



Marywood

UNIVERSITY

**Department of Nursing and
Public Administration**

**Graduate Nursing Program
Student Handbook 2009**

Revised & Approved by Faculty 6/09

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I. INTRODUCTION

This Graduate Student Handbook has been compiled to give information about the policies of the Graduate Nursing Program at Marywood University.

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Marywood University, in accordance with applicable provisions of federal law, does not discriminate on grounds of race, color, national origin, sex age, or handicap in the administration of any of its educational programs or activities, including admission or with respect to employment. Inquires should be directed to: Coordinator of Act 504 and Title IX, Marywood University, Scranton, PA 18509-1598; Phone: (570) 348-6211, Ext. 2330.

II. INFORMATION ABOUT THE GRADUATE NURSING PROGRAM

**This program is NLNAC accredited.
National League for Nursing Accrediting Commission, Inc.
3343 Peachtree Road NE, Suite 500
Atlanta, GA 30326**

A) Philosophy/Mission

We subscribe to the mission and values of Marywood University. The philosophy of the faculty of the Department of Nursing and Public Administration concerns the interrelationships among people, health, nursing, education and environment.

PEOPLE

Each person is a God-created, bio-psycho-social-spiritual being, accepted as worthy by Christ and imbued with an immortal spirit. People, having a variety of basic human needs, make choices about actions that will meet these needs. Age, sex, ethnicity, culture, and religion influence the choices people make. The actions of society, as an organized group of people joined together by some interest in common, are also influenced by these factors.

HEALTH

Each person enjoys a personally-identified quality of life, which is termed "health". Each, responding in a unique way to actual and potential problems related to health, changes and adapts constantly, yet develops in predictable ways through growth and through personal choices of actions. An individual's actions to promote health emerge as patterns.

Health may also be viewed as occurring on a continuum, from wellness to illness. Individuals and groups are always at some constantly shifting point on this continuum.

Health care is the promotion, maintenance and restoration of client well being in a cooperative community; it is person oriented and is primarily concerned with promoting the quality of life desired by the client.

NURSING

Nursing forms a major component of the health care provided within society. The domain of nursing encompasses those aspects of health care, which assist a client to identify human responses to health problems, and to alleviate those problems.

Nursing is the diagnosis and treatment of human responses to actual and potential health problems. This service meets those health care needs of society, which relate to prevention of illness, promotion of health and care. Illness care includes maintenance of health, rehabilitation and care of the dying. Nursing occurs wherever clients seek nursing care - in hospitals, extended care facilities, clinics, industry, prisons, and in the community.

The client of the nurse may be an individual or a group. A client group may be a family, an aggregate of individuals, or a community.

Professional nursing involves two primary relationships. The first is the relationship between the nurse and the client. The second is the relationship between the nurse and others, including colleagues and the public.

Deriving from these primary relationships, the major roles of professional nursing in society are those of practitioner of nursing and leader of the profession. In the role of practitioner, the nurse prevents illness, promotes health and provides care. The problem-solving approach used by the discipline to accomplish these aims, the nursing process, involves assessment, diagnosis, planning, implementation and evaluation.

The nurse assesses a client's health care patterns and ability to adapt to stress. Using diagnostic parameters provided by professional consensus, the nurse diagnoses those human responses to health problems, which are amenable to nursing intervention.

With client participation whenever possible, and with appropriate collaboration with other health care providers, the nurse develops a plan of care. This plan identifies specific health care needs of the client which may be met by the nurse, sets goals and measurable objectives, states outcome criteria, and identifies strategies of care to be carried out by or under the direction of the nurse. The plan represents a legal and ethical contract between client and nurse. The nurse implements the plan by taking action or by delegating tasks to other health care providers. The effectiveness of the various actions in meeting client goals and objectives in a cost-effective manner is evaluated. Results of the evaluation are communicated to appropriate persons in a timely manner through verbal, written and electronic means.

The role of the leader in the profession derives from the professional status conferred upon nursing by society. As a leader in the profession, the nurse sets standards for practice and management, assures that educational needs of nurses and clients are addressed, advocates quality health care for clients, and promotes the goals of the profession.

Attributes of the nurse include behaviors that reflect attitudes and personal qualities indicative of a commitment to those values congruent with the ethical practice of nursing. Essential values include altruism, equality, aesthetics, freedom, human dignity, justice and truth.

EDUCATION

Learning is a goal-directed process of making changes in the ways a student thinks, feels and acts. Teaching is the engagement of the student in such a way that changes occur in both, and both actively move toward their goals.

ENVIRONMENT

The metaparadigm concept of environment views the individual as a social, cultural entity interacting with others in dynamic, complex, and multidimensional

contexts. Environment may include families, communities, and national and global conditions that affect a person's health, including the settings in which nursing and education occur.

Societal behavior, existing within the environment, is characterized by a shared humanity of diverse cultural values, beliefs, patterns and habits impacting individuals and groups and in turn affecting the environment. The nursing faculty of Marywood University views the reciprocal relationship of dynamic internal and external conditions between persons and the environment as integral to the identification of health needs and the promotion of personal growth and development.

EDUCATION IN NURSING

Baccalaureate in Nursing Program

Nursing education from the teacher's perspective is viewed as a cooperative venture between and among faculty and students. The major purpose of professional education in nursing is to prepare a liberally educated person who is able to practice nursing. The baccalaureate nursing program also prepares the graduate for academic study leading to a masters in nursing degree.

The roles of the clinical teacher are primarily those of facilitator, advisor and role model. The clinical learning of the student is best evaluated in a criterion-referenced manner through the use of clearly-stated clinical objectives.

Nursing education, from the perspective of the student, involves achieving competence in making decisions and in carrying out those actions expected of a beginning professional nurse. Competence in nursing is based on acquiring nursing knowledge, attributes, and skills.

Nursing knowledge derives from a synthesis of the liberal arts and sciences and nursing arts and science. It concerns people, health, health care, change, society, history, economics, health policy, organizations, law, legislation and ethics.

Students study the process of change as it affects patient outcome. Knowledge of economic and political factors are utilized to take, support, and advocate positions on health policy issues on the local, national, and global levels. Aspects of law and ethics are studied to become safe, ethical practitioners of nursing.

Students apply knowledge of the history of humankind in general and of the history of women and of the nursing profession in particular, to positively influence the health of clients and of society. They learn to use knowledge of research findings in clinical practice, to formulate significant research questions and to participate in the research activities of the profession. Students learn to work as productive members of organizations and to analyze the work of nursing as it occurs in various organizations.

Opportunities for students to have sufficient clinical practice to assure competence and safety. This practice occurs with clients of all ages, in the many common situations where generalist nurses care for clients.

The curriculum is structured to meet the individual needs of a wide variety of students, including those with extensive backgrounds in patient care as well as those coming to nursing from other disciplines. All students are respected as adult learners. Didactic and clinical experiences are designed in a sequential manner, from simple to more complex, over the course of the curriculum.

An extensive clinical practice experience is necessary within a professional nursing education program to promote the integration of theoretical knowledge, values and psychomotor skills within the nursing process.

Graduate Program

The philosophy of the graduate program in nursing administration expands the philosophical base of the undergraduate program. The advanced practice nurse has knowledge and skills in: research, health policy, organization, and financing of health care, ethics, professional role development, theoretical foundations of nursing practice, human diversity and social issues, and health promotion and disease prevention.

The advanced practice nurse administrator is prepared to assume leadership and management roles in organizations, assures accountable clinical practice of nursing within the organization, and functions as a member of an executive management team. Knowledge and skills required of this professional include: using theory in the management of health care organizations; using varied information sources in making decisions affecting health care organizations, analysis of the values, attitudes, and personal beliefs as these contribute to the management of health care units and organizations; using knowledge of the law, legislation and health policy in making decisions affecting the management of health care; using effective communication strategies in managing health care organizations; acting as an effective leader in a variety of management situations; and the conducting research in the area of management and administration in health care organizations or developing a significant contribution to the work of the nurse administrator.

The goals of the program are:

1. To prepare the Registered Nurse to function in the advanced practice role of the nurse administrator.
2. To provide a foundation for doctoral study.

B) Organizational Framework

The practice of professional nursing may be viewed as having two major components, or interactional systems; the nurse-client system and the nurse-other system. The client of nursing is an individual, family, aggregate or community.

The "other", in the nurse-other system includes colleagues, the public, and the health-care workers whom the nurse supervises.

Both systems require the nurse to develop ability to:

1. use the nursing process
2. acquire and select an information base
3. acquire values, attitudes and personal qualities
4. practice legally and promote change in legislation
5. communicate effectively
6. think critically
7. practice certain required psychomotor skills
8. act as a leader
9. use the results of evidence based research in clinical practice

Each of the two systems, however, demands a different approach to the nine listed requirements. Students are, for example, expected to acquire different types of knowledge in order to be effective in a nurse-client interaction than they acquire for effective interaction with co-workers or with the public. These types of knowledge, while different, are complementary and are presented in such a manner within the curriculum that students learn to expect and to seek, information related to both interactional nursing systems.

The nine requirements above are formed into program goals, and are addressed at each of the three levels of progression through the nursing curriculum. Each may be viewed as both a progressive and a pervasive thread within the curriculum, in that each is addressed in every nursing level and increasing sophistication is expected of the student in meeting objectives related to the requirements.

