessing area.)
3. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

4. Health care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient care equipment until the condition resolves.
5. Pregnant health care workers are not known to be at greater risk of contracting HIV or Hepatitis B infection than health care workers who are not pregnant; however, if a health care worker develops HIV infection or Hepatitis B during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health care workers should be especially familiar with and strictly adhere to precautions to minimize the risk of HIV and Hepatitis B transmission.

## **B. Policies Related to Accidental Exposures to Blood/Body Fluids**

Students who experience an exposure in the clinical setting of any kind (splash, contact, airborne, sharps-related) must inform their clinical faculty member immediately.

If the agency at which the exposure occurred has a post-exposure policy/procedure that meets or exceeds the most current CDC guidelines particularly for HIV, Hepatitis B & C, the student shall be encouraged to immediately take full benefit of all services offered. If the clinical agency does not have a policy/procedure that at least meets current CDC guidelines, students will be instructed to seek immediate care through the nearest facility that does offer such care and to then seek additional care through the facility of their choice. Students are responsible for costs not covered by the clinical facility in which the exposure occurred.

### **Procedure:**

Procedure in the event of an exposure, particularly a sharps-related incident:

1. Student immediately washes exposed site with soap and water or flushes eyes with water.
2. Report the exposure immediately to faculty and facility representative and change clothes soiled with blood or body fluids.
3. Student completes all incident reports and faculty reviews agency exposure protocols.
4. Student seeks care at the closest ER that uses CDC accepted guidelines for post-exposure prophylactic care. We encourage students to take advantage of services offered by the agency at which the incident occurred.
5. Faculty notifies Program Director and Course Coordinator of the incident.

**AIDS National Hot Line: 1-800-CDC-INFO**  
**Maine Hot Line: 1-800-851-2437**

### **Resources:**

Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Post exposure Prophylaxis. (September 2013). MMWR54 (RR09), 1-17.

## **Saint Joseph's College Pandemic Crisis Management Plan**

It is possible that a pandemic flu alert may close the College for two or more weeks during the course of an academic semester. The College and its faculty understand the unusual nature of closing due to a pandemic crisis and will extend to its students every consideration in accordance with its academic standards and goals.

Should a closure due to a pandemic flu alert occur, each course being taught during the semester will continue its instruction for students, to the extent possible, while they are at home.

Therefore, students shall take their books and instructional materials with them when they leave the campus and continue their reading and other assignments until the College reopens. To the extent possible, assignments and readings that would have been due during this period will be due at the first class upon reopening. Assignments, readings, quizzes, and exams that would have been scheduled in the weeks after reopening will be due according to the schedule in the syllabus.

### **Nursing Laboratory**

The Nursing Laboratory is available to students to practice psychomotor skills, and receive assistance from nursing department faculty and staff. The Nursing Laboratory affords students opportunities for self-paced learning. Students may learn new content, practice skills, and develop competencies. Additionally, the lab is a setting that offers students a quiet room in which to study individually or in a collegial manner with peers.

### **Student Participation in Department Activities**

Students are encouraged to participate in Department of Nursing activities through department council membership and through active participation in the Students Nurses Association (SNA). The Department of Nursing invites two pre-licensure BSN students, one RN to BSN online student, and one online MSN student to attend Nursing Department meetings as Student Representatives. If students are interested in being representatives, they should contact their Program Coordinator.

### **The Student Nurses Association (SNA)**

Nursing is a profession. Professions are characterized, in part, by self-governance, which is facilitated by professional organizations such as The American Nurses Association (ANA). ANA contributes to sustaining, maintaining and developing the nursing profession and advocating for the health of the public. Student Nurses Associations (SNA) provide a link for nursing students to contribute to their professional organization at both the State and local level. The Saint Joseph's College Student Nurses Association contributes to the College and the community through a variety of service oriented activities, fosters professional development of students, and promotes a better understanding of the profession of nursing. All college students are eligible for membership.



## **Sigma Theta Tau, International Nursing Honor Society**

In 1988 Saint Joseph's College Department of Nursing, along with the University of Southern Maine School of Nursing, collaborated to form a Chapter-at-Large of Sigma Theta Tau International, the Honor Society for Nurses. In 1998 a second charter amendment ceremony was held to include the University of New England, Westbrook College Campus, Nursing Program as part of the Kappa Zeta Chapter-at-Large. Students at the senior level of the curriculum who have met the criteria for membership will be invited by the Nursing Department to join.

### To be eligible for membership, undergraduate nursing students must:

- For Pre-licensure on-campus students, have completed through Junior Year of the nursing curriculum
- For RN to BSN students, have completed ½ of the nursing curriculum
- Achieve academic excellence (at schools where a 4.0 grade point average system is used, this equates to a cumulative GPA of 3.5 or higher)
- Meet the expectation of academic integrity and professionalism
- Be invited to join

### To be eligible for membership, graduate nursing students must:

- Have completed one quarter of the nursing curriculum
- Achieve academic excellence (at schools where a 4.0 grade point average system is used, this equates to a 3.5 or higher)
- Meet the expectation of academic integrity and professionalism
- Be invited to join

All eligible applicants will be invited to attend the local induction ceremony in Maine.

A virtual induction will also be offered to the online students who are unable to travel to Maine.

## Resources and Support

### Student Advising

Saint Joseph's College offers student advising by Nursing Faculty Advisors and non-faculty Academic Advisors and/or Student Support Specialists. It is strongly encouraged that students maintain regular and ongoing communication with both advisors during the course of their education.

**Faculty Advisor (on-campus pre-licensure students)** - The Faculty Advisor for pre-licensure BSN students provide nursing guidance and direction regarding nursing courses, content, and the nursing profession as nursing students progress through the program. The student receives Practicum/Clinical and Capstone advising by the Nursing Faculty Advisor.

**Academic Advisor and/or Student Support Specialists (online and first-year pre-licensure students)** - The Academic Advisor and/or Student Support Specialist is a non-faculty member who provides guidance and support with course enrollments, course registration, course withdrawals, or a leave of absence. The Academic Advisor and/or Student Support Specialist will also assist the student in contacting the faculty member if appropriate. She/he will contact the student on a periodic basis to ensure that the student is progressing satisfactorily. Online Academic Advisor and/or Student Support Specialists provide online students with appropriate course progression guidance, content, and support as they progress through the nursing program.

### Academic Center for Excellence (ACE)

The Academic Center was founded in the fall of 2005 in part through a generous six-year grant from the MELMAC Education Foundation in Augusta, Maine, to forward its "Early Success in College" initiative.

In the fall of 2016, The Academic Center (TAC) transitioned to the Academic Center for Excellence (ACE), which expanded academic services greatly enabling us to support the entire college community more efficiently. ACE consolidates and effectively utilizes academic services connecting all students, particularly first and second-year students with academic support offerings. These services include but are not limited to the Student Nurse Academic Partnership (SNAP).

### Counseling Services

Over the years the Counseling Center has been assisting nursing students in achieving academic success— whether by helping to maximize the classroom experience, effectively and efficiently prepare for tests, or modulate sympathetic nervous system response interfering with test performance. The approach of the Counseling Center is multi-faceted, comprehensive, and individualized.

When a nursing student solicits help related to academic performance, initial contact includes a review of the student's educational history and assessment of current functioning. Interventions, tailored to the student's identified needs, experience, and motivation, are guided by a three-part intervention model, components of which include:

- 1. Information acquisition, organization, and management**
- 2. Application of critical thinking skills**
- 3. Anxiety management**

## ADMINISTRATION, FACULTY AND STAFF CONTACT INFORMATION

### Administration and Assistants

<b>Kelly Hudock, DNP, FNP-C, CNE</b> Interim Chair, Department of Nursing Assistant Professor, Graduate Program Director	<b>610-428-3037</b> <a href="mailto:khudock@sjcme.edu">khudock@sjcme.edu</a>	On campus and remote office  2 <sup>nd</sup> Floor Mercy Hall
<b>Terry Girouard-Jordan, MSN, MSAEd, RN</b> Assistant Professor, Interim Undergraduate Program Director	<b>207-893-7576</b> <a href="mailto:tgirouard@sjcme.edu">tgirouard@sjcme.edu</a>	On campus office 2 <sup>nd</sup> Floor Mercy Hall
<b>Carole Moor, MS</b> Nursing Operations Administrator On-campus 1 <sup>st</sup> Year Nursing Advisor	<b>207-893-7833</b> <a href="mailto:cmoor@sjcme.edu">cmoor@sjcme.edu</a>	On campus and remote office 2 <sup>nd</sup> Floor Mercy Hall
<b>Nursing Support Assistant</b> <b>Jessica Verlander</b>	<b>207-893-7957</b> <a href="mailto:nursing@sjcme.edu">nursing@sjcme.edu</a>	On campus office 2 <sup>nd</sup> Floor Mercy Hall
<b>Simulation Lab Technologist</b> Tim Conley	<a href="mailto:tconley@sjcme.edu">tconley@sjcme.edu</a>	On campus office 2 <sup>nd</sup> Floor Mercy Hall and Simulation room

### Full Time Faculty

<b>Amy Bergeron, DNP, FNP-C</b> Assistant Professor	<b>207-577-3848</b> <a href="mailto:abergeron@sjcme.edu">abergeron@sjcme.edu</a>	Remote Office
<b>Nancy Bonard, MSN, RN-BC</b> Assistant Professor	<b>207-893-7956</b> <a href="mailto:nbonard@sjcme.edu">nbonard@sjcme.edu</a>	On campus office 2 <sup>nd</sup> Floor Mercy Hall
<b>Martha DeCesere, MSN, PhD(c)</b> Assistant Professor	<b>207-893- 7966</b> <a href="mailto:mdecesere@sjcme.edu">mdecesere@sjcme.edu</a>	On Campus office 2 <sup>nd</sup> Floor Mercy Hall
<b>Vanessa Marcelle, DNP, AGACNP</b> Assistant Professor	<b>732-670-6155</b> <a href="mailto:vmarcelle@sjcme.edu">vmarcelle@sjcme.edu</a>	Remote Office
<b>Ashley Shamos, NNP</b> Nursing Instructor	207-893-7963 <a href="mailto:ashamos@sjcme.edu">ashamos@sjcme.edu</a>	On Campus office 2 <sup>nd</sup> Floor Mercy Hall
Lindsay Snyder DNP Assistant Professor	207-893-7961 <a href="mailto:lsnyder@sjcme.edu">lsnyder@sjcme.edu</a>	On Campus Office 2 <sup>nd</sup> Floor Mercy Hall
Rachelle Mack MSN Adjunct Instructor	207-893-7831 <a href="mailto:rmack@sjcme.edu">rmack@sjcme.edu</a>	On Campus office 2 <sup>nd</sup> Floor Mercy Hall

### Academic Advisors

<b>Tanya Iverson, BA</b> Senior Student Support Specialist - Dual Programs	<b>207-893-7809</b> <b>800-752-3892</b> <a href="mailto:tiverson@sjcme.edu">tiverson@sjcme.edu</a>	Scully Hall and remote office 2 <sup>nd</sup> Floor Door F
<b>William Wysowski, BA</b> Senior Student Support Specialist	<b>207-893-7806</b> <b>855-752-5320</b> <a href="mailto:wwysowski@sjcme.edu">wwysowski@sjcme.edu</a>	Scully Hall and remote office2 <sup>nd</sup> Floor Door F

## Other Important Contact Information

Online Student Support Office	800-343-5498
Academic Center for Excellence (ACE) Office	207-893-7563
American with Disabilities Act (ADA) Accommodations Office	207-893-7562
Campus Store	207-893-6653
Counseling Services Office	207-893-6631
e-Fax Number Department of Nursing	207-893-7506
Financial Aid Office	207-893-6612 or 800-752-1266
Health Services Office	207-893-6634
Information Technology Assistance	207-893-7851 <a href="mailto:iTeam@sjcme.edu">iTeam@sjcme.edu</a>
Mercy Center Chaplain	207-893-7791
Registrar's Office	207-893-7798 <a href="mailto:registrar@sjcme.edu">registrar@sjcme.edu</a>
Storm Cancellation Recording	207-893-3333
Treasurer's Office	207-893-7737
Website SJC	<a href="https://sjcme.edu">https://sjcme.edu</a>
Wellehan Library	207-893-7715

## ADA Accommodation Services

Saint Joseph's College in accordance with the **Americans with Disabilities Act** of 1990 provides reasonable accommodations to students who have physical, psychological, or learning disabilities. Students who wish to receive accommodations are responsible for submitting current appropriate documentation of a disability and accommodation needs. A student may declare a disability at any time throughout the academic semester; however, the beginning of the semester is most appropriate. Accommodation requests must be submitted to Holly Anne Sanborn, Associate Director, ACE & Manger, ADA Accommodations within Academic Center for Excellence (ACE).

