



COLLEGE OF
MOUNT SAINT VINCENT

School of Nursing



**Family Nurse Practitioner
Graduate Student Handbook**

2022-2023



COLLEGE OF MOUNT SAINT VINCENT

Dear Master's Family Nurse Practitioner Students:

Welcome to the School of Nursing at Mount Saint Vincent! The administration and faculty are pleased that you have chosen to pursue your Nursing Master's degree at The College of Mount Saint Vincents, a liberal arts college rooted in the Catholic intellectual tradition. Since 1975, the College of Nursing has enjoyed an historic excellent reputation of education in the New York area resulting from quality scholarly faculty and students, commitment to institutional mission and performance of its alumni. The college abiding commitment to its motto "Teach me goodness and discipline and knowledge." Sisters of Charity founded the College in 1847, first at the Central Park, NYC location, and then in 1859 the College moved to the current Riverdale location overlooking the Hudson River: to prepare themselves and others for lives of accomplishment, leadership, and service. Today the campus is affectionately known as -

"The Right Place on the River".

This Graduate Handbook has been created to facilitate your success along your educational journey. Students should become familiar with the handbook contents and use it as a reference during enrollment in the graduate program. The Nursing Program Student Policies and Procedures delineate what is necessary for students to proceed through this program smoothly. Students are responsible for all information provided in the Handbook. Each policy and procedure is reviewed, and revised as needed by the Nursing Graduate Faculty Organization, updates may occur as a result of changes in the New York State Board of Nursing Statutes and Rules, nursing accrediting body's criteria for accreditation, or Nursing School Policy.

The foundation of the Mount Saint Vincent Master's Degree is based on the acquisition of knowledge, advanced clinical skills, service, and the critical analysis of ideas. This new knowledge advances the field within a context of ethical decision-making and values that emerge from the tradition of Catholic social teaching and the educational heritage of the Sisters of Charity. The program seeks to equip individuals who will become architects of nursing best practice, with the ability to use evidence-based research, cutting-edge technology, and advancements in clinical application now and in the future.

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I. SCHOOL OF NURSING

A. MISSION OF THE COLLEGE OF MOUNT SAINT VINCENT

Founded by the Sisters of Charity of New York, the College of Mount Saint Vincent is an academically excellent, authentically inclusive, independent liberal arts college. Committed to the Vincentian/Setonian tradition and to ecumenism, the college combines a strong undergraduate core curriculum with a full array of majors in the liberal arts and, within the tradition of liberal education, selected professional fields of study.

The college also provides high quality opportunities for professional advancement, accomplishment, and service through graduate and certificate programs.

At Mount Saint Vincent, a student's education extends beyond knowledge, skills, and preparation for work. The College seeks to develop the whole person. In the spirit of Vincent de Paul and Elizabeth Ann Seton, we foster an understanding of our common humanity, a commitment to human dignity, and a full appreciation of our obligations to each other.

MISSION OF THE SCHOOL OF NURSING

In keeping with the history, tradition, and mission of the College of Mount Saint Vincent, the mission of the School of Nursing is to educate and socialize students into the caring practice of the profession of nursing. Baccalaureate and master's graduates are prepared to provide holistic and compassionate care. Our mission is carried out with a focus on academic and ethical development in a diverse and collaborative environment. The School cultivates in its graduates a respect and caring for the integrity of others, promotes a spirit of service and leadership, and fosters a commitment to life-long learning.

B. GRADUATE DIRECTOR OF NURSING WELCOME



COLLEGE OF MOUNT SAINT VINCENT

Welcome to this amazing family nurse practitioner professional journey! Your commitment to the Nurse Practitioner (NP) field is commendable. In 2022, U.S News & World Report ranked nurse practitioner as the second top career after the top career of Information Security Analysis, and ranked third is Physician Assistant. The NP field is expected to grow by 36% by 2026. It's an exciting time to be a Family Nurse Practitioner student (FNP) . This educational program focuses on health promotion and maintenance, disease prevention and the diagnosis and management of acute and chronic illnesses. The roles of FNP's have grown immensely in the past few decades, with inspiring career opportunities beyond clinical settings. I could not recommend a more satisfying way to spend a career.

You have decided to start your FNP career here at The College of Mount Saint Vincent. . . wise decision! The professionals in this program are here to shepherd you through these challenging months and years. The Faculty is the crème de la crème of clinical practice, nursing education, and is committed to making you, too, the best of the best FNP's!

The policies and procedures in this document are detailed and provide you with the rules and regulations that you will need to follow to make this educational journey a success!

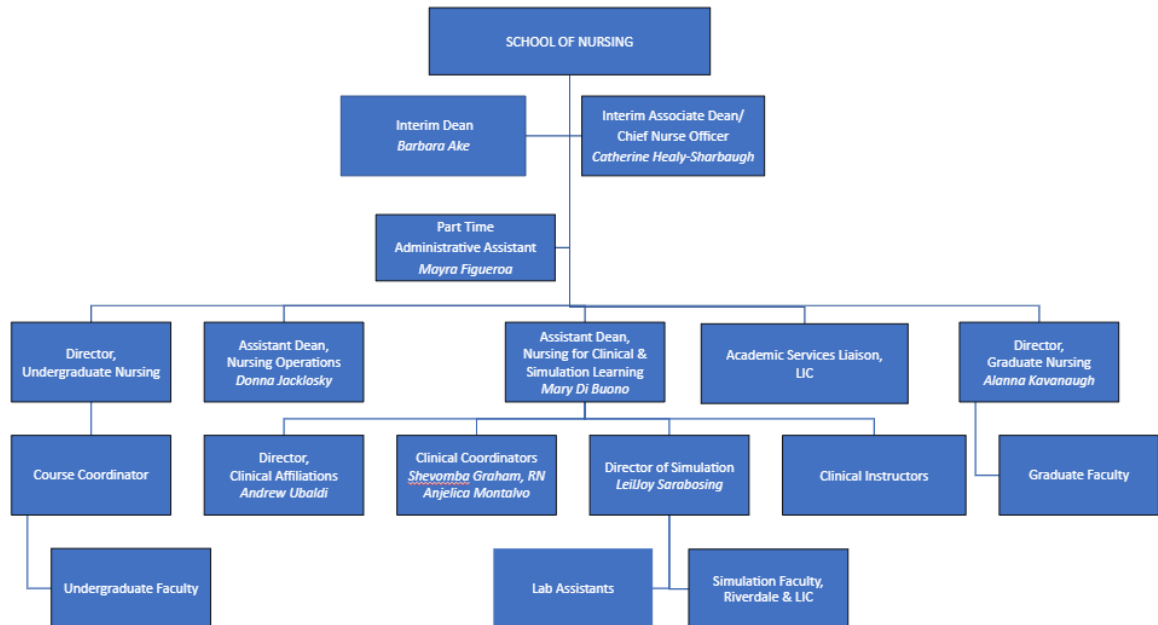
Best to All of You!

A handwritten signature in red ink, which appears to read "John J. Kavanagh".

Alanna Kavanaugh, EdD(c), FNP-BC, MS, BS, CCRN

C.