C) Graduate Program Objectives

Students graduating with a degree in the Nursing Administration program will be able to:

1. Utilize scientific inquiry and theory in the management of the health care units and organizations.
2. Apply advanced knowledge in making decisions affecting the management of health care units and organizations.
3. Employ relevant philosophies as these contribute to the management of health care units and organizations.

4. Utilize extensive knowledge of the law and legislation and health policy in making decisions, which affect the management of health care units and organizations.
5. Apply communication strategies used in gathering information and managing health care units and organizations.
6. Demonstrate the ability to think critically in the Nurse Administrator role.
7. Demonstrate leadership skills in the performance of the Nurse Administrator role.
8. Conduct research in the area of management of health care organizations.

D. Program Description/Degree Requirements

The Master of Science in Nursing Administration builds on the philosophy and objectives of the undergraduate program in nursing. This degree prepares the nurse to function in managerial positions in a variety of health care settings. The program builds on the experience of the student, and adds knowledge and skills in the areas of theory, management, ethics, legal issues, communication, leadership and the conduct of research relevant to health care organizations. Students have an opportunity to observe, apply, analyze and discuss administrative processes and skills relevant to nursing through both theory and practice experiences.

The Master of Science in Nursing Administration is a 39-credit program that may be completed on a full or part-time basis. The program is composed of a set of courses taught by faculty in Nursing and faculty in Public administration. Credits include a 3-credit elective in an area of student interest.

The program includes 10 credits (two semesters) of practicum experience which are designed to provide the student with experience in areas of their administrative interest. The Master of Science in Nursing Administration offers the student flexibility in the timing of course offerings, and focus within the role. An additional feature of the program is the opportunity to study with faculty from both the Nursing and Public Administration programs.

E. Admission Requirements

To be eligible for admission to the M.S. in Nursing Administration program, potential candidates must submit evidence of:

1. A completed application form and fee.
2. A baccalaureate degree in nursing (or its equivalent) from an NLNAC/or CCNE accredited program; or a non-nursing baccalaureate degree from a recognized college or university.

3. Licensure as a Registered Nurse in the United States.
4. A minimum of one year of clinical practice in nursing or one year of recent health care employment is preferred.
5. Satisfactory performance on Miller's Analogies Test (MAT) or Graduate Record Exam (GRE), only if UG QPA < 3.0.
6. Satisfactory undergraduate academic record (3.0 on 4.0 scale).
7. Satisfactory (C or better) completion of undergraduate course in statistics including both descriptive and inferential statistics.
8. Satisfactory completion (C or better) of an undergraduate course in physical assessment or continuing education course.
9. Satisfactory completion (C or better) of an undergraduate course in research methods.
10. Two letters of reference from prior faculty and/or professional nurses.
11. A personal statement identifying career goals congruent with the purposes of the program.

F. Courses Needed to Graduate

NURS 501 –	Theory and Issues	3 cr.
NURS 502 –	Professional Role	2 cr.
NURS 504 –	Technology in Nursing Administration	3 cr.
NURS 505 –	Practicum I	5 cr.
NURS 605 –	Practicum II	5 cr.
NURS 507 –	Organizational Dynamics	3 cr.
NURS 518 –	Policy & Program Analysis	3 cr.
NURS 532 –	Law of Clinical & Health Care Organization	3 cr.
NURS 533 –	Nursing Research	3 cr.
NURS 538 –	Institutional Budgeting & Planning	3 cr.
NURS 595A –	Thesis	1.5 cr.
NURS 595B –	Thesis	1.5 cr.
NURS/PUB –	Elective	<u>3 cr.</u>
		39 cr.

G. Part-Time/Full-Time Program Plan

FULL-TIME SEQUENCE

YEAR ONE

<u>FALL SEMESTER:</u>			<u>SPRING SEMESTER:</u>	
NURS 501	Theory and Issues	3 cr.	NURS 504 - Technology in Nursing Administration	3 cr.
NURS 502	Professional Role	2 cr.	NURS 533 – Nursing Research	3 cr.
NURS/PUB	Elective	3 cr.	NURS /PUB 518 - Policy & Program Analysis	<u>3 cr.</u>
NURS/PUB 507	Organizational Dynamics	<u>3 cr.</u>	Total:	9 cr.
Total: 11cr.				

YEAR TWO

<u>FALL SEMESTER:</u>		<u>SPRING SEMESTER:</u>	
NURS 505 - Practicum I	5 cr.	NURS 605 - Practicum II	5 cr.
NURS 595A -Thesis	1.5 cr.	NURS 595B - Thesis	1.5 cr.
NURS/PUB532 - Law of Clinical & Health Care Organization	<u>3 cr.</u>	NURS/PUB 538 – Institutional Budgeting& Planning	<u>3 cr.</u>
Total	9.5 cr.	Total:	9.5 cr.

* Courses and sequences subject to change.

H) Advisement

Each graduate student must seek academic advisement and receive course scheduling approval from the assigned graduate program advisor or chairperson before registering for courses. Students are expected to schedule advising appointments well in advance whenever possible. Students should develop a course of study plan for two semesters or more each time they meet with their advisor. Before taking any elective coursework, each student should have a conference with the advisor to discuss career interests and professional goals. Two year tentative course schedules are available from the department.

Graduate students who have not yet been formally accepted into a graduate program should seek academic advisement and receive course scheduling approval from the Coordinator of Student Advisement. All graduate students may consult the Coordinator of Student Advisement for career planning, selecting a major course of study, and to receive information on the policies and procedures of the College of Health & Human Services, as well as the wide range of services available to graduate students.

I) Delivery of Services

Marywood assumes no liability, and hereby expressly negates the same, for failure to provide, or for delay in providing educational or related services or facilities, or for any other failure or delay in performance arising out of or due to causes beyond the reasonable control of this institution. Causes may include, without limitation, power failure, fire, damage by the elements and acts of public authorities. Marywood will exert reasonable efforts, when in its judgment it is appropriate to do so, to provide comparable or substantially equivalent services, facilities or performance. However, its inability or failure to do so shall not subject it to liability.

The Graduate catalog contains current information regarding Marywood's calendar, admissions, degree requirements, fees and regulations. However, Marywood University reserves the right, in its sole judgment, to promulgate and change rules and regulations and to make changes of any nature in its program, calendar, admissions policies, procedures and standards, degree requirements, fees and academic schedule whenever it is deemed necessary or desirable, including, without limitation, changes in course content, the rescheduling of classes, canceling of scheduled classes and other academic activities, in any such case giving such notice as is reasonably practicable under the circumstances.

J) Learning Resource Center

Situated at the heart of the campus is the Learning Resources Center (LRC), which houses Library Services, Media Services, Training and User Support Services and the Academic Excellence Center. In addition to the more than 210,000 books and bound periodicals, the library collection also includes numerous print periodical subscriptions, microforms and non-print items. Marywood's library continues to lend more items than it borrows on interlibrary loans with other libraries across the country. The library utilizes ARIEL software to facilitate efficient digital transmission of requests and journal articles between libraries. The library records many circulation transactions per year and numerous reference transactions in a typical week. Please refer to <http://cwis.marywood.edu/library>

K) Academic Computing

Computer Training and User Support provides computing facilities and services for academic programs and departments. Full-time staff, including the Coordinator, Training Assistant and Help Desk Assistant are located on the third floor of the Learning Resources Center (LRC). The Web Master is located in the Center for Natural & Health Sciences (CNHS). A part-time statistician is also housed in this area to provide research students assistance with statistical packages. These offices, together with a Macintosh lab, Windows lab and drop-in facilities with IBM-compatible and Macintosh microcomputers, are open 91 hours per week. Computer labs and clusters are located in all major classroom buildings and residence facilities. Personal computer facilities consist of over 250 microcomputers located in ten instructional labs and six clusters for drop-in use. All major labs are staffed during most of their opening hours by part-time student lab assistants who provide training and support as needed.

Clusters, as a whole, have both Macintosh and IBM-compatible computers. Word processing, database, spreadsheet, desktop publishing, statistical programs, programming and drawing software are installed on the majority of microcomputers which are networked to both laser and dot matrix printers. Specialized software and peripherals, such as scanners, graphics input devices and music keyboards, can be found in the labs. Lab schedules and policies are available from Training and User Support Services.

Students with their own microcomputers have 24-hour direct access to the Internet and e-mail allowing them to search library holdings, and do Web searches and correspondence using a remote connection.

Workshops covering all supported software are conducted free of charge for students and faculty throughout the year. Dates, times and locations of workshops are advertised in Marywood Today and through the campus video bulletin board. Troubleshooting, both in the labs and personal computers, is provided through our help desk facility. Supporting software documentation is created in house and made accessible in all major labs.

A strong Web presence has been developed and is continuing to grow. Information about Marywood University is available on the World Wide Web at www.marywood.edu.

III. STUDENT OPPORTUNITIES

III. Student Opportunities

A) Graduate Scholarships

Marywood University awards scholarships each year to graduate students on the competitive basis of academic promise, professional focus, and commitment. Scholarships are available to both full-time and part-time students. The application deadline for the scholarships is February 14th of each year.