ADA accommodations cannot be utilized with clinical competencies. This includes but is not limited to NU 205 Health Assessment competencies, clinical lab competencies and all dosage calculation competencies.

For more information regarding Saint Joseph's College ADA Accommodations services, please contact Holly Anne Sanborn at: 207-893-7562 or [hsanborn@sjcme.edu](mailto:hsanborn@sjcme.edu).

## **BACHELORS OF SCIENCE IN NURSING PROGRAMS**

The Bachelor of Science in Nursing degree programs at Saint Joseph's College are designed to provide graduates with the knowledge and skills to practice as a nurse generalist in a variety of settings. Graduates are able to assume appropriate responsibilities in the context of further professional development and to participate in continuing education and graduate study.



## **Bachelor of Science in Nursing Program Outcomes**

### **Outcome 1: Professionalism**

Demonstrates professional behaviors in appearance and demeanor: uses legal and ethical principles; acts accountable in role as: advocate, collaborator, teacher, team member and leader; integrates research into practice; and becomes an independent learner.

### **Outcome 2: Holistic Care**

Demonstrates holistic caring behaviors to: clients and recognizes the importance of holistic self-care; community; colleagues; including health promotion and illness prevention.

### **Outcome 3: Communication**

Communicates effectively and professionally: verbally, nonverbally, in writing and using computer technology.

### **Outcome 4: Critical Thinking**

Demonstrates critical thinking focusing on: clinical reasoning, problem solving and effective use of the nursing process.

### **Outcome 5: Safe, Effective Care**

Demonstrates safe, effective care throughout the life span (and at the end of life) that is based on accepted principles and standards of nursing practice, reflects evidenced-based care and culturally competent.

## Bachelor of Science in Nursing Program Competencies

LEVEL I: ACQUISITION AND APPLICATION		
<b>Outcome 1: Professionalism</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Discusses standards of professional practice, the evaluation of practice, and the responsibility and accountability for the outcome of practice.</li> <li>Describes the relationship among personal health, self-renewal, and the ability to deliver sustained quality care.</li> <li>Describes the personal and social limits and boundaries of therapeutic patient-centered care.</li> <li>Describes the roles and responsibilities of a professional nurse and the healthcare team.</li> <li>Describes reliable sources for locating research evidence and clinical practice guidelines.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Assumes accountability for personal choices and personal and professional behaviors.</li> <li>Demonstrates professionalism, including attention to appearance, demeanor, respect for self and others, and attention to personal boundaries with patients and families as well as among caregiver.</li> <li>Practices self-care.</li> <li>Acts to prevent unsafe, immoral, illegal, or unethical practices.</li> <li>Implements clinical nursing roles as an advocate, teacher, caregiver, team member.</li> <li>Locates and begins to evaluate research and evidence-based guidelines related to clinical practice or nursing education.</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Commits to promoting the image of nursing by modeling the values and articulating the tenants of the profession of nursing.</li> <li>Commits to activities that promote personal health and renewal.</li> <li>Commits to upholding legal and regulatory principles by abiding to professional standards of practice.</li> <li>Values and commits to the roles of a professional nurse.</li> <li>Appreciates strengths and limitations of scientific bases for practice.</li> </ul>
<b>Outcome 2: Holistic Care</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Explains the components of a comprehensive and focused assessment of health and illness using developmentally and culturally appropriate approaches.</li> <li>Describes the relationship between mind, body, and spirit and its effect on the patient's health.</li> <li>Discusses protective and predictive factors, which influence health.</li> <li>Discusses health/illness beliefs, values, attitudes, and practices.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Conducts comprehensive and focused assessments of health and illness using developmentally and culturally appropriate approaches.</li> <li>Completes and implements a basic holistic nursing assessment and plan of care.</li> <li>Conducts a comprehensive health history to identify current and future health problems.</li> <li>Provides health promotion and disease and injury prevention interventions.</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Recognizes the importance of having a thorough patient history when developing a plan of care.</li> <li>Values holistic therapeutic interventions.</li> <li>Values how health promotion and disease prevention can affect morbidity, mortality, health, and quality of life.</li> </ul>
<b>Outcome 3: Communication</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Describes the principles of effective and therapeutic communication.</li> <li>Recognizes correct grammar, spelling, punctuation, and medical terminology and describes conventions of format and structure.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Uses clear, concise, and effective and therapeutic written, electronic, and verbal communication.</li> <li>Develops papers and clinical reports that demonstrate professional writing skills.</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Commits to communicating effectively and therapeutically.</li> <li>Recognizes the necessity of clear, organized, and well written documents.</li> </ul>

<ul style="list-style-type: none"> <li>Describes examples of the impact of team functioning and communication on safety and quality of care.</li> <li>Explains why information and technology skills are essential for safe patient care.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in teamwork that minimizes risk.</li> <li>Begins to use available technology and information management tools to support safe processes of care.</li> </ul>	<ul style="list-style-type: none"> <li>Values the perspectives and expertise of all healthcare team members.</li> <li>Appreciates technologies that support clinical decision-making, error prevention, and care coordination.</li> </ul>
<b>Outcome 4: Critical Thinking</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Describes critical thinking and problem solving processes</li> <li>Discusses patient centered care that reflects an emerging understanding of human growth and development, pathophysiology, pharmacology, medical management and nursing management.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Uses systematic approaches in problem solving</li> <li>Demonstrates purposeful informed, outcome-oriented thinking</li> <li>Implements holistic patient centered care that reflects an emerging understanding of human growth and development, pathophysiology, pharmacology, medical management and nursing management.</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Applies clinical reasoning and critical thinking processes in the management of patient care situations</li> <li>Values the uniqueness of individuals</li> </ul>
<b>Outcome 5: Safe, Effective Care</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Discusses the potential and actual impact of established national patient safety resources, initiatives, and regulations.</li> <li>Recognizes that nursing and other health professions are parts of systems of care that affect outcomes for patients.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Utilizes resources (e.g. technology, error reporting, policies, and procedures) to assure safe practice</li> <li>Participates in the use of quality improvement tools (such as flow charts) to make processes of care explicit.</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Recognizes the cognitive and physical limitations of human performance.</li> <li>Values that quality improvements is an essential part of nursing.</li> </ul>
<b>LEVEL II: ASSIMILATION</b>		
<b>Outcome 1: Professionalism</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Examine nursing roles in assuring coordination, integration, and continuity of care.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Communicate care provided and needed at each transition in care.</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Value the need for continuous improvement in clinical practice based on new knowledge.</li> </ul>
<b>Outcome 2: Holistic Care</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Integrate understanding of multiple dimensions of patient centered care.</li> <li>Evaluate strategies to empower patients or families in all aspects of the health care process;</li> <li>Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Communicate patient values, preferences, and expressed needs to other members of the health care team.</li> <li>Engage patients or designated surrogates in active partnerships that promote health, safety, and well-being and self-care management.</li> <li>Consult with clinical experts before deciding to deviate from evidence-based protocols.</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Respect and encourage individual expressions of patient values, preferences, and expressed needs.</li> <li>Seek learning opportunities with patients who represent all aspects of human diversity.</li> <li>Recognize personally held attitudes about working with patients from different ethnic cultural and social backgrounds.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Willingly support patient-centered care for individuals and groups whose values differ from own</li> <li>▪ Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care</li> <li>▪ Respect patient preferences for degree of active engagement in care process</li> <li>▪ Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practice</li> </ul>
<b>Outcome 3: Communication</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ Analyze effective strategies for communicating and resolving conflict</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>▪ Communicate with team members, adapting own style of communicating to needs of the team and situation</li> <li>▪ Effective uses technology and information management tools to support safe processes of care</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>▪ Value different styles of communication used by patients, families, and health care providers.</li> </ul>
<b>Outcome 4: Critical Thinking</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ Justifies clinical decisions</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>▪ Exercises clinical reasoning and critical thinking within standards of practice</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>▪ Accepts responsibility for own behavior</li> </ul>
<b>Outcome 5: Safe, Effective Care</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ Differentiate clinical opinion from research and evidence summaries</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>▪ Locate evidence based practice topics and guidelines</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>▪ Appreciate the importance of regularly reading relevant professional journals</li> </ul>
<b>LEVEL III: ADAPTATION</b>		
<b>Outcome 1: Professionalism</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ Understands Nursing ethical principles, concepts, and values as applied to quality patient care</li> <li>▪ Recognizes the relationship between personal health, self-renewal, and the ability to deliver sustained quality care</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>▪ Uses evidence-based practice to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan</li> <li>▪ Articulates the value of pursuing the practice of excellence, lifelong learning, and professional engagement to foster professional growth and development</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>▪ Values the need for evidence based practice and ethical care</li> <li>▪ Appreciates the necessity for all health professionals to seek lifelong, continuous learning of information technology skills</li> </ul>

Outcome 2: Holistic Care		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Awareness of global aspects of care as applied to patient/family/community values; coordination and integration of care; information, communication, and education; physical comfort and emotional support; involvement of family and friends</li> <li>Demonstrates comprehensive understanding of the concepts of pain, palliative care, and quality of life.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Collaborates with other healthcare professionals and patients to provide spirituality and culturally appropriate health promotion, disease, and injury prevention interventions</li> <li>Elicits expectations of patient and family for relief of pain, discomfort, or suffering and end of life care</li> <li>Initiates treatments to relieve pain and suffering in light of patient values, preferences, and expressed needs</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Willingly support patient-centered care for individuals and groups whose values differ from their own</li> <li>Values active partnership with patients or designated surrogates in planning, implementation and evaluation of care</li> <li>Recognizes personally held values and beliefs about the management of pain and suffering and end of life care</li> </ul>
Outcome 3: Communication		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Describes own strengths, limitations, and values in functioning as a member of a team</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Demonstrates awareness of own strengths and limitations</li> <li>Uses adaptation skills to act with integrity, consistency, and respect for differing needs</li> <li>Integrates technology and information management tools to provide best practice, quality, and safe patient care</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Acknowledges own potential to contribute to effective team functioning</li> <li>Appreciates importance of intra- and inter-professional collaboration</li> </ul>
Outcome 4: Critical Thinking		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Differentiates clinical opinion from research and evidence summaries</li> <li>Describes reliable sources for locating evidence reports and clinical practice guidelines</li> <li>Describes how the strength and relevance of available evidence influences the choice of interventions in provisions of patient-centered care</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of holistic, patient centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum, across the lifespan and all healthcare settings</li> <li>Uses evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan</li> <li>Reads original research and evidence reports related to area of practice. Locates evidence reports related to clinical practice topics and guidelines</li> <li>Participates in structuring the work environment of facilitate integration of new evidence into standards of practice.</li> <li>Questions rationale for routine approaches to care that result in less-than-desired outcomes or adverse events</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>Values the need to use current evidence and clinical experience to decide when to modify clinical practice.</li> <li>Appreciate the importance of regularly reading relevant and professional journals</li> <li>Values the need for continuous improvement in clinical practice based on new knowledge</li> </ul>

<b>Outcome 5: Safe, Effective Care</b>		
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>▪ Delineates general categories of errors and hazards in care</li> <li>▪ Describes factors that create a culture of safety (such as open communication strategies and organizational error reporting systems).</li> <li>▪ Describes processes used in understanding causes of error and allocation of responsibility and accountability</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>▪ Communicates observations or concerns related to hazards and errors to patients, families, and the health care team</li> <li>▪ Uses organizational error reporting systems for near miss and error reporting</li> <li>▪ Participates appropriately in analyzing errors and designing system improvements</li> <li>▪ Engages in root analysis rather than blaming when errors or near misses occur</li> </ul>	<b>Attitudes:</b> <ul style="list-style-type: none"> <li>▪ Values own role in preventing errors</li> <li>▪ Values vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team</li> </ul>

## **BACHELOR OF SCIENCE IN NURSING**

### **PRE-LICENSURE PROGRAM**

The Bachelor of Science in Nursing degree program at Saint Joseph's College is designed to provide graduates with the knowledge and skills to practice as a nurse generalist in a variety of settings. Graduates are able to assume appropriate responsibilities in the context of further professional development and to participate in continuing education and graduate study.