D. TABLE OF ORGANIZATION



E. HISTORY OF THE COLLEGE OF MOUNT SAINT VINCENT

This Vincentian message is the charism of the Sisters of Charity. It summarizes the moral foundation of democracy. It is the reason the Sisters of Charity founded the College of Mount Saint Vincent: to prepare themselves and others for lives of accomplishment, leadership, and service. The Vincentian values include:

- Every human being has dignity and worth
- We must see the face of God in everyone we meet
- True charity is never an act of condescension. It is always an act of love between equals

In 1847, the Sisters of Charity of Saint Vincent de Paul of New York became an independent congregation. That year, before there were public colleges or even high schools for women in New York, they founded the Academy of Mount Saint Vincent—the first institution to offer higher learning for women in New York.^[1] The Academy was located at the northeast corner of what is now Central Park. In 1859, the Academy and the Motherhouse moved to Riverdale, N.Y., establishing the Mount Saint Vincent campus overlooking the Hudson River. The Academy grew, and the Sisters opened schools, hospitals, and an array of services for the poor. One free school was at Mount Saint Vincent, where the great playwright Eugene O’Neill studied as a boy. By the close of the nineteenth century, the Academy was recognized among the finest institutions of higher learning for women in the region. Today the College offers a wide array of robust programs and is committed to coeducational academic rigor in both undergraduate and graduate programs in what is now called the Office of Professional and Graduate Studies.

[1] The Academy was a pioneering institution of higher education for women. New, non-Catholic institutions of higher education for women were called seminaries. Wellesley College, for example, was called a seminary when founded in 1870.

F. GRADUATE PROGRAM STATEMENT OF PURPOSE

The Nursing Program at the College of Mount Saint Vincent is dedicated to preparing graduates to work as family nurse practitioners. Through theory and research in nursing and related disciplines, you will graduate with the skills you need to successfully navigate the constant changes in the health care climate. Our long-standing relationships with area hospitals and health care facilities offer you practical clinical experience where you will apply your classroom knowledge to become an expert clinician, educator and a leader in your organization.

The Master of Science degree in Nursing emphasizes critical thinking and scholarly practices. It also prepares graduates for doctoral study in nursing, and addresses the increasing demand for high-quality, cost-effective health care services for individuals, families, and communities.

G. CHARACTERISTICS OF THE MASTER'S GRADUATE

The graduate of Master of Science Program at College of Mount Saint Vincent is prepared to:

1. Articulate a philosophy of nursing which reflects a commitment to the development of self and others and the advancement of the nursing profession.
2. Demonstrate critical thinking in advanced nursing practice.
3. Design research proposals and participate in the implementation of research.
4. Evaluate theoretical and research knowledge from nursing, the sciences, and humanities from its application to advanced nursing practice.
5. Design, implement, and evaluate nursing strategies based upon clinical knowledge.
6. Demonstrate ability to communicate in a scholarly manner.
7. Evaluate ethical and legal issues affecting advanced nursing practice and health care.
8. Demonstrate leadership in approaching clinical and professional problems and issues.
9. Generate collaborative and consultative relationships with health-care providers and consumers to achieve health care goals of multicultural populations.
10. Propose, implement, and evaluate strategies that contribute to improvement of healthcare

delivery and influence healthcare policy.

F. HISTORY OF MASTER DEGREE PROGRAM

A thorough needs assessment consisting of the College's baccalaureate nursing graduates, health agency affiliates, and nursing faculty documented a strong need and support for the development of a nursing master's program. National and regional nursing organizations, as well as the New York State Education Department identified the shortage of nurses prepared at the graduate level. In the Spring of 1988, Nursing faculty presented a proposal for a Master of Science Degree in Nursing to the College Board of Trustees and the New York State Education Department, approval was granted. The first students were admitted in Fall of 1988 and successfully graduated in May of 1992.

The Master's Program was initially designed to prepare nurses in three areas of concentration: Psychiatric Mental Health Nursing, Nursing Administration, and Nursing of the Adult and Aged. Since the initial program, major curriculum revisions were implemented based on review of professional standards and the needs of the College's Community of interest.

The College of Mount Saint Vincent currently offers a Master of Science with a concentration in Family Nurse Practitioner and the Post- Graduate Certification in Family Nurse Practitioner.

G. HISTORY OF NURSE PRACTITIONER ROLE

From the inception of the nurse practitioner role in the mid-1960s during a shortage of physicians, Nurse Practitioners (NPs) have provided health-care services to patients. The concept of registered nurses (RNs) who function in advanced roles is expanding. NP programs have been developed to provide RNs with a specialized body of knowledge which enables them to function in advanced practice roles in a variety of health care settings.

NPs have advanced education in health promotion and disease prevention, health assessment, pathophysiology, pharmacophysiology, and clinical training. NPs provide high-quality healthcare services through patient and family assessment, diagnosing, education, and management of healthcare problems rendered in the primary, secondary, or tertiary settings. They work independently and collaboratively on the health-care team. NPs are experts in primary care.

Preparation for the NP role includes clinical training, which is vital for the incorporation of theoretical education and clinical experiences. Clinical preceptors are utilized for clinical training. Preceptors for students may include nurse practitioners and physicians in a variety of primary care settings such as, health care clinics, primary care offices, and urgent care. Preceptors serve as teachers, role models and mentors. Preceptorship in clinical arenas are an integral component of NP curriculum and training.

H. FAMILY NURSE PRACTITIONER PROGRAM

Family Nurse Practitioner Program prepares advanced practice nurses to manage health care of individuals and their family across the life span in a complex health care system. Emphasis is on health promotion and primary care management of the acute, chronically ill and stable patient.

The College of Mount Saint Vincent (CMSV) educational curriculum prepares the individual with a broad didactic and clinical experience. As licensed, independent practitioners, NPs practice autonomously and in coordination with health care professionals and other individuals. NPs provide a wide range of health care services including the diagnosis and management of acute, chronic, and complex health problems, health promotion, disease prevention, health education, counseling to individuals, families, groups and communities. NPs serve as health care researchers, interdisciplinary consultants, and patient advocates.

The nurse practitioner role is consistent with the APRN consensus model practicing in the population foci of family, pediatrics, women's health, adult-geriatrics, neonatal, and psychiatric mental health. The scope of practice is not setting specific, but rather based on the needs of the patient (APRN Consensus Model, 2008).

Clinical sites vary and are available in the tri-state area. Graduates are prepared to be recognized as advanced practice nurses by the Board of Nurse Examiners and to take the Family Nurse Practitioner National Certification Exams through American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners Certification Programs (AANP).

I. NURSING MASTER DEGREE PROGRAM OUTCOMES

1. *Background for Practice from Sciences and Humanities*

Synthesize knowledge developed from nursing science, basic sciences, and humanities in implementation of advanced practice nursing care across diverse settings.

2. *Organizational and Systems Leadership*

Execute systems leadership in the provision of quality and safe patient care within a caring presence framework.

3. *Quality Improvement and Safety*

Apply quality principles and methods in the creation of a culture of safety for the improvement of organizational performance.

4. *Translating and Integrating Scholarship into Practice*

Apply evidence-based, theoretical, and research knowledge to address system-wide healthcare issues in the advancement of nursing practice.

5. *Informatics and Healthcare Technologies*

Integrate information and communication technologies to deliver, coordinate, and enhance care.

