

Creighton University College of Nursing

Master of Science in Nursing, Doctor of Nursing Practice, & Post Graduate Certificate Student Handbook

2018-2019

Creighton UNIVERSITY

Master of Science in Nursing, Doctor of Nursing Practice, and Post Graduate Certificate Student Handbook 2018-2019

The University reserves the right to change and to make exceptions to the provisions of this handbook at any time and to apply any change or to make an exception applicable to any student without regard to date of admission application or date of enrollment. This handbook is neither a contract nor an offer to enter into a contract. As a student in the Doctor of Nursing Practice Program at Creighton University, you are responsible for being familiar with policies and procedures of the University and College of Nursing. This handbook supersedes previous editions. The BSN Student Handbook applies to all students enrolled in the BSN Program, regardless of track (Traditional, Accelerated Nursing, RN-BSN). Please refer to the Creighton University Graduate Catalog for all general information regarding Creighton University.

The Catalog is available from the College of Nursing Student Affairs office and on the Web at <http://www.creighton.edu/registrar/catalogs/>.

Doctor of Nursing Practice students also abide by the policies in the *Creighton University Student Handbook* which is available at: <http://www.creighton.edu/studentervices/centerforstudentintegrity/>.

An electronic version of this handbook is available on both the College of Nursing website (<https://nursing.creighton.edu>) and the Student Affairs BlueLine site. In the event of difference between a printed edition and the current online edition, the electronic editions will supersede the printed edition.

The baccalaureate degree in nursing, master's degree in nursing, doctor of nursing practice, and post-graduate APRN certificate at Creighton University are accredited by the Commission on Collegiate Nursing Education (<http://www.acenursing.org/>).

Revised for Fall 2018

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Non-discrimination Policy

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. Creighton admits qualified students and hires qualified employees without regard to race, color, national or ethnic origin, handicap, sex, religion, or status as a disabled veteran or veteran of the Vietnam era. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without any such discrimination. The University's Office of Equity and Inclusion has been delegated the responsibility for coordination of the University's Equal Rights efforts.

**Creighton University College of Nursing
Administration**



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Overview and Identity

Mission Statement¹

“The College of Nursing, founded in the principles of the Jesuit Catholic tradition, and honoring the Credo and Mission of the University, is committed to educating students to be innovative leaders in providing healthcare for individuals and populations. Students will become creative scholars, reflective and compassionate practitioners, collaborative professionals, and global citizens through personal and professional formation anchored in social justice. Faculty create and share new knowledge to advance the discipline of nursing through teaching, service, research, and professional practice.”

History

"The Creighton University College of Nursing came into being by an agreement between Creighton Memorial St. Joseph's Hospital and Creighton University in 1928 for the purpose of improving the quality of nursing education." (Vossen, 1991, p. 29). With the help of Fr. Gerald Fitzgibbon, S.J., and Fr. William F. Kelley, S.J. in 1955, Dorothy Vossen headed the newly established Department of Nursing, which offered a four-year baccalaureate degree.

Creighton University College of Nursing (CUCON) is accredited by the Commission on Collegiate Nursing Education (CCNE) and is one of ten schools of nursing in Nebraska offering a baccalaureate degree as basic educational preparation for practice as a registered nurse (RN). Creighton University College of Nursing was granted full ten-year accreditation (October, 2001 – December, 2011) from the Commission on Collegiate Nursing Education (CCNE), which is affiliated with the American Association of Colleges of Nursing (AACN). CUCON offers three undergraduate curricula: Traditional, Accelerated (ANC) and RN to BSN, leading to the Bachelor of Science in Nursing (BSN) degree. Graduate curricula include a Master of Science in Nursing (MSN) degree, and Doctorate of Nursing Practice (DNP) degree.

The College of Nursing has experienced consistent growth and progress while maintaining a creative and competitive edge in the profession of nursing. The first class of students in the Accelerated Curriculum was admitted in May, 1975. Creighton University was one of two Jesuit universities to offer such a program, offering a BSN degree to college graduates in one calendar year. The Accelerated Nursing Curriculum (ANC) expanded to the Hastings, NE Campus in August 2001 and has a cooperative venture with Hastings College.

The College of Nursing was one of the first to offer a continuing education program, a curriculum focused on primary nursing and a computerized artificial intelligence system to address patient care questions. The 1977 COMMES (Creighton On-Line Multiple Modular Expert System) served as a predecessor to current computerized relational databases.

The Nursing major in the Master of Science degree program was initiated in 1980 under the direction of Laura MacLachlan, EdD, RN, Associate Dean of Nursing. The program admitted its first students in Fall 1981 and provided an innovative means for working nurses to obtain a master's degree. Originally, the curriculum provided a single broad clinical focus (family nurse

¹ Revised November, 2016

clinician) and a choice of two role options (nurse educator or nurse manager). The gerontological nursing focus was added in 1984 in response to a national call for preparation of nurses in advanced roles to meet the needs of the rapidly growing population of elders. In 1987, following a needs assessment of nurses in the local and surrounding area, planning was initiated to add a clinical focus in adult health nursing and role courses in case management. Upon further discussion, it was decided that the appropriate role focus was that of clinical nurse specialist with competencies and experiences in case management. The clinical specialist student had opportunities to specialize in the areas of cardiac health, behavioral health, community health, and gerontology. In 1997-98 the nurse practitioner role option was added. Initially, students had the option to prepare as a family nurse or adult nurse practitioner. In 2000 the College added a neonatal nurse practitioner option in response to the nationwide growing need for that role. In response to evolving nurse practitioner opportunities, the college added role options as a nurse practitioner for the following populations: adult – gerontology acute care, pediatric acute care, and psychiatric mental health (2016). In 2016, the pediatric acute care program, transitioned to the college's first dual role track preparing graduates for national certification in acute and primary care. The growing need for nursing faculty has led the graduate program to reinstate a nurse educator option as a combined option for the nurse practitioner or clinical nurse specialist student. Originally offered on weekends and evenings, graduate classes now are web-based with some intensive time on campus.

In 1985 Creighton University College of Nursing was invited to develop an off-campus BSN Program in the rural community of Hastings, Nebraska. The Mary Lanning Healthcare selected Creighton University College of Nursing to replace its diploma school that was to be closed and did close in June, 1988. This NLN accredited diploma program had been in existence since 1915. Creighton University officially opened a nursing school campus in Hastings (NE) on the Mary Lanning Healthcare Campus in 1986. Implementation of the baccalaureate program at Hastings was achieved by using a combination of courses available at Hastings College and all of the Creighton University nursing courses. From 1985 to 2014, both the four year traditional and ANC were offered at Hastings campus. In 2014, the CON suspended admission into the four year traditional program at the Hastings campus. In 2016, a collaborative agreement between Hastings College and CUCON began in the form of a 3+1 degree. Students enrolled in this curriculum earn a 3-year degree from Hastings College during which all core requirements and pre-requisites to the ANC are completed. Pending meeting all conditions of enrollment, students then enroll in the ANC and receive the one year ANC degree from CU.

The RN to BSN curriculum was reconfigured in 1997 and was designed specifically for registered nurses holding an associate degree or diploma as their highest nursing credential. Classes met every other Thursday alternating between on campus and distance learning formats. Students completed the nursing requirements for the BSN in three semesters of full-time study. The RN to BSN curriculum was offered both in Omaha and Hastings. In 2007, the RN to BSN completion education curriculum evolved to online nursing education with a web-based focus. In 2011, the College of Nursing decided to temporarily discontinue the RN to BSN program. The RN to BSN curriculum was reinstated in Fall 2016, with an emphasis on outcomes management and care coordination. Additionally, in Fall 2016, the CON began offering an outcomes management and care coordination leadership certificate. In 2018, Creighton University College of Nursing began an academic – practice partnership with Dignity Health St. Joseph Hospital and Medical Center in Phoenix, Arizona.



As changes to the Masters of Science degree began, an advanced generalist option called the Clinical Nurse Leader (CNL) was first offered in the fall of 2007.

Faculty approved the change to a Master of Science in Nursing degree (MSN) in October, 2008 which would continue to be awarded by the Graduate School, but administered by the College of Nursing. Prior to this change, the Master of Science (MS) degree program in nursing was administered by the Dean of the Graduate School and the Graduate Board. Students completing their graduate education in nursing at Creighton University received a Master of Science degree with a major in nursing

In October, 2008, Creighton University College of Nursing was approved by the Higher Learning Commission to offer a program of study in nursing leading to the degree of Doctor of Nursing Practice (DNP) with specialty tracks in Advanced Practice Nursing (APN), Advanced Public Health and Global Health Nursing, and Clinical Systems Administration (CSA). The DNP program provides graduate education in a learning environment where ethical leadership, creative problem resolution, service to patients and communities, inter-professional teamwork, appreciation of diversity, and commitment to performance excellence are the hallmarks. In offering the DNP degree, the College of Nursing is dedicated to preparing nurses with advanced knowledge and skills to respond to challenges in the health care system and assume leadership in managing quality, accessible, and cost-effective care.

In 2013, the School of Nursing officially changed its name to the College of Nursing to conform to the Creighton University Statutes, which state that academic units admitting students directly from secondary schools "shall be called colleges."

Goals

1. Support development of caring professionals who are culturally sensitive and who respect the uniqueness and dignity of the client.
2. Provide a value-centered educational environment conducive to meeting learning needs of diverse student populations.
3. Promote critical thinking, professional competence, and accountability for the management of care to improve health outcomes.
4. Foster a professional commitment for life-long learning and scientifically based practice.
5. Promote a disposition toward service to others and engaged civic responsibility.
6. Support ability to communicate professionally and therapeutically using diverse modalities.

Philosophy²

The College of Nursing seeks to exemplify the mission of Creighton University, which is focused upon people as unique individuals having potential to seek the truths and values essential to human life. A Christian learning environment in which students are assisted toward maturity as members of the human community and as scholars is fostered. In light of this Mission, and the

² Accepted October 3, 1997; Revised May, 2000

statement of Goals and Common Objectives in the Health Sciences, the College of Nursing endorses the following statements addressing people, health, environment, learning, and nursing.

People

Each person is a unique individual made in God's image and endowed with freedom of choice, dignity, and intrinsic worth. Intellectual capability enables the person to reflect, consider, analyze, judge, and communicate. Affective abilities enhance communication through the formation of affectional bonds with the result that life is conducted in a caring, concerned way. Individuals are creative and strive for biological, psychological, social, and spiritual integration and well-being. Individual behavior is motivated by unique perceptions, needs, and goals resulting in a complex set of behaviors related to the potential for growth. A person can best be understood in the context of genetic, historic and situational influences within a society and culture. People include individuals, families, groups, and communities organized through mutual interests and directed to the achievement of common goals. Each person has a responsibility to contribute to the well-being of others.

Health

Health is defined as a dynamic multidimensional state that implies interaction with the environment. Each person perceives health differently. Nurses recognize these individual perspectives and respect their influence on health decisions. The promotion of healthy lifestyles presents nurses with challenges and opportunities to address the self-care needs of clients. Health is influenced by optimal use of one's resources to achieve maximum potential for daily living. Opportunities to optimize health potential should be available to all.

Environment

Environment is defined as the circumstances, conditions, and factors that affect the existence and development of an individual, group or community. A continuous, reciprocal relationship exists between the individual and the internal and external environments. The internal environment includes physiological, psychological, emotional, intellectual, and spiritual components. The external environment includes physical, societal, and cultural components. These environmental components also exist within, and influence, families, groups, and communities.

Learning

Learning is an active, life-long internal process based on need, motivation, and opportunity. Learning is demonstrated by cognitive, affective, and psychomotor changes. Motivation is enhanced when goals are mutually established and when individual cognitive styles are understood and addressed. Learning is fostered by organized instruction and role modeling followed by opportunity for application, evaluation, and feedback. The learning climate fosters ongoing scholarly activities and provides an environment where students and faculty are encouraged to discover and develop their potential. Experiences that promote critical thinking are provided. Critical thinking provides the foundation for making personal, clinical, and other professional decisions. Critical thinking is used in understanding, investigating, and synthesizing the implications of social, professional, and health care issues. Formal education in this College

of Nursing provides a foundation for beginning and advanced practice that focuses on care management and health outcomes.

Nursing

The focus of nursing is to promote, maintain, or restore health and provide comfort and dignity in life and death. The roles appropriate for the practice of nursing are interdisciplinary, multidimensional, and interrelated. These roles include but are not limited to: care provider, care manager, critical thinker, communicator, change agent, and educator. The discipline of nursing embodies a knowledge base that is evolving. Professional nursing contributes to and uses professional, legal, and ethical standards of practice. Emerging patterns of care and roles in nursing develop as research is conducted, disseminated, and fully integrated within all practice settings.

Organizing Framework³

The curriculum of the College of Nursing is developed within an organizing framework (see Figure 1) that exemplifies the faculty's beliefs related to professional nursing. The organizing framework is intended to assist the faculty in structuring the curriculum and to assist students in developing a systematic method to guide their professional growth both in the immediate and distant future.

The faculty believes that the major concepts essential to professional nursing practice are those that relate to people, health, environment, learning, and nursing.

The faculty believes the nurse must also possess specific knowledge of and the ability to critically think about factors that influence a person's positive interaction with the environment. These factors are: communication, health states, care management, and personal and professional development.

The preceding factors are organized into vertical and horizontal strands. A vertical strand gains both depth and breadth in its application to nursing as the student progresses in the program. Theories and principles are added as the complexity of nursing interventions increases. A horizontal strand offers all elements in its initial introduction and gains breadth in its application in various settings. According to these definitions, critical thinking is accepted as a horizontal strand whereas communication, health states, care management, and personal and professional development are classified as vertical strands. Program objectives reflect the philosophy and the organizing framework. The program objectives guide course development and the selection of learning experiences.

Communication

Communication is a process that is dynamic, complex, irreversible, and inevitable. Communication involves a sender, a receiver, and a message. The process of communication

³ Approved: August 16, 1996; Revised: May 2000; Reviewed: November 19, 2004

involves integration of meaning, which occurs in a cultural, developmental, and environmental context. In professional nursing there are two significant goal-directed communication processes: therapeutic and professional. Therapeutic communication includes relationship building, helping skills, and education. Professional communication includes both intra/interdisciplinary communication such as collaboration, consultation, coordination, documentation, advocacy, conflict resolution, evaluation, assertiveness, and scholarly communication.

Care Management⁴

Care management is a client-centered and intra- and interdisciplinary process to enhance health states, functional abilities, and quality of life for individuals, families, and populations. The focus of nursing care management are to assess health states and plan, provide, negotiate, coordinate, and evaluate options and services to achieve quality, cost-effective outcomes. The care management process occurs in a climate of partnership with individuals, families, groups, communities, providers, and payers. In this partnership, nurses as care managers, serve as change agents and advocates for outcomes improvement by seeking solutions that empower clients to promote, protect, restore, and maintain health.

Health Promotion

Proactive strategies that optimize physical, social, and emotional health and well-being of individuals, families, and communities. Health promotion activities enhance the quality of life throughout the lifespan and are initiated at both personal and public levels.

Health Protection

Strategies to safeguard physical, social, and emotional health and well-being of individuals, families, and communities from specific and identified potential risks. Health protection activities are enacted at both the personal and public levels.

Health Restoration

Diagnosis and interventions directed to returning individuals, families, and communities to a pre-acute illness or pre-crisis state and/or optimal level of functioning. Health restoration activities are targeted to early identification and timely management of existing health alterations with the goal of restoring the individuals, families, and communities to an optimal level of function.

Health Maintenance

Comprehensive, coordinated interventions to support optimal levels of functioning and quality of life in populations who require ongoing surveillance.

⁴ Accepted by Care Management Teams: February 3, 1998; Revised: March 20, 1998; October 4, 2004

Disease Management

A model to manage the care of individuals and/or populations experiencing disease. Emphasis is placed on understanding the natural course of a disease in order to coordinate comprehensive interventions designed to protect, restore, and maintain health.

Episodic Health Alteration

An alteration in health lasting a discrete period of time, during which individuals are consistently within the symptomatic range to meet diagnostic criteria of a particular illness or syndrome.

Chronic Health Alteration

A constant and prolonged alteration in health that shows variability in the presence and severity of symptoms and level of functioning.

Vulnerable Populations

Designates groups of people who are in a state of defenselessness, fragility, risk, or susceptibility to illness or injury. Vulnerability stems from variables or risk factors which increase the probability of developing disease, injury, or a lower level of functioning. The risk factors may be biological, behavioral, sociocultural, economic, and/or environmental in nature.

Outcomes

Measurable changes in health states of individuals, families, communities, and populations as a result of the care management process. Outcomes can be described both quantitatively and qualitatively.

Social Justice

As faculty and students in a Jesuit University College of Nursing, we are taught to put our faith and teaching into practice in everyday life. This calls us to awareness of problems of poverty and discrimination and commits us to educate others and advocate for the health and well-being of those clients and communities who cannot do so for themselves. Social Justice includes direct efforts on behalf of individuals and communities in need and/or provision of non-violent witness against threats to peace and justice.

Health States

Health is a multidimensional dynamic state that contributes to and is influenced by the full range of life experiences. The framework for studying the wide range of health states is based upon knowledge from nursing and other disciplines. The factors that influence health states are also studied in this framework with the goals of thinking creatively about and investigating ways in which the nurse can positively influence health states of people.

Personal and Professional Development

Development is a lifelong process by which a person's potential is challenged. Activities, often referred to as developmental tasks, ordinarily arise at certain times in the lifespan and impact health. Successful achievement of these developmental tasks facilitates subsequent growth. Self-awareness, values consciousness, and accountability are critical to the process of professional development. Personal growth enhances the nurse's ability to provide professional nursing care.

Critical Thinking

Critical thinking is the process of purposeful, self-regulatory judgment that includes the cognitive skills of interpretation, analysis, evaluation, inference, explanation, and self-regulation.⁵

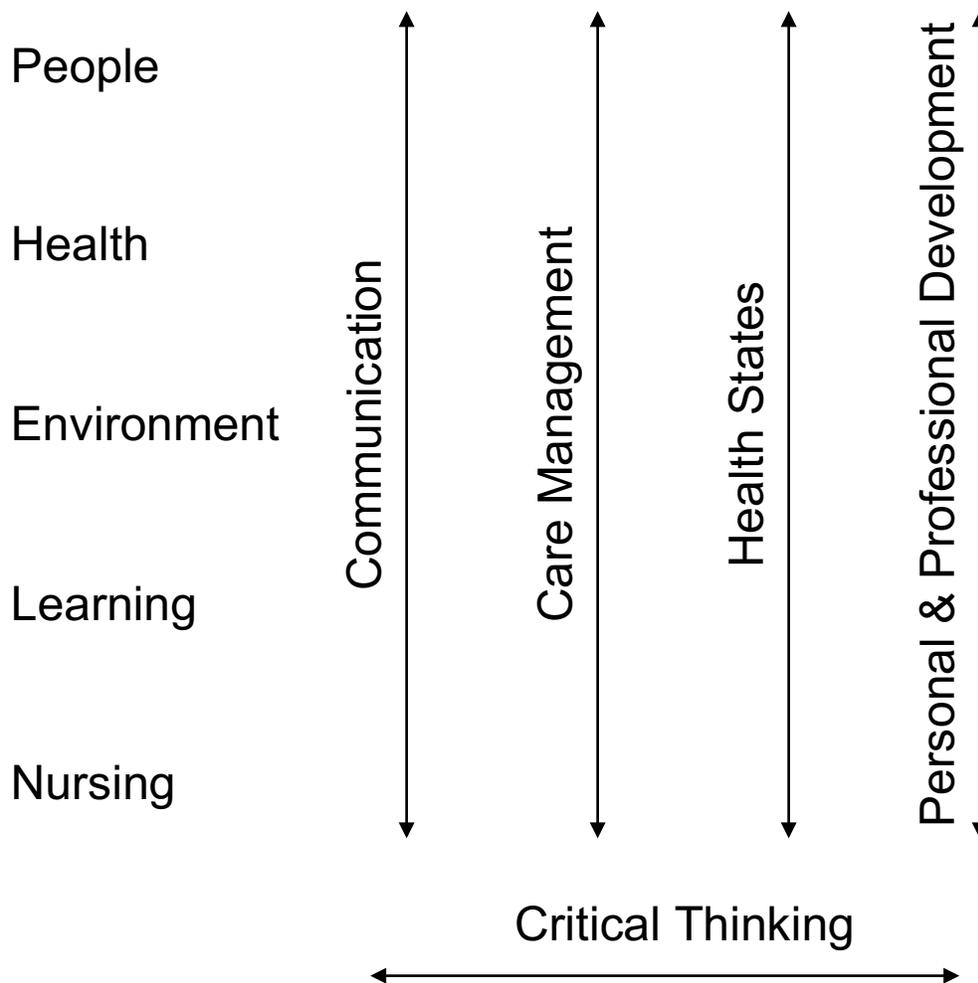


Figure 1: College of Nursing Curriculum Organizing Framework

⁵ Facione, P.A. (1990). *Critical thinking: a statement of expert consensus for purposes of educational assessment and instruction*. Millbrae, CA: The California Academic Press.