## **Requirements for Progression in the Pre-Licensure Bachelor of Science in Nursing Major**

Students entering the pre-licensure track of the BSN degree program must follow the prescribed curriculum sequence and must complete the required prerequisites.

Students must receive at least a C+ grade (78) in each nursing course and may not progress to the next semester nursing courses until a grade of C+ (78) is achieved. This may mean that the student needs to extend the program beyond 4 years since most nursing courses are taught only once per year. Students must achieve a 78 average on test scores in nursing courses including the final exam, before other grades, such as papers, projects or nursing care plans, are averaged into the course grade.

- Students that fail to achieve the minimum grade of a C+ in the NU 105 - Introduction to Professional Nursing course on their first attempt, will be dismissed from the nursing major.
- Students may only repeat a failed nursing course once, failure to successfully complete a nursing course on the second attempt at any institution will result in dismissal from the nursing major.
- Students who fail two different nursing courses will be dismissed from the nursing major.
- For all theory courses with a clinical component, students must pass both theory and clinical in order to pass the course. If a student fails either the theory or clinical component, the student must repeat both the theory and clinical components of the course.
- Students must request approval from the Program Coordinator prior to enrolling in any course other than a Saint Joseph's College course. The Program Coordinator will determine the appropriateness of the course.

**Additionally, pre-licensure nursing students must achieve the following grades in non-nursing required courses as follows:**

<b>Course</b>	<b>Minimum Acceptable Grade</b>
EH 101** College Writing	C
PY 101* Introduction to Psychology	C-
BI 201* Medical Microbiology	C
BI 204** Anatomy & Physiology I	C
BI 205** Anatomy & Physiology II	C
CH 105** Chemistry for Health Sciences	C
NN 202* Nutrition	C+

\*must be successfully repeated prior to progressing to junior level nursing courses

\*\*must be successfully repeated prior to progression to sophomore level nursing courses

**If a student does not successfully repeat these required courses within the required time frame, then the time for the completion of the program will be extended beyond four years.**

## Curriculum Plan for Pre-Licensure Nursing Majors

<b>FRESHMAN/FALL</b>	<b>CR</b>	<b>FRESHMAN/SPRING</b>	<b>CR</b>
EH 101 College Writing	4	NU 105 Introduction to Professional Nursing	3
BI 210 A & P I	4	BI 211 A & P II	4
Modern Global History	4	PY 101	4
PY 101	4	CH 120 Chemistry for the Health Sciences	4
FY 101 First Year Experience	1		
	<u>17</u>		<u>15</u>
<b>SOPHOMORE/FALL</b>	<b>CR</b>	<b>SOPHOMORE/SPRING</b>	<b>CR</b>
BI 220 Medical Microbiology	4	MA 205 Statistics	4
NU 215 Foundations of Nursing I (3T/1C)	4	NU 216 Foundations of Nursing II (3T/2C)	5
NU 205 Health Assessment	3	NU 212 Pharmacology	3
HY Elective	4	NN 202 Nutrition	<u>3</u>
NU 211 Patho/Physiology	3		
	<u>18</u>		15
<b>JUNIOR/FALL</b>	<b>CR</b>	<b>JUNIOR/SPRING</b>	<b>CR</b>
TH 100 Intro to Judeo-Christian Tradition <b>OR</b> ES 100 Ecology and the Environmental Challenge	4/4	TH 100 Intro to Judeo-Christian Tradition <b>OR</b> ES 100 Ecology and the Environmental Challenge	4/4
NU 309 Evidence-Based Practice	3	PH 200 Philosophy & Ethics	4
NU 301 Nursing of the Adult I (3T/2C)	5	NU 390 Nursing of the Adult II (3T/2C)	5
NU 314 Maternal/Newborn Nursing (3T/1C) <b>OR</b> NU 315 Nursing Care of Children (3T/1C)	4	NU 314 Maternal/Newborn Nursing (3T/1C) <b>OR</b> NU 315 Nursing Care of Children (3T/1C)	4
	<u>16</u>		<u>17</u>
<b>SENIOR/FALL</b>	<b>CR</b>	<b>SENIOR/SPRING</b>	<b>CR</b>
NU 400 Mental Health Nursing (3T/1C)	4	NU 420 Nursing Internship (1T/3C)	4
NU 405 Community Nursing (3T/1C)	4	TH Elective	4
NU 406 Nursing Leadership & Management	3	EH Elective	4
PH Elective	3		
	<u>14</u>		<u>12</u>

Credits required for graduation – 120; Credits for Nursing Curriculum – 124

## **Classroom Policies for Pre-Licensure Nursing Majors**

### **Grading, Attendance, Technology, and Late Papers**

1. A passing grade of 78 (C+) or better is required in all nursing courses in order to progress in the nursing sequence.
2. An average of 78 or better is required in theory on testing, including the final exam, before any other graded assignment is calculated into the final course average.
3. Per College policy there will be no retake of final exams. (See College catalog.)
4. All exams must be completed in the class time period unless accommodations have been granted by the College. The student has the responsibility of informing the Course Faculty of any agreed upon accommodations that have been determined by the Academic Center.
5. Class attendance and attendance at all course quizzes/tests are required.

#### **a) Attendance:**

Nursing department courses follow the College's attendance policy, which specifies that "Students are expected to be present at all their regularly scheduled classes. A student is either in class or is marked absent regardless of the reason for the absence." (SJC College catalog) If a student cannot attend class, it is the students' responsibility to notify the faculty **BEFORE** class with a telephone call or e-mail. The student is responsible for obtaining the course material that is missed. In extraordinary circumstances requiring consecutive absences, the Office of Academic Affairs should be notified as per college policy.

#### **b) Testing:**

If a student is ill or an extraordinary circumstance prevents that student from taking a test or quiz during the scheduled class time, the student is required to notify the course coordinator at least four hours in advance. If illness prevents a student from testing, a note is required from a healthcare provider.

#### **c) Testing make-up:**

Only one make-up date and time will be set by the course coordinator to reschedule a course test. All students who have missed a test or quiz will be expected to test during the day and time scheduled by the course coordinator, which may mean the student must reschedule work or personal plans. A missed test without appropriate prior notification will result in an assigned zero for the test or quiz.

6. Assessments are administered via computer based testing. To facilitate administration of these exams in the classroom setting, students are required to have a laptop computer. This laptop can be a Mac or PC, either will work with our nursing programs.
  - **Please note that Google Chromebooks, iPads or other tablets are not compatible with our programs and will not meet this requirement.**
7. **It is the student's responsibility to review all policies in the Department of Nursing Handbook related to course work.**

# ATI Policies for Pre-Licensure Nursing Majors

## Assessment Technology Institute (ATI)

### ATI Complete

The Nursing Department has incorporated the testing and assessment offerings from the Assessment Technology Institute (ATI), which offers a wide variety of NCLEX® preparation assessments during nursing school. These assessments not only prepare our students for the NCLEX, but they also help them gain critical thinking skills and a comprehensive nursing knowledge base needed to be a great nurse.

### ATI Practice Tests

Students are required to complete the ATI Practice Tests related to their course by the date assigned by the Course Coordinator. If the student does not achieve a 90% proficiency or higher on the ATI Practice Test, the student is encouraged to remediate based on the identified learning areas. The student must retake the practice test again, but no sooner than 48 hours after the prior testing until 90% proficiency is achieved. Students will not be able to take the ATI Content Mastery Exam until the 90% proficiency is achieved.

### ATI Content Mastery Exams

Level 2 is the benchmark for all Content Mastery Exams. Students who do not achieve the benchmark on the first proctored exam must remediate and retake the exam (see remediation plan below). Only students who have not achieved at or above the benchmark may repeat the exam.

Grading for ATI Content Mastery Exams is as follows:

Achieved ATI Level	Score (to be calculated into final grade)	
Level 3	90%	<b>OR</b> Percentile Rank Score (whichever is higher)
Level 2	80%	
Level 1	70%	
Below Level 1	% correct (individual) score Actual score received on ATI exam	

**As part of NU 420 Nursing Internship, students take an ATI proctored exam called the Comprehensive Predictor. In order to successfully complete this course, students must receive a score that predicts greater than or equal to an 80% probability of passing the NCLEX on their first attempt.**

Students are required to complete the ATI Proctored Pharmacology Exam during the first two weeks of the spring semester of their senior year. Students will register to take this exam in the Nursing Lab during identified times that are outside of class.

## Remediation for ATI Content Master Exams

Students who do not achieve a Level 2 on Content Mastery Exams are required to complete and submit an ATI remediation plan to their advisor by the end of the semester. Upon completion of the recommended remediation the student will retake the ATI on the scheduled date at the beginning of the following semester.

## ATI Fee

Student's will be assessed a non-refundable fee to cover the costs of the ATI Program.

## Leave of Absence and Withdrawal Policy

Leaves of absence for one or two semesters may be granted to students in good academic and disciplinary standing, who determine that circumstances necessitate a temporary interruption of their college careers. Authorization for such an absence **must be approved by the Undergraduate Program Coordinator for Nursing** and is granted by the Office of Academic Affairs, upon receipt of the student's written notification of intent. Carrying with it the intention of returning to Saint Joseph's College, a leave of absence guarantees readmission to the College.

Students on a leave of absence may, with approval of the Office of Academic Affairs, take courses for transfer credit at other accredited institutions of higher learning.

**Students who withdraw from the College are not guaranteed readmission into the nursing degree program. Students who wish to return must repeat the application process and meet the criteria set for changing majors into nursing. If that criterion has not been met the student is not eligible to re-enter the nursing program. If the criterion is met, readmission will be based on program capacity.**

## Clinical Absence and Make-Up Policy for Pre-Licensure Students

If a student misses two clinical experiences because they have not complied with mandatory requirements, the student will be withdrawn from the course, thus failing the course.

Because the experiential learning component of nursing is a critical element in the learning process and because these experiences must be planned to enhance total learning, students are required to be prepared for and attend all clinical experiences as assigned. The faculty, however, recognize that on rare occasions students experience legitimate illness or family emergencies, which may preclude students' attendance at a clinical experience. Students finding themselves in one of these situations are responsible for notifying clinical instructors (and preceptors, if applicable) at least 60 minutes prior to the clinical experience through an e-mail and a phone call. One excused absence will be permitted per semester as long as the absence meets the excused absences criteria. Examples of **excused absences** include, but are not limited to:

- Student illness
- Death/critical illness/funeral of a family member
- Critical life emergency
- Religious observance

The faculty, in consultation with the course coordinator, will arrange a makeup experience for an excused clinical absence. The time scheduled and the specific clinical assignment for the makeup day will be at the discretion of the course coordinator.