6. *Health Policy and Advocacy*

Execute leadership strategies that contribute to the improvement of health care policy towards the advancement of population health.

7. *Interprofessional Collaboration for Improving Patient and Population Health Outcomes*

Create interprofessional and collaborative relationships for the delivery of high quality care to multicultural populations.

8. *Clinical Prevention and Population Health for Improving Health*

Integrate a perspective of client centered care based on culturally appropriate concepts in the planning, delivery and evaluation of evidence-based prevention strategies.

J. CURRICULUM

Master of Science with a concentration in Family Nurse Practitioner and the Post- Graduate Certification in Family Nurse Practitioner students follow an individualized curriculum. Family Nurse Practitioner students will complete 28 months of coursework for degree requirements. Courses will include lecture, lab, clinical, simulation, and practicum experiences. The Post Master's Certificate student *may* be able to transfer courses upon admission from a previous Master in Nursing program. All courses will be reviewed by the CMSV Director of the FNP program upon admission. For additional information, see Admission Criteria for Certificate students.

The CMSV program curriculum is provided to specify the academic requirements. Please be advised that this program plan is a guide; individual plans of study may vary due to advanced standing thus require review and approval by the Director of Family Nurse Practitioner Program. Progression in the program is contingent upon meeting academic policies.

SAMPLE PROGRESSION SEQUENCE FAMILY NURSE PRACTITIONER MASTER DEGREE (PART-TIME) 42 CREDITS/600 CLINICAL PRACTICUM HOURS

Year 1:

Fall	Spring	Summer
Nurs 501-Theory	Nurs 506-Research II	Nurs 505-Ethics
Nurs 502-Research	Nurs 530-Patho	Nurs 532-Pharm

Year 2:

Fall	Spring	Summer
Nurs 531-Health Assessment Nurs 531C-Lab	Nurs 650-Theory 1	Nurs 652-Theory 2
Nurs 504-Leadership	Nurs 651-Seminar 1	Nurs 653-Seminar 2

Year 3:

Fall		
Nurs 656-Theory 3		
Nurs 657-Seminar 3		

SAMPLE PROGRESSION SEQUENCE POST MASTER’S CERTIFICATE PROGRAM
27 CREDITS/600 CLINICAL PRACTICUM HOURS

Year 1:

Fall	Spring	Summer
	Nurs 530-Patho	Nurs 532-Pharm

Year 2:

Fall	Spring	Summer
Nurs 531-Health Assessment	Nurs 650-Theory 1	Nurs 652-Theory 2
Nurs 531C-Lab	Nurs 651-Seminar 1	Nurs 653-Seminar 2

Year 3:

Fall	Spring	Summer
Nurs 656-Theory 3		
Nurs 657-Seminar 3		

K. PLAN OF STUDY

I. Nursing Core Courses 15 credits

- NURS 501 Advanced Nursing Theory
- NURS 502 Advanced Nursing Research
- NURS 504 Dynamics of Nursing Leadership
- NURS 505 Ethics and Health Care Policy
- NURS 506 Advanced Nursing Research II

II. Nursing Support Courses 9 credits

- NURS 530 Advanced Pathophysiology
- NURS 531 Advanced Health Assessment
- NURS 532 Advanced Pharmacophysiology

III. Family Nurse Practitioner Courses 18 credits

- NURS 650 Advanced Practice Theory I
- NURS 651 Advanced Practice Seminar/Practicum I
- NURS 652 Advanced Practice Theory II
- NURS 653 Advanced Practice Seminar/Practicum II
- NURS 656 Family Nurse Practitioner Theory III
- NURS 657 Family Nurse Practitioner Seminar/Practicum III
- NURS 600 Continuous Clinical Practicum (if applicable)

L. COURSE DESCRIPTIONS

NURS 501 ADVANCED NURSING THEORY

This core course critiques selected nursing theories and health related concepts involved in advanced nursing practice. These theories and concepts are derived from the social sciences, psychology, and family and humanistic literature. Concept development will be analyzed in relation to specific areas of students' interests. (3 credits)

3-hour lecture

Corequisite: NURS 502

NURS 502 ADVANCED NURSING RESEARCH

This course analyzes the role of research in the development of nursing's body of knowledge. Students will obtain the skills necessary to understand research and utilize evidence based practice in making clinical decisions. The course is designed to guide graduate nurses to articulate relevant clinical-based questions, perform a review of the literature to identify relevant evidence, evaluate the quality of research on which the evidence is based, and discuss the application of the evidence in clinical practice to improve quality of care. The course culminates with the students' proposal of a Master's evidence based practice project with supporting evidence that show gaps in the literature and practice applications to improve quality of care. (3 credits)

3-hour lecture

Prerequisite: an Undergraduate-level statistics course

Corequisite: NURS 501

NURS 504 DYNAMICS OF NURSING LEADERSHIP

This course is an in-depth study of leadership theories and issues in managed health care. The history of nursing, its culture, and current social, political, and legislative trends are studied for their implications in nursing leadership. Students apply concepts from selected theories in the development of a philosophy of leadership. (3 credits)

3-hour lecture

Prerequisites: NURS 505 and NURS 532

Corequisite: NURS 531 and NURS 531C

NURS 505 ETHICAL AND POLICY ISSUES IN HEALTHCARE

This course provides an in-depth study of major ethical issues affecting the nursing care of individuals, families, and communities. Ethical frameworks are analyzed for decision-making in relation to selected nursing theories, standards of nursing care, and health care policies. Relationships between ethical decision-making and the implementation of professional practice are explored. (3 credits)

3-hour lecture

Prerequisites: NURS 504 and NURS 530

Corequisite: NURS 532

NURS 506 ADVANCED NURSING RESEARCH II

This course is the second research course that will facilitate the students Master's evidence based practice project completion. The course provides students with practical information, various exercises on how to apply research and resources for successful manuscript preparation. The project will be presented in a conference in a poster and oral presentation format at the College's Research and Scholarship event as well as at the students organization of practice. This course further develops skills for scholarly writing including familiarity with professional journals and conferences, utilization of

electronic resources for literature searches and citation management, writing process and organizational skills, and academic integrity. At the completion of the course the students are prepared for a lifelong approach to integrating scholarship into clinical practice. (3 credits)

Prerequisites: NURS 501 and NURS 502

Corequisite: NURS 530

Support Courses

NURS 530 ADVANCED PATHOPHYSIOLOGY

This course is designed to investigate concepts and processes related to health care across the lifespan.

Common pathophysiologic processes are discussed in conjunction with recent research.

Pathophysiology is examined for its use in implementing a nursing plan of care at the advanced practice level. This course focuses on disease processes encountered in the primary care setting (3 credits).

Prerequisites: NURS 501 and NURS 502

Corequisite: NURS 504

NURS 531 ADVANCED HEALTH ASSESSMENT/PRACTICUM AND NURS 531C Health Assessment Lab

Emphasis is on theory and practice in biobehavioral and psychobehavioral assessment strategies essential for case management of the adult seeking primary, secondary, and tertiary care. Skill development includes obtaining and recording a comprehensive database and demonstrates advanced clinical judgment in the assessment of individuals. Preceptor experiences assist the student in synthesizing the components of the health history and physical assessment. (3 credits)

2-hour lecture followed by 1-hour lab per week plus 60 practicum hours

Prerequisites: NURS 505 and NURS 532

Corequisites: NURS 531C and NURS 506

NURS 532 ADVANCED PHARMACOPHYSIOLOGY

The principles of pharmacokinetics and pharmacodynamics of major drug groups are examined.

