

Creighton  
UNIVERSITY

College of Nursing

# Student Handbook

2020-2021

MASTER OF SCIENCE IN NURSING,  
DOCTOR OF NURSING PRACTICE, AND  
POST-GRADUATE CERTIFICATE



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## **Introduction and Overview**

### **College of Nursing Leadership**

#### **Mission and Values**

Creighton University's College of Nursing is guided by Jesuit values that inspire students go above and beyond what is expected in order to answer the call of duty.

#### **History**

## **College of Nursing Philosophy and Organizing Framework**

### **Philosophy<sup>1</sup>**

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 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. Effective 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.

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<sup>1</sup> Accepted October 3, 1997; Revised May 2000

## 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 Framework<sup>2</sup>

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 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

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<sup>2</sup> Approved: August 16, 1996; Revised: May 2000; Reviewed: November 19, 2004

collaboration, consultation, coordination, documentation, advocacy, conflict resolution, evaluation, assertiveness, and scholarly communication.

### **Care Management<sup>3</sup>**

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 is 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.

### **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.

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

## 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.

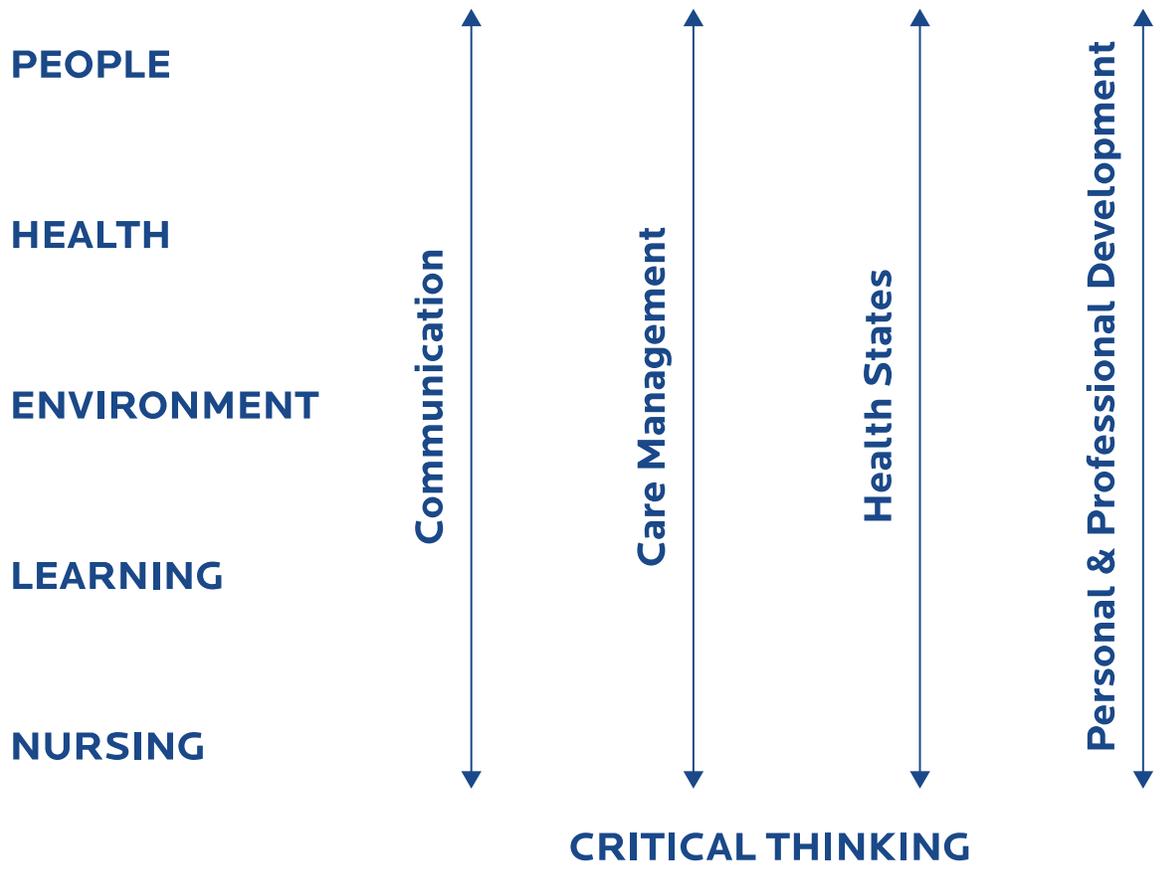
## Critical Thinking

Critical thinking is the process of purposeful, self-regulatory judgment that includes the cognitive skills of interpretation, analysis, evaluation, inference, explanation, and self-regulation.<sup>4</sup>

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<sup>4</sup> Facione, P.A. (1990). Critical thinking: a statement of expert consensus for purposes of educational assessment and instruction. Millbrae, CA: The California Academic Press.

**Figure 1:** College of Nursing Curriculum Organizing Framework



## Graduate Academic Programs

[Graduate Academic Calendar](#)

### Graduate Nursing Program Descriptions and Outcomes

[Doctor of Nursing Practice, DNP](#)

[Master of Science in Nursing, MSN](#)

[Post Graduate Certificates](#)

### Admission Requirements and Conditions of Enrollment

[DNP Admission Requirements and Conditions of Enrollment](#)

[MSN Admission Requirements and Conditions of Enrollment](#)

[Post Graduate Certificates Admission Requirements and Conditions of Enrollment](#)

## Academic Planning

### Advising

An academic advising 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 noted in Creighton Connect. 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.

For graduate students, 8 credits at the graduate level is considered full time status and 3 credits is considered part time status.