Program Descriptions

Master of Science in Nursing

The Master of Science in Nursing (MSN) curricula uses as its foundation the baccalaureate in nursing. The graduate program in nursing is designed to prepare nurses for an advanced practice or advanced generalist role and, as a secondary goal, to establish a foundation for future doctoral study in nursing.⁶ Emphasis is placed on preparing graduates with advanced competencies in nursing practice and advanced role knowledge to meet the demands of the changing health care environment. Students complete requirements for master's core courses, role core and/or support courses, and advanced nursing practice courses.

Program Objectives⁷

Completion of the Master of Science in Nursing Program and Post-Graduate Certificate Programs prepares students to:

1. Analyze theoretical concepts and knowledge from nursing and other disciplines relevant to advanced nursing practice in the provision and improvement of health care.
2. Assume leadership in designing, managing and implementing quality, cost-effective, and innovative services to clients in a variety of health care settings.
3. Incorporate knowledge of population-based care and cultural influences in ensuring appropriate and sensitive health care.
4. Influence health policy formulation and implementation to address socioeconomic and health care issues.
5. Demonstrate proficiency in analyzing and utilizing research from nursing and other relevant disciplines to improve practice.
6. Engage in a systematic process of moral reasoning and values-based dialogue to resolve/address ethical dilemmas/situations.
7. Demonstrate competency in an advanced nursing role

Program Curriculum

A program of graduate study in nursing leading to the degree of Master of Science (MSN) is offered. Emphasis is placed on preparing graduates with advanced competencies in nursing practice and advanced role knowledge to meet the demands of the changing health care environment. Students complete requirements for master's core courses, role core and/or support courses, and advanced nursing practice courses. Role options currently available to students are: a) clinical nurse leader (CNL), and b) clinical systems administrator (CSA). Curriculum for the Master's program can be found on the Master's program section of the College of Nursing website at

<http://www.creighton.edu/nursing/programs/mastersprogram/postbaccalaureatetodnp/index.php>.

⁶ Accepted: June 1998; Revised: August 2006

⁷ Accepted: June 1998; Revised: August 2006

Role Descriptions

Clinical Nurse Leader⁸

“The clinical nurse leader (CNL) is a leader in all settings where health care is delivered. CNL practice will vary across settings. The CNL is not an administrative or management role. The CNL assumes accountability for client care outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate patient care processes and models of care delivery. The CNL is a "provider and manager of care at the point of care for individuals, cohorts, of patient anywhere healthcare is delivered. Fundamental aspects of CNL practice include: clinical leadership, participates in identification and collection of care outcomes; accountability for evaluation and improvement of point of care outcomes; risk anticipation for individuals and cohorts of patients; lateral integration of care for individuals and cohorts of patients; designs and implements EBP; provides team leadership, management and collaboration with team members; information management to improve healthcare outcomes; stewardship of resources and advocacy” (p. 4-5).

Clinical Systems Administrator

The Clinical Systems Administration track is designed to prepare nurses at the Master’s level with competencies required for the 21st century. Innovative and diverse healthcare systems at the micro and macro levels are explored. Within a framework of complexity science the principles and processes that support the delivery of health care using organization theory, management theory, and strategic planning are utilized. The human resource potential within the organization is emphasized with an emphasis on healthy work environments, inter-professional collaboration and evidenced-based management practices. Student will understand organizational and human resource potential and it’s profound impact on professional nursing practice, performance, clinical outcomes, risk, safety, ethical, legal, and regulatory policies and issues.

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) program is designed for the preparation of nurses for 21st century leadership in healthcare. Graduates are capable of improving health care through selectively contributing to the development of nursing practice, theory, and science; collaborating with scholars from other disciplines; and designing, managing, and evaluating clinical practices and organizational systems. Graduates are prepared to participate as advanced clinicians, nurse managers/executives, consultants, collaborators, and change agents in healthcare systems and communities.

Creighton University College of Nursing offers a program of study in nursing leading to the degree of Doctor of Nursing Practice (DNP) with role options in Advanced Practice Nursing (APN) and Clinical Systems Administration (CSA). The DNP program provides graduate

⁸ American Association of Colleges of Nursing . (2013). Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice.. <http://www.aacn.nche.edu/cnl/CNL-Competencies-October-2013.pdf>

education in a learning environment where ethical leadership, creative problem resolution, service to patients and communities, inter-professional teamwork, appreciation of diversity, and commitment to performance excellence are the hallmarks. In offering the DNP degree, the College of Nursing is dedicated to preparing nurses with advanced knowledge and skills to respond to challenges in the health care system and assume leadership in managing quality, accessible, and cost-effective care.

DNP students will complete core courses, support courses for functional roles, and specialty courses in advanced practice nursing or clinical systems administration. DNP students will complete a DNP Project and a practice immersion experience. The emphasis of the DNP program is on preparing local, regional, national, and international nurse leaders who will use their expertise to provide sophisticated care to increase the health of individuals, families, groups, and communities in increasingly complex environments.

Program Objectives

Completion of the Doctor of Nursing Program prepares students to:

1. Integrate nursing science with theories and knowledge from interdisciplinary sciences to advance the health of people and quality of clinical practices.
2. Provide leadership in the analysis of health care delivery systems and clinical practices, and the formulation, implementation, and evaluation of strategies for creating and sustaining continuous improvement.
3. Apply information technology and decision support systems to analyze, evaluate, and improve structure, processes, and outcomes in health care.
4. Engage in policy analysis, formulation, implementation, and advocacy activities to improve health care locally, regionally, nationally, and internationally.
5. Apply communication, collaborative, and dispute resolution skills and techniques to maximize team performance in analyzing and resolving complex issues.
6. Apply appropriate methods and models in partnership with families, individuals, groups, communities, and providers to improve health and address gaps in population-based healthcare.
7. Employ a systematic process of moral reasoning and values-based dialogue to address, prevent, and resolve ethical dilemmas and situations.
8. Engage in the generation, translation, application, evaluation, and dissemination of evidence to administrative and/or clinical practices.
9. Integrate advanced and specialized knowledge and skills when implementing practice roles in clinical care delivery or management of care delivery systems.

Program Curriculum

Programs of study will be based on a curriculum design that includes core content/courses, functional role support content/courses, and advanced nursing practice content/courses. Students in the APN and CSA tracks will be required to complete the core course requirements. Role support courses and advanced nursing practice courses will be targeted to the role options of advanced practice nursing and clinical systems administration.

Role Descriptions

*Advanced Practice Nurse*⁹

“An *Advanced Practice Registered Nurse-Nurse Practitioner* (APRN-NP) is a registered nurse who has obtained additional education and licensure to manage common health problems and chronic conditions including prescribing treatments and medications.

Most APRN-NPs have a master’s or doctoral degree in nursing. All must pass a national certification examination. Nurses educated as a nurse practitioner may qualify for licensure as an APRN-NP if they meet all of the licensure requirements. APRN-NPs practice in collaboration and consultation with physicians and other health care practitioners. APRN-NPs are eligible for federal controlled substance registration. APRN-NPs may prescribe controlled substance Schedules II through V. APRN-NPs may receive samples.”

*Nurse Practitioner*¹⁰

All NPs must complete a master's or doctoral degree program and have advanced clinical training beyond their initial professional registered nurse preparation. Didactic and clinical courses prepare nurses with specialized knowledge and clinical competency to practice in primary care, acute care and long-term health care settings.

Autonomously and in collaboration with health care professionals and other individuals, NPs provide a full range of primary, acute and specialty health care services, including:

- Ordering, performing and interpreting diagnostic tests such as lab work and x-rays
- Diagnosing and treating acute and chronic conditions such as diabetes, high blood pressure, infections, and injuries
- Prescribing medications and other treatments
- Managing patients' overall care
- Counseling
- Educating patients on disease prevention and positive health and lifestyle choices

Clinical Systems Administrator

The Clinical Systems Administration track is designed to prepare nurses at the Doctorate in Nursing Practice level with competencies required for the 21st century. Innovative and diverse healthcare systems at the micro and macro levels are explored. Within a framework of complexity science, the principles and processes that support the delivery of health care using organization theory, management theory, and strategic planning are utilized. The human resource potential within the organization is emphasized with an emphasis on healthy work environments, inter-professional collaboration and evidenced-based management practices. Students engage in analytic and dialectic approaches to address challenges to organizational viability and issues influencing organizational and human resource performance. Students

⁹ Nebraska Health and Human Services System. (n.d.). *Advanced practice registered nurse*. Retrieved June 14, 2016 <http://dhhs.ne.gov/publichealth/>

¹⁰ American College of Nurse Practitioners. (n.d.). *What is a nurse practitioner?* Retrieved June 14, 2016 <https://www.aanp.org/all-about-nps/what-is-an-np>

implement and evaluate the outcomes of their practice improvement project and specify implications for practice, research, policy, and education.

BSN to DNP Curriculum

Curriculum for the BSN to DNP program can be found on the Doctor of Nursing Practice program section of the College of Nursing website at <http://www.creighton.edu/nursing/programs/mastersprogram/postbaccalaureatetodnp/index.php>.

MSN to DNP Curriculum

Curriculum for the MSN to DNP program can be found on the Doctor of Nursing Practice program section of the College of Nursing website at <http://www.creighton.edu/nursing/programs/mastersprogram/postbaccalaureatetodnp/index.php>.

Post Graduate Certificate

The Creighton University College of Nursing offers a Post-Graduate Certificate for master's prepared nurses who seek to become eligible for national certification as a nurse practitioner or clinical nurse leader. Admission to this curriculum option requires that the prospective student holds a master's degree in nursing from an institution of higher learning accredited by a nursing body and clinical practice in a direct care setting equal to at least 2000 hours of employment within the previous 3 years. The requirements for admission and the application process are the same as for degree seeking graduate students. Information about the Post Graduate Certificate, including the curriculum, can be found at <https://nursing.creighton.edu/program/Nursing-Post-Graduate-Certificate>.

Conditions of Enrollment Policies and Annual Verification

Conditions of Enrollment

Certain conditions are required to meet university guidelines and the terms of clinical agency contracts. Prior to enrollment in the program, all students will provide evidence of meeting the following conditions. A third-party vendor is utilized to collect and manage compliance requirements.

1. **Completion of Immunizations** are required of all Creighton University Health Sciences students. A complete listing of required immunizations may be found at <https://www.creighton.edu/chc/studenthealthservices/immunizationrequirements/>. Participation in clinical experiences is dependent upon current immunizations.
2. An unencumbered RN license to practice in the state where practicum courses will be completed.

3. **Background Investigations** of accepted students will be conducted and will include but not be limited to, a combination of the following screenings for every state and county of residence in which the student has resided:
 - a. County Criminal Record Search
 - b. Alias Name Search
 - c. Found Wants and Warrants
 - d. Found Protection Orders
 - e. Residential History Search
 - f. Social Security Number Search
 - g. Abuse Registry
 - h. Sex Offender Registry
 - i. Office of the Inspector General (OIG) Cumulative Sanction Report
 - j. General Services Administration (GSA) Excluded Parties Listing System

A complete listing of Background Check during or prior to your first semester may be found at <https://nursing.creighton.edu/admitted-students/graduate>

Please reference the Background Check Policy, the Steps to Complete your Background Check, and the Your Rights Under the Fair Credit Reporting Act documents available on the College of Nursing Student Affairs BlueLine site.

4. **Current certification in Basic Life Support (BLS)** prior to enrollment into the program and throughout the program is required.
Courses sanctioned by the American Heart Association ("Basic Life Support for the Professional Rescuer") [preferred] or the Red Cross ("Health Care Provider") is accepted. Courses should be labeled "professional level" and include instruction on use of the Automated External Defibrillator (AED).
5. **Verification of a physical examination** is needed to provide evidence that the student is free from contagious disease and not a health hazard to patients in various settings. The student will provide the health care provider (MD, DO, NP, PA) with the appropriate physical examination attestation form, attesting that a physical exam has been completed and that the provider has had an opportunity to identify whether or not the Safety & Technical Standards can be met.
6. **Completion of a drug screen is required.** The Drug and Alcohol Testing Policy and Procedures document is accessible on the College of Nursing Student Affairs BlueLine site.
7. **Completion of all modules in GRD 600.**

Prior to selected courses students will meet the following conditions:

1. A minimum of 2,000 hours of direct patient care is required before entering Practicum 1. Individuals entering in the Neonatal NP track must have 4000 hours of direct care in a level III NICU prior to entering Practicum 1. Individuals entering the Pediatric Dual NP must have 2000 hours of direct care in the pediatric field. *A letter from the*

students employer (on letterhead) validating full-time or part-time employment to meet the 2000 hour requirement is needed.

2. Successful completion of an undergraduate course in statistics prior to enrollment in NUR 683 (Statistics and Data Analysis for Evidence-based Nursing Practice).
3. Successful completion of an undergraduate course or its equivalent in physical assessment prior to enrolling in NUR 694 (Advanced Health Assessment Across the Lifespan) or NUR 615 (Advanced Neonatal Assessment).

Annual Verification of Meeting Requirements

Students will verify that they meet the following requirements and have access to the Handbook in electronic form, by signing the “Graduate Signature Sheet”.

1. "Safety and Technical Standards" form (accessible on the College of Nursing Student Affairs BlueLine site) to validate the student’s ability to meet the cognitive, affective, and psychomotor requirements of the curriculum, with or without reasonable accommodations, consistent with the Americans with Disabilities Act.
2. Students will sign the following statement. "I agree to notify the College of Nursing within 30 days of being charged with crime, felony, misdemeanor, or other offense and any convictions, guilty pleas, or no contest pleas to any crime, felony, misdemeanor, or other offense that occurs during my enrollment in the College (any such occurrence is called an “offense”). I understand any such offense may subject me to disciplinary action by the College, with possible consequences up to and including dismissal from the College. **I also understand that if I fail to provide the College of Nursing with information about an offense, such failure to report could subject me to disciplinary action by the College, with possible consequences up to and including dismissal from the College.** **Certain offenses could impact licensure as an APRN.**
3. Prior to the semester that the student enters the health assessment course, and annually thereafter, the student must complete all required general orientation modules and the agency specific modules.

The College of Nursing’s Compliance Specialist will contact students on an on-going basis to ensure currency of specific health-care related requirements (e.g. PPD, immunizations, BLS certification) and/or other clinical agency requirements (e.g. HIPAA) necessary to continue practice in the clinical agencies. ***Students not current in their requirements will be subject to removal from the clinical agency until the requirements are met. Students should note that removal from clinical could delay their academic progress.***

Classification of Students

Degree Seeking Students

Admission in good standing.

Applicants who meet the admission requirements for graduate work are admitted in good standing in the College of Nursing by action of the Assistant Dean for Student Affairs upon

recommendation from the College of Nursing's Graduate Admissions and Progressions (A&P) Committee. Such applicants are classified as degree-seeking students upon enrollment.

Provisional admission.

Students who do not meet the requirements for admission in good standing but demonstrate potential for success in a graduate program may be admitted on a provisional basis. Students who are admitted with provisions must meet all provisions as required by the CON's Admissions and Progression Committee by the end of eight (8) credit hours from initial enrollment. Students who do not successfully meet the provisions will be dismissed from the program.

Non-Degree Seeking Students

Classifications:

- 1.) No Intention of applying for a graduate degree from Creighton University:

Nondegree (special) students are understood to have at the time of registration no intention of applying for a graduate degree at Creighton University. Should the student later decide to pursue a degree, nine credit hours is the maximum advanced-standing credit allowed in this event. Nondegree seeking students are still expected to perform at a level expected of graduate students. Students who do not perform at a satisfactory level may not be permitted to take additional courses or may not be accepted as degree seeking students."

- 2.) MSN & DNP Nondegree (Special) Student intending to apply to CON's graduate program

Nondegree (special) students are understood to have at the time of registration, intentions of applying for a graduate nursing degree at Creighton University. The student is only allowed nine credit hours maximum of advanced-standing credit in this event. Nondegree (special) students are expected to perform at a level required of graduate students. Specifically, nondegree (special) students follow the academic, retention, and progression policies as delineated in this Student Handbook. Students who do not perform at a satisfactory level may not be permitted to take additional courses, or may not be accepted as degree seeking students. Nondegree (special) student admission does not imply nor guarantee acceptance/admission into a degree-seeking graduate program.

Undergraduate Students in Graduate Courses

Undergraduate students in the second semester of their senior year are permitted to take courses for graduate credit with permission of the Assistant Dean for Student Affairs. They remain students in the undergraduate college but must register for graduate courses through the CON's Office of Student Affairs. Such work, however, will not be accepted as part of a graduate program of study unless approved by the Assistant Dean for Student Affairs.

Student Rights and Responsibilities

Each student is personally responsible for completing all requirements established for the DNP degree by the University and the College of Nursing. It is the student's responsibility to inform oneself of these requirements. A student's advisor may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The University reserves the right to modify requirements at any time. Although the University encourages the widest amount of student responsibility, with a minimum of administrative regulation, it expects each student to maintain appropriate standards in his or her academic and personal life. The University reserves the right to terminate the registration of any student who does not meet the standards acceptable to the University.

Office of Disability Accommodations (ODA)/Services for Students with Disabilities

Creighton University aims to provide and coordinate support services and reasonable accommodations through the Office of Disability Accommodations (ODA) to aid students with disabilities in achieving academic success. Students with documented disabilities are eligible for academic services through the (ODA). Students whose disabilities require accommodations to successfully complete the course requirements must seek assistance through the ODA as well as the Course Leader. It is the student's responsibility to contact the ODA and the Course Leader to discuss the appropriate accommodations. These accommodations are determined based on the student's documented disability, report and/or consultation from appropriate professional personnel, and consultation with the ODA. Accommodations include those related to note taking, taping, and test taking.

It is the policy of the University to make programs and services available to disabled individuals. *Section 504* of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 provide services and accommodations for individuals with disabilities. Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs and activities in the most integrated setting possible. Students must make timely and appropriate disclosures and requests (at least 5 weeks in advance of a course, workshop, program, or activity for which accommodation is requested or such other reasonable time as the particular circumstance of a request for accommodation warrants).

The Office of Disability Accommodations coordinates accommodations based on valid documentation of a disability. Tutoring services are not considered an accommodation, and although the ODA will help students who are registered with them to find tutors, they cannot identify that assistance as an accommodation. Offices are located in the Old Gym, suite 437 and the phone number is 402.280.2166. See <https://www.creighton.edu/disabilitysupportservices/>. If a student has a disability and feels he/she needs accommodations, it is the student's responsibility to do the following:

1. Contact the College of Nursing Academic Success Coordinator (402.280.2254) to initiate assessment and referral to the ODA.
2. Submit medical or other diagnostic documentation of disability and limitations. Additional evaluation of limitations may be required by Creighton University or other agencies prior to receiving requested accommodations. The University reserves the right

to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate University personnel. The program chair, with initial recommendations from the ODA, may allow accommodations while testing is completed.

Academic Success

Any student seeking academic success skills can contact the College of Nursing Academic Success Coordinator at sueselde@creighton.edu for assistance.

Lines of Authority/Communication

Lines of authority/communication are delineated below according to *academic* or *non-academic* concerns.

1. If an *academic* question or problem arises, the student should pursue the matter in the following sequence:
 - a. Individual faculty member and/or the student's faculty advisor who can serve as a student advocate, if warranted
 - b. Course leader
 - c. Graduate Chair of the program in which the student is enrolled
 - d. Associate Dean for Academics, Assessment & Accreditation
 - e. Dean of the College of Nursing
2. If a *non-academic* question or problem arises, the student should pursue the matter in the following sequence:
 - a. The student's faculty advisor
 - b. Assistant Dean for Student Affairs
 - c. Dean of the College of Nursing

Student Governance

Students' contributions are important to the overall governance of the College. Students are crucial to the formulation and revision of policies that govern the college. Student input is valued and provision is made for student participation on most College of Nursing committees. Students are encouraged to volunteer as representatives on these committees.

Responsible student representation includes:

1. Attending regularly scheduled meetings; should a conflict occur, an alternate student representative should attend.
2. Serving as a liaison between student groups and faculty.
3. Demonstrating objectivity and open communication with faculty and peers.
4. Polling student peers for their views, comments, reactions and suggestions about committee matters and relay them to the committee.
5. Preparing and completing committee assignments.
6. Adding items to the agenda by contacting the committee's chairperson prior to the meeting.
7. Maintaining confidentiality of information discussed or dispersed.

8. Developing one's leadership skills in a democratic manner.
9. Demonstrating accountability for individual decisions, communication and behaviors.

Graduate students have a voice to the President of Creighton University through the government structure of the Creighton Student Union. The Creighton Student Union is divided into three branches: the executive, the cabinet, and the representatives. The format of these three branches allows for equal representation among undergraduates and professional students. Equal representation is reached because undergraduates have a majority in the representative body, and professional students have a majority in the cabinet. The elected positions on the executive board are elected by all students on campus, and therefore are representing all Creighton students. For legislation to pass it must go through each body. A piece of legislation begins in the representative body, and if it is approved, it is sent to the cabinet. The CSU Cabinet is composed of the presidents of the student governments of the Graduate School, Medical School, Law School, School of Pharmacy and Allied Health Professions, Dental School, College of Business, College of Nursing, and College of Arts and Sciences. The Cabinet meets every month and acts as the Board of Directors for CSU. Follow the links for more complete information on graduate student governance and the representation provided by the Graduate School Government (GSG) body.