Emphasis is placed on the application of drug therapy in the management of common health problems in adults and aged. Legal consideration for prescription writing will be incorporated. (3 credits)

3-hour lecture

Prerequisites: NURS 504 and NURS 530

Corequisite: NURS 505

Family Nurse Practitioner Courses

NURS 650 ADVANCED PRACTICE THEORY I

This course will explore the diagnosis and management of frequently occurring common health problems manifested in primary care. Health promotion and disease prevention strategies essential in providing holistic primary care to young, middle-aged, older adults, and elderly populations from underserved areas will be addressed. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are emphasized. Aspects of epidemiology and differential diagnosis are addressed across the lifespan. Emphasis will be given to conditions that affect the skin, the eye, nose and throat, and the respiratory, cardiovascular, and reproductive systems, as well as psychiatric disorders.

3-hour lecture

Prerequisites: NURS 531 and NURS 531C

Corequisite: NURS 651

NURS 651 ADVANCED PRACTICUM/SEMINAR I

This course will emphasize implementation of theory-based nursing management strategies to promote, restore, and maintain health in young, middle age, and older adults and elderly population. In a variety of ambulatory settings, the student will implement comprehensive skills in assessment, diagnosis, and management of wellness, and acute and chronic health problems. The seminar will focus on the collaborative role of the nurse practitioner in providing care to patients. (3 credits)

1-hour seminar per week plus 180 practicum hours

Prerequisites: NURS 531 and NURS 531C

Corequisite: NURS 650

NURS 652 ADVANCED PRACTICE THEORY II

This course will explore the diagnosis and management of frequently occurring common health problems manifested in primary care. Health promotion and disease prevention strategies essential in providing holistic primary care to young, middle-aged, older adults, and elderly populations from underserved areas will be addressed. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are emphasized. Aspects of epidemiology and differential diagnosis are addressed across the lifespan. Emphasis will be given to conditions that affect the gastrointestinal, genitourinary, renal, endocrine, neurological, and musculoskeletal systems as well as hematopoietic, and immune disorders. Teaching strategies essential in coordinating care for patients across the lifespan with a focus on common urgent problems, palliative care, and pain management. (3 credits)

3-hour lecture

Prerequisites: NURS 650 and NURS 651

Corequisite: NURS 653

NURS 653 ADVANCED PRACTICUM/SEMINAR II

This course will emphasize implementation of theory-based nursing management strategies to promote, restore, and maintain health in young, middle age, and older adults and elderly population. In a variety of ambulatory settings, the student will implement comprehensive skills in assessment, diagnosis, and management of wellness, and acute and chronic health problems. The seminar will focus on the collaborative role of the nurse practitioner in providing care to patients. (3 credits)

1-hour seminar per week plus 180 practicum hours

Prerequisites: NURS 650 and NURS 651

Corequisite: NURS 652

NURS 656 FAMILY NURSE PRACTITIONER THEORY III

This course will explore the diagnosis and management of episodic, chronic, and developmental alterations of pediatrics patients. Strategies essential to the treatment and coordination of care of the pediatric population will be addressed. Further issues affecting families will be explored. (3 credits)

3-hour lecture

Prerequisites: NURS 652 and NURS 653

Corequisite: NURS 656

NURS 657 FAMILY NURSE PRACTITIONER PRACTICUM/SEMINAR III

This course will emphasize implementation of theory-based managed strategies for children with episodic, developmental, and chronic health problems. In a variety of clinical settings, the student will implement management, preventive, and health-promoting strategies which support clients, families,

the community, and their care-givers. The seminar will focus on issues pertaining to the pediatric client population. (3 credits)

1-hour seminar per week plus 180 practicum hours in pediatrics

Prerequisites: NURS 652 and NURS 653

Corequisite: NURS 656

Supplemental Courses (as applicable)

NURS 600 CONTINUOUS CLINICAL PRACTICUM

Nurse Practitioners must register for the course in order to fulfill 600 clinical hours required for graduation. The students will continue to refine their skills in comprehensive assessment, diagnosis, and nursing management of health care. Clinical sites may include an ambulatory facility, community health center, acute care and/or a long term facility that provides care in the specialty care of interest. (0 credits)

A clinical fee will be charged upon registration, this course requires special permission from the Program Director to enroll.

II. ACADEMIC AFFAIRS

A. Admission Requirements

Requirements for admission and matriculation into the Master of Science Degree Program in Nursing include:

1. Bachelor's Degree from a National League for Nursing (NLN) or Collegiate Commission on Nursing Education (CCNE) accredited college or institution (graduates of Foreign Nursing Schools are required to have their transcripts evaluated by the Commission on Graduates of Foreign Nursing Schools).
2. Undergraduate GPA of at least a 3.2.
3. Successful completion of undergraduate courses in nursing research and elementary statistics with a minimum grade of B.
4. Minimum of two years recent full time bedside work experience as a Registered Nurse within the last five years.
5. Current unencumbered New York State Professional Registered Nursing License.
6. Submit a current resume.
7. Proctored writing sample.
8. Two letters of recommendation – one professional and one academic. References should be sent in a sealed envelope by the individual issuing the reference.
9. Send official transcripts in sealed envelopes, from the registrar office from each college or university attended. All credentials from foreign institutions require a World Education Services (WES) evaluation.
10. Completed application.

B. Transfer Credit

A maximum of six graduate credits previously earned in a nursing graduate program may be transferred into the College of Mount Saint Vincent nursing graduate degree program. Approval of transfer credit(s) by the CMSV FNP Program Director must take place as part of the admission process. An individualized plan of study will be created for students that have transfer credits. No more than three of these credits can be applied during a single semester.

C. Nursing courses residency policy

The College of Mount Saint Vincent does not accept nursing courses previously completed at other institutions after the admission/enrollment period. If a student wishes to transfer a course completed at a previous institution that must be addressed at the time of admission and initial enrollment. Once the student is enrolled as a College of Mount Saint Vincent's Graduate nursing program all coursework must be completed while in residency. Furthermore, under no circumstances will matriculated students be permitted to take a nursing course at another institution in an attempt to apply that course and corresponding credits to their CMSV nursing degree.