In selected extraordinary circumstances where greater than one excused absence is required, an arrangement for clinical makeup may be offered, only if an appropriate faculty is available, through an arrangement with the Undergraduate Program Coordinator. There will be a fee assessed for this opportunity. The opportunity may be offered in the clinical area, as a simulation experience, or a combination of both.

Examples of **unexcused absences** include, but are not limited to:

- Failure to attend clinical due to non-emergency situations, which include, but are not limited to medical/dental appointments, weddings, job interviews, vacations, family care, taking a day off to study, attending work related activities, or unapproved sporting related activities.
- Failure to complete required clinical clearance requirements prior to the first day of clinical

A student with one unexcused absence will receive an unsatisfactory for accountability on the formative evaluation of the outcome tool for that day, and meet with the course coordinator and clinical faculty to devise a remedial plan based on accountability. This plan is filed in the permanent record. A student with more than one unexcused absences is in serious jeopardy of failing the course. The course coordinator, in conjunction with the Undergraduate Program Coordinator, will review the circumstance(s) of the unexcused absences and determine the course of action. This could include assigning a failing grade to the student for that course.

### **Inclement Weather Policy**

If the College is closed, clinical will be cancelled. The decision to cancel clinical if the College is **not closed** will be made by the course coordinator in consultation with the clinical faculty. Each person is expected to assume responsibility for his/her own safety.

### **No Call, No Show Policy**

The clinical experience is a very important component of nursing education. Accountability is paramount. Any student missing clinical without calling the clinical faculty and clinical unit shall be subject to the following consequences.

#### One missed day within the program.

Student will receive an unsatisfactory, for accountability, on the formative evaluation for that day and meet with the clinical faculty to devise a remedial plan based on accountability. This plan will be filed in the permanent record.

#### Two missed days within one course: \_

Student will **FAIL** that course. **\*\*Extenuating circumstances will be considered by the clinical faculty and the Undergraduate Program Coordinator.\*\***

## **Professional Identification, Appearance and Dress Policy**

### **Identification Badges**

**All students must wear a SJC identification badge at all times during clinical practicum.**

This is to be purchased from the approved carrier, Uniforms Express, S. Portland, Maine. The student assumes all costs for the purchase of the identification badge, to include but not limited to picture, badge itself, and shipping. If a lab coat is required by the clinical agency the name badge should be worn on the outside of the lab coat, and the identification badge should be visible at all times.

### **Manner of Dress**

Manner of dress should be appropriate for a SJC professional health care student (see Uniform Requirement). This means that open-toed shoes, stiletto shoes, tight and revealing clothing, low cut necklines, low cut backsides, the exposure of cleavage, and shirts that are above the midriff/waist or where bare skin is being exposed are inappropriate.

### **Hair, Nails, Jewelry, Tattoos During Clinical**

Long hair should be pinned up/pulled back. Hair color must be of a natural color (ie: purple, maroon, etc. are not acceptable). Fingernails should be short and without nail polish or artificial fingernails. The following jewelry may be worn: watch, wedding ring, engagement ring, and one single studded earring **per ear**. No facial or tongue jewelry. Tattoos should be covered. These guidelines may be modified by agency policy upon approval by the Program Coordinator, Undergraduate Nursing.

### **Uniform Requirement**

**Uniforms Express** in South Portland, Maine has been chosen as the provider of student nursing uniforms. Uniforms Express will have a variety of styles, sizes and process that meets the guidelines of the SJC Department of Nursing. If it is inconvenient for any student to visit their location, Uniforms Express will gladly send catalogs and take phone or e-mail orders with personal check or credit card as payment.

ALL nursing students are expected to maintain a professional appearance during all clinical experiences.

The dress policy of Saint Joseph's College and the clinical agency should be adhered to at all times. Failure to dress appropriately is reason for removal from the clinical environment. If the student is dismissed from clinical that day's hours would not count as clinical hours. Three (3) infractions at a clinical site may result in clinical failure which is at the discretion of the clinical preceptor and SJC nursing faculty and administration.



For the clinical experience students will be required to purchase the following:

- Wine colored uniforms based ONLY on the options from Uniforms Express in South Portland, Maine;
- Purchase Saint Joseph's College patch (To be placed on the tunic top located on the left arm approximately 2 inches below the shoulder);
- Name badge from the Uniforms Express store;
- Students have the option of either all white or all black shoes: be sure the foot is entirely covered with no toes or heels exposed. The clinical shoes should ONLY be worn to clinical sites;
- A watch with a second hand;
- Stethoscope with a bell and stethoscope;
- Adult manual blood pressure cuff;
- Face Mask; Distributed by the college with \$6 charge billed to your student account

### **Nursing Supply Tote**

Sophomore nursing students who have met the academic criteria to begin clinical will be provided by the Nursing Department, one Nursing Supply Tote which includes basic clinical practice supplies.

Any student who loses their tote will be required to purchase a new one at their expense.

## **Certified Nursing Assistant (CNA) Application Process:**

### **Maine State Board of Nursing**

1. The Undergraduate Program Coordinator will verify that each student has completed all the clinical and lab skills required through sophomore year in order to become a CNA.
2. A student who qualifies to be a CNA, will go to their state board of nursing website and follow the directions for applying to be a CNA. (All states vary in their process). For states other than Maine, students will request a certificate of graduation letter from the Nursing Support Assistant if needed for their state.
3. For Maine: the Nursing Support Assistant will send a letter of certification (by e-mail) to the Maine State Board of Nursing (MSBON) on behalf of each qualified student. The certification letters will arrive at the MSBON prior to the student sending their application to the Board of Nursing.
4. The Maine State Board of Nursing will match the certification letter with the students' applications as they receive them.

## Medication Administration Competency Policy

To help you learn this material, the Department has implemented a number of medication administration competency policies.

1. Students who fail to demonstrate proficiency on the Medication Administration Competency will be given a second attempt. Failure to demonstrate 90% proficiency on the second attempt on the medication administration competency will result in failure of the clinical course.
2. Calculators are allowed for use on competency.
3. All clinical nursing courses will evaluate competency.
4. Medication Administration Competencies by Program Level are listed below.

### Criteria for Medication Administration Competencies

#### Fall (Sophomore): NU 215/205

The student will achieve 90% accuracy on the Medication Administration Competency, prior to starting clinical. The student must demonstrate the ability to:

- Calculate number of pills to give
- Convert mcg to mg and vice versa, mg to g and vice versa
- Pounds to Kilograms
- Inches to Centimeters
- Fahrenheit to Celsius

#### Spring (Sophomore): NU 216

The student will achieve 90% accuracy on the Medication Administration Competency, prior to starting clinical. The student must demonstrate the ability to:

- Amount of IV fluid to infuse over a set period of time
- Flow rate for IV (micro drip and macro drip)
- Rate of infusion for meds via drop rate
- Rate of infusion for meds via pump setting
- Amount of drug (i.e., insulin/heparin) received, based on infusion rate (mL/hr)
- Infusion rate on a pump (mL/hr) for a continuous IV drug infusion ordered in a dose per minute (i.e., Lidocaine), as well as dose per hour (Heparin).
- Correctly read labels on vials, ampules and bottles
- Calculate dose of injectables
- Draw up correct dose of medication in a variety of syringes including TB and insulin (50u/cc) and insulin (100u/cc)
- Correctly dilute powdered medications to desired strength.
- 24 Hour Clock
- Syringe calibration and selecting correct equipment
- All previous criteria

**Fall/Spring (Junior): NU 314/315**

The student will achieve 90% accuracy on the Medication Administration Competency, prior to starting clinical. The student will demonstrate the ability to:

- Given body surface area, correctly calculate dose/m<sup>2</sup>
- Calculate dose range for mg/kg including lower daily dose range, upper daily dose range and amounts per each dose in both upper and lower range given the recommended number of daily doses.

**Fall (Junior)--all previous criteria plus: NU 301**

Students cannot administer meds in the clinical area until they have achieved 90% on the Medication Administration Competency.

**Spring (Junior) all previous criteria plus: NU 390**

Students cannot administer meds until they have achieved 90% on the Medication Administration Competency.

**Fall (Senior): NU 400/405**

90% proficiency on previous Medication Administration knowledge will be required within first two weeks of semester. Medication tutoring/practice will be required until proficiency is evident. Failure to demonstrate proficiency by the required due date will result in failure of the course.

**Spring (Senior): NU 420**

90% proficiency on Medication Administration Competency will be required before the student begins their internship rotation.

## **NU 420 Internship Policy and Procedures**

An internship clinical placement in the NU 420 course is based upon student request as well as agency and unit availability. Neither the clinical facility nor the unit/department requested can be guaranteed to a student. NU 420 Faculty make every attempt to negotiate placements that students seek. The senior internship is not an observational experience, rather the course outcomes necessitate that students actively participate in the role and functions of the professional nurse with the guidance of a clinical preceptor.

### **Clinical Procedures:**

1. Junior students will be asked to complete the “**INTERNSHIP REQUEST FORM**” at the end of the semester of the spring term. At the same time, NU 420 course faculty will meet with junior level students to describe the internship course and application process.
2. NU 420 Faculty will analyze all internship requests and begin making potential assignments. Assignments are prioritized based on the following sequence: Student Cumulative GPA, performance on RN designated comprehensive ATI tests and facility policies for internship placements.
3. Nursing Operations Administrator will begin to work with clinical facilities to submit the placement requests. If there is a specific issue with the placement request, the faculty will reach out the student. All students will be notified when placements have been finalized, which usually occurs toward the end of the fall semester.
4. If a facility is not able to meet a request, the course faculty will work to devise an alternative plan which will include student involvement. Based on agency-specific requirements, students may be required to complete necessary paper work and/or develop resumes and cover letters.

### **Course Requirements:**

As part of NU 420 Nursing Internship, students take an ATI proctored exam called the Comprehensive Predictor. In order to successfully complete this course, students must receive a score that predicts greater than or equal to an 80% probability of passing the NCLEX on their first attempt.

# BACHELOR OF SCIENCE IN NURSING

## RN-BSN ONLINE PROGRAM

***This RN-to-BSN degree completion is designed for both diploma and associate degree registered nurses who want to earn their bachelor's degree.***

Whether seeking mastery of advanced skills or completing your bachelor's degree, take advantage of our strong history and tradition in nursing education.

With the increasing emphasis on patient outcomes across all health care settings, the online BSN degree completion program at Saint Joseph's College helps you build upon your nursing education. You will increase knowledge in evidence-based care, clinical decision making, ethical practice, population-based care, and health promotion and disease prevention.

The baccalaureate and master's program at Saint Joseph's College is accredited by the Commission on Collegiate Nursing Education, 655 K Street, Suite 750, Washington, DC 20001, 202-887-6791. The pre-licensure baccalaureate program is also approved by the Maine State Board of Nursing.

## Requirements for Progression in the RN to BSN Program

Students enrolled in the online RN to BSN program must follow a prescribed curriculum sequence as directed by their academic advisor and meet all prerequisites identified in the online course catalog and course descriptions.

Students who receive less than a C+ grade (78) in a nursing course may not progress to the next nursing courses until a grade of C+ (78) is achieved, this may mean that the student needs to repeat a course. Students must achieve a 78 average on test scores in nursing courses including the final exam, before other grades, such as papers, projects or nursing care plans, are averaged in. Students may only repeat a nursing course once. Failure to successfully complete the course on the second attempt at any institution or fail a second nursing course will result in dismissal from the program.

**Matriculated students will have five (5) years to complete the RN to BSN program.**

- Students may only repeat a failed nursing course once. Failure to successfully complete a nursing course on the second attempt at any institution will result in dismissal from the nursing major.
- Students who fail two different nursing courses will be dismissed from the nursing major.
- Students must request approval from the Program Coordinator prior to enrolling in any course other than a Saint Joseph's College course. The Program Coordinator will determine the appropriateness of the course.