You must apply on-line in the graduate Financial Aid Section of Marywood University web site. The appropriate application for both prospective and currently enrolled graduate students in the Department of Nursing and Public Administration may be found under Scholarships for Graduate Students Seeking Master's Degrees, the Educational Specialist Degree, or Certifications.

B) Graduate Assistantships

Marywood University provides graduate assistantships that are designed to further the educational goals of full-time graduate students in an environment of academic excellence. Graduate assistants serve Marywood University by working with the faculty to advance research or with professional staff to enhance services.

Assistantships with twenty work hours per week afford tuition remission for 18 graduate credits per academic year and a full assistantship stipend. Assistantships with ten work hours per week offer tuition remission for nine graduate credits per academic year and one-half of the full assistantship stipend.

The deadline for the submission of electronic resumes for assistantship is February 14th of each year. You may find more information about assistantships in the Graduate Financial Aid Section of the Marywood University website. The appropriate link will be Assistantships for Graduate Students Seeking Master's Degrees or Certifications.

C) Honor Societies

1. Sigma Theta Tau International Honor Society for Nursing: Xi Gamma Chapter. The mission is to recognize superior achievement and development of leadership qualities, to foster high professional standards, to encourage creative work and to strengthen commitment to the ideals and purposes of the profession.
2. Alpha Epsilon Lambda Honor Society is the national honor society of graduate and professional students. The mission of Alpha Epsilon Lambda is to: confer distinction for high achievement, promote leadership development, promote scholarship and enrich intellectual development, enrich the intellectual environment of graduate educational institutions and encourage high standards

of ethical behavior. Student eligibility is based on high academic, achievement community service and leadership.

3. Marywood Chapter American College of Health Care Executives (ACHCE) Objectives are to provide career information in the area of health care management, to develop an association with local and regional healthcare executive groups to enhance academic and career opportunities, to promote educational development of skills necessary for the effective leadership in health care organizations and to provide a method of involvement, recognition, and representation in the profession of health care management.

D) Housing and Residence Life

The mission of the Housing and Residence Life Office is to provide a safe, comfortable, secure, and nurturing living-learning environment, conducive to students' academic and personal development while intentionally fostering a sense of community, civic engagement and responsibility, and appreciation for diversity.

Accommodations range from traditional corridor-style residence halls to suites with private baths, townhouse-style, apartments, and small living units. Each facility is staffed by a graduate student residence director or a professional mentor in residence. Undergraduate and graduate students serve as resident assistants in all living units. Selected on the basis of leadership ability, communication and interpersonal relationship skills, the Resident Life staff is well trained to develop a vibrant living/learning community.

On-campus housing is reserved for full-time graduate students on a "space available basis" only. Applications are welcomed throughout the year and are responded to after June 1 in the order received. Information regarding off-campus housing, may be obtained at (www.marywood.edu/www2/stulife/ResidenceLife/housing) or by phone: (570) 348-6236.

E) Student Health Services

Registered nurses, a nurse practitioner, and a consulting nutritionist committed to a comprehensive wellness philosophy staff the Student Health Services Office. Medical services, health information, and counseling are available on weekdays when classes are held. Primary care (assessment and treatment) and referrals to community physicians and to campus and community resources for health education and counseling also are provided. Serious emergencies are referred immediately to nearby hospitals, and a staff member is available after office hours for telephone consultation. The Security and Safety Department Office, (570) 348-6242, should be contacted for assistance with emergencies.

Students are expected to submit a completed health history and immunization record to the Student Health Services Office. Any students who request services must complete a health history and immunization record before non-emergency treatment can be provided. Resident students who do not submit the completed health history record, including evidence of all vaccinations required by state and federal law, may be required to live off campus.

Graduate students are strongly encouraged to obtain health insurance. The primary care in the Student Health Services Office is provided without charge; however, students should be covered by health insurance to assist with the cost of laboratory tests, emergency room visits, physician treatment, or hospitalization. All such expenses are the students' financial responsibility. Evidence of health insurance is required for international students and student-athletes. Graduate students are invited to consider a university-endorsed plan available for purchase. Informative brochures and enrollment forms may be obtained at: www.BollingerInsurance.com/marywood, the Student Health Services Office or the Office of the Vice President for student Life.

F) Federal Student Loan Program

To apply for a Federal Stafford student loan, complete a Fall/Spring Student Loan Request Form **and** a Free Application for federal Student Aid (FAFSA) no later than August 1 for enrollment beginning with the fall semester or December 1 for enrollment beginning with the spring semester. A FAFSA may be completed on-line at www.fafsa.edu.gov and the Fall/spring Student Loan Request Form may be obtained on-line at the financial aid section of the Marywood University website, www.marywood.edu. Both forms can also be obtained from the Office of Financial Aid (Room 88 Liberal Arts Center; 570-348-6225 finaid@marywood.edu)

Federal Unsubsidized Stafford Loan. Under this program, matriculating graduate students enrolled on at least a half-time basis (minimum of six credits per semester) can borrow up to \$8,500 per academic year. Eligibility for the subsidized portion of the loan is based upon a federal eligibility formula.

Federal Unsubsidized Stafford Student Loan. Under this program, matriculating graduate students enrolled on at least a half-time basis (minimum of six credits per semester) can borrow up to \$10,000 **IN ADDITION** to the federal Subsidized Stafford Student Loan per academic year. Unlike the Federal Subsidized Stafford Student Loan, borrowers do not have to demonstrate financial need for the the Federal Subsidized Stafford Student Loan. The approved loan amount can never exceed the actual cost of education less any other scholarships, grants, employer reimbursement, or loans received.

Marywood University uses the Borrower-Based Academic year policy for the processing of all federal student loans. The Borrower-Based Academic year is individualized for each borrower and may begin at any time within the scheduled academic year. Included in the Borrower-Based Academic year are only those

terms in which the matriculating student was enrolled on at least a half-time basis (minimum of 6 credits).

Alternate Loan Sources. A listing of alternative loan sources, with a brief description of each loan, can be obtained from the Office of Financial Aid (Room 88 Liberal Arts Center; 570-348-6225; finaid@marywood.edu).

G) Deferred Payment Plan

The deferred payment plan allows settlement of expenses in four payments (for a deferred payment fee). This plan requires payment of one-quarter of tuition plus all fees, including the deferred payment fee and room and board, by the semester payment due date or at registration. The remaining three-quarters of tuition are due in three equal payments on specific due dates set by the Cashier's Office. Application must be made by the semester payment due date or at registration.

H) Employer Deferred Plan

Payment of tuition may be deferred with a completed Application for Deferment of Tuition Payment Form that is signed by the student's employer. Students are required to pay all fees and any portion of tuition not covered by their employer at the Cashier's Office by the semester due dates or at registration. The applicant for this deferment is available from the Cashier's Office.

Religious Tuition Reduction. The University grants a thirty percent reduction in tuition, exclusive of fees, to clergy and members of religious communities. The application for this tuition reduction is available from the Cashier's Office.

I) Financial Aid Information

Information is available online or from the Office of Financial Aid.

J) Committee Representation

Graduate students have the opportunity to serve on the Department Committees including Faculty, Curriculum, Learning Resources and Evaluation. Additionally, opportunities to serve on various University committees exist. Please contact the department chairperson for further information.

IV. STUDENT REQUIREMENTS

IV. Student Requirements

A) Health Requirements

Students planning to enroll in Nursing 505 (Practicum I) must have the following on file in the student Health Office by: April 1st prior to taking Nursing 505.

The following must be on file in the University Student Health Office:

1. A current physical exam (within the last calendar year).
2. Proof of immunizations including Hepatitis B/or signed waiver.
3. Results of current two-step P.P.D. (within the last calendar year)

B) Health Insurance

It is strongly recommended that students carry a health insurance policy. Any health-related expenses incurred throughout the educational program are the responsibility of the student.

C) Professional Liability

Students are responsible for providing evidence of individual professional liability insurance in the amount of a minimum \$1,000,000 per claim/\$6,000,000 aggregate in coverage. No student will be allowed in the clinical setting without current malpractice insurance. Students can log onto www.nso.com to apply. A copy of a current malpractice policy is to be submitted to the Nursing Lab Manager by April 1st.

D) C.P.R. Certification

The student is responsible for maintaining current certification in C.P.R. for the Health Care Provider. No student will be allowed in a clinical setting without evidence of current C.P.R. certification. **A current copy must be on file in the Lab Manager's Office in the Department of Nursing and Public Administration.** CPR Certification must be: Basic Life Support for healthcare provider (CPR & AED) from American Heart Association (AHA) or CPR Pro by American Safety and Health Institution (ASHI).

E) Evidence of Licensure

The student must provide proof of current professional licensure to the Lab Manager by April 1st.

F) Criminal Background Check

Prior to Nursing 505 students are required to complete the following criminal background checks. Students will be required to submit results by April 1st:

- ◆ PA State Police Background check – **Annually**
- ◆ Child Abuse Clearance – **Annually**
- ◆ National Criminal Database Search – One time (on entry into program)
- ◆ FBI fingerprint Search will be required if the student has not been a resident of PA for the previous 2 years. One time (on entry into program)

CertifiedBackground.com, a web based document management system, will be utilized to maintain records of student requirements. Students are referred to www.certifiedbackground.com for instructions or links to complete the necessary documents.

Students will not be allowed to attend clinical until all requirements are posted on CertifiedBackground.com and the student has been medically cleared by Marywood University's Student Health Services Department.