<http://www.creighton.edu/csu/csuintformation/index.php>

<http://www.creighton.edu/gradschool/currentstudentinfo/gsg/index.php>

Student Involvement in Curriculum Evaluation

Creighton University's College of Nursing is committed to the continuous quality improvement of its curriculum. The College seeks input from students in order to continually assess course effectiveness as well as the quality of the College's faculty and instruction. Provision will be made for anonymity of responses. Faculty use this information for formative evaluation and modification of the course and the learning strategies. Results from all evaluations are taken seriously and incorporated into improving course offerings and teaching as well as inform overall curricular and programmatic decisions.

A representative sample of student evaluations is also used by faculty in their own self-evaluation and in preparing dossiers for promotion and tenure.

Students are provided with multiple evaluation opportunities including but not limited to opportunities to evaluate:

1. Course effectiveness
2. Quality of faculty instruction
3. Classroom resources
4. Clinical resources
5. Overall satisfaction with their experience as a student at Creighton University

The College of Nursing will conduct online course and faculty surveys. An opportunity for evaluation is provided for each course and at the completion of the program.

Evaluation of Students

Students are notified of their academic progress on a regular basis. Instructors are responsible for keeping anecdotal records of all conferences informing students of their progress. Written evaluations of student's clinical performance are prepared at the completion of each clinical course rotation and are filed in the student's permanent record. Evaluations are based on the achievement of specified clinical objectives. Final evaluations are to be discussed with and signed by students and faculty. Any concerning scores or comments are to be discussed with the student.

Confidentiality of Student Records

Creighton's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). More complete information about FERPA can be located at

<http://www.creighton.edu/registrar/confidentialityprivacyferpa/index.php>.

Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. Students have the option to grant permission to specific individuals regarding academic information, financial information, and Release for Parents/Guardians/Spouses/Others: Academic & Behavior through their Creighton NEST account.

E-Mail Accounts/Listserv

Students are required to have and regularly use a Creighton University e-mail account and will be placed on the College of Nursing listserv. The listserv is the official means for College of Nursing communication with students.

Academic Policies

Advisement

An academic advisement meeting should occur each semester to complete pre-registration for the upcoming term. This meeting will also provide for a review of the program of study with the student. Any revisions to the plan of study will be signed and placed in the electronic file. An unofficial transcript and degree audit are available in Degree Works.

Registration for courses should be completed only after meeting with the faculty advisor. The academic advisement meeting is for the student's benefit, to avoid changes that could present problems in terms of progression, (i.e., lack of knowledge about sequencing patterns and when courses are offered). Registration for courses without appropriate advisor approval can result in an administrative withdrawal from classes.

Transfer Between Tracks or Programs

A change in clinical track will require additional supervised clinical hours.

A transfer between any graduate tracks or programs requires the following:

1. Student notifies advisor in writing of intent to change programs.
2. Petition to the Admissions and Progressions Committee of request to change programs with rationale.

Developing a Plan of Study

When students are admitted to a graduate program within the College of Nursing, an academic advisor is assigned. A Program of Study lists all the required courses for the student's track divided into the following categories: Research/Theory Core Courses, Leadership/Policy Core Courses, Role Support Courses, and Role Specialty Courses. A gap analysis may need to be completed to determine completed practicum hours and previous required courses. **A gap analysis is also required for Post Graduate Certificate Programs.** Students and their advisors should construct a *Plan of Study*, from the listing of courses on the Program of Study, during the first semester of enrollment, which will list the following:

1. Courses required for removal of undergraduate deficiencies (deadline dates, as appropriate).
2. Courses taken, prior to submitting the *Plan of Study*, that apply to the minimum credit requirement.
3. Courses required by the degree program and projected timeline.
4. Elective courses (or course options) that may be applied to the minimum credit requirements.
5. Courses taken outside the degree program (if appropriate).

Students should be aware that deviations from the original *Plan of Study* may result in a delay in completing the program. The College of Nursing reserves the right to modify the program of study based on curriculum revisions.

Transfer of Credit

Credit earned with grades "A" or "B" at other accredited graduate institutions may be considered for transfer at the time a student's plan of study is constructed. Transfer credit accepted after the plan of study is constructed will be reviewed on an individual basis. The acceptance of credit offered for transfer will be determined by the Assistant Dean for Student Affairs upon recommendation of the student's Academic Advisor and Program Chair. However, no more than six (6) transfer credits will be applicable toward a master's degree and no more than nine (9) transfer credits will be applicable toward a DNP degree. Allowance of credit toward a MSN, DNP degree or Post Graduate Certificate for courses taken as a Special Student (non-degree status) may not exceed nine (9) semester hours; except in the case of hours earned in pre-approved certificate programs.

Registration

Registration is administered by the College of Nursing Department of Student Affairs. Fall and Summer registration takes place after Spring Break, and Spring registration takes place after the Fall Break.

Academic Calendars are available at the following website:

<http://www.creighton.edu/registrar/academiccalendars/graduate/index.php>

Students must meet with their advisors to discuss course selection and receive registration information. After the initial registration, continuing students receive a Personal Identification Number (PIN) from their advisor during their registration conference. Only after receiving their PIN can students register for courses online via NEST <http://thenest.creighton.edu/>.

Residence

Post-baccalaureate DNP students must complete a minimum of 54 hours of full- or part-time coursework in residence at Creighton University. Post-graduate doctoral students in the College of Nursing who completed their graduate degree at another institution must complete a minimum of 24 hours of full- or part-time coursework in residence at Creighton University. A post-graduate certificate doctoral student who completed the MS or MSN at Creighton University CON may complete a minimum of 19 hours to fulfill the residency requirement if they completed courses NUR 686, 692, 688 or MHE 607) while enrolled in the MS or MSN program. If students completed required doctoral courses while enrolled in the master's program, these courses will be counted towards the DNP Program if the student is enrolled in the doctoral program within three years of the receipt of the master's degree.

Time Limits Toward Completion of the Program

MSN

All work for the master's degrees must be completed within six calendar years from the date of credit for the first graduate course in the program. Prerequisite courses taken at the beginning of a planned program do not count in the time determination. Students may, under extraordinary circumstances, petition the Graduate Dean for an extension. If a program is prolonged, courses taken at the beginning of the period may not be counted toward the required credits for the degree.

<http://catalog.creighton.edu/graduate/administration-policies/time-completion/>

DNP

Post-baccalaureate doctoral degree coursework must be completed within eight (8) calendar years from the date of credit for the first graduate course in the program. Post-graduate doctoral degree coursework must be completed within four (4) calendar years from the date of credit for the first graduate course in the program. Extension of time may be granted only on conditions beyond the control of the student. In each instance a formal statement outlining the conditions upon which the extension of time is requested should

be addressed to the Dean of the College of Nursing. If a program is prolonged by approval of the Dean, courses taken at the beginning of the period may not be counted toward the required credits for the degree.

Unit of Instruction

The semester hour is the unit of instruction used for computing the amount of work required for graduation. One (1) semester hour is equivalent to one 50-minute period of recitation, lecture, or seminar discussion. The ratio of non-laboratory clinical practicum or residency hours to credit hours is 5:1 (5 contact hours per credit hour). Based on a 15-week semester this equates to 75 clinical contact hours. Non-clinical laboratory courses will maintain the 4:1 ratio (4 contact hours per credit hour).

Direct Patient Care Clinical Hours¹¹

Direct patient care clinical hours refer to hours in which direct clinical care is provided to individuals and families in one of the six population-focused areas of NP practice; these hours do not include skill lab hours, physical assessment practice sessions, or a community project if it does not include provision of direct care.

The Academic Year

The academic year is divided into two semesters and a Summer Session. The first term begins in late August and ends before the Christmas holidays; the second begins in mid-January and ends in May. There is a one (1) week mid-semester holiday in the Fall, a short Thanksgiving recess, and a winter vacation of approximately a month between semesters. There is a one (1) week mid-semester holiday in the Spring and a short Easter recess. At the discretion of the faculty, class schedules may be altered from the traditional college schedule to allow for concentrated executive sessions, short workshops, and institutes on topics of current interest. The annual Summer Session consists of a 12-week term beginning in mid-May and ending in mid-August.

Academic Load

Eight (8) credit hours per semester (or six (6) credit hours per summer term) are considered a maximal academic load for a full-time graduate student engaged in study for an advanced degree. Three (3) credit hours per semester in an academic year is considered part-time for financial aid purposes.

Adjustments and Withdrawals after Registration

Changes in Registration

Students, under the guidance of their advisor and Program Chair, should plan their work carefully and make changes only with the approval of the advisor and Program Chair.

¹¹ National Task Force. (2012). Criteria for evaluation of nurse practitioner programs.

Adding and Dropping Courses

Refer to the [Academic Calendars](#) on the Registrar's page for drop/add deadline dates. Adding or Dropping/Withdrawal from any course requires sufficient cause and may be made only with the approval of the advisor and Program Chair. After the first week of the course (the period for late registration), any petition to add or drop a course or to change status from credit to audit must include the recommendation of the faculty involved and the student's advisor before the petition will be acted on by the Assistant Dean for Student Affairs. Course withdrawals with a "W" may not be made later than the date posted each semester, which is approximately one (1) week after mid-semester. <http://catalog.creighton.edu/graduate/>.

Absent Student Course Cancellation Procedure for Online Courses

Students enrolled in online courses who do not participate in the online course by ten (10) days after the course start will be administratively cancelled out of the course. Participation is defined as posting in a discussion board, submitting an assignment, or communicating with the instructor via course or Creighton University email. If a student is administratively cancelled out of a course for reasons of non-participation, the student will not be allowed to re-enroll in the course during that term. Cancellation always results in a full refund to the student of the tuition for the course, and the course will not appear on the student's transcript for that term.

Auditing Courses

Students will be permitted to register as auditors only for exceptional reasons and with the explicit authorization of the Assistant Dean for Student Affairs. Not all courses are open to auditors. Auditors are not held responsible for the work expected of regular students, are not admitted to examinations, and receive no grade or credit for the course. Regular attendance at class is expected, however, and auditors are subject to being dropped from the course for excessive absences, just as are regular students. In this event, auditors receive a "W". Changes of registration from credit to audit or audit to credit will not be permitted after the deadline, four weeks after the first day of classes. A student who has previously enrolled as an auditor may not take the course for credit during any succeeding semester except by special permission of the Assistant Dean for Student Affairs.

Charges for courses audited are one-half (50%) of the regular per-credit-hour tuition rate when the per-credit-hour rate is applicable. For Summer Session courses, the 50% reduction for auditors applies to the regular rate only, not to any Summer Session discounted rate. Also, special courses, workshops, and institutes offered at a special flat-rate tuition charge are excluded from the auditor discount.

Students seeking to change from credit to audit status will be eligible for a tuition adjustment (if otherwise applicable) only if the change is made with the approval of the Assistant Dean for Student Affairs within the period for late registration.

Temporary Withdrawal

Students who are seeking a degree or certificate in an undergraduate, graduate, or professional program may request a Temporary Withdrawal. Reasons for such a request may include medical/psychological, personal or military obligations. This withdrawal is considered to be a temporary interruption in a student's program of study and must be approved by the student's school/college. The request must be made:

- After the end of the semester when a student doesn't plan to return for the next semester but plans to return within one year.
- During a semester when a student withdraws from all courses after the withdrawal deadline and plans to return within one year.

The duration of the temporary withdrawal may be up to one year (including the summer term). A student requesting to return to the University after being on a temporary withdrawal for longer than one year must make formal application for readmission. Unique circumstances requiring an absence longer than one year (e.g. Religious Obligations, Military) must be discussed and approved by the appropriate Dean.

When a student is granted a temporary withdrawal mid-semester, final grades of 'W' will be assigned. All previously graded courses at the time of the request will remain on the student's record, regardless of the semester in which the courses were taken.

A temporary withdrawal initiated mid-semester may result in a loss of tuition. Student responsibility for tuition, fees, and any other costs is determined in accordance with the Refund Policy and Schedule. Students must re-register for (and retake) any of those courses that are required upon their return. This will necessitate the repayment of tuition for those courses.

Students should be aware that being on an approved temporary withdrawal does not change the time limit to complete their degree or certificate. The time taken during the temporary withdrawal will be included as part of the student's time to completion. Time limitations which pertain to the completion of courses from previous semesters in which a grade of 'I' (Incomplete) was given are not waived.

It is the responsibility of the student to notify the Financial Aid Office prior to the temporary withdrawal in order to retain future scholarship eligibility. Semesters absent under an approved temporary withdrawal do not count against the eight-semester limitation for Creighton University scholarship funds.

During the temporary withdrawal period, students are not considered to be enrolled at Creighton University for the purpose of loan deferments. However, students are eligible for services of the Career Center and library facilities.

If a student is approved for a temporary withdrawal and later is suspended, dismissed, placed on warning for unsatisfactory academic performance or is suspended, dismissed or expelled as the

result of a disciplinary action, the sanctions take precedence over a temporary withdrawal and stand as a matter of record.

Only written requests that include specific information about why the temporary withdrawal is being requested will be considered. There is no guarantee that a request will be granted. A temporary withdrawal cannot be approved retroactively.

A student on an approved Temporary Withdrawal must request and receive permission in advance to enroll in courses at another regionally-accredited institution during this time. Courses not approved in advance may not be transferred back to Creighton University.

Temporary Withdrawal – Medical/Psychological

This may be requested when a student's health condition significantly impairs his/her ability to function successfully or safely as a student. If the student is unable to participate in the temporary withdrawal process, the student's parent, spouse, advisor, or other designee may do so on behalf of the student, once the incapacitation of the student is documented. A licensed healthcare provider must submit a letter substantiating the condition and supporting the withdrawal.

Temporary Withdrawal – Personal

This may be requested when personal circumstances (e.g., family illness, death or other emergency) interrupt a student's academic progress.

Temporary Withdrawal – Military Obligations

Creighton University supports its students who are military members of the National Guard or Reserves who are called into active duty for military service by the United States during a war, other operation or national emergency, however, this excludes active duty for training or attendance at a service school. If the student's military service requires an absence longer than one year, the student should discuss this with the Dean of the college or school.

The following guidelines will apply to approved temporary withdrawals due to military obligations:

The student will receive a full refund of tuition and fees paid to Creighton University if the request for a withdrawal for military service is filed prior to the last day to drop classes.

1. The student will have a choice of three options if the request for a withdrawal is received after the last day to drop classes:
 - a. A full refund of tuition and fees with no credit awarded for work completed during the semester.
 - b. An Incomplete grade in all courses, upon approval of all instructors, with the right to complete all coursework within one year without further payment of tuition or fees.

- c. A grade in all courses, upon approval of all instructors, based on work completed to the date of the withdrawal request.
 - d. Options b) & c) may be combined should circumstances warrant, at the discretion of the Office of Military & Veterans Affairs.
2. The student will receive prorated refunds for his/her housing and meal-plan, if applicable, based on taking the percentage of days registered at the University over the total number of days in the semester (i.e., beginning with the first day of class and ending on the last day of finals).
 3. Federal financial aid awards will be returned, if required, according to Return of Title IV funds calculation as determined by the Department of Education.
 4. While the University will make every effort to accommodate a student returning from active duty, placement in certain honors programs at the University cannot be guaranteed.

The student will be required to return university property, such as keys to residence halls, university computer equipment, library books, etc. in order to receive a refund or re-enroll.

Readmission of Former Students

Students previously enrolled who have been out of school for at least one full semester must make formal application for readmission. See full [Readmission of Former Students](#) policy.

Withdrawal from the University

A student is considered in attendance until he or she has formally notified the University in person or writing of his or her withdrawal. Permission to withdraw from the University is granted by the Assistant Dean for Student Affairs. This is required as a condition of honorable dismissal. The policy of considering a student as withdrawn from the University after two (2) consecutive weeks of unexplained absence in no way is to be interpreted as allowing withdrawal without formally notifying the Assistant Dean for Student Affairs in person or in writing of the withdrawal. A student withdrawing from the University during any semester or summer session before the final examinations forfeits credit for work done in that term. Students who withdraw with permission of the Assistant Dean receive "W" on their official record.

Retention and Progression Policies

Grading Policy

The following guidelines represent sound educational practices that are appropriate to most graduate programs. Graduate programs and their faculty manifest their disciplinary traditions and expectations differently. Such specific expectations may take precedence over the more general guidelines offered below. Specific expectations associated with individual courses will be detailed in the individual course syllabus.

1. Instructors are expected to explain to their students the grading policies, including the evaluation weights assigned to determination of the final grade in each course, during the first week of instruction.
2. Final grades assigned to graduate students should be based upon demonstration of competence by the student, which may include but are not limited to, tests, papers, projects, and presentations.
3. Instructors are expected to provide students with an opportunity to demonstrate competence relevant to determination of the final grade by mid-semester.
4. Students should be informed promptly (as defined by the course group) of their scores on each demonstration of competence.
5. Course examinations are intended to evaluate achievement in the understanding and application of course content. Dates and times for final examinations are scheduled by the Registrar and will be announced by the course leader.
6. The grade on the final examination should not represent more than one half of the course grade.
7. Final grades in coursework undertaken by graduate students should include evaluation of the student's capacity to organize and communicate (in written and/or oral form) the principal concepts and/or applications of the course content.

Grading Scale

A student's scholarship rating in each course is determined by the combined results of examinations and class (and laboratory) work as explained above. This rating is reported by the instructor in accordance with the grading system shown below. Grade reports are issued by the Registrar.

90-100	A	Indicates not only outstanding achievement but also an unusual degree of intellectual initiative.
80-89	B	Indicates attainment above the average satisfactory for 500-level courses.
70-79	C	Indicates satisfactory but minimum quality work in courses above the 500-level.
69 and below	F	Indicates failure—no credit.
	AF	Indicates failure for excessive absences
	WF	Indicates failure because of unauthorized withdrawal
	I	Indicates work incomplete
	X	Indicates absences from final examination
	AU	Indicates audited course only-no credit
	SA	Indicates work satisfactory
	UN	Indicates work unsatisfactory
	W	Indicates official withdrawal from a course-no credit
	NC	No credit

SA and UN are used to report progress or performance in several instances, for example when a course carries no credit or when laboratory or skills development are the primary focus of the course. Use of SA/UN instead of regular grading in any other course is not permitted. Credit

earned with SA (Satisfactory) may be counted toward graduation but does not affect the student's GPA; however, UN (Unsatisfactory) functions as a failure in computing the grade-point average. An incomplete (I) is given at the end of the term if the work is incomplete but progressing satisfactorily.

Grades shown on BlueLine are not official course grades. Official grades will be posted online [NEST](#) at the end of the semester. If errors are made in posting grades, the faculty reserves the right to correct the postings. Rounding up of the final grade will only occur at .50 or above.

Grade Requirements

It is expected that graduate students in the College of Nursing will achieve a high quality of work. Because no degree is conferred in consequence of mere time fulfillment or credits gained, the student must demonstrate consistent performance of a superior quality.

A minimum grade of "B" is required to earn graduate credit in 500-series (advanced undergraduate) courses; in courses numbered 600 and above, open exclusively to graduate students, the minimum satisfactory grade is "C." It does not follow, however, that minimum satisfactory grades will qualify for a degree. Graduate degrees will not be awarded to students who do not achieve an overall average of "B" (3.00) in the graduate program.

Graduate students are allowed to incur no more than six (6) semester hours of "C" grades. "C+" or "B+" grades are not applicable to rating graduate students in courses being taken for graduate credit (500-series and above.)

Students receiving "C" grades are reviewed by the College of Nursing A&P Committee and written acknowledgement of the grade and potential consequences is sent to the student.

Any student who accumulates more than six credit hours of "C" grade, or any one grade less than "C," in courses in his or her graduate program may not progress in the College of Nursing and will be dismissed from the graduate program.

The ability to express oneself professionally will be regarded as a determining factor in assigning grades, and no one will be allowed to pursue a graduate degree unless he or she consistently demonstrates this ability. The ability to express oneself in idiomatic and grammatically correct English will be regarded as a determining factor in assigning grades, and no one will be allowed to pursue a graduate program unless he or she consistently demonstrates this ability.

Grade Reports

Final grade reports are made available to students at the end of each term (semester or summer) via the web.

Placement on Academic Probation

A degree-seeking graduate student who has been in good standing, but whose cumulative graduate GPA falls below 3.0 at the end of any term is placed on academic probation. A student

who fails to remove the probationary status by regaining a cumulative 3.0 GPA within one semester of full-time enrollment, or its equivalent (8 credit hours), will be dismissed from the program.

Course Progression for Co-Requisite Clinical Courses

Graduate theory courses that have co-requisite laboratory or clinical practicum courses associated with them are considered as a unit of learning. These course units are designed to be completed in sequence beginning with the advanced assessment course. Theory courses and clinical practicum courses will be awarded letter grades. Students must earn a minimum grade of “B” in each course of the unit before they may proceed to the next course unit in the sequence.