**Additionally, RN to BSN students must achieve the following grades in non-nursing required courses as follows in order to progress to the next level nursing course:**

Course	Minimum Acceptable Grade
EH 101 College Writing	C
PY 101 Introduction to Psychology	C-
BI 201 Medical Microbiology	C
BI 204 Anatomy & Physiology I	C
BI 205 Anatomy & Physiology II	C
CH 105 Chemistry for Health Sciences	C
NN 202 Nutrition	C+

## Transfer Credit

Undergraduate online students can transfer up to 95 equivalent credits from another accredited institution. **Course descriptions and syllabi are required for transfer credit review of all 300-level or higher nursing courses.** Transfer credit may be awarded for successfully completed courses with a C or better as a final grade.

## RN-BSN Program Overview

Most general education and general elective courses only will follow the monthly start, 12-week formats with courses beginning on the first of each month. **Please refer to the online college catalog to review policies regarding grading and procedures for these self-paced format courses.**

Nursing courses are 12-week terms offered online four terms each year.



## RN to BSN Curriculum Plan

### General Education Curriculum

Course	CRN#	Credit Requirement
English Composition I	EH 106	3.0
English Composition II	EH 107	3.0
Elementary Statistics	MA 205	3.0
Modern Global History	HY 104	3.0
History Elective		3.0
Human Nature and Ethics	PH 200	3.0
Theology	TH 100 or TH 101	3.0
Theology Elective		3.0
Psychology	PY 101	3.0
Life Science	LSC	3.0
Physical Science	SC 200	3.0
Art, Creativity & Knowledge Elective		3.0
<b>TOTAL GENERAL EDUCATION CREDITS</b>		<b>36.0</b>

### Nursing Core Curriculum

Course		Credits
HA 214 Health Care Informatics		3.0
NU 300 Professional Transitions		3.0
NU 309 Evidence Based Practice	Prerequisite – NU 300, MA 205	3.0
NU 316 Health Assessment	Prerequisite – NU 300	3.0
NU 321 Clinical Prevention & Population Health	Prerequisite – NU 300	3.0
NU 412 Healthcare Policy	Prerequisite – all 300 level NU courses	3.0
NU 413 Quality Care & Patient Safety	Prerequisite – all 300 level NU courses	3.0
NU 415 Leadership & Management for RNs	Prerequisite – all 300 level NU courses	3.0
NU 407 Capstone	All RN-BSN Program Courses	3.0
<b>TOTAL NURSING CREDITS</b>		<b>27.0</b>
<b>TOTAL PROGRAM CREDITS</b>	<b>General Education, Elective &amp; Nursing credits (54 + 39 + 27)</b>	<b>120.0</b>

## NU 407 CAPSTONE

### **Course Description**

NU 407 is the final, culminating course as part of the RN-BSN online program. The student is guided through continued exploration, integration and synthesis of major concepts presented throughout previous courses in the context of clinical application. The course has two distinct but integrated foci. The first is the development and evaluation of programs to promote health in communities and their residents through the use of strategies that are based upon assessment and research evidence. The second focus is exploration and analysis of how leadership and management skills are utilized to assist in goal attainment. The student will adopt the leadership role in proposing, implementing and evaluating a formal program for clients in a selected agency. **This practicum course requires a minimum of 135 hours of clinical in an approved agency/setting and with an approved preceptor who holds a MSN degree.**

The NU 407 Capstone is a multi-step project in which the students' preceptor and the students' SJC faculty both guide the student. The student will work with the preceptors' patient population to identify a community health issue. Using The Healthy People 2020 Leading Health Indicators, students develop a program or plan to help address the identified concern.

### **Guidelines for NU 407 Clinical/Practicum Placements**

Students will adopt the leadership role in proposing, implementing, and evaluating a formal program that promotes health in a selected community.

- ☐ All preceptors for NU 407 **must** have completed a MSN degree,
- ☐ A student can complete their practicum in an agency where they are employed, **but not** on the direct unit where they ordinarily work,
- ☐ The preceptor **cannot be** the direct report supervisor to the student.

The following is a list of examples of practicum sites the student might consider:

- ☐ School nurse (elementary or high school)
- ☐ Free clinic for healthcare
- ☐ Community Health Center (<http://findahealthcenter.hrsa.gov>),
- ☐ Home health agency/VNA
- ☐ Outpatient primary care clinic (example: Veterans Administration Hospital clinic)
- ☐ Hospice
- ☐ Nursing home or assisted living facility

## **MASTER OF SCIENCE IN NURSING PROGRAMS**

Adult Gerontology Acute Care Nurse Practitioner (AGACNP),  
Family/Individual Across the Lifespan Nurse Practitioner (FNP),  
Administration  
Education

### **Post-Graduate Certificates**

Adult Gerontology Acute Care Nurse Practitioner Certificate (AGACNP)  
Family/Individual Across the Lifespan Nurse Practitioner (FNP)

### **Dual Degree Programs**

Master of Science in Nursing and Master of Science in Business Administration Leadership  
MSN/MBA Dual Degree Program

Master of Science in Nursing and Master of Science in Health Administration  
MSN/MHA Dual Degree Program

## MSN Program Overview

### Graduate Program Outcomes

1. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences into clinical reasoning and decision making
2. Uses advanced communication skills and leadership in quality, ethical, and safety healthcare initiatives that incorporate interprofessional collaboration for current and future needs of patient populations
3. Uses information systems and technology to evaluate patient care and outcomes
4. Uses communication and leadership skills as a member of the interprofessional team to manage and coordinate patient care to achieve positive patient outcomes
5. Analyze biostatistical and environmental data in the development, implementation and evaluation of culturally humble care directed toward health promotion and disease prevention in individuals and communities
6. Demonstrate advanced levels of critical reasoning and decision making in designing implementing and evaluating evidence based care to improve patient outcomes in primary care environments
7. Analyze healthcare policy for application in regards to access, safety, quality and efficacy in advanced level nursing practice

### MSN-Adult Gerontology Acute Care Nurse Practitioner (AGACNP) 48 Credits

The MSN–AGACNP track is designed for those students who are interested in providing acute care for patients by working individually and in collaboration with other health care professionals in a practice setting. AGACNPs care for acutely and chronically ill patients with courses reflecting the adult life stages. The AGACNP track builds upon and advances the knowledge base of the Bachelor's prepared nurse so that he/she can provide holistic, culturally humble care to acutely and chronically ill adult patients in a variety of settings.

### Post-Graduate Certificate – AGACNP 30 Credits

The Adult Gerontology Acute Care Nurse Practitioner (AGACNP) post-graduate certificate is a 30-credit post-graduate program designed to prepare RNs with an undergraduate and graduate degree in nursing for a career as an Adult Gerontology Acute Care Nurse Practitioner. This certificate program prepares the graduate to sit for the national AGACNP certification exam. To ensure the student has met various skills and role competencies, a minimum of 600 supervised clinical hours will be completed in the geographical location of the student. Only Nurse Practitioner specific courses are required for completion of the post-graduate AGACNP certificate completion.

## **MSN-Family/Individual Across the Lifespan Nurse Practitioner (FNP) 48 Credits**

The MSN–FNP track is designed for those students who are interested in providing primary care for patients by working individually and in collaboration with other health care professionals in a practice setting. FNPs care for patients across the lifespan with courses reflecting the major life stages. The FNP track builds upon and advances the knowledge base of the Bachelor's prepared nurse so that he/she can provide holistic, culturally humble care to patients of all ages in a variety of settings.

## **Post Graduate Certificate – FNP**

**30 Credits**

The Family Nurse Practitioner Certificate is a 30-credit post-graduate program designed to prepare RNs with an undergraduate and graduate degree in nursing for a career as a Family Nurse Practitioner. This certificate program prepares the graduate to sit for the national FNP certification exam. To ensure the student has met various skills and role competencies, a minimum of 600 supervised clinical hours will be completed in the geographical location of the student. Only Nurse Practitioner specific courses are required for completion of the post- graduate FNP certificate.

## **MSN-Administration**

**45 Credits**

MSN-Administration specialization is designed for the Chief Nursing Officer and those in leadership roles in various healthcare organizations. The MSN can be combined with the MHA or the leadership MBA as a dual degree.

## **MSN-Education**

**42 Credits**

MSN-Education specialization is designed for RNs to perform a staff development role or prepares nurses to teach in baccalaureate, associate degree or continuing education programs that could include clinical, simulation, didactic, or online with students of all ages.

## **Course Terms**

Courses are 12-week terms offered online four terms each year.

## **Academic Requirements**

A passing grade of 83 (B) is required for successful completion of all graduate level nursing courses (for more information see Online Catalog). According to the Department of Nursing policy, students who fail to successfully complete a nursing course on the second attempt at any institution or fail a second nursing course will be dismissed from the nursing major.

Matriculated students will have five (5) years to complete the program.

## **Incomplete Grades**

Incomplete grades are given only in cases of illness or emergency. It is the responsibility of the student to request an incomplete course grade from the faculty member teaching the course. Forms may be obtained from the Office of Academic Affairs or the student's advisor. A request for an incomplete grade form signed by the faculty member, the student, and the Chair of the Nursing Department must be submitted to the Office of the Registrar in order for an "I" (incomplete) grade to be assigned. A grade of incomplete reflects an agreed upon course of action between a faculty member and a student to complete the course within the designated time frame. Course work must be completed four weeks from the last day of class. If course work is not completed within this time, a grade of F will automatically be assigned. Under special circumstances, students may petition the Chair of the Nursing Department to extend the time limit in which course work may be completed.

## **Withdrawal Policy**

Students who need to withdraw from a course must be in good academic standing in order to receive a "W" (withdrawn) on their transcript. If a student is not in good academic standing (failing at the time of the withdrawal request), they will receive a "WF" (withdrawn/fail) on their transcript.

## MSN Degree Core Curriculum

Core Courses	Prerequisites	Credits
NU 501 Nursing Informatics		3
NU 503 Nursing Research/Evidence Based Practice	MA 205	3
NU 508 Policy, Quality and Safety		3
NU 513 Organizational and Systems Leadership		3
NU 514 Population Health & Inter-Professional Collaboration		3
NU 608 Advanced Pathophysiology		3
NU 607 Advanced Pharmacology	NU 608	3
NU 601 Advanced Health Assessment	NU 607 & NU 608	3
Total Core Curriculum Credits: 24		

## MSN AGACNP Specialization

The MSN-AGACNP track consists of 21 credits beyond the Core Curriculum in the Adult Gerontology Acute Care Nurse Practitioner specific courses including three clinical experiences. Students progressing through the MSN AGACNP track are expected to complete all Core Curriculum requirements, prior to beginning their specialization requirements and clinical courses. The MSN-AGACNP track culminates with the successful completion of the 3 credit capstone course.

### Purpose

This graduate level program will prepare students to care for patients as an Adult Gerontology Acute Care Nurse Practitioner. The program focuses on the care of acute patients at an advanced practice level with a focus on the care of highly vulnerable patients experiencing episodic critical illness, acute exacerbation of chronic illness or terminal illness who may be physiologically unstable and technologically dependent. Patient care is delivered across inpatient and outpatient settings of curative, rehabilitative, restorative, palliative and/or supportive end of life care as determined by patient needs. The MSN-AGACNP program prepares students for the transition from expert RN to Nurse Practitioner by enhancing skills learned at the undergraduate level and introducing new skills and knowledge. Upon completion of the program, students will be eligible to sit for national certification exams.