G) Preceptorship Guidelines

The students must choose a preceptor, with a minimum of a master's degree in Nursing for each practicum experience (N505, N605). Experiences may be chosen in multiple settings, including acute, long-term care, rural home health, industry or educational settings. Students should notify the practicum faculty **4 weeks** prior to the scheduled course to allow time for signing of appropriate agreements. It is recommended students choose a preceptor with at least a Nurse Manager/Administrative position in N505. A Nurse Executive/Administrator preceptor is required in N605. This provides the students with a hierarchal learning experience. Students **must** choose preceptors **outside** of their current work setting.

Preceptor Responsibilities:

Preceptors play a most significant role in making the students' field/experiences meaningful and challenging. For all parties involved in the teaching-learning process, it is imperative to clearly define the responsibilities of the clinical preceptor, course faculty, and students to ensure a mutually satisfying teaching-learning experience. Below is a listing of responsibilities expected of preceptors.

1. Maintain a current RN license in Pennsylvania or appropriate state of practice.
2. Must be MSN prepared in an appropriate nursing major or specialty.
3. Provide adequate learning experiences. Student's orientation to the facility must be completed before or during the first clinical week.
4. Conduct a joint review with the student regarding learning objectives.

5. Review and approve the clinical objectives and sign the student preceptor agreement.
6. Assist the student in meeting the learning objectives.
7. Provide feedback to Marywood University clinical faculty.
8. Complete a clinical evaluation tool by the end of the appropriate semester.

Student Responsibilities:

1. Meet the student requirements as outlined in the Graduate Handbook prior to beginning the practicum course (N505, N605).
2. Review with the preceptor the course and clinical objectives, clinical evaluation tool and any other pertinent information.
3. Complete the student preceptor agreement, having it approved by the preceptor and appropriate Marywood University faculty.
4. Review clinical plans with appropriate Marywood University faculty.
5. Assist the Marywood University faculty with arranging evaluation and feedback sessions with preceptor.
6. Participate in goal attainment and competencies necessary to meet course/clinical objectives.
7. Contact the facility and/or preceptor promptly in the event of illness. The same must be reported to the faculty.
8. Be in the clinical facility on time.
9. Wear professional attire including the student ID badge.
10. Complete the minimum number of practice hours in the clinical site. Students may be required to complete additional clinical hours upon the recommendation of the preceptor of clinical faculty.
11. Maintain records of all Management encounters in the form of weekly encounter sheets and/or logs.
12. Practice professional behaviors and effective interpersonal relations.
13. Maintain confidentiality of client records and other medical records.

Marywood University Faculty Responsibilities:

The faculty are (is) responsible for:

1. Ensure that the University/Department has a current contract/letter of agreement depending on facility preference with the practicum site.
2. Provide the preceptor with the information needed to facilitate the clinical experience.
3. Provide the course outline and clinical objectives to the preceptor of the affiliating institution.
4. Inform the institution that the student will be participating in a practicum experience with a chosen preceptor. (Contract exhibit 3)
5. Conduct both pre-term and end-term evaluations of clinical facilities. Discuss findings with preceptor, delete sites that are no longer appropriate for use by the graduate program. Initiate relationships with potential placement sites.
6. Conduct clinical site visits (minimum 2 per semester) and obtaining feedback from the preceptor.
7. Maintain working relationships with preceptors and staff. Be available by phone or pager when students are in clinical practice.
8. Consult with preceptors on students' progress in clinical practice.
9. Maintain current RN license in the State of Pennsylvania and CPR (Health Care Provider) certification card, professional liability insurance, as well as appropriate immunizations required by the clinical facility. National certification in specialty area is desired.

H) Technical Standards for Admission

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROGRESSION, AND GRADUATION IN UNDERGRADUATE AND GRADUATE NURSING PROGRAMS

The goal of the nursing program is to prepare students to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families and communities across the continuum of care. In addition, certain functional abilities are essential for the delivery of safe, effective nursing care during clinical training activities. Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing program.

In addition to classroom learning, clinical training occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for

classroom accommodations. For this reason, applicants and students who seek accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR if necessary. The student must possess the ability of manual dexterity such as to draw up solutions in a syringe.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the

abilities to measure, calculate reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Examinations: Certain courses in the nursing programs require students to take timed and/or online examinations. Students may be required to take timed, online and/or other types of examinations in a proctored, secure setting that is acceptable to the program.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

A student who cannot meet the above technical standards may be dismissed from the program.

V. POLICIES AFFECTING GRADUATE NURSING STUDENTS

V. Policies Affecting Graduate Nursing Students

Policy on Selection of Thesis Committees

1. All student supervisory committees must have a minimum of three faculty members. The student must have negotiated the chair of the committee while enrolled in 595A.
2. The chairs of all committees will be selected from the Department of Nursing and Public Administration.
3. The complete committee membership should be constituted while enrolled in 595A.
4. Students may select faculty from other departments or colleges. No more than one member of the committee may come from another academic institution. This person should have appropriate academic credentials and be approved by the Program Chair. (See Appendix A).

A) Thesis Policy – The Thesis must follow current APA Style

Note: Prior to collecting data the student must have completed the Institutional Review Board process.

Including completion CITA training.

Title: The title should identify the variables and the population of the study. (See Appendix B).

Chapter 1: The Problem

Introduction -The introduction should represent the background for the problem. Statements obtained from the literature should be included to support the existence of the problem and the need for the investigation of the problem.

Statement of the Problem -The statement of the problem may be brief and may be either the narrative form or the interrogative form.

Purpose of the Study -The purpose of the study is to investigate the variables identified.

Hypotheses or Research Questions -Hypotheses, if utilized, are predictions of the outcome of the study. Some descriptive, historical, and philosophical studies may have research questions rather than hypotheses.

Assumptions -Statements that are taken for granted or are considered true, even though they have not been scientifically tested.

Theoretical Definitions -Theoretical definitions are definitions usually taken from the literature and are used to define important terms utilized in the study. Theoretical definitions of specific terms are generic in that they would be appropriate for other studies using the same terms. All terms that are defined theoretically need not be defined operationally and vice versa.

Theoretical/Operational Definitions -Operational definitions are definitions that are specific to the study.

Conceptual Framework -The conceptual framework provides the context for the study. More than one framework may be utilized.

Significance of the Study -The significance of the study includes the contribution to nursing that the study will provide as related to the specified problem. This section of Chapter 1 may also serve as the chapter summary.

Chapter 2: Review of the Literature

Introduction -The introduction to Chapter 2 gives a brief overview of the areas of literature to be included in the chapter.

Literature Related to ---There may be more than one of these sections. The review of the literature differs from the literature cited in Chapter I that indicated a need for the study. The review of the literature in Chapter II is concerned with studies reported within the problem area.

Summary -The summary should be a brief overview of the areas of the literature reviewed in Chapter 2.

Chapter 3: Methodology

Chapter 3 is a crucial chapter in the thesis. The methodology is stated in precise terms and provides a description of how to do the study for replication.

The Design of the Study -The design specifies descriptive, experimental, or quasi-experimental design. The hypotheses or research questions are restated.

The Sample -This section should contain a description of how and where the subjects were obtained. There should be a brief description of the number of subjects and their general characteristics. For example, 30 senior students in a baccalaureate nursing program in one state university school of nursing were utilized as subjects. A more detailed description of the sample is to be included in Chapter 4.

Limitations -The limitations are the restrictions resulting from the sample selection or data collection procedure. Examples might include English-speaking, non-color blind, use of physiological measures only, or subjects obtained from one geographical location,

Procedure -This section specifies the steps taken for data collection and should include every step. The directions given to the subjects, the setting, the time allotment for data collection, and the use of interview, questionnaires, or tests should be included. How the data were collected and recorded should also be included.

Protection of Human Subjects -A description of the measures used to protect the subjects, such as statements made assuring confidentiality and anonymity.

Instrumentation -This section contains a discussion of the data collection instrument(s), including statements of reliability and validity. Copies of tests, questionnaires, and interview formats are to be included in the appendices.

Data Analysis -This section contains a brief description of the statistical tests utilized to describe the subjects and test the hypotheses or answer the research questions.

Summary -The summary should be a brief overview of the methodology employed in the study.

Chapter 4: Findings

Introduction- The introduction should be a brief statement including the restatement of the purpose of the study.

Description of the Sample -The number of subjects and all demographic data obtained about the subjects are presented in this section. Examples might include age, sex, or educational level. Tables and/or charts may be used to summarize these data.

Hypotheses or Research Questions -Restate each hypothesis or research question and present the results of the data analysis as specific to each one. The results of the data analysis should be presented without discussion, conclusions, or implications.

Summary of the Findings -This summary should be a brief restatement of the findings.

Chapter 5: Discussion, Conclusions and Implications

Chapter 5 should contain a discussion of the meaning of the findings of the study. Limitations and other factors that may have influenced the findings should be discussed. The findings of the present study as they relate to the studies cited in Chapter 2 should be discussed. Do the findings support previous research or not? Implications of the study should address nursing education, practice, research and administration. This chapter should conclude with a brief summary.

References: APA form for all references cited.

Appendices: The appendices may contain letters of permission, consent forms, Institutional Review Board Forms, and copies of data collection instruments such as tests, interview questions, and questionnaires.