If a student earns a grade of “C” in any of these courses and has not accumulated more than six credit hours of “C” grades, the student may repeat the course one time with the intent to earn a grade of “B” or higher. Repeating a course and earning a higher grade will not remove the “C” from the transcript nor will it deduct from the accumulation of “C” hours.

If a student earns a grade less than “C,” in any course in the unit, the student may not progress in the College of Nursing and will be dismissed.

Clinical Practicum Grade of C

Students who achieve a grade of “C” in a clinical practicum course that is independent or co-linked by a co-requisite theory course(s) where the student earned an “A” or “B” will receive a grade of “I” in the theory course(s) and will not be allowed to progress to the next course unit in the sequence. The student will be required to repeat the clinical practicum component satisfactorily. In addition, the **theory requirement** for the practicum course in which a grade of “C” was earned is as follows: a) the student will be required to attend the corresponding theory class b) the student is not required to complete assignments or take the exams c) upon successful completion of the clinical practicum component; the previously earned theory grade is added to the transcript.

Theory Grade of C

Students who achieve a grade of “C” in the theory component of a nursing course that is linked by a co-requisite clinical practicum course where the student earned an “A” or “B” will receive a grade of “I” in the clinical practicum course and will not be allowed to progress to the next course unit in the sequence. The student will be required to repeat the theory practicum component satisfactorily. In addition, the **clinical practicum requirement** for the theory course where a “C” grade was earned are as follows: a) the student will complete the required number of clinical hours designated for the course b) the student is required to complete clinical logs per practicum requirement with feedback only c) the need for a competency evaluation (SPEC, simulation, site visit, etc.) will be determined by course faculty. The student must earn an 80% or better on the competency evaluation to receive the previously earned practicum grade and d) upon satisfactory

completion of the theory course with an 80% or better, the previously earned clinical practicum grade is added to the transcript.

Incomplete Policy

An Incomplete (grade of “I”) may be given to a student who is unable to fulfill all requirements of a course due to extenuating circumstances. The student may petition the instructor before the close of the term to assign an end-of-term grade of “I” indicating incomplete performance. The instructor may agree to this grade when, as a result of serious illness or other justifiable cause, the work cannot be completed by the end of the term. A grade of “I” will not be granted to a student who has been excessively absent during the term or who has simply failed to complete the work of the course before the close of the term without an exceptionally good reason. Students must submit an Incomplete Request and Agreement Form for a grade of “I” to be assigned. This form indicates the work to be completed and the deadline for completion, which is set by the instructor and should not exceed a maximum one year from the end of the term*. Both the student and course leader must endorse the form.

The responsibility for completing all course work rests with the student. After the deadline or maximum one-year time limit has passed without a grade submission by the faculty, the grade specified in the Incomplete Agreement will be recorded by the University. (If no grade was designated on the Incomplete Agreement, a failure of the course is assumed and a grade of “F” will be recorded).

Incompletes do not affect the grade-point average but may affect academic progress. A student with an outstanding “I” in a course that is a pre-requisite for another course will not be permitted to enroll in the subsequent course. A degree will not be conferred if the student has any outstanding Incomplete(s).

**Masters and DNP Scholarly Project Seminar courses follow the Incomplete guidelines and timeframe set forth by the Graduate School.*

Dismissal Appeal-why is this here???

A student has the right to appeal a dismissal from the College of Nursing by filing a petition for reinstatement within 10 business days of the date of the written notice of dismissal from the College of Nursing Graduate A&P Committee. A petition for reinstatement should be submitted in writing to the Dean of the College of Nursing and indicate the reasons the student feels s/he should be reinstated as well as the steps s/he plans to take to improve her/his academic performance. A statement from the instructor(s) regarding the student’s performance in the course will be required. The student may provide a letter in support of her/his reinstatement from the DNP Program Chair, or other faculty member in the program. Issues of dismissal and reinstatement are heard by the College of Nursing Dean. A dismissed student appealing for reinstatement has the right to attend classes and exercise the privileges of all other graduate students pending the outcome of the appeal, except in cases where there are reasons related to the physical or emotional welfare of the student or others, or reasons involving the safety of persons or property. The decision of student status will be made by the College of Nursing Dean,

In cases of academic misconduct, if a serious penalty (i.e. expulsion from the University, suspension, or a request for withdrawal) is imposed by the College of Nursing Dean, the student has the right to appeal to the University Provost, following the procedures outlined in the Student Handbook. If a student is reinstated into the College of Nursing and subsequently dismissed again, the student does not have the right to request reinstatement.

Academic Failure

Policy

A student may request to appeal an academic failure (a grade of “F”) if the student believes that the faculty or course group decision-making process in the failure was determined in a capricious or arbitrary manner.

Appeal for Academic Failure

Students may file an “Intent to Appeal Form: Academic Failure” (available on the College of Nursing Student Affairs BlueLine site) based on the belief that grounds for appeal exist.

Grounds for appeal related to academic failure are limited to the following:

- **Capricious** (decision-making process was determined in a manner that involved ill-will or unreasonableness on the part of the faculty/course group)
- **Arbitrary** (grade was given without any standard, e.g., grading scale, evaluation criteria)

The burden of proving that a course grade was assigned arbitrarily or capriciously rests with the student.

During the appeal process and depending upon the outcome, the student status remains unchanged and may attend class.

The following delineates the steps in the Appeal Process:

1. The “Intent to Appeal Form” must be filed within one (1) business day after being formally notified of the academic failure. In certain instances, the stated time frames may be adjusted at the discretion of the Associate Dean for Academics, Assessment, & Accreditation.
2. The student is permitted up to three (3) business days after being formally notified of the academic failure, by the A & P committee, to prepare and submit by hand or electronically, appeal documentation complete with the student’s signature to the Associate Dean for Academics, Assessment, & Accreditation. The written appeal document must expand on the rationale given on the Intent to Appeal Form. An appeal shall not be considered to have been filed properly or timely unless it is specific. **A letter, which merely lists the grounds of appeal without concern for the individual case at hand, may be dismissed as frivolous.**
3. If the student does not submit the written appeal within three (3) business days, the student forfeits the right to appeal.

4. The Associate Dean for Academics, Assessment, & Accreditation will arrange an Appeal Board meeting within five (5) business days. The meeting will be scheduled a minimum of two (2) business days after the appeal documentation is submitted by the student. These two (2) business days will afford Appeal Board members adequate opportunity to review all documentation thoroughly.
5. The Appeal Board consists of four (4) appointed faculty members. The Appeal Board will be appointed from all full-time faculty members. Any faculty member who is involved in the course addressed in the appeal or any member who has information which may appear to constitute a conflict of interest or bias toward the student or toward the involved faculty members will be excluded. Additional members of the Appeal Board will be the Associate Dean for Academics, Assessment, & Accreditation and a student representative. The Course Leader is to be present. A College of Nursing staff member will be present to document proceedings.
6. The Associate Dean for Academics, Assessment, & Accreditation will serve as Chair of the Board. The Associate Dean will not vote except in the case of a tie vote. The four faculty members and the student representative are voting members.
7. The Appeal Board members as described in #4 are the only ones allowed to be present during the Board's deliberations.
8. Student Responsibilities:
 - a. The student may bring another member of the University community with him/her but the student is expected to present the case in his/her own words.
 - b. If the student elects to have legal counsel present, the Appeal Board reserves the right to have Creighton University legal counsel present.
 - c. The student may bring one of his/her parents or a legal guardian to the hearing. The parent or legal guardian may only observe at the hearing. They are not allowed to ask questions or make any comments. They are not permitted to act as the student's advisor, nor are they permitted to act as a witness for the student.
 - d. The student must specify the names and relationship of all individuals who are to accompany the student. This list must be submitted in writing with the appeal documentation.
 - e. Any evidence submitted by the student must be included as part of the appeal documentation.
9. During the Appeal hearing, the student may present any data that supports the student's contention of grounds for the appeal. The course leader involved may respond to the student's contentions. Following questioning by Appeal Board members, all present except the Board will leave the meeting so that deliberations and voting may take place.
10. The Appeal Board's recommendations will be delivered in writing with rationale to the Dean's office at the conclusion of the Appeal Board meeting. The Associate Dean for Academics, Assessment, & Accreditation will then inform the student of the decision as soon as possible.
11. The meeting proceedings will be documented in writing by a College of Nursing staff member. No tape recorders are allowed. All original materials, other than student evaluation forms, will be kept on file in the Dean's office. Student evaluation forms will be returned to the student's file and all other copies of the materials will be destroyed. The final outcome of the Appeal Board decision, including options or suggestions, will be placed in the student's file.

12. The student may appeal the decision of the Appeal Board to the Dean of the College of Nursing within three (3) days following written notification of the Appeal Board recommendation. The Dean's decision is final except as noted below.

Appeal to the University Provost

If the decision of the Dean in an academic failure appeals process results in a serious penalty (e.g., expulsion or request for withdrawal), the student may appeal to the University Provost.

The policy and procedure related to this appeal is found in the Creighton University Student Handbook (<http://www.creighton.edu/student-services/centerforstudentintegrity/>).

Professional Conduct Policies¹²

Creighton University Community

The educational process at Creighton University is founded on Christian ideals and is committed not only to intellectual growth and the search for truth, but to the development of such attributes as integrity, human dignity, and concern for others. The Creighton University community is based on a Catholic Jesuit tradition and is committed to supporting the intrinsic value of each human being. This tradition involves striving to create a human community influenced by the laws of justice and love, complete with respect and concern for all persons as children of God. The Creighton University community is dedicated to the promotion of values consistent with personal and academic excellence. Choosing to join this community, whether as student, faculty or staff obligates one to act in a manner that is consistent with these commitments. Joining the Creighton University community evidences acceptance of these commitments and agreement to strive for their achievement.

Creighton University Student Handbook and Office of Community Standards and Wellbeing:
<http://www.creighton.edu/studentlife/centerforstudentintegrity/>

Creighton University Office of Equity and Inclusion
<http://www.creighton.edu/generalcounsel/officeofequityandinclusion/>.

Commitment to living by these principles means that one will endeavor to:

1. Act with professional, academic, and personal integrity.
2. Respect and promote the dignity of all persons.
3. Respect the policies of the Creighton University community and the rights of its members both on and off campus, as well as the just laws of the civic community and the rights of its members.
4. Support the personal, professional, academic, and vocational development of the members of the Creighton University Community.

¹² Approved 08-14-07

Code of Ethics for Nurses¹³

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Harassment and Discrimination

In accord with its history, mission, and credo, Creighton University believes that each individual should be treated with respect and dignity.

Any form of harassment or discrimination is a violation of human dignity. The University strongly condemns any such harassment or discrimination. Whether verbal or physical, conduct of this sort violates another person's rights and can create an intimidating, hostile, or offensive working or learning environment. Such conduct when it is genuinely discerned is subject to prompt and effective remedial action. Students who believe they are victims of harassment or discrimination are encouraged to report the facts to the University in order that the University might investigate and take corrective action where appropriate. Further information can be obtained from the Creighton University Student Handbook

Sexual Harassment

Sexual harassment is conduct that is sexual in nature; is unwelcome; and denies or limits a student's ability to participate in or benefit from an education program. Non-consensual sexual

¹³ American Nurses Association. (2015). *Guide to the Code of Ethics for Nurses with interpretative statements*. Washington, DC: Author.

misconduct is considered the most serious form of sexual harassment. For specific policies and procedures refer to the non-consensual sexual misconduct policies and procedures in this handbook. (See Non-consensual Sexual Misconduct policies and procedures on p. 60 of the Creighton University Student Handbook.)

Creighton University Office of Equity and Inclusion

Equity Efforts

Creating an environment that is safe and free from harassment and discrimination speaks to the Creighton University community's commitment to the dignity of all persons. We do this by living our values and by complying with federal laws (e.g. ADA, Title VI & VII Civil Rights Act of 1964 and Title IX).

Inclusion Efforts

Prevention Education and Advocacy are the cornerstones needed to create an environment that is free from harassment and discrimination. Support from all areas of Creighton's community is achieved through education and awareness.

Resolution Efforts

Harassment, Discrimination and Grievances: the University will take all reasonable efforts to prevent and promptly correct instances of harassment or discrimination. Creighton has established a consistent process for resolving complaints of harassment and/or discrimination and grievances in a fair and just manner.

For more information: www.creighton.edu/oei

Student Dispute Resource Center

The Center provides a number of confidential services that empower students to confront their disputes and thus serve as a positive agent for change in their own lives and those of others. These services included third party mediation, individual consultation and educational programming and are free of charge to the Creighton University community.

<http://www.creighton.edu/studentlife/centerforstudentintegrity/studentdisputeresourcecenter/faqs>

Academic Honesty

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

Academic Misconduct

For purposes of this policy, student **academic misconduct** includes, but is not limited to:

- a. Cheating: The deliberate use or attempted use of unauthorized material in an academic exercise, including unauthorized collaboration with classmates.
- b. Plagiarism: The deliberate representation of the words, ideas or work of others as one's own in any academic exercise required by or related to the student's graduate program; the appropriation of the language, ideas or thoughts of another and representation of them as one's own original work.
- c. Self-Plagiarism: The deliberate use of one's own personally submitted or concurrent papers, in whole or in part, except where expressly permitted in advance by the faculty member for the current course.
- d. Falsification: Falsifying documents, correspondence, reports, or records of any kind, or knowingly providing false information or evidence to University or School personnel, or to others external to the University.
- e. Fabrication: The deliberate generation or augmentation of data, information, citation or result in an academic exercise.
- f. Improprieties of Authorship: Improper assignment of credit or misrepresentation of material as original without proper referencing of the original authors, whether done in a College of Nursing course or in third party publications occurring during enrollment in the College of Nursing.
- g. Facilitating Academic Dishonesty: The deliberate assistance or attempted assistance of another student to commit an act of academic misconduct.
- h. Theft or destruction of library materials or other academic resources.

All Creighton University College of Nursing students are subject to the standards of academic integrity required by the University, and to the possible penalties for academic misconduct in course work. In addition, students must also observe any additional standards announced in writing by faculty members for particular courses.

The foregoing notwithstanding this Policy does not apply to research misconduct in federally-funded research, research training, or activities related to that research or research training as defined in and governed by University Policy 4.2.2, "Research Misconduct In Federally Funded Research." Allegations of student academic misconduct that fall within the definition of research misconduct within the scope of Policy 4.2.2 shall be addressed under Policy 4.2.2.

Academic Misconduct Rights and Responsibilities

Student Rights and Responsibilities

The student charged with Academic Misconduct has the right and responsibility to:

- a. Be notified in writing of (1) the charges against him/her, (2) the basis for the charges, (3) the penalty proposed by the faculty member, (4) the right to a hearing, and (5) procedural steps.
- b. Attend class and exercise the privileges of all other College of Nursing students pending

the outcome of the hearing, except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Dean of the College of Nursing (“Dean”).

- c. Have an advisor or legal counsel present during the presentation of the case to the Academic Hearing Committee of the College of Nursing. The student is advised that if s/he elects to bring counsel to the hearing, the University is bound to also be represented by counsel. The student’s advisor or counsel may not directly participate in the hearing, but may provide advice and counsel to the student.
- d. Waive the right to be heard before the Academic Hearing Committee of the College of Nursing. The student is advised that, in so doing, s/he automatically agrees to accept the penalty proposed by the faculty member or levied by the Academic Hearing Committee of the College of Nursing.
- e. Comply with deadlines and other requirements of this Policy.

Faculty Member Rights and Responsibilities

The faculty member who brings a charge of academic misconduct has the right and responsibility to:

- a. Participate in assuring the student receives due process by notifying the student via email and letter of the alleged misconduct.
- b. Make the initial determination, subject to this policy, of the seriousness of the alleged academic misconduct.
- c. Comply with deadlines and other requirements of this Policy.

Associate Dean of Academic, Assessment, and Accreditation Rights and Responsibilities

The Associate Dean of Academic, Assessment, and Accreditation of the College of Nursing has the right and responsibility to:

- a. Oversee the handling, documentation and dissemination of information resulting from incidents of Academic Misconduct. If, for any reason, the Associate Dean is unable to discharge the responsibilities outlined in this policy, they will be transferred to a School administrator designated by the Dean.
- b. Confer where appropriate or upon request with the faculty member or charged student about policy and process.
- c. Post the faculty member’s letter to the charged student by certified mail and regular first class mail and by email.
- d. Ensure that all correspondence regarding the case becomes a part of the student’s educational record, unless the charge is found to be groundless on appeal.
- e. Recuse him/herself in the event the Associate Dean is the faculty member levying the charge of academic misconduct or is otherwise subject to a conflict of interest. In such an event, the Dean shall designate a replacement for the Associate Dean’s functions under this Policy.
- f. Comply with deadlines and other requirements of this Policy.

Academic Hearing Committee Rights and Responsibilities

The Academic Hearing Committee (“Committee”) has the right and responsibility to:

- a. Access the complete educational record of the charged student.
- b. Meet prior to the hearing to review the documentation and discuss the case.
- c. Rule on challenges by the faculty member or charged student about the impartiality of Committee members.
- d. Call and question witnesses.
- e. Determine who shall remain in the room during testimony.
- f. Levy penalties for misconduct charges upheld by the Committee.
- g. Request additional evidence from the faculty member, the student, or the University, where necessary, in the sole judgment of the Committee, to its decision.
- h. Keep confidential information regarding any current or past misconduct matters.
- i. Maintain hearing documents, audiotaped records of the hearing, and any transcription of the hearing in a secure manner.
- j. Ensure that the faculty member and charged student can exercise their rights to challenge the impartiality of any member of the Subcommittee prior to the hearing.
- k. Consider evidence, render a decision on the case, and communicate that decision to the Associate Dean.
- l. Comply with deadlines and other requirements of this Policy.

Academic Misconduct Procedures

The following procedures will guide the College of Nursing in dealing with matters of Academic Misconduct. While not mandatory, the entire process should be completed within sixty (60) days.

Step 1: Making an Allegation

The faculty member should make the initial determination of academic misconduct within ten (10) business days of the discovery of the alleged misconduct, if possible.

Step 2: Determining the Misconduct Level

If the faculty member considers the misconduct to be of a less serious nature, the faculty member may resolve the issue by means of informal methods such as warning, counseling, additional assignments or grading (up to but not including course failure). For more serious misconduct where the faculty member wishes to propose a more stringent penalty (course failure, suspension, required withdrawal, expulsion), the faculty member must follow Steps 3 and 4 (if applicable). The faculty member shall visit with his/her Program Chair and/or the Associate Dean, notifying them of the allegation, discussing the proposed penalty and discussing the process of filing a misconduct charge and penalty options. The Program Chair shall determine if the student has had any prior discipline for academic misconduct. The faculty member shall have the discretion to determine the severity of the proposed penalty, provided, however, that where the student has had prior discipline in the College of Nursing for academic misconduct, the student is not eligible for informal resolution.

Step 3: Meeting with the Student

In all cases of suspected academic misconduct, the faculty member shall meet with the student in person or via phone or videoconference within five business days of the faculty member's determination in Step 2 to discuss the allegations. The Faculty Member may request that the Program Chair or the Associate Dean shall participate in the meeting. Such allegations must be grounded in evidence retained by the faculty member. If at any point during the discussion, the faculty member accepts the student's explanation of the alleged misconduct, the process is terminated, and the incident is dropped without further action.

During that initial meeting between the faculty member and the student, the faculty member must provide the student with a hard copy of this policy or direct the student to the policy on the College of Nursing's website. Where the faculty member is proposing a penalty that meets or exceeds course failure, the faculty member must advise the student to contact the Associate Dean regarding the hearing and appeal processes.

Penalties involving grade reductions or additional assignments may be issued in the normal course of the semester. Warnings and assignment penalties should be documented in writing and included in the student's academic file in the College of Nursing. Grade penalties are not appealable except through the College of Nursing's Grade Appeals Policy (applicable to final course grades). Warnings and assignment penalties are not appealable.

Step 4: Initiating Academic Misconduct Charges

Where penalties equal or exceed course failure, the faculty member must:

- a. Communicate with the Associate Dean.
- b. Assure due process for the student by notifying him/her via letter of the alleged misconduct. The faculty member shall provide the letter to the Associate Dean within any deadline established by the Associate Dean, who shall assume responsibility for sending the faculty member's letter to the student via certified and regular first class mail to the student's most recent address of record on file at the Office of Academic Affairs for the College of Nursing and to the student's University email address. The letter shall (1) identify the misconduct charge, (2) review the evidence in support of the misconduct charge, (3) specify the action recommended, and (4) inform the student of his/her right to appeal this charge. A copy of the Misconduct Policy, along with its appendices, shall be included with the letter. The letter shall be copied to the student's file, the Associate Dean, the Program Chair of the faculty member involved, and the student's academic advisor.
- c. Instruct the student to contact the Associate Dean immediately to discuss the procedure for accepting the proposed penalty or initiating an appeal.

Step 5: Student Acceptance or Rejection of Charges

Where the penalty meets or exceeds course failure and the faculty member charges a student

with academic misconduct, the student has ten (10) business days from the date of the letter sent in Step 4 to accept the penalty or appeal the decision of the faculty member. The appeal shall be initiated by the student in writing to the Associate Dean using the Intent to Appeal form, which is attached to this Policy as Appendix A. Failure to submit a completed Intent to Appeal form within ten (10) business days shall constitute acceptance of the penalty and waiver of the right to appeal.