## MSN AGACNP Specialization Courses

Course	Prerequisites	Credits
NP 600 Advanced Practice: Nurse as a Provider	NU 601 (may be co-requisite)	3
NP 660 Adult Gerontology Acute Care Theories for Advanced Practice I	All core courses and NP 600	3
NP 661 Adult Gerontology Acute Care Practicum I	NP 660 (may be co-requisite)	3
NP 662 Adult Gerontology Acute Care Theories for Advanced Practice II	NP 660 and NP 661	3
*NP 663 Adult Gerontology Acute Care Practicum II	NP 661 and NP 662 (may be co-requisite)	3
NP 664 Adult Gerontology Acute Care Theories for Advanced Practice III	NP 662 and NP 663	3
*NP 665 Adult Gerontology Acute Care Practicum III	NP 663 and NP 664 (may be co-requisite)	3
<b>Total Specialization Credits for MSN-FNP</b>		<b>21</b>
NP 801 Capstone	All MSN Core and Specialty Courses	3
<b>Total MSN Program Credits: 48</b>		

\* Students are required to complete a mandatory on campus skills session in either NP 663 or NP 665. This mandatory skills session will account for 24 hours of clinical time.

## Post Graduate Certificate Adult Gerontology Acute Care Nurse Practitioner

The Adult Gerontology Acute Care Nurse Practitioner (AGACNP) post-graduate certificate is a 30-credit post-graduate program designed to prepare RNs with an undergraduate and graduate degree in nursing for a career as an Adult Gerontology Acute Care Nurse Practitioner. This certificate program prepares the graduate to sit for the national AGACNP certification exam. To ensure the student has met various skills and role competencies, a minimum of 600 supervised clinical hours will be completed in the geographical location of the student. Only Nurse Practitioner specific courses are required for completion of the post-graduate AGACNP certificate completion.



## Curriculum AGACNP Post-Graduate Certificate

Course	Prerequisites	Credits
NU 601 Advanced Health Assessment	NU 607, NU 608	3
NU 607 Advanced Pharmacology	NU 608	3
NU 608 Advanced Pathophysiology		3
NP 600 Advanced Practice: Nurse as Provider	NU 601(may be co-requisite)	3
NP 660 Adult Gerontology Acute Care Theories for Advanced Practice I	All core course and NP 600	3
NP 661 Adult Gerontology Acute Care Practicum I	NP 660 (may be co-requisite)	3
NP 662 Adult Gerontology Acute Care Theories for Advanced Practice II	NP 660 and NP 661	3
*NP 663 Adult Gerontology Acute Care Practicum II	NP 661 and NP 662 (may be co-requisite)	3
NP 664 Adult Gerontology Acute Care Theories for Advanced Practice III	NP 662 and NP 663	3
* NP 665 Adult Gerontology Acute Care Practicum III	NP 663 and NP 664 (may be co-requisite)	3
<b>Total MSN Program Credits: 30</b>		

\*Students are required to complete a mandatory on campus skills session in either NP 663 or NP 665. This mandatory skills session will account for 24 hours of clinical time.

### AGACNP Clinical Course Information

- NP 661 Adult Gerontology Acute Care Practicum I (3 credits)
- NP 663 Adult Gerontology Acute Care Practicum II (3 credits)
- NP 665 Adult Gerontology Acute Care Practicum III (3 credits)

These clinical courses serve as a companion course to (NP 660/NP 662/NP 664) and each course consists of two components, a clinical practicum (200-240 hours with an approved preceptor) and an online seminar. Students are required to complete a mandatory on campus skills session in either NP 663 or NP 665. This mandatory skills session will account for 24 hours of clinical time. The diagnostic reasoning skills needed for clinical decision making in the advanced practice role are emphasized, including refining skills in the performance of a comprehensive health status assessment, development of differential diagnoses, planning, health promotion and care management of adult patients with labile chronic and acute health issues.

Each clinical practicum consists of 200-240 hours of clinical time spent with a preceptor(s). Students are expected to report to the clinical site for an average of 18-20 hours per week. Clinical instructors will monitor clinical hours through the Typhon tracking system.

## **AGACNP Clinical Course Requirements**

The AGACNP program clinical practicum component consists of 600-720 clinical hours. Clinical practicum is scheduled in twelve-week blocks, with an average of 18-20 hours per week of clinical time. A minimum of six hundred (600) hours total is required for successful completion of the program. The student will complete the clinical hours with pre-approved preceptors working closely with the faculty member at pre-approved sites in their own geographic areas. All students are responsible for locating preceptors in their geographical area, but **all preceptors and clinical sites must be approved prior to beginning any clinical coursework.**

Saint Joseph's College Nursing Department will provide information and resources to assist students in approaching healthcare organizations to locate potential preceptors. Resources can be found on the MySJC section of the College's website and include:

- Nursing Student Handbook
- Checklist (required information to be submitted to Nursing Operations Administrator)
- Deadlines
- Health and Background check requirements
- Tips for finding Preceptors
- FAQ's
- Preceptor, Faculty, Student Roles
- Contact Info for Nursing Operations Administrator
- Information to access College's Typhon database

Once a student has located a potential preceptor, they are required to submit the information online to the Nursing Operations Administrator for review and approval. Students are responsible for coordinating the clinical/practicum schedule with the preceptor. If students experience difficulty locating an acceptable preceptor, they may contact the Nursing Operation Administrator (NOA) for further assistance. The student will need to provide documentation of the sites/preceptors they have contacted to date and the results of those contacts. The Nursing Operations Administrator will provide recommendations/suggestions and a listing of previously used preceptors/sites based on this documentation. This may include expanding the geographic parameters in which the student has been searching. The Nursing Operations Administrator may also reach out directly to healthcare organizations on the student's behalf and the student will continue to reach out to additional organizations. If the Nursing Operations Administrator secures a preceptor for the student, the student must accept the preceptor provided.

The student will enroll in the corresponding clinical theory course concurrently or the prior term to enrolling in a clinical course. Students will need to be cleared for each clinical course by the opening of term registration.

The clinical hours and clinical case types are to be divided between several settings such as hospitals, urgent cares and specialty practices. **A minimum of 50% of precepted clinical hours must be with an approved Nurse Practitioner (FNP, ANP, AGACNP).** However, there may be other preceptors approved over the course of the experience, such as an MD or DO.

**PA's are NOT approved to precept AGACNP students.**

**Students may not use a preceptor more than once for the program to ensure a well rounded clinical experience.**

**Students are required to complete a mandatory on campus skills session in either NP 663 or NP 665. This mandatory skills session will account for 24 hours of clinical time.**

## **NP 661- Adult Gerontology Acute Care Practicum I**

This course serves as a companion course to NP 660 and consists of two components, a clinical practicum (200-240 hours with an approved preceptor) and an online seminar. The diagnostic reasoning skills needed for clinical decision making in the advanced practice role are including refining skills in the performance of a comprehensive health status assessment, development of differential diagnoses, planning, health promotion and care management of adult patients with chronic and acute health issues.

### **Guidelines for NP 661 Clinical Placements**

In this clinical practicum, the student will focus on obtaining basic skills of gathering the elements of a comprehensive health status assessment and performing physical examinations on adult patients in an acute care setting. With support from faculty and preceptors, students will begin to develop differential diagnoses and plans of care.

<b>NP 661 Preferred Practice Type</b>	<b>Preceptor Credentials</b>	<b>NOT Permitted at this level</b>
<ul style="list-style-type: none"> <li>▪ Internal medicine or specialty practices</li> <li>▪ Emergency Department/Urgent Care</li> <li>▪ Skill Nursing Centers</li> <li>▪ Hospital Units (acute and subacute)</li> </ul>	<p>FNP; ANP; AGACNP; DO; MD</p> <p><i>*NOTE: A minimum of 50% of total hours for clinical year must be with a NP preceptor</i></p> <p><i>**All preceptors must be approved prior to beginning any clinical</i></p>	<ul style="list-style-type: none"> <li>▪ Primary Care or Family Practice office or clinic</li> <li>▪ Walk In clinics</li> </ul>

## **NP 663- Adult Gerontology Acute Care Practicum II**

This course serves as a companion course to NP 662 and consists of two components, a clinical practicum (200-240 hours with an approved preceptor) and an online seminar. The diagnostic reasoning skills needed for clinical decision making in the advanced practice role are including refining skills in the performance of a comprehensive health status assessment, development of differential diagnoses, planning, health promotion and care management of adult patients with chronic and acute health issues.

### **Guidelines for NP 663 Clinical Placements**

In this clinical practicum, the student will focus on advancing skills of gathering the elements of a comprehensive health status assessment and performing physical examinations on adult patients in an acute care setting. With support from faculty and preceptors, students will begin to develop differential diagnoses and plans of care.

<b>NP 663 Preferred Practice Type</b>	<b>Preceptor Credentials</b>	<b>NOT Permitted at this level</b>
<ul style="list-style-type: none"><li>▪ Internal medicine or specialty practices</li><li>▪ Emergency Department/Urgent Care</li><li>▪ Skill Nursing Centers</li><li>▪ Hospital Units (acute and subacute)</li></ul>	FNP; ANP; AGACNP; DO; MD  <i>*NOTE: A minimum of 50% of total hours for clinical year must be with a NP preceptor</i>  <i>**All preceptors must be approved prior to beginning any clinical</i>	<ul style="list-style-type: none"><li>▪ Primary Care or Family Practice office or clinic</li><li>▪ Walk in Clinics</li></ul>

## **NP 665- Adult Gerontology Acute Care Practicum III**

This course serves as a companion course to NP 664 and consists of two components, a clinical practicum (200-240 hours with an approved preceptor) and an online seminar. The diagnostic reasoning skills needed for clinical decision making in the advanced practice role are including refining skills in the performance of a comprehensive health status assessment, development of differential diagnoses, planning, health promotion and care management of adult patients with chronic and acute health issues.

### **Guidelines for NP 665 Clinical Placements**

In this clinical practicum, the student will focus on mastering skills of gathering the elements of a comprehensive health status assessment and performing physical examinations on adult patients in an acute care setting. With support from faculty and preceptors, students will begin to develop differential diagnoses and plans of care.

NP 665 Preferred Practice Type	Preceptor Credentials	NOT Permitted at this level
<ul style="list-style-type: none"> <li>Internal medicine or specialty practices</li> <li>Emergency Department/Urgent Care</li> <li>Skill Nursing Centers</li> <li>Hospital Units (acute and subacute)</li> </ul>	FNP; ANP; AGACNP; DO; MD <i>*NOTE: A minimum of 50% of total hours for clinical year must be with a NP preceptor</i> <i>**All preceptors must be approved prior to beginning any clinical</i>	<ul style="list-style-type: none"> <li>Primary Care or Family Practice office or clinic</li> <li>Walk in Clinics</li> </ul>

## Graduation

AGACNP students are eligible for degree conferrals four times per year. Upon completion of all MSN AGACNP requirements, students can have their degree conferred following each term: February, May, September, and November. Graduation applications will be completed by the required deadlines and all AGACNP paperwork for certification should be directed to the student's **academic advisor**.

## MSN FNP Specialization

The MSN-FNP track consists of 21 credits beyond the Core Curriculum in the Family Nurse Practitioner specific courses including three clinical experiences. Students progressing through the MSN FNP track are expected to complete all Core Curriculum requirements, prior to beginning their specialization requirements and clinical courses. The MSN-FNP track culminates with the successful completion of the 3-credit capstone course.

### Purpose

This graduate level program will prepare students to care for patients as a Family Nurse Practitioner. The program focuses on the skills and knowledge necessary to care for patients across the lifespan in a primary care setting. The MSN-FNP program prepares students for the transition from expert RN to Nurse Practitioner by enhancing skills learned at the undergraduate level and introducing new skills and knowledge. Upon completion of the program, students will be eligible to sit for national certification exams.