D. Grading System

Grading Scale

A	4.0	Rare performance. Reserved for highly exceptional, rare achievement.
A-	3.67	Excellent work but not quite outstanding.
B+	3.33	Very Good. Solid achievement expected of most graduate students.
B	3.0	Minimum Graduate Level Grade of expected student to pass course work.
B-	2.67	Unacceptable, below the level expected of a Graduate Student.
C+	2.33	Very low performance.
C	2.0	Unacceptable
C-	1.67	Unacceptable
D+	1.33	Unacceptable
D	1.0	Unacceptable
D-	0.67	Unacceptable
P		Passing
NC		No Credit
IP		In-Progress
I		Incomplete
W		Withdrew with Permission, prior to deadline
WF		Withdrew after deadline or when failing course

Grades and Index

A	93-100	4.0		D+	67-69	1.33
A-	90-92	3.67		D	60-66	1.0
B+	87-89	3.33		F	0-59	0.0
B	83-86	3.00		P	Passing	0.0
B-	80-82	2.67		NC	No Credit	0.0
C+	77-79	2.33		IP	In-Progress	0.0
C	73-76	2.0		I	Incomplete	0.0
C-	70-72	1.67		W	Withdrew with Permission	0.0

Grade Reports

At the end of each session, students are able to access their course grades and view their academic records online by using their College of Mount Saint Vincent ID number. However, grades are viewable online only by those students whose financial accounts have been settled. Students can print out copies of the grade reports.

Transcripts

Official and unofficial transcripts should be requested from the Office of the Registrar, either in person or by mail. The Office of the Registrar cannot comply with telephone requests. All obligations to the College must be fulfilled before transcripts will be issued. Visit the Transcripts for transcript requests.

E. Academic Advising

All students are assigned an Academic Advisor when they are admitted to the Graduate Program. The Academic Advisor assists the students in developing a plan of study and helps to ensure all department rules and regulations are followed. Students are encouraged to meet with their academic advisor at least once a semester. It is the responsibility of the student to make this appointment.

F. Registration

Students must consult with their Academic Advisor each semester to choose courses for registration. Consultation via email is acceptable. Students are advised to register during the online registration period and well in advance of the first week of classes. After meeting with their Academic Advisor, students may register on Self Service.

G. Changes in Registration

A change in course registration whether through Add/Drop or through course withdrawal requires the approval of the Academic Advisor. Add/Drop permits changes in registration through the first week of the semester only. Dropping a course after the Add/Drop period will result in prorated tuition fees. Refer to bursar office for tuition refund policy.

<https://mountsaintvincent.edu/campus-life/campus-services/student-accounts/tuition-and-fees/payment-plans/refund-policy/>

Course Changes

Adding or withdrawing from a course must be accomplished in the Registrar's Office. All adds and drops must be approved by the student's advisor or the Director/Chairperson of the Graduate Program. Courses cannot be added after the second scheduled class session. Students who drop a course without adding a course are subject to the refund policy. There is a fee charged to students who drop a course after classes begin.

H. Academic Progression

Graduate students are required to maintain satisfactory academic progress in the Graduate program to be in good standing. Maintaining satisfactory academic progress ensures the students reach specific benchmarks, maintain high academic standards and students reach recommended competency levels.

To maintain satisfactory academic progress a student must:

1. Follow the required program of study curriculum plan without modifications
2. Maintain course grades of B or better and GPA of 3.0 or greater
3. Complete the Graduate program per the plan of study, in 7 semesters from the time of admission.

I. Course Attempt Policy

The Graduate FNP program limits the number of course attempts. **Students are able to repeat a course only one time during their plan of study (ie; only two attempts allowed).** Students who register and attend greater than one class are considered to have attempted a course. If a student withdraws from a course prior to the withdrawal deadline, the student will receive a “W” and can reattempt the course when it is next available (see withdrawal from a course policy).

J. Withdrawal from a Graduate Level Course

A student who wishes to withdraw from a course, without academic penalty, must meet with their academic advisor, complete a withdrawal form and submit to the Registrar Office and pay the fee no later than the withdrawal date specified in the College graduate calendar. It is not sufficient to simply inform the instructor. Students who do not follow this procedure are responsible for course fees, and will receive a grade of “F.” Courses dropped after the specified withdrawal date will be assigned a grade of “F” entered on the student’s permanent record (transcript). Withdrawing from a course constitutes an attempt (see course attempt policy).

A student who withdraws from a course prior to the withdrawal date listed on the catalog will be placed on an Academic Alert (see Academic Alert Procedure).

A student who withdraws from two courses (consecutive or nonconsecutive) will be placed on academic probation.

Two withdrawals (consecutive or nonconsecutive) will count as one course failure. A course failure either by receiving a grade less than B or by withdrawing from two courses places the student on academic probation.

While a student is on academic probation, they are unable to take a subsequent withdrawal or take a Leave of Absence. A student who fails two courses will be dismissed from the program, regardless of the time frame.

Students are only allowed two attempts per Graduate level course. Repeating a course will result in an inevitable delay in the student’s anticipated graduation. Students that elect to

withdraw from a course, will be placed on an Academic Alert. When deciding to withdraw from a course, please consider that some courses expire in the program and may need to be repeated (see the 3P policy). Additionally, not all courses are offered every semester; some are only offered in alternating semesters or alternating years. The School of Nursing is not responsible for accommodating students who fall behind in their regular program sequence due to a course withdrawal or failure.

K. Academic Alert

A student will be placed on an Academic Alert, when they withdraw from an attempted course. This alert serves to inform that the student had an attempt of a Graduate level course and needed to disrupt the program schedule to withdraw from the course. Additionally, the Academic alert serves to remind the student and advisor that a modification of the plan of study is required. The Advisor and student should meet for academic advice prior to a withdrawal from a course so the student is fully informed of the policies and after a withdrawal occurs to discuss delays to students progression and alternative programmatic plans of study.

L. Satisfactory Academic Progression

The Director of Family Nurse Practitioner Program will regularly review the academic performance of students at the College of Mount Saint Vincent School of Nursing . Federal regulations require that students who receive federal assistance make Satisfactory Academic Progress (SAP) towards completion of a degree. Students that do not qualify for Federal aid are still held to the same standards for progression. The Masters of Science degree with a concentration in Family Nurse Practitioner is scheduled to be completed in seven semesters. The Post Master's Certificate Program is scheduled to be completed in six semesters.

All periods of enrollment (Summer, Fall, and Spring terms) are included in the measurement of SAP. The Director of the Graduate Program assesses students' academic progress each term for SAP progression.

The maximum time frame for completion of degree candidates is 150% equivalent based on the program selected. For the Part-time Program sequence this is equivalent to 10 semesters and 9 semesters for the Post-master's certificate sequence, based on the number of credits required for the degree. The minimum pace of completion is 67% of attempted credits each term, regardless of program sequence.

Students that withdraw from an attempted course are not meeting Satisfactory Academic Progression. The first time a student withdraws from a course attempt; the student will be placed on an Academic Alert.

If a student takes a second withdrawal in the program from an attempted course, the student will be placed on Academic Probation (see course Withdrawal policy and Academic Probation policy).

M. Academic Probation

A student can be placed on Academic Probation due to the following cause/s:

1-A student who fails to maintain a cumulative B average (3.0 GPA) will be placed on academic probation.

2-A student who receives a grade less than a B average (83) in a course will be placed on academic probation and be allowed only one course repeat, the next time the course is offered at the College of Mount Saint Vincent. No outside courses will be permitted to be transferred while in residency.

3-Two Withdrawals (consecutive or nonconsecutive) will count as one course failure. A course failure either by receiving a grade less than B or by withdrawing from two courses places the student on academic probation.

4-The student is not meeting satisfactory academic progression and has exceeded the 150% equivalent based on the program selected (See Satisfactory academic progression policy).