Step 6: Appeal Preparation

- a. Once a student files the Intent to Appeal form with the Associate Dean, the Associate Dean will notify the Dean that an appeal is pending. The Associate Dean will also notify in writing the faculty member, the faculty member's Program Chair, and the student's academic advisor. Notice shall be made under confidential cover.
- b. The Dean is responsible for convening a five person (5) Academic Hearing Committee of the College of Nursing, one of whose members shall be a nursing student in good standing.
- c. The Associate Dean will establish the date on which the case will be heard by the Committee. The student, his/her academic advisor, the faculty member levying the charge and his/her Program Chair will be informed in writing by the Associate Dean of the time and place of the hearing. The student will be informed in writing by the Associate Dean of the right to have an advisor/legal counsel present.
- d. If the student elects not to appear in person before the Committee, his/her responsibility for presentation of the case is not waived. Under these circumstances, the Committee will deliberate, and act based on the evidence available at the time of the hearing.
- e. The Associate Dean shall provide the student with a list of any documentation, including a statement of the student's position, a witness list and any supporting evidence, which must be submitted for presentation to the Committee and the deadline for submitting such documentation. The student shall submit such documentation to the Associate Dean within stated deadlines. The student is encouraged to present an oral statement to the Committee at the time of the hearing as well.
- f. The Associate Dean shall provide the faculty member with a list of any documentation, including a statement of the allegations, a witness list and any supporting evidence, which must be submitted to the Associate Dean according to the deadlines established by the Associate Dean.
- g. The Associate Dean will forward the reports, witness lists and submitted evidence to the Committee members, prior to the scheduled hearing. The Associate Dean shall have the discretion to gather and submit to the Committee any additional evidence known by the Associate Dean to be available and relevant to the case. Reports prepared by one party are not shared with the other party unless so decided by the Committee. Witness lists and document evidence are shared with both parties.
- h. The Associate Dean may convene the Committee prior to the hearing to review evidence (including pertinent components of the student's educational record), discuss issues and identify witnesses to call. The Committee is not required to call

all witnesses identified by either party but will call all those whom the Committee believes necessary to allow it to make an informed judgment on the case.

- i. If the Committee feels that the case against the student is without merit, it may dismiss the case at the meeting held pursuant to Step 5, Section 8.

Step 7: The Appeal Hearing

- a. At the start of the hearing, Committee members will be advised of the sensitive and confidential nature of the proceedings by the Associate Dean, who will act as a nonvoting Chair of the hearing. The hearing will be recorded in its entirety and, if necessary, transcribed.
- b. The Committee is charged with reviewing the pertinent facts of the case as presented by the student, faculty member, key witnesses, and available in the student's educational record, and rendering a decision by majority vote.
- c. The Committee has the exclusive right to call and question witnesses. The charged student and faculty member involved in the case do not have the right to be present during the presentation of evidence or the questioning of witnesses.
- d. Any advisor/legal counsel for the student who is present at the hearing may only serve in an advisory capacity to the student, and may not introduce evidence, cross-examine witnesses or address the Committee without being permitted to do so by the Chair. In the event the student elects to have an advisor or legal counsel present, University counsel will also be present. University counsel may cross-examine witnesses and address the Committee.
- e. After the presentation of evidence, the Committee will deliberate and render a decision. Only Committee members and University counsel may be present during deliberations. If necessary, the Committee may recess but should resume deliberations at the earliest possible opportunity. The decision is reached by a majority vote of the Committee. The Committee's decision shall be based on a preponderance of the evidence.
- f. If a student is found innocent of the Academic Misconduct charge, the Committee has the authority to dismiss the case. The Dean shall expunge the student's permanent academic file of all documents relating to the alleged offense and shall direct the faculty member to expunge his or her files of any documents relating to the alleged offense.
- g. If a student is found guilty of Academic Misconduct, the Committee has the authority to levy a penalty more severe than that recommended by the faculty member. The Committee may not levy a penalty less severe than that recommended by the faculty member if the original penalty was within the faculty member's jurisdiction (up to and including course failure). If the original penalty recommended by the faculty member was outside of his/her jurisdiction (e.g., suspension, dismissal), the Committee has the authority to uphold the penalty or to impose a penalty that is either more or less severe.
- h. The Associate Dean will be notified of the decision of the Committee. The Associate Dean shall notify in writing the charged student, the faculty member the Dean, the student's academic advisor, the faculty member's Program Chair and any other individuals deemed appropriate by the Committee. A copy of the

correspondence will be placed in the student's file maintained in the Office of Student Affairs for the College of Nursing.

Step 8: Additional Appeals

- a. The student may appeal the decision of the Committee to the Dean within ten (10) business days following notification of the decision. Notice of intent to appeal shall be made on the form attached as Appendix B. The Dean's decision shall normally be made within five (5) business days. No hearing will be held in connection with the appeal to the Dean. The Dean, at his/her discretion, may request a meeting or teleconference with the student to discuss the appeal prior to the Dean's decision. Except in cases where the penalty imposed is expulsion from the University, suspension or a required withdrawal from the university, the Dean's decision is final. Pending resolution of an appeal, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Dean.
- b. If the student is appealing a decision of the Dean that involves expulsion from the University, suspension or a required withdrawal from the university, the student may make a written appeal to the University Provost within ten (10) business days following notification of the Dean's decision. The notice of written appeal shall be delivered to the office of the Provost using the form attached as Appendix B. The student shall also deliver copies thereof to the office of the Dean. No hearing will be held in connection with the appeal to the University Provost. Pending resolution of an appeal, the student's status as a student remains unaltered except in cases where there are reasons relating to the physical or emotional welfare of the student or of others, or reasons involving the safety of persons or property. The decision on student status will be made by the Dean. The Provost shall only recommend a change in the decision made at the lower level of appeal if the decision is arbitrary or capricious or clearly unsubstantiated by the evidence. The Provost's decision shall be considered final. If the student is found not to have committed an act of academic misconduct at any level of appeal, then the Dean shall expunge the student's permanent academic file of all documents relating to the alleged offense and shall direct the faculty member to expunge his or her files of any documents relating to the alleged offense.
- c. Copies of all documents pertaining to the case and all appeals will be entered into the student's permanent record and the permanent record of the Academic Hearing Committee after all University based appeals have been exhausted.
- d. If it is subsequently discovered that false information or evidence was provided by the student either prior to or during the Hearing, regardless of whether the right to a Hearing was waived, the case may be reopened and the Committee will reconsider the case based on the new information. In addition, the provision of false information or evidence will be considered an additional charge. To the extent possible, the original Committee members will be retained on the reconvened Committee.

Notices

Any notices required under this policy may be delivered in person or via e mail to official

university email addresses, with copy sent by US mail, provided receipt is within the deadlines established by this policy.

Reserved Rights of the College of Nursing

The College of Nursing reserves the right to modify, deviate from, or make exceptions to this Policy at any time, and to apply any such modification, or make any such deviation or exception applicable to any student without regard to date of application, admission, or enrollment. This Policy is neither a contract nor an offer to enter into a contract. Each student is responsible for knowledge of the College's policies, as well as for changes promulgated by the College as addenda to this Policy. This policy supersedes all previous versions of the Academic Misconduct Policy and College of Nursing policies. Any changes which are made in the University's Student Handbook will automatically be incorporated into this policy.

Discipline

The Creighton University Student Handbook (<http://www.creighton.edu/student-services/centerforstudentintegrity/>) describes disciplinary procedures and penalties, which may include suspension or expulsion from the University.

Confidentiality of Classroom, Clinical, & Electronic Communications

Information that is discussed in the classroom or on web-based assignments should be viewed as confidential and should not be shared with anyone not enrolled in the class.

Clinical practicum information is considered confidential. The Health Insurance Portability and Accountability Act (HIPAA) require that health care professionals and students respect confidentiality of patient health information.

Students must adhere to the following rules regarding patient records in any clinical course at any facility:

- A. Regardless of the format (paper, electronic, verbal) and no matter how socially benign, patient information is protected under federal law. It is the duty of the student to protect the confidentiality of patient information by keeping that information reasonably secure;
- B. Patient information may never be accessed for inappropriate use;
- C. Students may not grant access to or divulge patient information to anyone who is otherwise not authorized to have it;
- D. Reasonable security for paper includes keeping it in a reasonably secure location, whether at home or in clinical site. It is NOT reasonable to leave papers unattended at a work station, the nurses' station, or anywhere else;
- E. Reasonable security for electronic items includes encryption of files or machines and controlling the physical custody of those files and machines (e.g., do not leave your PDA unattended);
- F. Reasonable security for verbal items includes having conversations only with the care team and others in the academic program or class. It also includes having those

conversations in a relatively secure location (e.g., not in elevators, public areas, cafeterias);

- G. Reasonable security also includes shredding of paper and “cleaning” for electronic records when your program need for that information ends.

Failure to comply with HIPAA regulations and/or failure to maintain confidentiality is considered academic misconduct and is subject to the College’s policies and procedures related to academic misconduct. If a student fails to follow clinical agency policies, the clinical agency may deny that student and other students the right to participate in clinical practicum experiences at that site.

Social Media Policy

Creighton University College of Nursing abides by the Creighton University Statement on Social Media.

https://www.creighton.edu/fileadmin/user/PublicRelations/Social_Media/Social_Media_Guidelines_2.25.15_update.pdf The College of Nursing recognizes that social media are an important and timely means of communication. Creighton University College of Nursing abides by and supports the American Nurses Association (ANA) and National Council of State Boards of Nursing (NCSBN) guidelines for use of social media for nurses. The National Council of State Boards of Nursing White Paper on Social Media Use

https://www.ncsbn.org/NCSBN_SocialMedia.pdf is a valuable resource to guide student use of social media as nursing students and as professional nurses. For guidance on the proper use of social media please refer to the ANA “6 Tips for Using Social Media”

https://www.nursingworld.org/~4af5ec/globalassets/docs/ana/ethics/poster_-_6_tips_for_nurses_using_social_media_card_web.pdf

Examples of violations of proper use of social media include but are not limited to: posting client-related information, practicum-related information, faculty, staff or university-related information on the social media site. Students found to be in violation of the principles associated with Creighton University’s guidelines for social media use, and/or the ANA and NCSBN recommendations for proper social media use for nurses and/or nursing students will be subject to Academic Misconduct policies and procedures of the College of Nursing.

Professional Conduct

Clinical/Practicum

Instructors are responsible for relieving students of a patient assignment if the patient's health or safety is jeopardized by the student's health status or lack of knowledge in preparation. The Graduate program chair and Associate Dean for Academics, Assessment, & Accreditation are to be notified when any student has been relieved of an assignment. The student may resume clinical responsibility when this is feasible in the judgment of the Associate Dean and the instructor.

Disruptive Behavior

Disruptive Behavior: If a student demonstrates disruptive behavior during the class time, faculty may ask the student to leave the classroom. Should this occur, the student will not be allowed to return the next hour of class. Disruptive behavior includes, but is not limited to, talking, text messaging, excessive sleeping, and use of cell phones.

Substance Use/Abuse Screening Policy

This policy pertains to nursing students of Creighton University College of Nursing. The policy of the College of Nursing is consistent with university policies related to alcohol or substance use or abuse. Students may refer to the Creighton University Student Handbook http://www.creighton.edu/fileadmin/user/students/DSL_StudentHandbook/2017-18/FINAL_2017-18_Student_Handbook.pdf#%5B%7B%22num%22%3A50%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C79%2C717%2C0%5D

Reasonable Suspicion Testing

Any student covered under this policy will be subject to mandatory testing for the presence of illegal or legally controlled substances and/or alcohol if and when there is reason to conclude that the student is impaired as a result of chemical substance abuse, or that he or she may be abusing chemical substances, even if not obviously impaired. Refusal of the student to submit to testing in these circumstances will be grounds for immediate removal from practicum courses, and possible dismissal from the College of Nursing.

Cost of Testing

The cost of chemical substance testing undertaken as a result of reasonable suspicion of substance abuse and/or impairment will be borne by the College of Nursing.

Further Actions and Consequences

Upon confirmation of chemical substance use, students will be removed immediately from practicum courses by the Assistant Dean for Student Affairs. They will then be referred to Creighton University's Counseling and Psychological Services for evaluation and counseling. The cost of chemical substance testing performed as part of a treatment program, including maintenance monitoring, will be considered to be part of the cost of the program ***to be paid by the student***, and not by the College of Nursing. After completion of the evaluation and counseling process, the student may apply to the Admissions and Promotions Committee for reinstatement in a practicum course.

Dress Code

Graduate students in clinical settings and situations should be professionally dressed and groomed and are expected to wear a white lab coat with a Creighton Nursing name tag. Name tags should specify the student's name, professional credentials (RN, BSN, MSN) and either

Nurse Practitioner Student or Graduate Nursing Student. Extreme make-up, clothing, jewelry, fingernails, hairstyles, and ornamentation are not acceptable. All students must be identified with both the Creighton insignia and their student nametag at all times. It is the right of the faculty and/or agency staff to identify what constitutes inappropriate dress or ornamentation.

Course Policies

General Policies Regarding Clinical and Classroom Learning

Learning is an internal process, which is progressive in nature. The curriculum is designed as a continuum, which is intended to broaden students' general education base and encourage the transfer of previous learning. The overall curriculum and each individual course reflect the Creighton University Mission. The nursing courses operationalize the College's philosophy and organizing framework. These courses require interaction with other health disciplines to achieve holistic care.

1. Theory and clinical assignments are designed to:
 - a) provide experiences appropriate to the student's development of knowledge and skills
 - b) provide opportunities that will assist the student in attaining specific behavioral objectives
 - c) provide opportunities to utilize problem-solving methodology and enhance critical thinking.
2. Students are expected to prepare for all didactic and practicum experiences and to notify the appropriate faculty member and/or agency if unable to attend.
3. See syllabi for specific guidelines regarding attendance of all classes, practica and exams.
4. Students are expected to complete and submit classroom, laboratory, and practicum assignments per schedule. Students submitting late work, unless previous arrangements have been made with the course coordinator, may be penalized either by receiving a lower grade or no credit for the assignment. Consequences for late work will be detailed in a course's syllabus.
5. In consideration of the health and safety of both students and patients/clients, students may be asked for medical verification to return to the classroom or clinical environment should students become too ill to attend class or clinical. Requiring medical verification will be at the discretion of the faculty member based on the health condition of the student and its impact on the student's ability to meet the class or clinical requirements.
6. Students are assessed a yearly course lab or academic program fee payable with tuition each term. This fee covers various lab/course materials and liability insurance.
7. Students are responsible for costs associated with student-related projects such as poster presentations (\$60-\$100). Students may be required to attend a professional conference (\$50-\$100). There also may be costs associated with specific courses.
8. Electronic Devices: Out of respect for your colleagues and as a demonstration of professional behavior, all cell phones and audio pagers must be turned off while you are in class. Calculators are not allowed during exams unless otherwise stipulated in the course syllabi.

Classroom and Clinical Attendance

Student participation is imperative to learning. Graduate students are expected to attend all lectures, clinical, and laboratory sessions except as excused by the faculty. Certain activities are mandatory and cannot be made up (e.g. competency check-outs, procedures days). Inability to attend these mandatory activities will delay the student's progress through the curriculum. Students are to notify the appropriate faculty member and/or agency if unable to attend. Students with excessive absences are subject to Absence Failure (AF).

1. Guidelines for reporting absences from a class/clinical experience are specified in each course syllabus.
2. Anticipated absences should be discussed with the course leader(s) at the beginning of the semester so that planning for missed class/clinical experiences can be completed well in advance.
3. In the event of absence from a clinical experience, faculty may request medical verification of illness.
4. Consequences of habitual tardiness and/or excused absences will be determined by the course attendance policy. Repeated unexcused absences may result in failure.
5. It is the student's responsibility to make arrangements for missed classroom/ clinical time, assignments, and activities.
6. Attendance is mandatory at the scheduled exam times.

Weather-Related Attendance

Decisions to cancel classes due to inclement weather conditions are made by the President of Creighton University. The CUAAlert Service is an emergency notification system which sends out voice, email, and text messaging to alert subscribers of an active emergency or weather warning on or near campus. It is used only for Creighton University emergency communication purposes. Visit the website for additional information and to sign up or revise your current contact information: <http://www.creighton.edu/cualert/>.

Announcements are also made on the voice messages of departments and on KFAB (AM-1110) radio station. Students can also call the Creighton University Weather Hotline—402.280.5800. Because students traveling a distance may experience different weather than the Omaha area, students should always call ahead and consider their own safety.

Due to the distance nature of the graduate program, please contact the course leader or program chair related to class or exam concerns during inclement weather.

Transportation and Safety

Students are responsible for their own transportation to clinical experience sites.

Students will exercise judgment and not enter into or remain in a potentially hazardous situation. If any hazardous situation arises during a practicum experience, leave and immediately contact the instructor. Students are not to respond to requests for assistance from anyone on the street or by referral from agency clients or families; instruct people to request immediate assistance from

the city emergency service (911). Students also do not accept rides from people unknown to them and do not transport assigned clients in their automobile. Offers from unknown persons to transport students to where a client is temporarily located are also not accepted. Students are not to make agency visits outside of designated or pre-arranged clinical hours.

Examination Policies and Procedures

***Policy:* Exams will be given in a fair, uniform manner that will provide an adequate environment for test security and student responses to the exam questions.**

General Rules (Procedures):

1. Exams will start and end at the scheduled times.
2. Time allotment for exams is at the discretion of faculty and may be influenced by such factors as the nature and length of exam.
3. Proctors will not answer questions during the exam.
4. No retesting is permitted on any unit or final exam.
5. Final examinations may be given in theory courses.
 - a. The length of time for the final exam will be identified on the course syllabus/class schedule.
 - b. Final exams will be given at the times designated by the faculty.
 - c. Details of exam scheduling are included in course syllabi
6. Guidelines for on-line exams will be provided in the specific course.
7. Students are responsible for OnDemand (scheduling within 24 hours of an exam) fees incurred by Examity and for additional scheduling fees for missed proctor appointments. Fees are subject to change based on University contracts.

Attendance:

1. Attendance is mandatory at the scheduled exam times.
2. The student must inform the course leader **prior to the exam** if he or she will be unavoidably absent from the exam.
3. The reason for absence from any exam will be documented in the student's file. Examples of excused absences include, but are not limited to:
 - i. The student is participating in a university-sponsored event
 - ii. A death in the immediate family has occurred
 - iii. The student has an injury or illness/injury that has been documented in writing or electronic means by the Student Health Services office or the student's health care provider.
4. The Program Chair, in consultation with the course leader, may determine exceptions to the listed unavoidable absences.
5. A score of zero (0) will be assessed for any exam in which it is determined the absence is not excused.

Travel plans made during midterm and finals week are made at the student's own risk as examination schedules are subject to change.

Make-up exams:

1. Make-up exams will not have the same questions and/or format (i.e. short answer or essay) as the original exam.

2. The make-up exam should be taken within five business days of the original exam.
3. The course leader will determine:
 - a. Whether a make-up exam can be allowed.
 - b. Exceptions to the timing of the make-up exam (longer than five business days).

Test Security in the On-Line Environment:

1. Some exams/quizzes are open book and the faculty will identify in the syllabus what is acceptable to use as resources.
2. No screen shots are to be taken.
3. No use of any resources unless described as allowed in the syllabus.
4. No sharing or conversation with other students until the exam is closed.
5. Use of the online proctor (Examity) will require:
 - i. You are alone in the room.
 - ii. Desk and surrounding area is completely clear.
 - iii. The computer is connected to a power source.
 - iv. No phones or headphones unless otherwise stated.
 - v. No dual monitors.
 - vi. No leaving seat once exam has begun.
 - vii. No talking.
 - viii. Webcam, speakers, and microphone must remain on throughout test.
 - ix. Proctor must be able to see you for the duration of the test.
 - x. Student must have dry erase pocket with white piece of paper inserted at each Examity proctored exam.

Examity Proctoring

Examity is an online live-video proctoring service used by the College of Nursing to proctor Graduate/distance student assessments. The College of Nursing requires students to meet minimum computer requirements and it is extremely important that all students verify they meet the [minimum computer requirements](#). Finally, each student must read and confirm for themselves that they understand, meet the minimum requirements and are prepared to follow the instructions provided for setting up an Examity proctored exam.

Like all technology, web-conferencing (used by Examity to proctor) is also constantly being updated. Thus, it is extremely important that students refer to the Examity instructions/handbook for each exam in order to maintain minimum requirements, and check the students' computer system for updates to help alleviate issues at the time of the assessment.

It is a reminder to all students that academic integrity applies to online exams just as if they were in class exams. With the use of technology, if there is any suspicious behavior and/or breach of academic integrity, faculty will receive reports, and student will be awarded zero points for that exam and a letter will go in their permanent file.

ExamSoft and Examity instructions/handbook can be found at this web address:

<https://blueline.instructure.com/courses/302848/pages/examsoft-student-orientation>

<https://blueline.instructure.com/courses/302848/pages/examity-online-live-video-proctoring>

*Please review Examity instructions/handbook linked for current fees.