Note: This document is a guide for descriptive, experimental and quasi-experimental studies. Exceptions and alterations may be appropriate and necessary for particular studies and such exceptions and alterations are to be determined by the student and the thesis committee members.

The style specified by the Department of Nursing and Public Administration is that of the Publication Manual of the American Psychological Association.

NOTE: Chapter Contents may differ for Qualitative Studies.

Other Information:

- A. Refer to suggested time frame for completion of thesis (Appendix C)
- B. Additional information on University guidelines available in (Appendix D)

B) Disability Statement

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations should advise their instructor and submit documentation of the disability to the Office of Student Support Services, Liberal Arts Center 223B, in order for reasonable accommodations to be granted. The Associate Director of Student Support Services, Ms. Diane Taylor, will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. To best service the needs of the student, each student should notify the instructor and the Associate Director of Student Support Services of any special accommodation needs no later than the last day to register for semester classes.

For more information, please contact:

Diane Taylor, Associate Director of Student Support Services
Marywood University
Liberal Arts Center – Room 223B
2300 Adams Ave
Scranton, PA 18509
(570) 348-6211 x2335

C) Temporary Disability

Any student who finds it necessary to deviate from his/her program because of a temporary disability should apply in writing to the Chairperson of the Admission, Progression and Graduation Committee of the Department of Nursing and Public Administration for a statement of options concerning program continuation.

A student may remain in the program with permission from the health care provider stating he/she is able to perform the assigned responsibilities.

If it is necessary for a student to discontinue his or her program, every effort will be made to enable completion of the program at a later date.

D) Academic Ethics

Students in the Nursing Program are expected to demonstrate honesty in all academic activities. Written and oral assignments, examinations, clinical activities, and special projects are examples of academic endeavors in which the student is held responsible for conduct according to the AACN Essentials of Nursing. Violation of these guidelines reflects on the student's ethical suitability for nursing practice and may jeopardize continuation in the graduate program.

E) University Statement of Academic Honesty

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.

Students have a responsibility to know and adhere to the University's Academic Honesty policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Sanctions for violations of academic honesty ordinarily are determined by the course instructor. If necessary, the chairperson and/or academic dean may become involved. Sanctions determined by the instructor may include a grade of F for the coursework in which the infraction occurred. Academic probation, dismissal from the program and/or dismissal from the University are sanctions that may be determined by the academic dean of the

college in which the student is enrolled after an investigation of the alleged violation. An academic dean may choose at any time to refer charges of academic dishonesty to the Dean of Students for adjudication in the University disciplinary/judicial system. Likewise, a member of the University community may submit a disciplinary report against a student, group of students, or student organization for alleged violations of the Academic Honesty policy to the Dean of Students, who will refer it to the appropriate academic dean for possible adjudication in the University's disciplinary/judicial system.

Definitions

Cheating is defined as but not limited to the following:

1. having unauthorized material and/or electronic devices during an examination without the permission of the instructor;
2. copying from another student or permitting copying by another student in a testing situation;
3. completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory or computer report;
4. submitting out-of-class work for an in-class assignment;
5. changing grades or falsifying records;
6. unauthorized retention of exams;
7. submission of an identical assignment to two different classes without the permission of the instructors;
8. inventing data or falsifying an account of data collection unless instructed to do so by the course instructor;
9. creating the impression, through improper referencing, that the student has read material that was not read.

Plagiarism is defined as the offering as one's own work the words, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes close paraphrasing without appropriate citation.

Procedures

The student has a right to appeal sanctions through the University's Academic Grievance Procedures.

F) Policy for Prevention of Transmission of Infectious Disease

Philosophy

The professional nurse bases practice decisions on sound scientific knowledge, caring for all clients without discrimination. A decision to give care is not based on a client's income, age, sex, religion, race, sexual orientation, social status, or disease. As students of professional nursing, Marywood University nursing students are accountable for meeting the legal and ethical standards of the profession.

Clinical Assignment of Students

Assignment of students to clients on the clinical unit will be based on course objectives, and on a faculty decision regarding the learning experiences available on a clinical unit. Clients with infectious diseases will be assigned to students when that assignment is appropriate. Clinical supervision will be managed to ensure strict compliance with CDC guidelines in all clinical learning experiences including well child care, psychiatry, and community health, as well as in-patient experiences. Faculty will be competent role models in the prevention of disease transmission.

Preliminary Education

Before giving care to clients, students will receive sufficient education to assure that they can protect themselves and their clients from transmission of infection. This basic education will include anatomy and physiology of the immune system, microbiology, pathophysiology, epidemiology, and universal precaution information necessary to provide safe care to clients and protection for themselves. Pre-clinical preparation will also include information regarding personal health habits, infectious disease prevention including blood borne disease, and risk behaviors.

Instructions concerning transmission of disease will be re-emphasized in each clinical course. New information will be provided to students as it becomes available.

Responsibility of the Nursing Program

- All students receive a copy of the latest federal guidelines relating to transmission of disease.
- All students receive this policy statement and related procedures.
- Faculty members in each course will discuss the issues and expectations early in the semester.

Responsibility of the Student

Students must maintain current liability insurance. It is also strongly recommended that they carry a health insurance policy.

Prejudicial Care of Clients

If a faculty member believes that prejudice influences a student's care of a client, the faculty member will schedule a meeting with the program chairperson, the student and the faculty member.

- Objectives of the meeting will include: 1) identification of a set of strategies to assist the student to overcome the problem and 2) development of criteria so that the faculty member and the student will both know when the ethical mandate associated with client care has been satisfied.

In devising an appropriate resolution to the problem consideration will be given to the student's program year, and previous effort to act in accordance with professional and ethical standards

- Any mention of such meetings will be removed from the student's permanent record by the Chairperson upon graduation of the student.

Vaccination of Students

- Students are required to present documentation of a completed series of HBV immunizations (in addition to other required immunizations) before admission to a clinical course. The cost of this immunization will be assumed by the student.

Admission of Students with Infectious Disease, including HIV

- Inquiry into HIV status will not be a part of student or faculty application processes.
- Schools will inform students and potential students of potential infectious hazards inherent in nursing education programs including those that might pose additional risks to the personal health of HIV positive persons.
- Qualified individuals will not be denied admission to nursing programs or to employment as faculty on the basis of HIV status.

Testing

- A nurse or nursing student has an ethical responsibility to know his or her HIV status.
- Nursing students or faculty who believe they may be at risk for HIV antibody, HBeAg, or HBsAg have an obligation to be tested. While the testing decision should be voluntary for the individual, there may be instances in which testing could be required.

- For students and faculty, HIV testing and pre and post testing counseling are available at the Lackawanna County Health Department.
- Health/medical records of students and faculty are confidential, and stored in the campus health office, and are kept separate from academic files.
- Information in these records is accessible only on a need-to-know basis with the individual's consent.
- The Americans with Disabilities Act of 1990 (P.L. 101-336) specifies that qualified individuals may not be denied admission or employment or be subject to discrimination on the basis of their handicap, unless that handicap poses a "direct threat" to others. HIV infected persons are considered handicapped under the provisions of this legislation. Admission/employment decisions must be made on the basis of qualifications and functional abilities for the program/position if "reasonable accommodations" were to be made. Such accommodations need not be made if to do so would be an "undue hardship" for the organization. "Undue hardship" generally depends upon the difficulty or expense of the accommodation balanced against the organization's resources. The ADA, which applies to employment and public accommodation, is extensive and complex and should be reviewed for relevance to specific decisions.

Modification of Clinical Activity

Any modifications in the clinical activity of HIV positive students or faculty will take into account the nature of the clinical activity, the technical expertise of the infected person, the risks posed by HIV status, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

HIV - Post-exposure Report and Procedures

Immediate antiseptic procedures should be followed after possible exposure to a blood borne pathogen.

- A student or faculty member has an ethical duty to report to the faculty member in charge or designated school official an accident which exposes him/her or a patient to a risk of transmission of a blood borne disease.
- Confidential testing and appropriate counseling are recommended following exposure. The nursing care provider is ethically obligated to be tested for HIV where the patient has experienced significant exposure to a provider's blood. Although it is more a matter for the clinical site than the school of nursing, if such a provider tests positive, the patient should be notified of the results notwithstanding the provider's privacy rights, and the patient should be offered HIV testing, counseling, and prophylaxis as appropriate.
- If an accidental exposure occurs, faculty, students, and staff should follow the CDC guidelines for occupational exposure: In the event of a needle stick, test for

HIV to establish sero-negativity first, then retest at 6 weeks, 3 months, 6 months and 1 year.

HIV positive students

- Students who are HIV positive or who have AIDS generally do not pose a health risk to other students in academic or residential settings.
- In a clinical setting, CDC guidelines and universal precautions are followed.
- Clinical settings which pose additional risks to HIV positive students and faculty will be identified as the clinical experience progresses, and such persons will be advised of these risks and urged to consult their health care provider to assess the significance of risk to their own health.
- Students who know they are infected are urged to notify the health provider identified by Marywood University, who will provide information and referral on health care and counseling, and begin a process to assess the need for necessary modifications/accommodations in clinical education or job functions.

G) Graduate Student Grievance Policy and Procedure

A matriculated student in the Department of Nursing and Public Administration shall have the right to grieve any decision that affects his or her academic standing.