### MSN FNP Specialization Courses

Course	Prerequisites	Credits
NP 600 Advanced Practice: Nurse as a Provider	NU 601 (may be co-requisite)	3
NP 612 Theory: Young and Middle Adult	All core courses	3
NP 613 Clinical: Young and Middle Adult	NP 612 (may be co-requisite)	3
NP 618 Women's Health Theory and Practicum	NP 612 and NP 613	3
NP 619 Pediatric Health Theory and Practicum	NP 612 and NP 613	3
NP 620 Theory: Older Adult	NP 618 and NP 619	3
NP 621 Clinical: Older Adult	NP 618 and NP 619 NP 620 (may be co-requisite)	3
<b>Total Specialization Credits for MSN-FNP</b>		<b>21</b>
NP 801 Capstone	All MSN Core and Specialty Courses	3
<b>Total MSN Program Credits: 48</b>		

## Post Graduate Certificate Family Nurse Practitioner

The Family Nurse Practitioner Certificate is a 30-credit post-graduate program designed to prepare RNs with an undergraduate and graduate degree in nursing for a career as a Family Nurse Practitioner. This certificate program prepares the graduate to sit for the national FNP certification exam. To ensure the student has met various skills and role competencies, a minimum of 600 supervised clinical hours will be completed in the geographical location of the student. Only Nurse Practitioner specific courses are required for completion of the post-graduate FNP certificate.

### Curriculum FNP Post-Graduate Certificate

Course	Prerequisites	Credits
NU 608 Advanced Pathophysiology		3
NU 607 Advanced Pharmacology	Prerequisite: NU 608	3
NU 601 Advanced Health Assessment	NU 608 and NU 607 Co-requisite NP 600	3
NP 600 Advanced Practice: Nurse as a Provider	Co-requisite with NU 601	3
NP 612 Theory: Young and Middle Adult	All Core Courses	3
NP 613 Clinical: Young and Middle Adult	NP 612 (may be co-requisite)	3
NP 618 Women's Health Theory and Practicum	NP 612 and NP 613	3
NP 619 Pediatric Health Theory and Practicum	NP 612 and NP 613	3
NP 620 Theory: Older Adult	NP 618 and NP 619	3
NP 621 Clinical: Older Adult	NP 618 and NP 619 NP 620 (may be co-requisite)	3
<b>Total Certificate Program Credits: 30</b>		

## FNP Clinical Course Information

- NP 613 – Primary Care Clinical: Young and Middle Age Adult (3 credits)
- NP 618- Women’s Health Theory and Practicum (3 credits)
- NP 619-Pediatric Health Theory and Practicum (3 credits)
- NP 621 – Primary Care Clinical: Older Adult (3 credits)

These clinical courses serve as a companion course to the theory courses or are combined with the theory course and each course consists of two components, a clinical practicum (200-240 hours for NP 613 and NP 621 and 100 hours for NP 618 and NP 619 with an approved preceptor) and an online seminar. The diagnostic reasoning skills needed for clinical decision making in the advanced practice role are emphasized, including refining skills in the performance of a comprehensive health status assessment, development of differential diagnoses, planning, health promotion and care management of adult patients with stable chronic and minor acute health issues.

Each clinical practicum consists of 200-240 hours (100 hours for NP 618 and NP 619) of clinical time spent with a preceptor(s). Students are expected to report to the clinical site for an average of 18-20 hours per week. Clinical instructors will monitor clinical hours through the Typhon tracking system.

## FNP Clinical Course Requirements

The FNP program clinical practicum component consists of 600-720 clinical hours. Clinical practicum is scheduled in twelve-week blocks, with an average of 18-20 hours per week of clinical time. A minimum of six hundred (600) hours total is required for successful completion of the program. The student will complete the clinical hours with pre-approved preceptors working closely with the faculty member at pre-approved sites in their own geographic areas. All students are responsible for locating preceptors in their geographical area, but **all preceptors and clinical sites must be approved prior to beginning any clinical coursework.**

Saint Joseph’s College Nursing Department will provide information and resources to assist students in approaching healthcare organizations to locate potential preceptors. Resources can be found on the MySJC section of the College’s website and include:

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- Contact Info for Nursing Operations Administrator
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Once a student has located a potential preceptor, they are required to submit the information online to the Nursing Operations Administrator for review and approval. Students are responsible for coordinating the clinical/practicum schedule with the preceptor. If students experience difficulty locating an acceptable preceptor, they may contact the Nursing Operations Administrator (NOA) for further assistance. The student will need to provide documentation of the sites/preceptors they have contacted to date and the results of those contacts. The Nursing Operations Administrator will provide recommendations/suggestions and a listing of previously used preceptors/sites based on this documentation. This may include expanding the geographic parameters in which the student has been searching. The Nursing Operations Administrator may also reach out directly to healthcare organizations on the student's behalf and the student will continue to reach out to additional organizations. If the Nursing Operations Administrator secures a preceptor for the student, the student must accept the preceptor provided.

The student will enroll in the corresponding clinical theory course concurrently or the prior term to enrolling in a clinical course. Students will need to be cleared for each clinical course by the opening of term registration.

The clinical hours and clinical case types are to be divided equally over the life span, birth through death, in a variety of settings; such as primary care practices, health centers, hospice, long-term care and home care settings. Hours may be arranged in a specialty area in NP 621 in addition to the required geriatric/chronic complex patient hours, such as oncology, orthopedics, cardiac or dermatology. **A minimum of 50% of precepted clinical hours must be with an approved Nurse Practitioner (FNP, ANP, PNP, WHNP).** However, there may be other preceptors approved over the course of the experience, such as an MD or DO. **CNM's and PA's are NOT approved to precept FNP students.**

Students may not use a preceptor more than once during the program to ensure a well rounded clinical experience.

Students entering the program in September 2020 are required to complete a mandatory on campus skills session during the clinical rotations. This mandatory skills session will account for 24 hours of clinical time which can be applied to either NP 613 or NP 621.

## **NP 613 Clinical – Young and Middle Aged Adult**

This course serves as a companion course to NP 612 (Family Theory: Young and Middle Age Adult) and consists of two components, a clinical practicum (200-240 hours with an approved preceptor) and an online seminar. The diagnostic reasoning skills needed for clinical decision making in the advanced practice role are including refining skills in the performance of a comprehensive health status assessment, development of differential diagnoses, planning, health promotion and care management of adult patients with stable chronic and minor acute health issues.

### **Guidelines for NP 613 Clinical Placements**

In this clinical practicum, the student will focus on obtaining basic skills of gathering the elements of a comprehensive health status assessment and performing physical examinations on adult patients in a primary care setting. With support from faculty and preceptors, students will begin to develop differential diagnoses and plans of care.

<b>NP 613 Preferred Practice Type</b>	<b>Preceptor Credentials</b>	<b>NOT Permitted at this level</b>
<ul style="list-style-type: none"><li>▪ Primary Care office or clinic</li><li>▪ Private Practices: general practice; family practice; internal medicine</li><li>▪ Hospital based primary care clinics</li><li>▪ Federally Qualified Community or Rural Health Centers (FQHC)</li><li>▪ Free clinics</li><li>▪ Veterans Administration Clinics</li></ul>	<p>FNP; ANP; DO; MD</p> <p><i><b>*NOTE: A minimum of 50% of total hours for clinical year must be with a NP preceptor</b></i></p> <p><i><b>**All preceptors must be approved prior to beginning any clinical</b></i></p>	<ul style="list-style-type: none"><li>▪ Emergency Department</li><li>▪ Hospital inpatient units</li><li>▪ Subspecialties</li></ul>

## **NP 618 Women's Health Theory and Practicum**

In this clinical practicum, the student will refine the skills of gathering the elements of a comprehensive health status assessment and performing physical examinations with a focus on women of childbearing years, including prenatal care in a primary care setting.

Students will continue to build skills in the development of population specific differential diagnoses and plans of care. **Scheduled clinical hours should be 100 hours for this course.**

Women's health clinical rotations should include prenatal care, pregnancy care, postpartum care and well female care.

<b>NP 618 Preferred Practice Type</b>	<b>Preceptor Credentials</b>	<b>NOT permitted at this level</b>
<b>Women's Health &amp; Prenatal:</b> <ul style="list-style-type: none"><li>▪ Primary Care office or clinic (where prenatal occurs)</li><li>▪ Private practices: general practice; family practice; Obstetrics/Gynecology</li><li>▪ Hospital based primary care or OB/GYN clinics</li><li>▪ Federally Qualified Community or Rural Health Centers (FQHC)</li></ul>	<b>Women's Health &amp; Prenatal:</b> ANP; FNP; DO; MD; CNM  <i>*note: 50% of total hours for clinical year must be with a NP preceptor</i>  <i>**All preceptors must be approved prior to beginning any clinical</i> <i>***CNMs do not count toward the fulfillment of NP hours unless the CNM is also certified as a NP</i>	<ul style="list-style-type: none"><li>▪ Emergency Department</li><li>▪ Hospital inpatient unit</li><li>▪ Subspecialties</li></ul>

## **NP 619 Pediatric Health Theory and Practicum**

In this clinical practicum, the student will refine the skills of gathering the elements of a comprehensive health status assessment and performing physical examinations with a focus on children.

Students will continue to build skills in the development of population specific differential diagnoses and plans of care. **Scheduled clinical hours should be 100 hours for this course.**

NP 619 Preferred Practice Type	Preceptor Credentials	NOT permitted at this level
<b>Pediatrics:</b> <ul style="list-style-type: none"> <li>▪ Primary care office or clinic</li> <li>▪ Private practices: general practice; family practice; pediatrics</li> <li>▪ Hospital based primary care or pediatrics clinic</li> <li>▪ Federally Qualified Community or Rural Health Centers (FQHC)</li> <li>▪ School based clinic if offering primary care (well visits)</li> </ul>	<b>Pediatrics:</b> FNP; PNP; DO; MD  <i>*note: 50% of total hours for clinical year must be with a NP preceptor</i>  <i>**All preceptors must be approved prior to beginning any clinical</i>	<ul style="list-style-type: none"> <li>▪ Emergency Department</li> <li>▪ Hospital inpatient unit</li> <li>▪ Subspecialties</li> </ul>

## **NP 621 Clinical – Older Adult**

This course serves as a companion course to NP 616 – Family Theory: Older Adult and consists of two components, a clinical practicum (200 – 240 hours with an approved preceptor), and an online seminar. In this course the student will apply course content from NP 616 to the care of adults, families and communities in late adulthood, including refining skills in the performance of a comprehensive health status assessment, development of differential diagnoses, planning, health promotion and care management of patients with complex chronic health issues.

### **Guidelines for NP 621 Clinical Placement**

In this clinical practicum, the student will apply the skills of gathering the elements of a comprehensive health status assessment and performing physical examinations to the elder adult (age 65+) and chronic complex patient populations in a primary care or specialty setting. Students will refine skills in the development of population specific differential diagnoses and plans of care for patients in a primary care or other setting. Students may opt to spend up to 50% of the practicum hours in a subspecialty setting for NP 621 only.

Preferred Practice Type	Preceptor Credentials
<b>Elderly &amp; Chronic complex:</b> <ul style="list-style-type: none"> <li>▪ Primary care office or clinic</li> <li>▪ Private practices: general practice; family practice; internal medicine</li> <li>▪ Hospital based clinics</li> <li>▪ Federally Qualified Community or Rural Health Centers (FQHC)</li> <li>▪ Veterans Administration clinics or inpatient units</li> <li>▪ Long term care facilities</li> <li>▪ Assisted living facilities</li> <li>▪ Home care agencies</li> </ul>	<b>Elderly &amp; Chronic:</b> ANP; GNP; AGPCNP; FNP; DO; MD  <b>Subspecialties:</b> ANP; FNP; PNP; DO; MD  <i><b>*note: 50% of total hours for clinical year must be with a NP preceptor</b></i>  <i><b>**All preceptors must be approved prior to beginning any clinical</b></i>
<b>Subspecialties:</b> examples would be oncology; orthopedics; cardiac care; dermatology) <ul style="list-style-type: none"> <li>▪ Private practice</li> <li>▪ Hospital based clinics</li> <li>▪ Emergency Department</li> <li>▪ Hospital inpatient units</li> </ul>	

## Graduation

FNP students are eligible for degree conferrals four times per year. Upon completion of all MSN FNP requirements, students can have their degree conferred following each term: February, May, September, and November. Graduation applications will be completed by the required deadlines and all FNP paperwork for certification should be directed to the student's **academic advisor and/or Student Support Specialist**.