A. Dry Erase Pockets and Markers –exam resources are provided to distance students in plans of study that complete exams and must be with the student for all Examity proctor exams. The pockets have two purposes:

1. Proctors will ask students to reflect his/her computer monitor and keyboard using the pocket, with a piece of white blank paper inserted, pointed towards the web-cam to verify notes are not posted around the computer or keyboard. The Proctor may ask a student to pause his/her exam if there is a need to reflect this area again and at the end of the exam.
2. Course Leaders may allow students to use “scratch paper” for an exam. The reusable dry erase pocket with a piece of white blank paper inserted and a dry erase marker will be used as “scratch paper”. Examity proctors will verify the pocket is clear of all writing prior to the exam start and at the end of the exam. Students should make sure to have a tissue available to wipe the pocket clean when instructed by the proctor.

Additional Information:

- If the dry erase pocket becomes lost or misplaced, the student will need to replace with a C-Line Reusable Dry Erase Pocket 9X12 inches. Replacements can be purchased from Amazon or a teacher/education supply store at the student’s expense

If different or additional dry erase markers are desired, these may be purchased at the student’s expense.

Student Responsibility:

As students entering the profession of nursing, it is expected that all students would uphold the highest level of academic integrity. Creighton University’s code of conduct may be found at:

http://www.creighton.edu/fileadmin/user/students/DSL_StudentHandbook/2017-18/FINAL_2017-18_Student_Handbook.pdf#%5B%7B%22num%22%3A50%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C79%2C717%2C0%5D

Examination Review Policies/Procedures

1. If all students have taken the examination, a test review will be made available at the discretion of the course faculty.
2. All questions regarding test items will be submitted, *in writing*, to the faculty responsible for that content presentation within 24 hours of the test review.
3. When asking for test question consideration, the student must present evidence that another answer may be correct; that is, rationale must be given from the test or class notes. To say a test question is "bad" or "not written well" is not justification and will not result in a test question being edited. Also the grade received is not a valid basis for an edit request.

4. Faculty will respond to all queries, *in writing*, and with a rationale for their response. Students should make an appointment to discuss your concerns with the faculty member.

Guidelines for Clinical Practica

Selection of Preceptors and Practicum Sites

Preceptors

It is the student's responsibility to identify preceptors and initiate the request to work with a preceptor. Students may identify preceptors by networking via the work environment, professional organizations, or community contacts. A signed Preceptor Practicum Clinical Agreement (Preceptor Agreement) by student, preceptor, practicum facilitator and a facility contract must be on file before practicum experiences are begun and before practicum hours can be logged. In addition, all agency compliance requirements must be met prior to beginning any practicum hours.

Prior to or during practicum courses and subsequent practicum or residency courses, the student is responsible for identifying a qualified advanced practice practicum preceptor who meets the standards of National Organization of Nurse Practitioner Faculties (NONPF) and of the Creighton University College of Nursing as stated below.

Preceptor Qualifications

The following are criteria for qualified preceptors:

- Preceptors must be nurse practitioners (NP's) or physicians (MD's/DO's) or physician assistants (PA's) who have graduated from an approved/accredited program and who are appropriately licensed and certified in their specialty. A minimum of one year of experience is required and two years is preferred.
- The student's immediate supervisor at his or her place of employment may not serve as the student's preceptor.
- The student may not precept on a unit in which an immediate family member is employed.

Practicum Site Considerations

Students may see patients in conjunction with the preceptor in settings appropriate to the role specialty and the objectives of the course.

The Preceptor Placement Coordinator can provide clinical agency information with whom the College of Nursing has established contracts. When considering practicum sites and preceptors, the student should consider the geographical location and the patient population served. Students may select practicum sites in their local community as long as that facility can provide the diversity of age and clinical experiences necessary to best prepare the student to achieve program goals and objectives.

Initiating the Practicum Contract

Students in the practicum and residency courses must complete a Graduate Nursing Program Clinical Site Request Form (Request Form) at least 60 days prior to the beginning of the clinical experience: https://blueq.col.qualtrics.com/jfe/form/SV_0DPR0cDlofvYP8p
Once the Request Form has been submitted, the College of Nursing Preceptor Placement Coordinator will determine if a clinical contract is needed and will communicate any additional requirements. **A Request Form is needed for each facility and for each preceptor each semester.**

Completing the Preceptor Agreement

Students are responsible for finding their own clinical sites and preceptors. Faculty approval of clinical agencies and preceptors is required before students initiate the online request process.

When a clinical site and preceptor have been identified, students will complete the "Clinical Site Request" online survey available on BlueLine. After completion of the facility request, the student will receive information on completing the preceptor agreement. The Preceptor Agreement should be completed electronically by either the student and/or the preceptor in its entirety. When all requirements are complete, the student will be notified that they are compliant and able to begin clinical hours with the approval of the course faculty.

Practicum Practice Policies Professional Conduct, Attire, and Hygiene

It is important that conduct and attire reflect the students' professional status. It is expected that the student will dress in accordance with agency policy. If an agency policy does not exist, the student should wear professional attire suitable for the setting. Jeans, denims, shorts, mini-skirts, leggings, midriff revealing tops, tennis shoes, and sandals are not acceptable. Engagement and wedding bands, watches, and stud earrings are the only jewelry permitted. Jewelry may not be worn on any other parts of the body that is observable to co-workers and patients. If worn, perfume/cologne/after shave should be light and not overpowering. Clothing should be clean and neat. Personal hygiene practices should reflect an appropriate professional image. Lab coats (subject to practicum site recommendation) and CUCON name tags are required at all times when in the practicum agency or whenever the student is representing Creighton University College of Nursing. Students who do not follow these guidelines may be rejected by patients or may be asked to leave the practicum setting by employees of the agency, by preceptors, or by faculty or teaching staff.

Each student is expected to:

- Perform in a professional and cooperative manner.
- Demonstrate sensitivity to the opinions of others (i.e., faculty, staff, preceptors, peers).
- Treat faculty, staff, preceptors, peers, and patients with respect.
- Use time of self and others productively.
- Be punctual for practicum, seminars, and other appointments.
- Identify own learning needs.
- Take responsibility for meeting own learning needs.
- Assist peers in meeting their learning needs.
- Behave consistently in a professional manner.

- Seek assistance when needed.
- Negotiate changes in deadlines, when needed, in advance of the original deadline.
- Use appropriate language and medical terminology in discussions with others.
- Prepare in advance for practicum, seminars, and scheduled meetings with faculty, preceptors, staff, or peers.
- Participate actively in seminar discussion.
- Compliance with all HIPPA requirements.

Scheduling of Practicum Hours

Students are expected to schedule the required practicum hours at the convenience and availability of the preceptor. Students should not expect or ask preceptors to conform to the students' personal and/or employment needs, but rather the student will conform their schedule to the needs of the preceptor and his or her patient population. Prior to beginning the practicum experience, students and preceptors need to agree on the days and times that the student will be in the practicum agency. Students will then share that schedule with the practicum facilitator via Typhon, which is adjusted or updated as necessary to maintain currency.

The total number of direct clinical hours required for each practicum is listed on each student's Program of Study.

Attendance and Missed Practicum Practice and/or Laboratory Experience Time

Students are expected to develop a calendar of planned practicum experiences during the first week of each practicum or residency course and to submit this calendar to the preceptor and the faculty via Typhon. The calendar allows the faculty to know when the student is expected to be in the practicum setting and provides a mechanism for contacting the student during practicum hours should that be necessary. The calendar should be available to the individual in the practicum setting responsible for scheduling return visits so that a patient can be scheduled for a follow-up visit, if needed, on a day when the student will be in the clinic. This allows the student to follow through with the patient and to evaluate the outcomes of diagnostic tests or prescribed therapy.

Unexpected illness of the student, family, and/or preceptor resulting in an absence from practicum should be discussed with practicum faculty and the parties involved as soon as reasonably possible. Failure to notify the preceptor of an absence from the practicum setting as negotiated is unacceptable and may place the student and practicum placement in jeopardy. Absences resulting in lost practicum hours and/or laboratory experiences must be completed before the end of the semester and at the convenience of the preceptor and/or faculty. Extension of the practicum experience with the preceptor cannot be assumed.

Students are responsible for monitoring the number of practicum hours and for accurately documenting those hours as described in the syllabus. Students are expected to review hours and experiences with faculty at the times shown on the Schedule and Due Dates document for each course. Faculty may require a change in practicum sites to insure an adequate practicum experience. At the end of each term, students should review a summary of practicum hours to date with faculty to identify areas requiring development. The Typhon system will maintain a

summary of student experiences for certification purposes. Students are encouraged to retain their own personal copies of these documents for use, if needed, for documentation or verification of practicum hours and/or preceptors for State Board of Nursing and certifying agencies.

Preparation for Practicum Assignments

Students should spend at least one day prior to the beginning of the practicum experience orienting to the practicum facility. It is expected that this experience will help students to start the term positively and prepared.

Compliance Requirements

Students are responsible for remaining compliant with all College of Nursing and agency requirements. No practicum hours may be completed or applied to the course requirements until all compliance requirements have been met and recorded as such by the Compliance Specialist. If a student becomes noncompliant during a semester, they will not be allowed to continue to earn practicum hours until the compliance issue has been resolved. Failure to do so may result in administrative withdrawal from the course.

Responsibilities of the Preceptor and Faculty of the College of Nursing

Preceptor Responsibilities

The preceptor works directly with graduate nursing students and closely with faculty to facilitate the student's practicum experience and achievement of practicum objectives. Specifically, the preceptor will:

1. Precept the student on a one-to-one basis.
2. Participate in student instruction while serving as an expert, role model, and consultant during the practicum experience.
3. Provide student orientation to the facility and introduction to staff.
4. Provide space and room facilities as needed for the student's practicum experience.
5. Provide the student with practicum experiences to meet the course requirements, objectives, and specific educational expectations.
6. Critique the student's practicum performance including practicum skills and knowledge.
7. Evaluate the student's practicum competency via communication with student and faculty.
8. Notify the graduate faculty immediately of any problems arising from the student's performance.
9. Provide feedback to the student about performance and progress on an ongoing basis.
10. Facilitate student experiences through evaluation of practicum experience, participation in quality management of practicum experience, and identification of new learning experiences.

Faculty Responsibilities

The faculty, in collaboration with the student and preceptor, will provide oversight of the practicum experiences to optimize the student's personal and professional development. Specifically, the faculty will:

1. Identify practicum educational requirements and objectives with the preceptor and student.
2. Orient students and preceptors to the respective roles and responsibilities.
3. Assess the adequacy of space and appropriateness of patients/clients within the preceptor environment to insure adequate student learning experiences and meeting learning objectives.
4. Ensure that appropriate agreements are signed with agencies and preceptors.
5. Respond to problems and concerns of preceptors and students.
6. Communicate periodically with preceptor and student about progress in meeting goals and devise new strategies for attaining goals if needed.
7. Evaluate the student's practicum competency and meeting of practicum learning objectives through scheduled communication with preceptor and in consideration of the written preceptor evaluation.
8. Schedule site visit as required or needed.
9. Evaluate the student's practicum competency via communication with student, preceptor, faculty, and through site visits as indicated.
10. Facilitate the student-preceptor-faculty relationship through continual constructive feedback.
11. Assign the final course grade.

The agency experience is guided by the practicum preceptor at that agency. Faculty in the College of Nursing are available for consultation, assistance and evaluation. If at any time a student is determined to be unsafe by preceptor or faculty, appropriate steps according to College of Nursing policy will be initiated by faculty.

Evaluation of Practicum Experience

Post-Graduate-DNP tracks

Upon acceptance a student will be required to provide evidence of the number of practicum hours completed in their previous MSN advanced practice degree. Those hours will be added to the 375 hours required in the DNP Residency course. A student must earn 1200 hours by graduation. If the number does not reach 1200 hours, students will enroll in NUR 858 prior to enrollment in the Residency course. The course can be taken for 1-4 credits. The student's supervisor will be asked to complete the DNP Clinical Proficiency Gap Analysis Form and return it to the program chair. If the evaluation shows a score of 54, the student will receive credit for the practicum hours required for the course based on the competency evaluation. If the evaluation shows a score of less than 54, then the student will complete practicum hours for the course.

Post-BSN to DNP: Documentation of Practicum Experience and Hours

Documentation of practicum experiences and hours is achieved in a variety of ways. Please see course syllabus for details.

Preceptor's Evaluation of the Student

The preceptor should take the opportunity to provide feedback to the student, both on an ongoing basis and at defined intervals. Students value receiving feedback as soon as possible. Feedback should be provided in a private setting. It is also helpful to provide both positive and negative feedback. Faculty will also solicit feedback from the preceptor. Face-to-face meetings or phone conversations can be scheduled throughout the semester. The preceptor is encouraged to contact the faculty at any time to provide feedback about the student's performance. The preceptor will submit a final evaluation of student performance.

Clinical Laboratory Improvement Amendments

Clinical Laboratory Improvement Amendments (CLIA), is a federally guided regulatory mechanism that ensures compliance with common laboratory testing skills. Students in some of the Nurse Practitioner curricula are required to complete the competencies associated with CLIA in a 1-day on-campus experience. In addition, an on-line component is completed prior to attending the on-campus session. CLIA will occur during the first or second practicum course. The date will be announced at the beginning of the semester and will not be on a regularly scheduled class day.

Clinical Competency Policy

After beginning clinical work in Practicum I for the individual's specialty track, advanced practice nursing students who have an interruption in graduate clinical course work of longer than one semester may be required to demonstrate clinical competency before engaging in clinical experiences in subsequent courses. The criteria for the competency exam will be based on the last clinical course completed.

Clinical Practicum Hours

The total number of practicum hours for the various advanced practice nursing options is shown on the Program of Study for that option and on the individual student's Plan of Study.

Direct patient care clinical hours refer to hours in which direct clinical care is provided to individuals and families; these hours do not include skill lab hours, physical assessment practice sessions, or a community project if it does not include provision of direct care.

Clinical Hours Between Semesters

The intent of accruing clinical hours between semesters is to:

- Encourage students to maintain and improve gained clinical skills,

- Utilize time frames in clinical settings when the student may have more time to devote to concentrated clinical practice.
- Utilize times in clinic settings when the student may have opportunities for practice without competition from other students who may want to use the facility and/or preceptor.
- Allow the students to “count” these hours toward total clinical hours for the program of study.

Students are allowed to accumulate clinical hours between semesters after they have completed the second clinical practicum course. The maximum allowed is 20% of the total hours for the subsequent clinical practicum courses.

MSN Capstone Course and Scholarly Project Guidelines¹⁴

Overview

The expectations for the scholarly project, a required component of the final residency or capstone course, are consistent with the stated purposes of the Master of Science with a major in Nursing (MSN) degree program. It is a scholarly demonstration of students’ abilities for flexible leadership and critical action within complex, changing systems, including health, educational, and organizational systems. The Scholarly project demonstrates students “knowledge and skills to lead change, promote health, and elevate care in various roles and settings. .”¹⁵ . The Scholarly capstone demonstrates mastery of the Essentials. “These Essentials are core for all master’s programs in nursing and provide the necessary curricular elements and framework, regardless of focus, major, or intended practice setting. These Essentials delineate the outcomes expected of all graduates of master’s nursing programs.”¹⁸ The Scholarly capstone demonstrates “the knowledge, skills, and abilities that are essential to independent clinical practice” for the NP. ”¹⁹

The MSN capstone courses and the Scholarly Project document achievement of program objectives. Required core and support courses provide the underlying scientific basis and the scholarly and analytic methods for evidence-based practice and for improving and transforming health care and health care delivery systems. The advanced nursing practice courses provide specialty content and experiential activities aimed at the application of skill sets associated with clinical decision-making, quality and safety initiatives, organizational and systems management and leadership, and policy advocacy.

Hallmarks of the Capstone Courses and Scholarly Projects

The MSN Capstone Courses and the Scholarly Projects provide evidence of the student’s ability to demonstrate the following competencies at the microsystem level:

1. Analyze theoretical concepts and knowledge from nursing and other disciplines relevant

¹⁴ Approved by GCC 11/20/09; Approved by Faculty Organization 12/04/09

¹⁵ American Association of Colleges of Nursing (AACN). (2011). *The essentials of masters education for advanced nursing practice (p.3)*. Washington, DC: Author.

¹⁹ National Organization of Nurse Practitioner Faculties (NONPF). (p.1) 2011.

- to advanced nursing practice in the provision and improvement of health care.
2. Assume leadership in designing, managing, and implementing quality, cost-effective, and innovative services to clients in a variety of health care settings.
 3. Incorporate knowledge of population-based care and cultural influences in ensuring appropriate and sensitive health care.
 4. Influence health policy formulation and implementation to address socioeconomic and health care issues.
 5. Demonstrate proficiency in analyzing and utilizing research from nursing and other relevant disciplines to improve practice.
 6. Engage in a systematic process of moral reasoning and values-based dialogue to resolve/address ethical dilemmas/situations.
 7. Demonstrate competencies as clinical nurse leaders, nurse educators, nurse practitioners, or nursing systems administrators.

Types of MSN Scholarly Projects

Students, with guidance from their academic advisors, their professional experience within a specialty area, and input from stakeholders, identify and select well defined projects with a limited scope. Students conduct their projects with the approval and guidance of their MSN Scholarly Project Advisors and may complete the MSN Scholarly Project alone or as a member of a collaborative team. The MSN Scholarly Project and outcomes will be disseminated to stakeholders.

The types of scholarly projects include:

Quality Improvement (QI)

The student identifies a problem in conjunction with stakeholders. The problem is investigated using appropriate tools, and improvement strategies and outcomes are delineated based on integrative research reviews. A plan for improvement is developed and approved by stakeholders. The plan is implemented using theoretically based change strategies. An evaluation of the change is conducted for both short-term and long-term sustainability.

Program Development and/or Evaluation

The student develops a program and/or conducts a program evaluation. Program development will be based on a review of literature and data that identify a need, a statement of explicit goals or objectives, implementation methods and a timeline, and an evaluation plan. Evaluation includes an assessment of the inputs, processes, and outcomes of a specific program. The outcomes of the program are evaluated using appropriate measures and methods. Selected outcomes of the program are compared to evidence-based outcomes generated from a systematic review of research.

Evaluation of New Practice Model, Guideline, or Innovation

The student evaluates a recently implemented practice model, guideline, or innovation. The student conducts a systematic review of research on the key tenets of the model and delineates

the strengths and limitations of applying the model in the micro- or macro-system. The project involves conducting an evaluation using a systematic approach and appropriate standards and tools.

Faculty Research

Opportunities exist in which students may be involved in replicating or extending on-going clinically-based quantitative research projects at the discretion of the faculty member. If selected for involvement in faculty research, a student will engage in activities integral to the project and that meet the student's program objectives.

Other types of scholarly projects may be considered at the discretion of the faculty advisor. For example, participatory action research or qualitative research.

MSN Scholarly Project Faculty Advisor and Responsibilities

A. Criteria for MSN Scholarly Faculty Advisor

1. Holds full-time 9- or 12-month faculty appointment in the CON and agrees to be available for consultation during off months.
2. Has an earned master's degree in nursing or doctoral degree in nursing or a related field.
3. Has expertise relevant to the scholarly project.
4. Is available to the student on a regular basis during the duration of the project.

B. Responsibilities of a Faculty Advisor

1. Approves the project.
2. Guides the development and preparation of the scholarly project, including planning, development, implementation, evaluative processes, and manuscript preparation for dissemination.
3. Meets on a regular basis with student or students regarding the project.
4. Assures Institutional Review Board (IRB) compliance (see table for specific activities).
5. Reviews and evaluates drafts of the final written project report and dissemination process (inclusive of poster or oral presentation or submission of a manuscript).

Scholarly Project Support Core and Clinical Specialty Courses

The work of Stevens (2005, 2009)¹⁶ is used as a framework or guide for the development of the master's scholarly project. The research core, seminar, clinical specialty, and residency courses are integral for the project development, implementation, evaluation, and dissemination processes. All MSN students integrate elements of the evidence-based decision-making process with systematic review of the scientific literature. Students identify a problem of clinical importance, search and critically appraise the literature related to the identified problem and its

¹⁶ Stevens, K. (2005, 2009). *Essential competencies for evidence-based practice in nursing*. San Antonio, TX: The University of Texas Health Science Center.

resolution and propose an evidence-based approach for addressing the problem and improving outcomes. Implementation, evaluation, and dissemination of the project are conducted as part of the student's clinical practicum experience. The student completes the Scholarly Project as part of their clinical practicum courses, with a culmination during the final MSN residency.

MSN Scholarly Project Development

Synthesize the research literature into a single meaningful statement of the state of knowledge; translate research evidence into recommendations for practice (Stevens, 2005).

Component of Clinical Practicum I (Spring)

MSN Scholarly Project process will be discussed as a component of the Clinical Practicum I in the spring semester.