While a student is on academic probation, they are unable to take a subsequent withdrawal or take a Leave of Absence. A student who fails two courses will be dismissed from the program, regardless of the time frame. This policy is pursuant to the following courses:

- Nurs 501, Nurs 502, Nurs 504, Nurs 505, Nurs 506
- Nurs 530, Nurs 532, Nurs 531, Nurs 531C
- Nurs 650, Nurs 651, Nurs 652, Nurs 653, Nurs 656, Nurs 657, Nurs 600

N. Matriculation Status

Matriculation

A student who wishes to pursue a graduate certificate or degree program, meets all requirements for admission to a particular program, and has been formally admitted to that program.

Conditional Matriculant

A student who has applied to matriculate for a particular program, obtains approval to enroll, but must satisfy a set of specified matriculation requirements before or upon completion of 12 credits.

Non-Matriculant

A student who has not applied to matriculate in a particular program, obtains approval to enroll, and is limited to a maximum of 12 graduate credits.

Continuous Matriculation

Any matriculated graduate student who fails to enroll for consecutive semesters, or three consecutive trimesters, must then pay a continuing matriculation fee for each subsequent semester or trimester in order to maintain matriculated status.

Payment of this fee enables a student to ensure continuing status as a matriculated student, to continue to receive all student correspondence, and to maintain library and other campus privileges.

A Continuous Matriculation/Leave of Absence form must be submitted with the fee. Failure to maintain matriculation will result in a student's termination from the program. To be reinstated, a student will need to meet the admission criteria and degree requirements in effect at the time of reinstatement.

Termination of Matriculation/Registration

The School of Professional and Graduate Studies in collaboration with individual Program Directors reserves the right at any time to terminate matriculation if the student fails to make sufficient progress towards the degree or to cancel a student's registration if he/she is registered for courses for which he/she does not have the prerequisites.

O. Course Completion Policy

Courses are complete once the student has submitted all requirements of the course (projects, papers, exams, etc.) even if the grade has not been posted. Grades of all completed courses will appear on the transcript even if the student withdraws from the program or student requests a leave of absence for the term.

P. Incomplete (I) Policy

Didactic: This policy is pursuant to the following courses:

- Nurs 501, Nurs 502, Nurs 504, Nurs 505, Nurs 506
- Nurs 530, Nurs 532, Nurs 531,
- Nurs 650, Nurs 652, Nurs 656,

If a student is unable to complete didactic coursework due to extenuating circumstances, they may request a grade of incomplete from their appropriate course professor. Extenuating circumstances may include unforeseeable serious illness, serious family emergency, or circumstances of comparable gravity. Requests for an incomplete grade must be made in writing to the professor and Director of Family Nurse Practitioner Program, detailing the circumstances and including plans for course completion.

For the student to be eligible to receive an incomplete, the student must be in good academic standing in the course and have greater than 51% of the content completed for the course based on the graded activity.

If an incomplete grade (IC) is permitted, the student will be granted an additional 6 weeks to complete the outstanding work and must agree to the Incomplete Grade Contract between the student and professor. Students granted an incomplete grade will receive an IC grade on their transcript. Students with an IC grade in a course cannot continue in further courses that deem the course a prerequisite until their grade is resolved. Failure to complete course requirements will result in a grade of F for the course(s) and the course(s) must be repeated to obtain credit. Students cannot graduate with a grade of IC on their transcript.

Practicum/Seminar: This policy is pursuant to the following courses:

- Nurs 531C
- Nurs 651, Nurs 653, Nurs 657, Nurs 600

If a student is unable to complete practicum hours due to extenuating circumstances, they may request a grade of incomplete from their appropriate course instructor. Extenuating circumstances may include unforeseeable serious illness, serious family emergency, or circumstances of comparable gravity. Requests for an incomplete grade must be made in writing to the instructor and Director of Family Nurse Practitioner Program, detailing the circumstances and including plans for course completion.

For the student to be eligible to receive an incomplete, the student must be in good academic standing in the course and have a minimum of 60% of the clinical hours completed for the course based on the outline of program requirements. If an incomplete grade is permitted, the student will be granted an additional 6 weeks to complete the outstanding work which will be defined in an Incomplete Contract. Students granted an incomplete grade will receive an I grade on their transcript. Students with an I grade in a course cannot continue in further courses that deem the course a prerequisite until their IC grade is resolved. Failure to complete course requirements will result in a grade of F for the course(s) and the course(s) must be repeated to obtain credit. Students cannot graduate with a grade of I on their transcript.

Q. Leave of Absence

Under certain circumstances, the Dean for Graduate & Professional Studies or the Dean of Students may grant a Leave of Absence from the College. When the student on a Leave of Absence wishes to re enroll in the College, they must meet with the respective Dean and follow specific procedures based upon the type of leave.

Medical Leave of Absence

Mount Saint Vincent provides a range of support services to address the medical needs of students, including mental health needs, within the context of the campus community. On occasion, students may experience health needs requiring a level of care that exceeds what the College can appropriately provide. In such circumstances, students may take a voluntary leave of absence. In situations where a student poses a significant health or safety risk or significantly disrupts the activities of the College community, the College may place the student on a mandatory leave of absence after undertaking an individualized assessment to determine there are no reasonable alternatives. A decision to place a student on a mandatory leave may be appealed to the Provost no later than five (5) days after the decision has been communicated to the student. The Provost's determination of the appeal is final.

The appeal must be submitted in writing to:

Lynne Bongiovanni, Ph.D.

Provost

(718) 405-3200

deanofcollege@mountsaintvincent.edu

R. Withdrawal from the College

A student may apply for withdrawal from the College before the last day of classes for the semester. The student must complete the Exit Interview Process with the Oxley Integrated Advising Program on or before the effective date of withdrawal. For refund policies in case of withdrawals, please see [Tuition and Fees](#).

S. Unofficial Withdrawal

Matriculated students who drop out for a semester or longer will be placed in Unofficial Withdrawal status and will not be permitted to register for classes until they meet with Academic Affairs.

T. Returning from Leave of Absence

Students on leave are eligible for reinstatement, and many students who take a leave will have no requirements attached to their reinstatement. In some cases, the Dean for Graduate & Professional Studies may establish specific requirements for reinstatement if the circumstances of the student's departure warrant it. If the leave is health-related, any conditions or requirements for reinstatement will be based on an individualized assessment of each student including consideration of current medical knowledge and/or the best available objective evidence. Careful consideration will be given to the opinions and recommendations of the student's treating physician or mental health professional, if available. A denial of reinstatement or a reinstatement, with conditions, may be appealed to

the Provost within five (5) days after the decision is communicated to the student. The Provost's determination of the appeal is final.

The appeal must be submitted in writing to:

Lynne Bongiovanni, Ph.D.

Provost

(718) 405-3200

deanofcollege@mountsaintvincent.edu

U. Graduation Requirements

To earn a Master's degree, a student must:

1. Be formally admitted (matriculated) to a degree program;
2. Complete the number of credits required by the graduate program;
3. Maintain a minimum grade point average of 3.0;
4. Complete all the requirements for the degree.

Conferral of Degrees

Degrees are granted three times a year: the last Friday in August, the last Friday in January, and at the annual Commencement Exercises in May.