## Curriculum MSN Administration Specialization

Course	Prerequisites	Credits
HA 515 Health Services Administration	HA 500 or NU 513	3
HA 525 Healthcare Financial Management	HA 343 or approved undergraduate accounting course and HA 512 or NU 508	3
HA 575 Ethical and Legal Perspectives	HA 525	3
HA 615 Strategic Human Resources Management		3
HA 700 Strategic Planning and Management	HA 515, HA 545 or NU 503	3
NU 610 Administration Practicum	All MSN Core and Specialty Courses; except NU 801 Capstone	3
<b>Total Specialization Credits for MSN-ADM</b>		<b>18</b>
NU 801 Capstone	All MSN Core and Specialty Courses, including NU 610	3
<b>Total MSN Program Credits: 45</b>		

### NU 610 Practicum in Nursing Administration

#### **Course Description**

The 135-hour practicum experience is designed to meet course and individual student objectives related to the application of theories, concepts and research in nursing administration and management. The student is provided an opportunity to lead change and improve outcomes, build and lead collaborative teams, design and implement innovative nursing practices and gain skills and confidence in leadership abilities. The experience is completed under the guidance of a master's prepared nurse preceptor in collaboration with course faculty.

**Prerequisites:** All MSN Core and Specialty Courses

#### **Guidelines for NU 610 Practicum Placements**

Students may complete the practicum in any number of settings. The preceptor must be a master's prepared RN practicing in a leadership role. Please note: The practicum cannot be completed in the hospital where the student is employed unless the practicum meets the following guidelines:

- 1) The practicum is not on the unit where the student is employed and
- 2) The preceptor is not in a reporting relationship with the student.

The following settings are allowed:

Facilities such as hospitals, home care agencies, long-term care facilities, schools of nursing and departments of health.

### **Curriculum MSN Education Specialization**

The MSN Education track consists of 18 credits beyond the Core Curriculum in education specific courses including a practicum/clinical experience. Students progressing through the MSN Education track are expected to complete all Core Curriculum requirements, with the exception of the NU 801 Capstone, prior to beginning their specialization requirements.

#### **MSN Education Specialization Courses**

<b>Course</b>	<b>Prerequisites</b>	<b>Credits</b>
NU 641 Faculty Role in Nursing	All MSN Core Courses	3
NU 642 Teaching Strategies in Nursing	All MSN Core Courses	3
NU 643 Evaluation in Nursing	NU 644	3
NU 644 Curriculum Design in Nursing	NU 642	3
NU 647 Teaching Practicum in Nursing	All MSN Core and Specialty Courses; except NU 801 Capstone	3
<b>Total Specialization Credits for MSN-EDU</b>		<b>15</b>
NU 801 Capstone	All MSN Core and Specialty Courses	3
<b>Total MSN Program Credits: 42</b>		

### **NU 647 Practicum in Nursing Education**

#### **Course Description**

Students in this course will examine, apply, and evaluate best practice evidence from the literature while participating in the role of nurse educator in either academic or clinical settings. Students work with an experienced nurse educator to complete a teaching project which both promotes best practices and integrates teaching/learning theory into the project. The course instructor, preceptor, and student collaborate in the design of the project which is completed during the 135 hour practicum.

**Prerequisites:** All MSN Core and Specialty Course

## **Guidelines for NU 647 Practicum Placements**

Students may complete the practicum in any number of settings. The preceptor must be a master's prepared RN practicing in an educator role.

Please note: The practicum cannot be completed in the hospital/school where the student is employed unless the practicum meets the following guidelines: 1) The practicum is not on the unit where the student is employed and 2) The preceptor is not in a reporting relationship with the student.

These are intended as examples and not as a definitive list. (Nursing education focusing on online coursework with LPN, AD or BSN nursing students (the online coursework can be done virtually but the student does have to spend face time with their preceptor and the organization. School of Nursing providing classroom teaching and/or clinical instruction with LPN, AD or BSN nursing students)

- Nursing education in a setting providing instruction to practicing nurses in a hospital, community, or long term care facility
- Nursing education focusing on Simulation with nursing students or practicing nurses
- Nursing education focusing on online coursework with LPN, AD or BSN nursing students

### **CLINICAL CLEARANCE and PRACTICUM INFORMATION**

(See MySJC for detailed instructions - <https://my.sjcme.edu/online-nursing-clinicals/> )



## Master of Science in Nursing and Master of Science in Business Administration Leadership MSN/MBA Dual Degree Program

This online graduate program allows RNs with bachelor's degrees to earn both a Master of Science in Nursing and a Master of Science of Business Administration in Leadership. Both degrees are awarded at the same time with the completion of all requirements. This 60-credit dual degree benefits nurses who are, or plan to be, in a leadership position such as, manager, director of nursing or Chief Nursing Officer (CNO), Chief Operating Officer (COO), or hospital administrator. The Leadership MBA curriculum also develops insight and foresight, and deepens the understanding of the quantitative relationships within organizations.

### MSN/MBA Curriculum Plan (60 credits)

Nursing Courses	Prerequisites	Credits
NU 501 Nursing Informatics		3
NU 503 Nursing Research/Evidence Based Practice	MA 205	3
NU 508 Policy, Quality and Safety		3
NU 513 Organizational and Systems Leadership		3
NU 514 Population Health and Inter-Professional Collaboration		3
NU 608 Advanced Pathophysiology		3
NU 607 Advanced Pharmacology	NU 608	3
NU 601 Advanced Health Assessment	NU 607 and NU 601	3
NU 610 Practicum in Nursing Administration	All Core NU and HA Courses	3
NU 801 Capstone	<b>All Core and Specialization Courses From Both Programs</b>	3
<b>Total Nursing (NU) Credits: 30</b>		

<b>Business Courses</b>	<b>Prerequisites</b>	<b>Credits</b>
MB 540 The Economy as a System		3
MB 642 Systems Thinking		3
MB 520 Self-Leadership	NU 513, MB 540, MB 642	3
MB 530 Ethical, Social and Environmental Responsibility	NU 513, MB 540, MB 642	3
MB 505 Knowledge-Based Decision Making	MB 520, MB 530, MB 641	3
MB 560 Quality Leadership	MB 520, MB 530, MB 641	3
MB 641 Statistical Thinking	MB 520, MB 530	3
MB 643 Leadership: Order and Change	MB 520, MB 530	3
MB 651 Strategic Leadership of Human Capital	MB 505, MB 560, MB 641, MB 643	3
MB 510 Financial Principles and Policy	MB 505, MB 560, MB 641, MB 643	3
<b>Total MBA Credits: 30</b>		

Both the nursing courses and business administration courses will follow a term-based course format and term schedule, with 12-week long nursing courses beginning each March, June, September and December and MBA term courses following five 10-week long terms. (See MBA website for specific term dates and deadlines)

## Master of Science in Nursing and Master of Science in Health Administration

### MSN/MHA Dual Degree Program

This online graduate program allows RNs with bachelor's degrees to earn both a Master of Science in Nursing and a Master of Health Administration. Both degrees are awarded at the same time with the completion of all requirements. This 60-credit dual degree appeals to and benefits nurses who are, or plan to be, in a leadership position such as manager, director of nursing, Chief Nursing Officer (CNO), Chief Operating Officer (COO), or hospital administrator. Curriculum in the MHA also provides the knowledge and skills necessary to prepare leaders to address the issues of access, quality and cost of health care services that face this nation.

**Note: Students who have already completed their MSHA or MHA with SJC are not eligible for admittance into the MSN/MHA dual degree program.**

### MSN/MHA Curriculum Plan (60 credits)

#### Nursing Courses

NU Courses	Prerequisites	Credits
NU 501 Nursing Informatics		3
NU 503 Nursing Research/Evidence Based Practice	MA 205	3
NU 508 Policy, Quality and Safety		3
NU 513 Organizational and Systems Leadership		3
NU 514 Population Health and Inter-Professional Collaboration		3
NU 608 Advanced Pathophysiology		3
NU 607 Advanced Pharmacology	NU 608	3
NU 601 Advanced Health Assessment	NU 607 and NU 601	3
NU 610 Practicum in Nursing Administration	All Core NU and HA courses; except NU 801 Capstone	3
NU 801 Capstone	<b>All Core and Specialty Courses From Both Programs</b>	3
<b>Total Nursing (NU) Credits: 30</b>		

## Health Administration Courses

HA Courses	Prerequisites	Credits
HA 500 United States Healthcare Systems		3
HA 511 Leadership in Healthcare Administration		3
HA 512 Quality Management and Performance Improvement	HA 500; HA 511	3
HA 515 Health Services Administration	HA 500	3
HA 525 Healthcare Financial Management	HA 343 or u/g accounting course	3
HA 575 Ethical and Legal Perspectives	HA 525	3
HA 605 Healthcare Marketing		3
HA 615 Strategic Human Resources Management		3
HA 700 Strategic Planning and Management	HA 515; HA 575;	3
HA 715 Health Policy and Politics	HA 515	3
<b>Total Health Administration (HA) Credits: 30</b>		

Both the nursing courses and health administration courses will follow a term-based course format and term schedule, with 12-week long nursing courses beginning each March, June, September and December and MHA term courses following five 10-week long terms. (See MHA website for specific term dates and deadlines)

**Note: HA courses may include live sessions requiring students to attend a virtual lecture or conference call. Dual Degree students are required to complete this portion of the class. If there are any issues regarding scheduling or attendance, please communicate with the course instructor in a timely and proactive manner**

## **Clinical/Practicum Clearance for Online Programs**

### **Policies, Deadlines, and Procedures**

All students who wish to register for a practicum course must have their CastleBranch, Clinical Agency and Preceptor Application Form and Contract **APPROVED by the nursing department by the approval deadline prior to each term.**

Approval for clinical/practicum courses can take anywhere from 1-6 months due to the various requirements needed for clearance and approval. All practicum experiences in term-based format are 12 weeks. These materials are designed to help you prepare for your clinical experience. Please refer to the following links in MySJC handbook section for detailed information.

[Online Nursing Clinical Instructions and Deadlines](#)

[Online Nursing Clinical Information](#)

**For specific clinical/practicum course information, please review the appropriate section of this handbook for each program.**

### **Online Courses Requiring Clinical/Practicum Clearance**

<b>Course</b>	<b>Program</b>
NU 407	RN to BSN
NU 610	MSN Administration, MSN/MHA, and MSN/MBA
NU 647	MSN Education
NP 613	MSN/FNP and Post-Graduate FNP Certificate
NP 618 and NP 619	MSN/FNP and Post-Graduate FNP Certificate
NP 621	MSN/FNP and Post-Graduate FNP Certificate
NP 661	MSN/AGACNP and Post-Graduate AGACNP Certificate
NP 663	MSN/AGACNP and Post-Graduate AGACNP Certificate
NP 665	MSN/AGACNP and Post-Graduate AGACNP Certificate

**Saint Joseph's College – Department of Nursing Student  
Handbook Acknowledgment Form**

**This document requires the signature of the Saint Joseph's College student.**  
**Once signed, please upload this form into the CastleBranch Profile system.**

I, \_\_\_\_\_, a student in the Saint Joseph's College nursing program, do hereby acknowledge reading the Nursing Student Handbook. I understand the content within this document and acknowledge that compliance with the information in the Nursing Student Handbook is mandatory for successful completion of the nursing program I am enrolled in.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

July 2020