A grievance is any alleged violation or infringement of rights and responsibilities or of established and published University/department policies and procedures.

Students experiencing a problem should first attempt to resolve the issue with the individual involved. If this proves unsatisfactory the student should follow the procedures set forth by Marywood University.

Academic Appeal: Policy and Procedures

Appeal Process

Marywood University provides an appeal process for students who believe that they have been treated arbitrarily or unjustly. Grievances include, but are not limited to, recorded grades and classroom policies. The student is required to discuss the issue with the faculty member involved before initiating this appeal process.

Should it be impossible to resolve the matter through discussion with the faculty member, the student should begin the appeal process by securing an Academic Appeal form from the Academic Dean and proceed as follows.

If the grievance is against a faculty member, the student presents his or her case to the appropriate chairperson. The chairperson, in separate and/or joint conference with the instructor and student, will attempt to resolve the matter. (If the grievance is against the Department Chairperson, the student presents his or her case directly to the Academic Dean.)

Should the department chairperson be unable to resolve the matter to the satisfaction of all parties, the appeal may then be referred to the Dean. The Dean, in separate and/or joint conference with the faculty member and student, shall attempt to resolve the matter.

Should the Academic Dean be unable to resolve the matter to the satisfaction of all parties, she/he will convene a Review Committee to hear the complaint.

Principles to Guide the Procedures

A student must initiate the appeal procedure in the order outlined above.

In the case of a grade appeal, the student must initiate the appeal within 90 days of the end of the semester for which the grade was assigned. Failure to act within the 90 day time period will disqualify the student from further consideration of the matter.

The information for appeal must be written on or attached to the Academic Appeal form which serves as the basis for deliberation for each step. It is the responsibility of each reviewing official (i.e. Department Chairperson and Dean) to provide each party concerned with a copy of the appeal form.

When the appeal process has been initiated, it is the responsibility of the Department Chairperson to request all pertinent documents and data from the student and faculty member involved. Copies of this material will be provided for each person involved and originals will become part of the case file. In the case of a grade appeal, the above material will include the grade book record of the petitioning student. Also included will be student material retained by the faculty member and all material returned to the student by the faculty member if pertinent to the final grade.

If a hearing by a Review Committee is necessary, the following shall apply: The student and the faculty member may each have an advisor present at the hearing, but they must present their own cases. Members of the legal profession may not be present at the hearing.

A Review Committee hearing is closed and may be opened to the public only by agreement of the student, faculty member involved, and the members of the Committee.

Composition of Committee

The Review Committee will be an Ad Hoc Committee appointed for a particular appeal. The Committee shall consist of:

- ◆ The Academic Dean, who will chair the Committee and help both parties with the preparation of their materials. He/She will not vote on the recommendation.
- ◆ The Vice President of Student Affairs, or a designated representative will be a non-voting member.
- ◆ Three faculty members selected by the Dean from the faculty at large.
- ◆ Two students appointed by the Vice President of Student affairs. These students shall not be involved in any aspect of the case.

Committee Procedure

Proceedings of the hearing are taped.

The student filing the Appeal Form presents his/her case and introduces any additional supportive information he/she desires, including documents or information from other persons.

The faculty member involved in the case is afforded the opportunity to question the presentation. Then the faculty member personally presents his/her responses to the appeal and furnishes supportive information, including documents or information from other persons.

The student filing the appeal is afforded the opportunity to question the faculty member's presentation.

The Review Committee will prepare a summary report, including recommendations, within 3 working days of the hearing. The Academic Dean will sign the report and send copies to the student, the faculty member, and the Vice President for Academic Affairs.

Further appeal within the College may be made to the President.

Academic Appeal Form

**ACADEMIC APPEAL FORM
MARYWOOD UNIVERSITY**

Student Information

Name _____ Local Address _____

Class _____ Major _____ Advisor _____

Issue of Appeal _____

Instructor _____ Course Title and Section _____

Grade Received (If the grade is the subject of the appeal) _____

In the space below detail your reasons for asking that the decision be reviewed. Attach pertinent information. Be certain that your case for appeal is complete and thorough and that you support your claim that the faculty member treated you in an arbitrary or unjust manner. If the space provided is inadequate you may attach additional sheets.

(Signature, Student)

Conference with Faculty Member

Date _____ Location _____

In the space below describe the content and results of your conference with the student of the course in question. If necessary attach additional sheet. Please include information about the student's response. (To be completed by the faculty member.)

(Signature, Faculty Member)

(Signature, Student)

Presentation to Department Chairperson

Date _____

The Department Chairperson will summarize the results of his/her attempts to settle the appeal below.

Issue Resolved _____ Issue not resolved _____

Signatures indicating that all parties have received copies of this document as completed by the Department Chairperson.

(Signature, Department Chairperson) Date _____

(Signature, Faculty Member) Date _____

(Signature, Student) Date _____

Academic Appeal Form (cont'd)

Presentation to Dean

Date _____

Dean will summarize results of the conference below.

Issue Resolved _____ Date _____

Signatures indicating that all parties have received copies of this document as completed by the Dean.

(Signature of Dean) Date _____

(Signature, Department Chairperson) Date _____

(Signature, Faculty Member) Date _____

(Signature, Student) Date _____

Academic Appeal Form (Cont'd)

Presentation to the Review Committee

Date _____

Summary of Committee findings and action taken. (To be completed by the Review Committee)
Relevant documents attached.)

Issue Resolved _____ Issue not Resolved _____

Signature of Participants: _____
(Student)

(Faculty Member)

Signatures of Committee Members

Faculty Committee Member _____

Faculty Committee Member _____

Faculty Committee Member _____

Student Committee Member _____

Student Committee Member _____

Academic Dean _____

Vice President for Student Affairs _____

H. University Grievance Procedure for Students with Disabilities

All alleged incidents involving disability discrimination are to be dealt with immediately. When a Marywood University student believes s/he has been the victim of disability discrimination or witnessed disability discrimination, the following procedures should be used:

1. Within thirty working days after the alleged incident occurs the complainant should present the complaint to the Vice President for Student Life. If the alleged incident concerns a faculty member, the complaint should be initiated with the appropriate dean; if it concerns other employees, with the appropriate vice president or the Affirmative Action Officer.
2. The initial discussion between the complainant and the University administrator should be kept confidential. The Vice President for Student Life must inform the Coordinator to Disabilities Services immediately. In cases involving faculty or staff, the Affirmative Action Officer must also be informed.
3. If the complainant, after an initial meeting with the University administrator, decides to proceed, the complainant submits within ten working days a written statement to the appropriate University administrator. This letter should include factual information concerning the incident(s), and a statement of what the victim feels will correct the situation. Cases involving alleged disability discrimination are particularly sensitive and demand special attention to issues of confidentiality. Dissemination of information relating to the case is to be limited, so as to insure, as fully as possible, the privacy of the individuals involved.
4. The University administrator should inform the alleged offender of the allegation and of the identity of the complainant. The alleged offender should be informed of the need for confidentiality. Any individual who retaliates against the complainant will be subject to discipline up to and including discharge. The University administrator should present a summary of the complaint and the proceedings to date to both the complainant and the alleged offender within ten work days. Every effort will be made to protect the complainant from retaliatory action by those named in the complaint, as well as from all others.
5. After a complaint is submitted in writing, the University administrator should, within ten working days, initiate whatever steps s/he deems appropriate to affect an informal resolution of the complaint acceptable to both parties.

6. Either party, if unsatisfied with the resolution proposed by the University administrator, should have access to the University Judicial Board, including the right to appeal. Complainants may present relevant evidence and witnesses. The Board will render its decision within 45 days. Recommendations from the Board shall be forwarded to the President through the Vice President for Student Life. The President's decision will be rendered within 30 days and is final and binding on all parties.
7. The complainant is formally notified of the final decision, including punishment or sanctions.

I) Admission to Degree Candidacy

Admission to graduate study as a fully admitted student does not assure admission to candidacy for a degree. A separate and thorough assessment of the degree candidate's progress and work for candidacy will be made by the department within which candidacy is sought. When a department admits a student to degree candidacy, it does so as an expression of a firm belief that the quality of work that a degree seeking student has completed gives strong evidence of significant potential for successful advanced study within the degree area. Students achieving marginally passing grades in their beginning courses may be dropped from the degree program at the time of review for failing to make a strong case for their continued candidacy.

To be eligible for candidacy a student must:

1. File an application for admission to candidacy with the Department Chairperson according to the criteria of the department and upon completion of twelve hours of graduate work (30 hours in the doctoral program) with a "B" average. Application forms are available in the dean's offices and in department offices.
2. Meet all prerequisites required by the department as listed in the graduate catalog and the program handbook.

J) Transfer of Credit

At least two-thirds of the degree requirements must be met at Marywood. Departments or individual programs may require more hours taken at Marywood and may limit transfer credits to fewer than this limit. Specific credits and numbers of credits accepted for transfer must be approved in writing by the Department Chairperson in the degree program or graduate certification program to which a student has been fully admitted.