Application for a Degree

A candidate for the award of a Master's degree must file a graduation application and must pay the graduation fee by the deadline established by the Registrar. If the degree is not earned, a renewal of application is to be filed for reconsideration of the degree award.

V. Employer and Satisfaction Survey

Within twelve (12) months of each graduated cohort of the Family Nurse Practitioner Program, and Post Master's Certificate Program, Graduate Nursing Administration will send out surveys to graduated students which will be collected through Sky Factor software.

1. MSN Exit Survey
2. Employer Survey
3. Graduate Satisfaction Survey

Data will be collected, reviewed and filed with the Nursing Administration and will be used for continuous ongoing assessment of program outcomes.

W. Time out policy for 3 P's:

The three p's are the foundation of clinical preparedness for the Master of Science in Family Nurse Practitioner degree. The courses are required to be taken in sequence: Pathophysiology (NURS 530), then Pharmacology (NURS 532), followed by Advanced Health Assessment (NURS 531/531C). Students are required to complete the 3 P's prior to entering the Family NP didactic and clinical phase of the program (NURS 650/651) and students must graduate within 2 years of

completion of the three p's. **Nurs 530, Nurs 532, and Nurs 531/531C have an expiration date of three years.** Students that must repeat courses or take significant time on Leave of Absence *may* be required to repeat the three 3p's due to expiration. This decision will be at the discretion of the Director of Family Nurse Practitioner Program.

III. GRADUATE STUDENT POLICIES

A. Code of Conduct

College Code describes misconduct that adversely affects the College's pursuit of its educational objectives or interferes with the rights of another person. The Code governs all activities on the College premises and at College functions both on and off campus. It also applies to certain off campus behavior. CMSV encourages, but does not require, victims, survivors, complainants, claimants, and witnesses with victim status of Sexual Offenses (reporting individuals) to report the incident to one or more of the following resources.

Familiarize yourself with the Code of Conduct policy via this link:

<https://mountsaintvincent.edu/campus-life/campus-services/human-resources/employment-practices-and-procedures/sexual-misconduct-policy/student-code-of-conduct-procedures/>

B. Academic Integrity

The College of Mount Saint Vincent maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty to neither cheat nor condone cheating. Principles of honesty should be reflected in all aspects of student work, including examinations, research papers, laboratory work, oral reports, logs and all work submitted in fulfillment of course requirements. These principles also apply to the borrowing and careful use of library and all other learning material, and to the expectation that a student's work is his/her own work and not the prior work of others.

Examinations, papers, laboratory work, oral reports, logs, and any other materials submitted in fulfillment of course requirements must be the student's work. Any use of AI-generated work to outline, write, create, or edit your assignments will be considered an academic integrity violation. All types of academic fraud – including the illicit giving and receiving of information on tests, the presentation of false data, plagiarism, and multiple submissions are therefore subject to the following penalties:

The first offense is punishable by an "F" in the test or paper. A record of the incident shall be kept on file for the period of the student's matriculation. A subsequent offense in the same or any other course shall be punishable by an "F" in the course. A third offense will result in academic dismissal from the College. Academic Integrity policy can be found on this link:

<https://mountsaintvincent.edu/graduate-adult/graduate-programs/pa-studies-program/pa-studies-program-policies/cmsv-308-academic-integrity/>

C. Academic Attendance

An absence is defined as any situation in which a student does not attend class. Students are expected to attend the entire class session. Any student who arrives late or leaves before the professor concludes the session shall be considered to have departed early. Two late arrivals or early departures equal one unexcused absence, unless a valid extenuating circumstance occurs, with appropriate documentation in the discretion of the faculty and administration.

Students are required to attend all classroom, laboratory, and seminar sessions. Students are expected to arrive to classes on time. It is the responsibility of the student to notify the instructor if they miss class and it is the responsibility of the student to make up work if absent from class. Students that miss more than two classes in an academic semester are in jeopardy of not meeting the course outcomes and will not receive a passing grade. For prolonged absences, the student must notify the Office of Academic Advisement. For absence related to Covid, please contact Student affairs at studentaffairs@mountsaintvincent.edu

D. Exams and Quizzes

The College of Mount Saint Vincent uses Examsoft for all Quizzes and Exams. Your faculty will give you instructions on how to utilize the software and download requirements prior to exam day. You will be required to perform a practice quiz prior to a live exam. Notify faculty, if you have any questions or issues prior to test day.

Students that have unexcused absences on a testing day for quizzes and/or exams will receive a 0 for the missed quiz and/or exam. Students that are late for quizzes and/or exams will NOT be given extended time to complete the quiz and/or exam. Students that arrive more than 15 minutes late for a quiz and/or exam will not be permitted to test and will receive a grade of 0. Heavy traffic and other such circumstances are reasonably foreseeable events and are not an affirmative defense against this policy. Course faculty are under no obligation to provide makeup quizzes or examinations or to extend deadlines due to unexcused absences.

Any student who is medically unable to attend class (including pregnancy, childbirth, and related conditions) must notify their course faculty and Academic Affairs prior to class time and provide appropriate medical documentation. This is considered an excused absence. If a student misses a class without appropriate documentation, it will be considered an unexcused absence. More than two unexcused absences from class will usually result in the student being unable to meet course outcomes. In such cases, the student will be unsuccessful in the course.

E. Exam/Quiz Test Review

Faculty at their discretion may elect to provide exam review in the format of group test review sessions. This may take the form of a concept review or a review of test questions and answers.

Exam review is an opportunity to enhance student understanding of the material and will be

conducted accordingly. Students are not permitted to tape record, take snapshots, screen shots, take notes during test reviews, or to in any way copy or transmit exam content or answers. Failure to adhere to this policy will result in a zero on the exam/quiz and be reported to Academic Affairs for breach of the Academic Honesty policy.

Test review is to take place *within 10 days* of all students across all sections taking the exam.

There will be no review of final exams. Grades will not be rounded until the end of the semester. Grades will carry their original numeric value to the hundredth place. The final course grade will be rounded to the tenth place after totaling all assignments and exams.

F. Assignments

Your program will include specific assignments to assess your learning outcomes and achievements of competencies across the program. NO late assignments will be accepted. This includes assignments for Discussion Boards, Response papers, Journals, or Clinical Case Write ups. Late assignments will receive a grade of zero. Papers will be uploaded into Turn it in. Student similarity score should not exceed 20% excluding Bibliography and citations. Similarity scores greater than 20% are not acceptable and need to be resubmitted prior to the due date.

G. Laboratory/Simulation Days

Students are required to be present, prepared, and on time each lab/simulation day. Any student who is medically unable to attend a scheduled lab or simulation day must notify their clinical instructor and the Graduate Clinical Coordinator prior to the absence and submit appropriate medical documentation.

Any unexcused laboratory/simulation absence will result in failure of the course.

H. Communication

Each Graduate student is provided a College of Mount Saint Vincent email address. CMSV's official means of communication is the school's email. Students must use their student email address for all business with the college. It is expected that students will check their email daily for important information and announcements. Professional communication is the expectation of all students, faculty, and members of the College community.