### 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.*

## Adjustments and Withdrawals after Registration

Changes in registration (dropping or adding courses) must be approved by the student's advisor. After the Add and Drop deadlines, you may change your schedule (i.e. drop or withdraw from individual courses) by following the directions on the Registrar's website: <https://www.creighton.edu/registrar/registration/courseadddropwithdrawal/> When you withdraw from a course, you receive a grade of "W" for that course.

## Temporary Withdrawal

### Transfer Between Tracks or Programs

A change in clinical track may 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.

## Transfer Policy

### 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.

## Annual Verification

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

1. "Safety and Technical Standards" form 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.

## 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.

## 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, 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.

### *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.

## Student Rights and Responsibilities

Each student is personally responsible for completing all requirements established for the 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.

## **Graduate Student Policies and Procedures**

[Drug and Alcohol Testing](#)

[Grading](#)

[Appeal of Academic Failure](#)

[Progression](#)

### **Academic Honesty and Misconduct**

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.

[The Creighton University Student Handbook](#)

[College of Nursing Academic Misconduct](#)

[College of Nursing Academic Misconduct Algorithm](#)

### **College of Nursing Exams**

The policies below detail the College of Nursing policies and procedures for exams.

[Exam and Test Security](#)

[Exam Attendance](#)

[Exam Review](#)

[Exam Misconduct](#)

[Exam Make-Up](#)

[Exposure to Infectious Diseases in Clinical Settings](#)

[Professional Appearance Policy](#)

[Inclement Weather and Campus Closure](#)

### **Classwork 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.

### **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 reviewed and available in eValue. Evaluations are based on the achievement of specified clinical objectives. Final evaluations are to be discussed and electronically reviewed and marked as reviewed, by students and faculty. Any concerning scores or comments are to be discussed with the student.

### **Professional Conduct Policies**

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**

#### **Discipline**

The [Creighton University Student Handbook](#) describes disciplinary procedures and penalties, which may include suspension or expulsion from the University.

[Office of Community Standards and Wellbeing](#)

[Creighton University Office of Equity and Inclusion](#)

#### **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.

## Code of Ethics for Nurses<sup>5</sup>

The Creighton University College of Nursing adheres to the American Nursing Association's Code of Ethics:

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.