Component of NUR 685 and Practicum II (Summer)			
Competencies on which course builds ⁴	Focus of Scholarly Project Activity During Course	Student Responsibilities and Activities**	Faculty Responsibilities and Activities
1-4, 5-9, 11-17, 20-22	<ul style="list-style-type: none"> • Discussion and dialogue of general topic • Problem recognition • Critical appraisal to validate the significance of the problem • Development of review of evidence <ul style="list-style-type: none"> • Initial planning, methodology, procedures, selection of tools; identify measures, benchmarks, and outcome • Develop knowledge and skills related to protection of human subjects 	<ul style="list-style-type: none"> • Submit narrative of the proposal in stages including problem, significance of the problem, model or framework, review of the literature/evidence, methodology with tools and measures • Complete CITI and Creighton's IRB Training Requirements • Determine IRB requirements for chosen project and agency within which the project is going to be conducted • Submit proposal for final review by end of summer semester 	<ul style="list-style-type: none"> • NUR 685 and Practicum II Faculty meet with student to: <ul style="list-style-type: none"> • Refine topic area • Assist student in identifying topic and developing proposal • NUR 685 faculty read, provide critique, and approve proposal draft

**Specific task assignments for accomplishing the Scholarly Project are negotiated between the student and Faculty Advisor. If a student's performance is not consistent with the agreed-upon expectations, the Faculty Advisor will consult with the Program Coordinator for a resolution strategy.

MSN Scholarly Project Implementation

Individual, organizational, and environmental practices are changed through formal and informal channels (Stevens, 2005, 2009).

Component of Clinical Practicum III (Fall)			
Competencies on which course builds ⁴	Focus of Scholarly Project Activity During Course	Student Responsibilities and Activities**	Faculty Responsibilities and Activities
1-5, 7-9, 11-17, 19-21, 22-25, 28	<ul style="list-style-type: none"> Provision of a plan for the protection of human subjects, complete IRB proposal (if needed), complete educational materials, select or complete protocol or guidelines. Readiness for full implementation of project 	<ul style="list-style-type: none"> Identify and select Faculty Advisor. Submit proposal for Faculty Advisor review and approval Begin preparation of IRB protocol, applications, and addendums (if needed) Submit proposal to IRB (if needed) Implement proposed project during clinical practicum Collect and analyze data for project 	<ul style="list-style-type: none"> Faculty advisor assigned. Faculty advisor serves as P.I. on IRB submission per CU policy. Faculty advisor serves as a resource. Faculty advisor assists in the data analysis or evaluation of the outcomes.

**Specific task assignments for accomplishing the Scholarly Project are negotiated between the student and Faculty Advisor. If a student's performance is not consistent with the agreed-upon expectations, the Faculty Advisor will consult with the Program Coordinator for a resolution strategy.

MSN Scholarly Project Evaluation and Dissemination

Endpoints and outcomes are evaluated, including the impact of practice changes on clinical decision-making, organizations, research, policy, and education (Stevens, 2005).

Residency in Clinical Specialty (Spring)			
Competencies on which course builds ⁴	Focus of Scholarly Project Activity During Course	Student Responsibilities and Activities**	Faculty Responsibilities and Activities
1-5, 7-17, 19-21, 22-24, 26-31	<ul style="list-style-type: none"> Evaluation of project Dissemination 	<ul style="list-style-type: none"> Complete MSN Scholarly Project Submit final written scholarly project to faculty advisor Disseminate MSN Scholarly Project in an approved format* 	<ul style="list-style-type: none"> Assist in the selection of appropriate dissemination venue Evaluate final project, approve written summary and validate dissemination Document successful completion of MSN Scholarly Project Serve as second author on manuscript, poster, or oral presentation

*Examples of dissemination include a manuscript, a poster presentation, or an oral presentation.

**Specific task assignments for accomplishing the Scholarly Project are negotiated between the student and Faculty Advisor. If a student's performance is not consistent with the agreed-upon expectations, the Faculty Advisor will consult with the Program Coordinator for a resolution strategy.

Evaluation of the Scholarly Project will consist of the MSN Scholarly Project Faculty Advisor's evaluation of the final written paper and the dissemination. Successful completion of the Scholarly Project is required to obtain a satisfactory grade in the residency and to graduate from the MSN Program.

Seminar: DNP Scholarly Project Guidelines¹⁷

Overview

The expectations for the DNP Project are consistent with the stated purposes of the Doctor of Nursing Practice (DNP) Program. It is a scholarly demonstration of the synthesis of the student's work and lays the groundwork for future scholarship.¹⁸ "The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes¹²." Through successful completion of the DNP Project, students are capable of improving health care through selectively contributing to the development of nursing practice. Students collaborate with scholars from nursing and other disciplines to design, manage, and evaluate clinical practices and organizational systems. The DNP Project is conducted according to ethical principles, addresses identified needs, and is designed to benefit a group, population, health care organization/system, or community.¹⁹

The DNP Project documents achievement of the program objectives. Required core and support courses provide the underlying scientific basis and the scholarly and analytic methods for evidence-based practice and for improving and transforming health care and health care delivery systems. The advanced nursing practice courses provide specialty content and experiential activities aimed at the application of skill sets associated with clinical decision-making, quality and safety initiatives, organizational and systems management and leadership, and policy advocacy.

"...practice-focused graduates are prepared to generate new knowledge through innovation of practice change, the translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems or with specific populations to improve health or health outcomes."²⁰

¹⁷ Approved by Faculty Organization: 12/04/09

¹⁸ American Association of Colleges of Nursing (AACN). (2006). *The essentials of doctoral education for advanced nursing practice* (p.20). Washington, DC: Author.

¹⁹ National Organization of Nurse Practitioner Faculties (NONPF). (2007). *NONPF recommended criteria for NP DNP Projects in the practice doctorate program* (p. 1). Washington, DC: Author.

¹⁴ American Association of Colleges of Nursing (2015). *The Doctor of Nursing Practice: Current issues and clarifying recommendations*. Report from the task force on the implementation of the DNP.

1. All DNP Projects should: “Focus on a change that impacts healthcare outcomes either through direct or indirect care.”
2. “Have a systems (micro-, meso-, or macro-level) or population/aggregate focus.”
3. “Demonstrate implementation in the appropriate arena or area of practice.”
4. “Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).”
5. “Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes/outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluation research.”
6. “Provide a foundation for future practice scholarship.”

Types of DNP Projects

Students, with guidance from their academic advisors, their professional experience within a specialty area, and input from stakeholders, identify and select topics. Students conduct their projects with the approval and guidance of their DNP Project Team and may complete the DNP Project alone or as a member of a collaborative team. The types of DNP Projects include:

Quality Improvement (QI)

The student identifies a problem in conjunction with stakeholders. The problem is investigated using appropriate tools, and improvement strategies and outcomes are delineated based on integrative research reviews. A plan for improvement is developed and approved by stakeholders. The plan is implemented using theoretically based change strategies. An evaluation of the change is conducted for both short-term and long-term sustainability. The DNP Project and outcomes are presented to stakeholders and will be disseminated to a larger audience in a method approved by the DNP team.

Program Development and Evaluation

If a student chooses a program development project, the student will conduct a comprehensive needs assessment regarding an identified issue influencing a population. Based on this assessment, an integrative research review, and collaboration with key stakeholders, the student will develop a program proposal designed to address the identified issues.

If the student chooses a program development and evaluation the student will conduct an assessment of the inputs, processes, and outcomes of a specific program. The outcomes of the program are evaluated using appropriate measures and methods. Selected outcomes of the program are compared to evidence-based outcomes generated from a systematic review of research. The program evaluation project and outcomes are presented to stakeholders and will be disseminated to a larger audience in a method approved by the DNP team.

Evaluation of New Practice Model, Guideline, or Innovation

The student evaluates a recently implemented practice model, guideline, or innovation. The student conducts a systematic review of research on the key tenets of the model and delineates the strengths and limitations of applying the model in the micro- or macro-system. The project

involves conducting an evaluation using a systematic approach and appropriate standards and tools. The practice model, guideline, or innovation evaluation project is presented to stakeholders and will be disseminated to a larger audience in a method approved by the DNP team.

Faculty Research

Opportunities exist in which students may be involved in replicating or extending on-going clinically-based faculty research at the discretion of the faculty member. If selected for involvement in faculty research, a student will engage in activities integral to the project and to meet the project objectives. The student could conduct a study using one of the multiple methods of quantitative or qualitative inquiry specific to the expertise of the qualified faculty. Quantitative methodology is the investigation of phenomena that lend themselves to precise measurement and quantification, often involving a rigorous and controlled design. Qualitative methodology is a naturalistic approach that explores human experiences in depth. Approaches may include case study, phenomenology, or brief ethnography. Participatory Action Research (PAR) is a methodology in which the student engages an interested group of community members in a collective effort to test new ideas and implement action for a desired change. Participatory action research (PAR), often used in public and global health arenas, follows a cyclic, systematic, and adaptive method of collective inquiry. It involves assessing, planning, taking action, collecting evidence of outcomes, analyzing and evaluating outcomes, reflecting, and continuing the process for change.

Other types of DNP Projects may be considered at the discretion of the faculty.

DNP Project Team

Members of the team include the Committee chairperson and one additional member (as approved by the Committee chairperson). Prior to the semester in which the student plans to enroll in NUR 899/900, the student will be assigned a DNP Project Team Chair. After the DNP Project Team Chair has been assigned, any request to change a team chair or team member must be made in writing with rationale to the Graduate Program Chair. The Graduate Program Chair has the right to make a change or to maintain the team as originally assigned.

1. Criteria for DNP Project Team Chairperson:
 - a. Holds full-time 9 or 12-month faculty appointment in the CON or is eligible to serve in the special faculty role and agrees to be available for consultation during off months.
 - b. Has an earned doctoral degree.
 - c. Has expertise relevant to the DNP Project, e.g. methodology, process, content.
 - d. Available to the student on a regular basis for the duration of the project.
2. Role of project/committee chair:
 - a. Approves the initial project topic and plan. Assists with refinement of the topic.
 - b. Guides selection of additional team members.
 - c. Approves plan and agenda for team meetings.

- d. Guides the development and preparation of the DNP Project proposal, including planning, development, implementation, and evaluative processes. Determines that the DNP Project is reflective of the role/setting/population for which the student is being prepared.
 - e. Consults with the Graduate Program Chair if a student's performance is not consistent with agreed upon expectations.
 - f. Assists student to prepare proposal and application for submission to all relevant IRB's and assures IRB compliance with all appropriate regulations.
 - g. Retains authority for approval of final project.
 - h. Reviews and evaluates drafts of the final written project and dissemination method, approves venue for dissemination and validates submission of project.
 - i. Reviews and approves the Health Sciences Library Repository submission.
 - j. Serves as second author on manuscript submission and any presentations.
 - k. If the student chooses not to make revisions to a submitted manuscript/abstract, the Project Chair can do so. The student will remain first author.
3. Criteria for Practice Mentor:
- a. The Practice Mentor may hold faculty status in the University or may be an external individual with expertise in the student's project.
 - b. Available to the student on a regular basis for the duration of the project.
4. Role of Practice Members:
- a. Critique drafts of the developing DNP Project proposal.
 - b. Participate actively in two or more team meetings (approval of implementation of project and approval of presentation/project completion).
 - c. Review, provide feedback, and approve PowerPoint presentation.
 - d. Can serve as third author on manuscript/presentation if participates extensively in the review/preparation process.

DNP Project Supporting Core and Specialty Courses

The work of Stevens is used as a framework or guide for the development of the doctoral DNP Project. The research core, seminar, clinical specialty, and residency courses are integral for the project development, implementation, evaluation, and dissemination processes. The BSN to DNP student completes NUR 685, NUR 686, NUR 899, and clinical specialty, and residency courses. The Post-graduate to DNP student completes NUR 686, NUR 900, and NUR 901. All DNP students integrate elements of the evidence-based decision making process with systematic review of the scientific literature. Students identify a problem of clinical importance, search and critically appraise the literature related to the identified problem and its resolution, and propose an evidence-based approach for addressing the problem and improving outcomes. Implementation, evaluation, and dissemination of the project are conducted as part of the student's clinical practicum experience. The DNP Project is disseminated to stakeholders within a public venue and disseminated based on a discussion with the Project Chair. Possible modes of dissemination include: manuscript submission to a peer reviewed journal; podium/poster presentation to a national, regional, or public audience (MOOC/Ted Talk); lay publication;

legislative change; Grand Rounds presentation (outside organization). The method of dissemination must be approved by the student's DNP Project Chair.

Project Development

BSN to DNP

The BSN to DNP student completes a minimum of 3 credit hours in NUR 899, during which the DNP Project is developed. NUR 899 is taken as a co-requisite course in 1-hour increments with clinical practicum courses. This allows the student to develop the project within the practicum setting.

NUR 899 First Hour/Co-requisite with Clinical Specialty Practicum IV

During the first hour of NUR 899, the student and DNP Project Chair review the student's ideas for a DNP project. Previous assignments in prior courses may provide direction for the project topic. Arriving at a topic involves identifying a problem in the practicum area and confirming with stakeholders that this is a problem that there is support for exploring further. The requirements for the successful completion of the first hour of NUR 899 are the submission/revision to the committee chair of these proposal components: problem, significance of the problem, theoretical model or framework, literature review, and methodology.

NUR 899 Second Hour/Co-requisite with Clinical Specialty Practicum V

During the second hour of NUR 899, the student completes revisions of the components of the proposal submitted during the previous semester. The methodology should include detailed procedures and selection of instruments, data analysis, and a project timeline. The student will obtain a letter of support from the agency where the project is to be implemented. After approval from the DNP Project Chair, the proposal is formally presented to the DNP Project Team (Chair and Practice Mentor(s) for final review. The written proposal must be distributed a minimum of one week prior to the scheduled meeting. Following approval from the DNP Project Team, the student will complete the College of Nursing DNP Project Review Form. The form and the completed written proposal will be submitted for internal review by the College of Nursing DNP Project Review Committee by July 1. The student and / or DNP chair will be contacted by a member of the College of Nursing DNP Project Review Committee with any questions or needs for clarifications / revisions. After receiving approval, the proposal is submitted to the appropriate IRB. All DNP Projects must be submitted to IRB regardless of project type.

NUR 899 Third Hour/Co-requisite with Clinical Specialty Practicum VI

During the third hour of NUR 899, the student implements the project, and collects and analyzes any data. Meetings with the DNP Project Chair and / or Team may be scheduled to monitor progress or discuss and make recommendations related to issues that arise. The student should determine, with the assistance of the DNP Project Chair, an appropriate method of dissemination. In order for the student to progress to the Residency Course, all components of the project through data collection must be completed. Additional credits of NUR 899 may be required if

data collection has not been completed at the end of the 3rd credit of NUR 899 and residency will be postponed.

When all of the requirements for NUR 899 have been met, the student will receive a Satisfactory for the number of credits required to complete the course.

MSN to DNP

The MSN to DNP student completes a total of six credit hours in NUR 900, during which the DNP Project is developed. NUR 900 is taken in two or four-hour increments to provide a longer duration to explore and develop aspects of the project and to receive guidance and feedback on the project. One hour is a seminar credit hour and one is a practicum credit hour (75 hours). The project requires that the student is employed or has access to a setting reflective of their master's specialty preparation.

NUR 900 (First two-hour block)

NUR 900 consists of 1 credit hour of seminar and 1 credit hour of practicum (75 hours). During the first hour of NUR 900 the student and DNP faculty chair discuss potential topics for the DNP Project. Arriving at a topic involves identifying a problem in the practicum area and confirming with stakeholders that this is a problem that there is support for exploring further. The requirements for the successful completion of NUR 900 are the submission/revision to the DNP faculty chair of these proposal components: problem, significance of the problem, theoretical model or framework, and literature review. The practicum each semester will serve as a venue for the post-master's DNP student to design their DNP Project by: collaborating with stakeholders within multiple microsystems or a macrosystem; creating and fostering relationships within professional and lay groups; identifying policy implications for multiple microsystems or a macrosystem; applying principles of negotiation, systems design, and conflict management in planning the implementation of the DNP Project. CITI training must be completed.

NUR 900 (Second two-hour block)

During the second seminar hour of NUR 900 the student completes the revision of the components of the proposal submitted during the previous semester. In addition, the following components are submitted/revise: methodology including detailed procedures and selection of tools, data analysis, and timeline. Students will obtain a letter of support from the agency where the project is to be implemented. After approval from the DNP faculty chair, the proposal is distributed to the practice mentor for final review. The proposal must be distributed to team members a minimum of one week prior to the scheduled meeting. The student schedules and conducts the committee meeting. After receiving committee approval, the proposal is submitted to the appropriate IRB office or receives notice that IRB approval is not required. The practicum credit hour continues activities begun the previous semester.

Concurrent with the final two credits of NUR 900 the MSN-DNP student may need to enroll in NUR 858, Post-Master's DNP Clinical Proficiency Course. Prior to enrollment, the academic advisor will review previous practicum hours documented on the student's transcript. It is

required that with prior courses and the courses enrolled in at Creighton, 1200 practicum hours must be completed. If the student will have less than 1200 hours, they will enroll in NUR 858 for the practicum credits required to achieve 1200 hours. An assessment of the student's competency will be completed by the student's immediate supervisor in the workplace. Based on the score achieved, students will either have the credits granted for demonstrating competency or will complete practicum hours.

NUR 900 (Third two-hour block)

During the third seminar hour of NUR 900 the student implements the project and collects and analyzes any data. A committee meeting may be scheduled to monitor progress or discuss and make recommendations related to issues that arise. The student should determine, with the assistance of the DNP faculty chair, an appropriate method of dissemination. The practicum credit continues activities begun the previous semester.

NUR 899/900 Course Policies

1. A student will receive an "I" (Incomplete) until all the NUR 899/900 course requirements have been completed and the student is eligible to enroll in the Residency course.
2. Student progression in NUR 899/900 will be reviewed by the DNP Team Chair each semester. The student will be notified if they have / have not met the requirements for the DNP project each semester.
3. Any student who has not completed data collection and is ready for the dissemination phase will be required to enroll in additional credits of NUR 899 / 900. Enrollment in NUR 899 / 900 will continue in subsequent semesters until the student has successfully completed all requirements of the course.
4. Once a student has begun the course sequence of NUR 899/900, the student must continue to enroll in a minimum of one credit hour of NUR 899 or two credit hours of NUR 900 until all the prerequisites for the Residency Course have been met.
5. The grade assigned for the 899/900 courses will be an "S" (Satisfactory) or "U" (Unsatisfactory). The grade is assigned by the DNP Project Chair in consultation with committee members.
6. Student progress in 899/900 will be reviewed at the end of the fall semester for progression into residency.
7. If a student has enrolled in five credits of the NUR 899 series or 10 credits of the NUR 900 series and has not completed the requirements to enroll in the Residency course, the case will be reviewed by the committee chair and team members and a recommendation will be made to the Graduate A & P Committee regarding progress. The recommendation may include but is not limited to: 1. Changing the "I" grades to "U" (Unsatisfactory) for the 899/900 courses; 2. Allowing the student to enroll in NUR 899/900 again; or 3. Additional requirements for remedial work. The A & P Committee will make the final determination of the student's status.
8. An "I" in the 899/900 courses cannot be removed or changed to a grade unless the student is eligible to enroll in the Residency course and is currently an enrolled student.
9. A student who is on "LOA" is not eligible for advisement from the committee chair or committee members.

Residency Course

In the College of Nursing, the final clinical or practicum/residency course in a graduate student's program of study is considered to be the capstone course. As such, the final clinical course offers students the opportunity to demonstrate that they have achieved the goals for learning established by the faculty in the College of Nursing and the beginning competencies established by national organizations for the various advanced nursing practice roles. The course is designed to assess cognitive, affective, and psychomotor learning and to do so in a student-centered and student-directed manner, which requires the command, analysis, and synthesis of advanced nursing practice knowledge, skills, and abilities. The capstone course integrates learning from all of the required courses in the students' program option with the rest of the students' academic experiences. The course requires the application of that learning to clinical practice experiences appropriate to the advanced nursing role, to the completion of a DNP Project that was initiated and developed in earlier courses and tested during the capstone experience, and to selected other assignments designated by the faculty as methods for evaluation of the student's achievement of the learning goals and beginning competencies established for the role. Further, the capstone course enables the student to demonstrate a broad mastery of learning appropriate to initial employability in the chosen advanced nursing role and to further career development.²¹

During the Residency course, students will disseminate the DNP Project via oral presentations and another method agreed upon with the DNP Project Chair. There will be a presentation to the DNP Team. The team agenda and meetings are set after approval of the chair. Materials should be distributed a minimum of one week prior to the meeting. The DNP Project Chair and Practice Mentor evaluate the completed project, make suggestions for revision of the presentation, and approve the successful completion of project requirements. Students will also participate in a presentation to members of the college and university communities. The project, findings, and outcomes will be disseminated and questions from the audience will be entertained. The presentation to the university and college community will occur during Iota Tau Research Day in the spring semester, the last Friday in July for the summer semester, and the Friday before Thanksgiving for the fall semester. There are additional requirements to successfully complete the Residency course that are delineated in course syllabi. Examples include completion of the IRB termination Report and submission of the DNP Project to the Health Sciences Library Repository.

Academic Support Services

Library Resources and Services

There are three libraries on campus that will prove most useful to nursing students:

1. The Health Sciences Library/Learning Resources Center (HSL/LRC):

²¹ Adapted from Morse, R. (n.d.). The capstone course. Retrieved on August 16, 2006 from <http://users.etown.edu/m/moorerc/capstone.html>.