All credits accepted for transfer must have been taken at the graduate level. Bi-level courses are generally unacceptable and must be specifically justified in the student's departmental records. All credits transferred must be equivalent to a "B" grade or better. If a course has been taken on a pass-fail basis there must be a written statement attached to the requested transfer credit that states it is the institutional policy to grant credit only for grades of "B" or better in graduate coursework. Transfer credits must parallel or integrate well, both in terms of content and quality, with current standards at the University. Acceptable transfer credits must have been from a regionally accredited institution and ordinarily not earned more than five calendar years from the date of provisional or regular admission.

An applicant desiring to earn credit at Marywood for transfer to another institution should have an official statement of good standing in the home institution submitted to the appropriate dean at Marywood University.

Marywood students desiring to register for credits at another institution to be transferred to Marywood to fulfill specific requirements of a certificate or degree program must receive prior approval of the appropriate department chairperson and obtain his or her signature on the Authorization for Transfer. Transfer forms are available in the Dean's Office.

K) Time Limitation for Degrees

All requirements for a master's or doctoral degree must be completed within seven calendar years unless a specific department requires a different time limitation or the student has been granted a leave of absence for medical or other good reason. This period of time is rarely extended. **Written application for extension, with full documentation of serious cause, must be made to the Chairperson of the department in which the student is enrolled.** Any extension must have the approval of both the department and the appropriate Dean.

L) Leave of Absence Policy

The University will consider a serious student-initiated petition for leave of absence from studies in any degree program. Students who cannot actively pursue their degree studies for more than two consecutive semesters (including summer sessions) are well advised to seek a department approved leave of absence. Without any documented and approved leave of absence recorded, students will be held strictly accountable to the seven-year time limit for degree completion.

The time limit applies to all degree requirements including a degree candidate's professional contribution and any other degree closure experiences/ requirements. **Failure to return to graduate studies by the specified date from an approved leave of absence may result in the administrative withdrawal of the student from Marywood by the Registrar.**

No leave of absence will be granted without the prior approval of the Department Chairperson/Program Director and the appropriate Dean. The maximum additional time permitted through any combination of leaves of absence within one degree is two calendar years. Leave of absence petitions must generally be filed with the department/program at least two months prior to the semester they are proposed to take effect.

M) Withdrawal from the University

A matriculating student who desires to withdraw from Marywood must notify the Department Chairperson or Dean in writing. If enrolled in classes, ordinary procedures for withdrawing from courses and the University's published time line apply. Absence from class does not constitute notice of withdrawal from a course. A student who discontinues attendance at classes without withdrawing officially will receive "F*" in all courses concerned.

Continuous enrollment and consistent progress toward a degree in each academic year is an expectation of the University for all matriculating students. A matriculated student who has not completed any credits toward the degree in a two-year period may be administratively withdrawn from the program.

N) Reactivation

A former matriculating student who wishes to return after having been withdrawn must reapply for admission. The catalog which is current at the time of readmission will apply. If the student's bid for reactivation is successful, previously earned academic credits will be evaluated in light of their age and applicability to the current curriculum by the appropriate chairperson.

O) Confidentiality of Student Records

Marywood University intends to comply fully with the Family Educational Rights and Privacy Act of 1974, as amended. This act was designated to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A policy statement explains in detail the procedures to be used by Marywood for compliance with the provisions of the act. Copies of the policy statement can be found in the Office of the Registrar and the Offices of the Deans.

Students may also reference Disciplinary Policies and Procedures in the University *Calendar/Student Handbook*.

P) Academic, Progression & Graduation Policies

- 1) Standards for Continued Candidacy
A student who obtains two “F’s” in a program, for whatever reason, will be dismissed from the graduate program. Students who fail to maintain a 3.00 average in their coursework once they have achieved candidacy status are subject to probation for two semesters and dismissal from the degree program if 3.00 is not achieved in the third semester.
- 2) Students must maintain a minimum of a “C” in each course with an overall average of “B” (3.0).
- 3) To meet requirements for graduation, student must complete 39 graduate credits as outlined in the Marywood University Graduate Catalogue.

Q) Transportation Policy

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

R) Grading

To receive credit for a course, students must meet all course requirements. The responsibility for completing assigned work and for understanding material covered in class rests fully on the student.

Grades are recorded at the end of each semester and each summer session. The student receives an official report by mail. Any inaccuracy must be reported in writing to the Registrar immediately. Student coursework is graded according to the following scale:

- A = 4.00
- A- = 3.67
- B+= 3.33
- B = 3.00
- B- = 2.67
- C+ = 2.33
- C = 2.00
- F = 0.00
- F* = 0.00 Failure to resolve “I” grade; unofficial withdrawal
- X = Temporary delay in reporting final grade
- I - Incomplete
- IP - In progress (restricted; used for grading certain Professional Contribution courses)
- S - Satisfactory
- U - Unsatisfactory
- W - Withdrew officially
- WP - Withdrew officially with passing grade
- WF- Withdrew officially with failing grade
- AD- Audit

The grade average expected of graduate students is “B.” Grades of “S” and “U” may be given to indicate satisfactory and unsatisfactory performance in institutes, seminars or practicum-type courses. No course in which the grade earned is less than “C” is credited toward the degree. A “B” average is needed to graduate.

The “X” indicates that credit for the session’s work in the course is withheld pending completion of course requirements. Unlike the “I”, the “X” is initiated by the faculty member or, in certain circumstances, the registrar. The “X” grade must be resolved in the same manner as an “I”.

The standing “Incomplete” (I) is given to a student who has done satisfactory work in a course but has not completed the course requirements because of illness or some other emergency situation. The student must submit a written request for the grade “I” to the course instructor. (Forms are available at the Office of Academic Records.) A faculty member is not permitted to assign “Incomplete” unless the student has requested it and is eligible under the above conditions. An “Incomplete” in a course taken for credit must be resolved within one month after the opening of the following semester or the grade becomes a permanent “F*”. The student is responsible for making satisfactory arrangements with the teacher for completion of course requirements. After an “Incomplete” has been changed to a failing grade, a student must retake the course concerned to obtain credit.

There is one exception to the “I” grade rule. This applies to Professional Contributions (555-0 credit). An “IP” will regularly be granted for up to one year in accordance with the Graduate policy.

The standing “Failure” (F or F*) indicates that the student has not obtained any credit for the semester’s work. If it is a required course, it must be repeated. However, a course may be repeated only one time.

Any grade, excluding “I,” is retained on the student’s record, but is removed from the computation of the QPA when a student retakes the course and earns a higher grade in the retake.

S) Dress Code (Clinical)

Students are expected to maintain a professional appearance at all clinical sites. Students will be identified by the student ID badge.

T) Faculty Availability

Faculty maintain at least five hours per week of office hours and are available by appointment. Faculty can be contacted by calling (570) 348-6275.

U) HIPAA Training Handbook for the Nursing/Clinical Staff

Overview: What is HIPAA?

What is HIPAA and what does it govern?

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a multifaceted piece of legislation covering three areas:

1. Insurance portability
2. Fraud enforcement (accountability)
3. Administrative simplification (reduction in health care costs)

The first two components of HIPAA, portability and accountability, have been put into effect.

Students will comply with HIPAA Regulations when completing Practicum 505 and 605.

Portability ensures that individuals moving from one health plan to another will have continuity of coverage and will not be denied coverage under pre-existing-condition clauses.

Accountability significantly increases the federal government's fraud enforcement authority in many different areas.

The third component, **administrative simplification**, is arguably the most significant part of the legislation, and is the focus of this booklet.

Administrative simplification received little attention when the law was first enacted because its implementation date was later than the other two components'. But today, two of its rules, privacy and security, are generating much discussion and debate in the health care community. The debate stems from the administrative, technical, and policy changes that the rules require health care organizations to make to protect their patients' privacy and the confidentiality of protected health information (PHI).

HIPAA's privacy and security regulations punish individuals or organizations that fail to keep patient information confidential. Until these regulations were enacted, there was no federal framework to protect patient information from being exploited for personal gain. Now, the Office for Civil Rights, in the Department of Health and Human Services, has been charged with enforcing the HIPAA privacy rule.

Protecting Privacy

The Privacy Regulation

The privacy component of HIPAA protects individually identifiable health information that is transmitted or maintained in any form by covered entities. The regulations were published in the *Federal Register* on December 28, 2000.

Individually identifiable information is any information, including demographic information, that identifies an individual and meets any of or all of the following criteria:

- ❖ Is created or received by a health care provider, health plan, employer, or health care clearinghouse
- ❖ Relates to the past, present, or future physical or mental health or condition of an individual
- ❖ Describes the past, present, or future payment for the provision of health care to an individual

It's important to note that HIPAA's privacy regulation is not limited to health information maintained or transmitted electronically, but covers information written on paper or spoken.

Confidential information

What makes information identifiable?

Any information that might identify someone is called individually identifiable information under HIPAA. Elements that make information individually identifiable include the following:

- ❖ Names
- ❖ Addresses
- ❖ Employers
- ❖ Relatives' names
- ❖ Dates of birth
- ❖ Telephone and fax numbers
- ❖ E-mail addresses
- ❖ Social Security numbers
- ❖ Medical record numbers
- ❖ Member or account numbers
- ❖ Certificate numbers

- ❖ Voiceprints
- ❖ Fingerprints
- ❖ Photos
- ❖ Codes
- ❖ Any other characteristics, such as occupation, which may identify the individual

Essentially, individually identifiable information is anything that can be used to identify a patient. Releasing any of this information for other than permissible purposes is a violation of the HIPAA privacy regulation.