## Social Media Policy

Creighton University College of Nursing abides by the [Creighton University Statement on Social Media](#).

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 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](#)."

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. Students are encouraged to manage their privacy settings on personal social media accounts.

## 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.

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<sup>5</sup> American Nurses Association. (2015). Guide to the Code of Ethics for Nurses with interpretative statements. Washington, DC: Author.

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 needs 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.

## **Student Governance and Involvement**

### **Student Governance and Nursing Senate**

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.

#### **Nursing Senate**

The Nursing Senate serves as one voice for the nursing student body. As a member, you'll positively contribute to the nursing profession, Creighton University, and the College of Nursing by:

- Extending service and social opportunities to all nursing students
- Collaborating with students, faculty, staff and other Creighton professionals
- Working together to strengthen the College of Nursing community

#### **Creighton University College of Nursing Constitution of the Nursing Senate**

#### **Creighton University College of Nursing Senate Bylaws**

### **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.

## **Communication Protocols**

### **Lines of Authority and 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

### **Formal Complaint Form**

### **Confidentiality of Student Records/FERPA**

### **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.

## Student Resources

All resources are on the main campus unless otherwise noted

[Academic Calendars](#)

[Registrar's Office](#)

[Disability Services](#)

### Academic Success

College of Nursing Academic Success Coordinator: Mrs. Sue Selde provides coaching and mentoring to all College of Nursing students. She can be reached by phone at (402)280-2254 or by email at [sueselde@creighton.edu](mailto:sueselde@creighton.edu).

[Creighton EDGE](#): Creighton University provides resources including tutoring, academic coaching, and programming to help students succeed.

### Student Health

[Student Health Education and Compliance](#)

[Student Counseling Services](#)

Phoenix Campus

Mental health services for students at the Phoenix Regional Campus are available through the Anxiety Resource Center at 1702 E. Highland Avenue, Suite 138 in Phoenix Arizona. Services including assessment and individual counseling may be arranged by telephoning (602) 604.9440. There is no cost to students for these services.

[CHI Student Health Clinic](#)

Central Nebraska Campus

Health care services are available to Creighton students at Mary Lanning Healthcare. The Employee Health Office is staffed by a full-time Registered Nurse. Office hours are 8:00 a.m. to 4:30 p.m., Monday through Friday. Please call (402) 461.5166 for appointments.

[Creighton University Libraries](#)

[Writing Center](#)

[Creighton Intercultural Center](#)

[Health Sciences – Multicultural and Community Affairs Support Services](#)

## Insurance Information

### [Student Health Insurance](#)

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

### [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 Resources

### [Financial Aid](#)

### [Undergraduate Tuition and Fees](#)

### [Tuition Refunds, Overpayments, and Withdrawals](#)

### [Scholarships](#)

### [Parking](#)

### [Campus Emergency Preparedness Procedures](#)

### [Bookstore and Textbook Acquisition](#)

### [Transcripts](#)

### [Name and 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.

### [CU Emergency Preparedness and Severe weather](#)

## **Additional Graduate Student Resources**

### **Graduation Preparation**

[Application for Degree](#)

[Commencement](#)

[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.

### **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.

## Certification Exams and State Licensure Requirements

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).

**All of the above national certification credentialing agencies are accepted in all 50 states as the initial step in seeking licensure as an Advanced Practice Registered Nurse (APRN).**

In addition, graduates of the Nursing Education track and Post Graduate Certificate are eligible candidates for the Certified Nurse Educator (CNE®) exam, which is administered through the National League for Nursing (NLN).

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. Please refer to the Creighton University Graduate Catalog for all general information regarding Creighton University.

The Catalog is available 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: <https://studentlife.creighton.edu/community/student-handbook>

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

The baccalaureate degree in nursing, master 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.cneaccreditation.org/>

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