- <http://www.creighton.edu/health/library/>
2. The Reinert-Alumni Library: <http://www.creighton.edu/reinert/>
 3. Klutznick Law Library: <https://law.creighton.edu/academics/law-library>

Current Student IDs are needed to use materials and check out resources. There is no fee to copy materials in the HSL/LRC collection to send to distance students. HSL/LRC is unable to copy more than a chapter or two for a book because of copyright. HSL/LRC does not charge for interlibrary loan for all students.

Writing Center

The Writing Center is located in Creighton Hall, Room 136 and the phone number is 402.280.4707. The Writing Center is a resource for those students who need help in writing papers. The staff will not help students with content but will help them with writing skills, such as sentence structure. Students need to have their papers written early enough so they can receive feedback from the staff. The Writing Center's website is: <https://www.creighton.edu/ccas/english/writingcenter/> For graduate students in an online course, please consult the Creighton University Graduate School website for their collaborative services. That website is: <https://gradschool.creighton.edu/> .

Smart Thinking

Recently, Creighton added a service for graduate students that allows them to seek the assistance of online tutoring services from Smart Thinking. Students can access this help in several ways via any internet connection. APA formatting, grammar, mechanics and other services are available, often with a 24-48 hour turnaround. Students can connect with a tutor in by going to <https://services.smarthinking.com> and logging in using their Creighton Email and Net ID.

For assistance, contact the Edge at EDGE@creighton.edu or call 402.280.5566 Creighton Service Desk 402.280.1111, option 2

Creighton Intercultural Center

The purpose of the Creighton Intercultural Center is to develop, facilitate, and maintain an appreciation for cultural diversity within the Creighton community. The staff is committed to providing an environment where students are free to pursue their academic, spiritual, and person development in a supportive and challenging atmosphere of mutual respect and appreciation.

The office collaborates with multicultural student organizations and sponsors cultural events and leadership opportunities throughout the year such as the Luau, All Nations Pow-wow, Intercultural Expo, Fiesta Latino, African American and African Student Banquet, and nationally-known speakers and performers. Inter-cultural learning events are open to all students, faculty, and staff.

Multicultural students can receive assistance with issues such as financial aid, academic needs, and technology access. Creating an inclusive environment for all is the priority of this office.

Students may contact the Creighton Intercultural Center at 402.280.2459, or at the Harper Center Suite 1109.

Health Sciences–Multicultural and Community Affairs (HS-MACA) Support Services

HS-MACA's mission is to help Creighton University Health Science schools in the training and development of future leaders for an increasingly multicultural society. HS-MACA provides support and retention services to students by providing diversity awareness to the entire campus community.

Omaha students contact the HS-MACA office, 402.280.2124. Hastings Campus students contact Moses Dogbevia at Hastings College, 402.461.7466, or mdogbevia@hastings.edu.

Student Technology Requirements: Hardware, Software, and Internet

All Undergraduate and Graduate Nursing Students are required to have a laptop that can be brought to campus and/or used for course activities and exams. The laptop must meet the requirements listed below, including Microsoft Office (Word, Excel, and PowerPoint).

FEATURE	REQUIRED	PREFERRED (IF APPLICABLE)	RATIONALE
Operating system	Windows: 10* Mac: High Sierra*		*See note below.
Display	11.6"	12" or higher	Online exams are easier to view using a larger screen.
Processor	Intel i-Series i5 or equivalent (Windows/Mac)		The latest operating systems and applications require advanced processors to be used effectively.
Resolution	1920 X 1080		
Memory (RAM)	8 GB		Memory demands for Windows operating system will require at least 4 gigabytes (GB) of memory.
Hard drive	250 GB	500 GB or higher	Storing class materials on the computer. A backup solution is also strongly recommended for storage.
Battery	3 hours minimum		It is suggested that a quick charger or extended battery be purchased.
Camera, speakers, microphone	Internal		
Headset/ear buds	USB headset/ear buds and microphone (required for online students)		
Internet speed	3 Mbps upload/3 Mbps download	5 Mbps upload/5 Mbps download or higher	Streaming lecture capture, online exams, and interactive tech content.
Office 365	Free for all students		See below.
Browsers	Latest version of: <ul style="list-style-type: none"> • Edge (PC Only) • Safari (Mac only) • Google Chrome • Mozilla Firefox 		

<p style="text-align: center;">Plugins</p>	<p>Latest version of:</p> <ul style="list-style-type: none"> • Adobe Reader to view PDF files • Adobe Flash Player • Java 		
<p style="text-align: center;">Virus Protection Software</p>	<p>Free options available. See DoIT.</p>		<p>Virus protection software with frequent updates.</p>

Please note:

- The Microsoft Surface Laptop with Windows 10 and tablet devices, such as iPad, iPad Pro, Android, Amazon Fire, Chromebook, etc. are not sufficient to support all activities within the College of Nursing.
- Virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion, Apple Boot Camp or any other virtual environments are **not** allowed.
- Only genuine versions of Windows operating systems are supported.

***NEW Operating System Updates Notice:**

New computer operating systems become available at various times through any given school year. It is in each students’ best interest to verify before updating to a new operating system that all required educational software (e.g. exam software for example) is compatible with a new operating system. Sometimes there is a period where one must wait to update an operating system to continue to be able to complete requirements for class.

Office 365:

As part of Office 365, faculty, staff, and students receive five (5) free copies of Office 365 to install on personally owned computers and devices. To access the download, sign into [Office365](#) using your netID@creighton.edu (i.e. abc12345@creighton.edu) and your Blue password. Click on “Install Office” button. This will locally install Word, Excel, PowerPoint, Outlook, and other Office 365 apps – a great benefit as you will not have purchase Microsoft Office.

- Office Online: The latest versions of Microsoft Word, Excel, Access, PowerPoint, Outlook, OneNote, etc.
- Installation on up to five (5) PCs or Macs and Office apps on mobile devices including Windows tablets and iPads.
- 1 TB of OneDrive cloud storage.

Internet Requirements:

Connection to the internet (on campus or at home) is essential.

- Internet Service Provider: All off campus students are **required to purchase** their own dedicated home high speed internet service at a **minimum required speed of 3 Mbps upload and 3Mbps download** (preferred speed of 5 Mbps upload and 5 Mbps download) for viewing lecture captures, simultaneous screen sharing, video and audio conferencing.

To test the connectivity level where you will be studying, taking exams, etc. go to [SpeetTest](#).

Student internet connection speed needs to be fast enough to stream video without noticeable buffering, allow for uninterrupted web conferencing (streaming of audio and video) and a constant connection to download files, as needed. Please speak with internet service provider (ISP) to make sure your internet connection speed will accommodate these needs while others in your household may stream content simultaneously, and your router/modem are new enough to handle the required connection speed as well.

Optional Items (may be required - see course syllabi for details):

- Digital camera, video camera
- USB flash drive
- SPSS software (statistical software)
- Some classes may require web or application services that require a fee

Student Technical Support Information:

If a student has a technical problem using an application supported by Creighton University or a vendor that the College of Nursing contracts with to provide support to students directly, remote technical support is usually handled by a technician over the phone and a request for remote access to the student's computer maybe necessary to diagnose the problem. Students grant technician's remote access and can watch what a technician does while connected. Before any suggested changes are made to a student's computer, the technician will explain the change and the reason for the change. The student is responsible for agreeing to allow the change to be made or figuring out a different method or computer to use to complete the necessary task with the application should the student be unwilling to allow changes or remote access to their computer. A student may disconnect remote access at any time and technicians are not able to reconnect a remote session without the student agreeing to the session.

Blood and Body Fluid Exposure Procedure for Students

CHI Facilities:

1. Stop current activity since evaluation and treatment should begin within one hour of the incident
2. Cleanse wound with soap and water, and flush eyes with water after any splash
3. Report to supervisor/faculty and the appropriate facility supervisor
4. Locate a red "source Body Fluid Exposure" folder
5. Call 402-727-OUCH (6824) – the OUCH line is answered 24/7

Phoenix Campus:

Procedure to Follow at St. Joseph Hospital and Medical Center – Phoenix 1. Monday-Friday (7:00 a.m. – 3:30 p.m.) – students shall go directly to Employee Health in the 222 Building located east of the hospital across 3rd Avenue (Room 212) 2. Evenings, night shifts, and after hours – students shall go directly to the Emergency Department located on the 1st floor 3. Weekends and holidays –

students shall go directly to the emergency Department. 4. All students must notify Employee Health (602) 406-3172) within 24-48 hours to coordinate follow-up procedures.

All other campuses and facilities:

Contact the house or nursing supervisor at the hospital or clinic and follow the procedures for Blood and Body Fluid Exposure.

Complete an incident report for the agency and/or Creighton University (found on CON Student Affairs BlueLine site). Submit either completed incident report to the institution and fax a copy of the Creighton University report to Student Health Services (402) 280-1859 and to the Assistant Dean for Student Affairs (402) 280-2045. All faxes are confidential.

Student Affairs office will fax the report to the Creighton University Risk Management office (402) 280-5719.

Claims for Emergency Department visits, treatment, and required follow-up visits should be submitted to the student's own insurance.

Health Services/Information

Availability of Health Care Services:

Omaha Campus

The variety of services available at Creighton University Student Health Services will meet the health care needs of most students. Every effort is made to help students obtain appropriate consultation or referral when additional or specialized services are required. A physician, physician's assistant, or nurse practitioner provides services. Services are available to all currently enrolled Creighton University students.

Services Available:

- | | |
|---------------------|------------------------------|
| *Allergy Injections | *Travel Health Consultations |
| *Physicals | *Pap Smears |
| *EKG's | *Radiology |
| *Immunizations | *Health Promotion |
| *Laboratory | *Educational Materials |

Services are supported by student fees, personal insurance, and/or self-pay. Immunizations, laboratory tests, x-rays, splints, specialist referrals etc. not covered by personal/family health insurance will be the financial responsibility of the student.

It is essential that a current insurance card be presented at each visit.

How to Obtain Student Health Services

Call 402.280.2735, Monday through Friday. Appointments should be made for all health needs other than emergencies. It is important that you keep scheduled appointments and that you arrive

on time. If you will be late or must cancel, please call as soon as possible. Your courtesy will result in the best use of our available appointment times. Students will be seen in the Center for Health and Counseling located in the Harper Center Room 1034.

After Hours Care

Urgent care services are available at local urgent care centers. These centers have laboratory and x-ray services and can treat most acute illness and injury. CHI Health Creighton University Medical Center's Emergency Department is conveniently located adjacent to campus. Any after-hours care received will be the financial responsibility of the student. Campus Health Aides are available to students living in Residence Halls and can be reached by calling 402.280.2104.

Services Available During the Summer

Services provided during the summer are the same as those offered during the academic year. These services are provided through personal health insurance and/or self-pay. Summer hours may vary.

For additional information please contact Health Services:

Harper Center for Student Life and Learning

2500 California Plaza, Omaha, NE 68178

Phone: 402.280.2735

Fax: 402.280.1859

<https://www.creighton.edu/chc/studenthealthservices/>.

Center for Health and Counseling

Services offered by the Center include crisis intervention, consultation, personal counseling, referrals, couples counseling, psychological evaluations, alcohol/drug counseling, career exploration, and academic counseling (study skills and test taking). It is located in the Harper Center Room 1034, and the phone number is 402.280.2735. Office hours are 8:00 a.m. to 6:30 p.m. Monday through Thursday, 8:00 a.m. to 4:30 p.m. Friday. See

<http://www.creighton.edu/chc/index.php> for more information. If immediate lifesaving medical care is necessary, call Public Safety (402.280.2911) for on-campus students and the Omaha Police Department (911) for off-campus students.

Insurance Information

Health Insurance

Health insurance is required of all students. A complete announcement of the insurance plan is sent to each student and prospective student.

- An assessment for health insurance is made with charges for tuition and fees unless a waiver is obtained by submitting complete information on comparable health insurance to the Student Health Services Office via the NEST. The waiver can also be found at: http://www.aetnastudenthealth.com/stu_conn/student_connection.aspx?groupID=812848.

- In the event of a needle stick or body fluid exposure and the need to obtain treatment from an Emergency Department, students will be expected to utilize their insurance to cover the treatment cost. Co-pay may be required at the time of treatment.

Professional Liability Insurance

All nursing students in clinical courses are required to be covered by professional liability or malpractice insurance. To facilitate adequate coverage at reasonable rates, this insurance is provided through the College of Nursing. The premium is included in the course or lab academic program fee.

Motor Vehicle Insurance

Nebraska regulations require that insurance coverage for a vehicle must be retained by the vehicle owner. Initial insurance claims on the vehicle are always made to the owner's insurance policy. The University cannot be responsible for damage to a student's vehicle while the vehicle is in use for student learning experiences. Since the student must look to personal auto insurance coverage if an accident occurs, it is important that adequate limits of personal liability and physical damage coverage be maintained on your vehicle.

Financial Information

Tuition and Fees

For the most up to date tuition and fee information, visit the Business Office website at <https://www.creighton.edu/businessoffice/>

Financial Aid

To be considered for financial aid, a student must be accepted for admission as a degree-seeking student. Financial aid for nursing students is handled by the Office of Financial Aid. Students should contact that office for information regarding scholarships and loans or refer to the Financial Aid website at <http://www.creighton.edu/financialaid/> - or call 402.280.2731. The Office of Financial Aid is located in the Harper Center, room 2054.

College of Nursing Scholarships

The information obtained via the "Creighton University College of Nursing Scholarship Application" form can be used for future scholarship or grant awards. The form is available on the College of Nursing Student Affairs BlueLine site.

Short-term Emergency Loans

Short-term emergency loans are available for students encountering a period of unexpected financial need. Contact the Assistant Dean for Student Affairs if you are experiencing such a financial crisis. Web access to the application is found at <http://www.ecsi.net/emloani2.html>.

Withdrawals and Refunds

Students withdrawing before the end of a semester will be charged tuition and recurring fees. More information can be found at <https://www.creighton.edu/businessoffice/>

Student Honor Societies & Awards

- The **Constance Smith Peterson Graduate Memorial Award** is presented to the graduate student best exemplifying a commitment to the advancement of nursing theory and practice through scholarship, leadership, psychosocial skills and community service.
- The **Sigma Theta Tau**, Iota Tau Chapter, is affiliated with Creighton University College of Nursing. The purposes of Sigma Theta Tau, the international honor society for nursing, include: a) recognizing superior achievement in nursing, b) encouraging and facilitating leadership development, c) fostering high nursing standards, d) stimulating creative work, and e) strengthening the commitment to the ideals of the profession. Students demonstrating scholarly achievement and leadership may be invited to join after completing over half of the program of study. Additional members from the community may also be invited based on their achievements.
- **DNP Excellence Award** is presented to the DNP student whose efforts substantially contribute to an enduring practice innovation or policy implementation.
- **The St. Albert's Day Poster Award** showcases the research of undergraduate and graduate students at Creighton. This award began in 2008 and is awarded annually. Awards are given for "Best Poster" in three categories: clinical sciences, basic sciences, and arts & sciences. In addition, an award is given for the "Best Presentation". Posters are judged based on content as well as presentation.

Graduation Preparation

Application for Degree

See the *Creighton University Graduate Catalog* (<http://www.creighton.edu/registrar/bulletins/graduateissue/index.php>) and the Registrar's website (<http://www.creighton.edu/Registrar/Commencement/>) for details and deadlines about graduation. Students must file a formal application (*Application for Graduation*, *Graduate Activity Form*, and *Cap and Gown Form*) to be considered for a degree. The application may be accessed through NEST (https://thenest.creighton.edu/PROD/twbkwbis.P_WWWLogin).

It is the student's responsibility to meet the deadlines.

Pinning and Hooding Ceremony

At the completion of every semester a Pinning and Hooding ceremony is conducted. This ceremony is an opportunity for the College of Nursing graduates to celebrate their achievements with classmates, family, faculty and staff. Student awards are presented at the ceremony. Depending on the program completed, students are honored with a College of Nursing pin and/or a hood representing their accomplishment.

Commencement

Annual University Commencement ceremonies are held in May. Students who complete their degree programs in the spring semester are expected to be present at the annual commencement exercises in May to receive their degrees. Diplomas will be mailed upon confirmation, by the College of Nursing Dean, of the completion of all degree requirements.

Students who complete their degree programs in August or December may attend Commencement in May following completion or, with approval of the Dean's Office, in the preceding May. Your diploma will be mailed upon confirmation of the completion of all degree requirements by the Dean.

The guideline for determining if you can walk in the May commencement **PRIOR to your December graduation is you must be within 12 graduate credits of successfully completing all degree requirements and able to register for the remaining credits in the summer and fall terms.** In addition, you must have the approval of your advisor and program chair.

All candidates who receive degrees at the end of a Fall Semester or Summer Session are listed in the next Annual Commencement Program.

To participate in the May Commencement, a candidate must have successfully completed all degree requirements and must be approved for graduation, or be able to and plan to complete all requirements by the date for conferral of degrees the following August or December. The respective deans of the Schools and Colleges of the University shall have the responsibility for clearing all participants in the Commencement. Those participants in the May ceremony who have not completed all degree requirements shall be so designated in the Commencement Program.

NOTE: A student may participate in only one Commencement ceremony for each degree granted.

Certification Exams

Prior to graduation in some tracks students will be required to take a pre-certification exam (\$50-\$100) to assist with preparation for the certification exam following graduation.

Upon completion of the respective program option graduate nursing students are eligible to take a certification exam. Certification exams are national standardized exams that are prepared and offered by a variety of professional organizations. For some students, there may be an option of more than one certifying exam. Information and application forms will be posted in the appropriate Residency course, as it is the final clinical course. Faculty and administration will facilitate the student's process of applying to sit for the certifying exam. However, it is the

student's responsibility to know the required information and ensure that an application is completed and submitted.

Graduates who complete the Adult-Gerontology ACNP program meet eligibility for national certification through the American Association of Critical-Care Nurses (AACN) and the American Nurses Credentialing Center (ANCC).

Graduates who complete the Pediatric Acute Care NP program meet eligibility for national certification through the Pediatric Nurse Credentialing Board (PNCB).

Graduates who complete the Pediatric Dual Track (Acute/Primary Care NP) program meet eligibility for national certification through the Pediatric Nurse Credentialing Board (PNCB) for both the acute and the primary care certifications.

Graduates who complete the Neonatal NP program meet eligibility for national certification through the National Certification Corporation (NCC).

Graduates who complete the Family NP program meet eligibility for national certification through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Program (AANPCP).

Graduates who complete the Adult-Gerontology Primary Care NP program meet eligibility for national certification through the American Nurses Credentialing Center (ANCC) the American Academy of Nurse Practitioners Certification Program (AANPCP).

Graduates who complete the Psychiatric Mental Health Nurse Practitioner program meet eligibility for national certification through the American Nurses Credentialing Center (ANCC).

Miscellaneous Information

Name and Address Changes

Students whose names and addresses change while enrolled in the program should submit an official name or address change form to the Registrar's Office. Forms are available in the Registrar's Office and on the website at

<http://www.creighton.edu/registrar/otherservicesandforms/index.php>.

Students should let the College of Nursing's Office of Student Affairs know of any name or address changes.

Part-time Employment

While students may be engaged in part-time employment, the College of Nursing is under no obligation to adjust class times and clinical experiences, exams, etc. to accommodate students work schedules.

Photographs

Photographs may be taken for internal use (on password protected web pages and printed documents). Students may reserve the right to refuse permission for their photograph to be used.

Parking

To park on the Creighton University campus before the hour of 4:30 p.m., students are required to have a valid parking sticker on their cars. Parking permits are obtained from Public Safety, 2204 Burt Street, Omaha, NE, 68178; <http://www.creighton.edu/PublicSafety/>.

Campus Emergency Procedures

Students may find emergency procedures for specific situations in the Creighton University Student Handbook <http://www.creighton.edu/studentervices/centerforstudentintegrity/>.

Public Safety Telephone Numbers:

EMERGENCY 402.280.2911

NON-EMERGENCY 402.280.2104

Public Safety Website: www.creighton.edu/publicsafety

Bookstore and Textbook Acquisition

Students may arrange to have required and recommended textbooks sent directly to them by the Bookstore at 402.280.2796 or at <https://www.bkstr.com/creightonstore/home> Follow the Textbooks links, selecting the term, courses, and sections. Follow directions onscreen for checking out and submitting payment information. Students will be given an order number and receive an order confirmation by email. The ordered books will be shipped in 48 hours. With this service, students may arrange to:

- Pick textbooks up at the bookstore. (*Students must provide proper ID and the order number to pick up textbooks in-person*)
- Have textbooks shipped directly to the student's address.

The Bookstore is located on the main floor of the Harper Center.

Transcripts

A copy of a student's academic record is called a transcript and is issued by the University Registrar upon written request of the student. A special **Request for Transcript form** is available via the student's NEST, at the Registrar's Office or on the Registrar's website <https://www.creighton.edu/registrar/transcriptorders/> Copies are not made of transcripts of records on file from other institutions. Any additional copies of these must be requested by the student directly from the original issuing institution.