The student will verify that he/she has reviewed the current HIPAA information by signature.

VI. RIGHTS RESERVED

VI. Rights Reserved

Marywood University Department of Nursing and Public Administration reserves the right to:

- Change requirements for Admission, Progression and Graduation as outlined in this bulletin.
- Change arrangements, scheduling and content of courses.
- Determine books and outlines used.
- Formulate school regulations and policies affecting students.

All changes in existing school policies will be communicated to the students before they become effective. Students are expected to be in compliance with current policies, as they become effective.

The materials and information presented in this Student Handbook are to be considered as an agreement between the student and the Department of Nursing and Public Administration.

VII. Forms used in Program:

- A) Course Evaluation Form
- B) Application for Candidacy Form
- C) Preceptor Agreement Form

A)

Marywood University
Department of Nursing and Public Administration
Course Evaluation

Course: _____ Semester: _____ Instructor: _____

Direction: In order to demonstrate responsibility and accountability, each student is asked to participate in course and teacher evaluation for the purpose of improving the quality of teaching and the quality of courses presented by the Department of Nursing. Therefore, we ask you to give comments regarding the following:

- | | | | |
|---|-----|----|-----|
| 1. Course objectives met | YES | NO | N/A |
| 2. Teaching methods appropriate | YES | NO | N/A |
| 3. Nursing skills/simulation laboratory experience (Was helpful?) | YES | NO | N/A |
| 4. Textbook appropriate | YES | NO | N/A |
| 5. Assignments were helpful | YES | NO | N/A |
| 6. Clinical facilities adequate | YES | NO | N/A |
| 7. Learning Resources Faculty adequate | YES | NO | N/A |
| 8. Academic Computing Services adequate | YES | NO | N/A |
| 9. Computer Mediated Technology (Was helpful?)..... | YES | NO | N/A |
| a) Software | YES | NO | N/A |
| b) Hardware | YES | NO | N/A |
| c) Web-access | YES | NO | N/A |
| d) Training | YES | NO | N/A |
| 10. Access to Learning Resources was adequate | YES | NO | N/A |

Comments:

If you answered "NO" to any of the above, please explain your rationale for a "NO" response.

Thank you for your thoughtful responses.

Reviewed 04/2009

B)

Marywood University

Application for Admission to Candidacy for a Master's Degree

I, _____ hereby apply for admission to candidacy for the Master of _____ degree in the department of _____

I have fulfilled the requirements as indicated below:

(Please check):

1. One of the following
 - Graduate Record Examination (GRE)
 - Miller Analogies Test (MAT)
 - Graduate Management Admission Test (GMAT)
2. Twelve (12) hours of graduate work have been completed
3. An average of "B" or better has been maintained in the above courses

Signature

Date

Address: _____

Phone: _____

Approved:

Signature of Chairperson

Date

C)

**Marywood University
Department of Nursing and Public Administration
Letter of Agreement
Preceptor**

I _____ agree to act as preceptor for Nursing 505/506 for
_____, a graduate nursing student from Marywood University,
Scranton, PA from _____ to _____.

I agree to the following:

1. to meet with the nursing student to review the Nursing 505/605 Practicum objective and student's needs;
2. to set up a practicum schedule which meets my own and the graduate student's mutual needs;
3. to provide student opportunities for experiencing the nursing administrator's role;
4. to discuss student progress periodically with the course professor;
5. to complete a practicum evaluation form and review with the student.

I know that I am able to withdraw from my preceptorship position at any time for professional and/or personal reasons.

Preceptor

Date

VIII: APPENDICES

Appendix A

MARYWOOD UNIVERSITY

**Form for the Appointment
Of a Thesis/Professional Contribution Committee**

To: Dean, College of Health & Human Services

From: _____
Mentor

For: _____
Name of Student

SS#: _____

Date: _____

The following faculty members, having agreed to serve on the committee for the above student, are recommended to you for appointment to the committee. A minimum of three faculty are required to form a committee for a thesis.

Mentor

Member

Member

Approval

_____ Department Chairperson

Distribution List

Student	Department Chair
Mentor	Student File
Committee Member	College of Health & Human Services

Appendix B

Title Page Format

(TITLE OF THESIS OR PROFESSIONAL CONTRIBUTION)
(in capitals)

by

(Name of Student)

(A Thesis)
(Professional Contribution)

Submitted to the Faculty of
Marywood University
in partial Fulfillment of the Requirements for the Degree of
(Name of Degree in (Name of Department))

Approved: _____
Mentor

Review Committee Member

Review Committee Member

(Date/Month/Year)

Appendix C

Suggested Time Frame for Thesis Completion

Fall Criteria:

- September - Create a thesis committee
- October - Begin and complete Chapter 1
- Begin and complete Chapter 2
- November - Begin Chapter 3
- December - Compile the IRB/DRB Review

Spring Criteria:

- January/February - Collect and analyze data
- March - Synthesize Findings
- April - Complete a formal thesis defense
- Begin and complete Chapter 4
- Begin and complete Chapter 5
- Present findings at Graduate Research Forum

N.B. Deadline date for May graduation listed in Marywood University Calendar.

FORMAT SPECIFICATIONS FOR THESIS AND PROFESSIONAL CONTRIBUTIONS

The following guidelines have been prepared to ensure consistent standards of legibility, format, quality of paper, and permanence. The guidelines are based on specific practical concerns: paper must be of good quality to last; margins must be wide enough for proper binding without the loss of information; bibliographies must give data clearly so that future readers can profit from past work. The dean's office will not accept nonconforming documents for degree completion.

1. The style of the master's thesis or professional contribution must be appropriate for the discipline in which it is written. Questions regarding the specific style sheet or handbook to be used should be directed to your department. Style manuals are available in the Learning Resources Center and in the Marywood University Bookstore.

NOTE: The Department format requires current APA style.

2. The format of the document will include:

A permission (or refusal) to copy statement will be the top page in the assembly of the final document. On this page the student indicates if he or she permits the thesis or professional contribution to be photocopied. The page should read: **“I, Mary Doe, do/do not grant permission for my thesis or professional contribution to be copied.”** Granting permission in no way limits the student’s ability to copyright the material.

A blank page must be inserted after the permission (or refusal) statement. The title page of the thesis or professional contribution follows the blank page. The mentor must properly sign the title page of the thesis, the members of the review committee, and the department chair (see attached copy).

An abstract or summary. The abstract should be no more than 300 words or one page in length.

So the order of the thesis order of the thesis or professional contribution will be:

- A. Permission (or refusal) to copy statement
 - B. Blank page
 - C. Title page properly signed by the appropriate faculty
 - D. Acknowledgements (if any)
 - E. Table of contents
 - F. List of tables (if any)
 - G. List of figures (if any)
 - H. Abstract
 - I. Body of thesis/professional contribution
 - J. Bibliography/References
 - K. Appendix/Appendices (if any)
3. The paper for all copies must be standard size 8½” x 11” white cotton fiber, neutral pH (acid-free). Erasable or chemically treated paper is not acceptable. High quality paper used with laser printing will be acceptable if the thesis/professional contribution is computer generated. Dot matrix draft modes are not acceptable. Obvious typing corrections on the final copy are not acceptable.
 4. The left margin must be 1½”; the right, bottom and top margins must be 1”. These margins must be respected for graphs, charts, illustration, etc.
 5. The body of the text must be double-spaced, triple spaced between major headings in the text. Footnotes should be single-spaced. Tables may be single-spaced.
 6. Typefaces should be used with consistency throughout the text. The Academic Computing Center recommends Courier, Helvetica, and Times Roman, in the 10 or 12-point style. These typefaces are generally available on campus laser printers.

7. All illustrations, tables, charts, graphs, etc. should be the same size and on the same quality paper as the text. Media Services in the Learning Resources Center can photo-reduce tables, charts, printouts, etc. to conform to the margin standards noted above in order to insure that no material will be lost when binding is done.
8. Illustrations, which are not suitable for reduction, may be folded or placed in a pocket; in this case, students should consult with a record librarian in the Learning Resources Center.
9. Photographs should be mounted on the specified quality paper. Only actual photographs, not photocopies of photographs, are acceptable in the copy to be submitted to the Learning Resources Center. Photographs in published books or articles should also be photographed, not photocopies, for inclusion. Photographic material must be mounted with an adhesive or glue, which is permanent.
10. Ink which is not water soluble (**e.g. India Ink, Razor Point Pilot Pen**) should be used for all graphs, charts, drawing, illustrations, etc., done by hand. Identification of these items should either be in India ink or typed. Ballpoint pen or magic marker type pens are not acceptable. If charts, graphs, drawings or illustrations are generated on a computer, they must be of comparable quality with typewritten ones.

CATALOGUING AND COPYRIGHT

All Marywood Theses are catalogued as part of the Learning Resources Center collection. This process results in the thesis being listed in the Learning Resources Center's online catalog. Professional Contributions will also be catalogued at the request of the student and mentor.

Thesis authors have the option of copyrighting and publishing their thesis through University Microfilms International (UMI). This process results in the thesis abstract being published in **Master's Abstracts** and gives UMI exclusive rights to reproduce and distribute both the thesis and the abstract. A form for registering a thesis with UMI is available at the Learning Resources Center desk.