I. Graduate Nursing Central

Each Graduate student will be automatically enrolled in a canvas course called Graduate Nursing Central. This course will be a communication tool between the administration and Graduate students. Important information will be enclosed in this course including: Any college updates, Student Handbook, Clinical paperwork, and Evaluation tools

J. Professional Decorum

Unprofessional behavior or any display of incivility towards administrators, faculty, staff, fellow students, or others on campus, in the classroom, or in any clinical setting, will result in hearing with either the Dean of Nursing and/or the Director of the Graduate Program. Disciplinary action may result in a warning, probation, or dismissal from the program. Such disciplinary action will be noted in the student's permanent academic records.

Unprofessional behaviors or incivility includes, but is not limited to, the following and are prohibited:

1. Academic misconduct, including but not limited to cheating, plagiarism, falsification, forgery, misuse, etc.
2. Disruption or obstruction of teaching, classroom, or educational interactions or use of abusive, aggressive, or rude language or behavior towards administrators, faculty, staff, fellow students, or others on campus, in the classroom, or in any clinical setting.
3. Unprofessional or dishonorable conduct which may deceive, defraud, or injure patients.
4. Unsafe clinical conduct, violation of safety and infection control practices as determined by faculty or hospital personnel.
5. Failure to care adequately for patients or to conform to minimum standards of acceptable practice under the supervision of the faculty or the designee of the facility.
6. Physical, verbal, visual abuse, threats, intimidation, stalking, bullying, harassment, including any conduct based on gender, race, sexual orientation, age religion, or physical disability.
7. Sexual misconduct or indecent language or behavior.
8. Use of electronics to make video or photographs of a person on campus where there is a reasonable expectation of privacy or without said person's consent.
9. Failure to comply with the verbal or written direction of staff, faculty, or employees while acting in the performance of their duties.
10. Attempt or actual theft, vandalism or damage of school, hospital, and clinical facilities' property or unauthorized use of same.
11. Disruption of the peace at college, hospital, or clinical sites.
12. Use, possession, distribution of alcoholic beverages, illegal drugs, or weapons.
13. Abuse of computer facilities or technological resources, unauthorized entry or use of computers, access codes, or disrupting the normal operations of the school or hospital.
14. Falsifying school's or hospital's records, or knowingly submitting - or causing to be submitted - false information to school or hospital officials.
15. Interference with or misuse of fire alarms, elevators, or other safety and security equipment or programs.
16. Posting pictures containing any HIPAA information to any public or private platform.
17. Attempting or actively influencing, intimidating, interfering, or coercing others to commit an abuse of the student code of conduct, school, or hospital's policies.
18. Violation of any policy, rule, regulation, publication, or standard of practice of the school, hospital, or clinical facility.

K. Chain of Communication/ Command Policy

Students are to observe the chain of command as outlined in the School of Nursing Table of Organization.

When discussing course/class issues, students are to address issues as follows, to:

- the specific professor teaching the class;

- the course coordinator;
- the Director of Graduate Nursing;
- the Dean of the School of Nursing

Students practicing in a clinical setting are the responsibility of The College of Mount Saint Vincent, **not** the clinical agency. Students are required to follow the policies of The College of Mount Saint Vincent and our clinical partner at all times.

L. Academic Grievance Procedure

All academic grievances including dissatisfaction with a grade must be addressed first to the faculty member, then to the Program Director, and, if unresolved, to the Dean of the School of Nursing.

When all other means of resolving a problematic situation have been exhausted, a student may request a grievance hearing for certain course related issues. Requests for a hearing must be made in writing to the Dean of the School of Nursing within ten (10) days of the alleged grievance. When jurisdiction is in doubt, a student may notify and/or consult with either the Provost/Dean of the Faculty or the Vice-President for Student Affairs. Requests for grievance hearings on course related decisions must be made as soon as possible.

The Grievance Committee may consider matters with regard to allegations that a student is being graded unfairly in the classroom. The grievance committee will only convene when all other means of resolving a problematic situation have been exhausted and one or more of the following apply:

1. A final grade is clearly inconsistent with grades earned over the course of the term in the same course.
2. Egregious computational errors are evident.
3. The actual evaluation measure and grading criteria were not clearly articulated on the course syllabus.

The Grievance Committee is composed of:

- The Administrative Vice President of Student Government
- The Vice President of the complainant's class
- Two members of the faculty, one chosen by the student/complainant and one chosen by the Dean of the Undergraduate College or the Dean of the School of Professional and Graduate Studies
- One other member of the College community either an Academic Affairs or Student Affairs administrator

Charge of the Committee

The Committee shall meet, hear the complaint, call witnesses and conduct investigations as it deems appropriate, deliberate in private, and present its conclusions to the Provost Dean

of Faculty and the complainant. The decision of the Committee shall be binding, subject only to veto by the Provost.

Note: When an ex-officio or selected member of the committee has privileged information or prior dealings with the case such that questions could be raised regarding his/her impartiality, an appropriate substitution may be made. Additional information may be found on our website:

<https://mountsaintvincent.edu/graduate-adult/graduate-programs/pa-studies-program/pa-studies-program-policies/cmsv-204-student-academic-grievances/>

III. GRADUATE CLINICAL PRACTICUM

A. Clinical Orientation

Prior to entering Advanced Health Assessment, each Graduate student will attend a mandatory Clinical Orientation. The Orientation will inform the student of the requirements for the clinical phase of the program. The date will be scheduled and posted on Canvas.

B. Overview of Clinical Curriculum

The Family Nurse Practitioner Program requires a total of 600 Direct Care Faculty Supervised Clinical hours. The Clinical Hours must be performed during the scheduled academic calendar in session (refer to semester start and end dates from the registrar listing). The Clinical practice locations will be determined by the course content however, clinical sites will be primary care focused.

Advanced Health Assessment: *60 hours*; focused on Performing a Health History and Physical Exams across the Lifespan. Course offered in the Fall.

Advanced Practice Theory I: *180 hours*; focused on performing complete and episodic visits with a moderate amount of support. Learning common health alterations and beginning to establish clinical reasoning to establish working differential diagnoses in the following system areas: Skin, the Eye, Nose, Throat, Respiratory, Cardiovascular, and Reproductive Systems as well as Psychiatric disorders. Course offered in the Spring.

Advanced Practice Theory II: *180 hours*; focused on performing complete and episodic visits with a moderate amount of support. Learning common health alterations and beginning to establish clinical reasoning to establish working differential diagnoses in the following system areas: Gastrointestinal, Genitourinary, Renal, Endocrine, Neurology, Musculoskeletal. Course offered in the Summer.

Advanced Practice Theory III: *180 hours*; focused on performing complete and episodic visits with a minimum amount of support. Learning common health alterations and establishing clinical reasoning to establish working differential diagnoses in the Pediatric population. Course offered in the Fall.

C. Clinical Health Clearance

Students in all clinical courses must complete health clearance requirements as determined by College of Mount Saint Vincent, facility administrators and NYS mandated medical

requirements for all healthcare facilities. The School of Nursing uses CastleBranch to facilitate the clearance process. Information regarding registration will be discussed during clinical orientation. Graduate students can register for an account via www.Castlebranch.com using **Access code CW54**. No student is permitted to start clinical studies until all health clearance requirements are met. If at any time students' CastleBranch accounts are not compliant students will immediately be withdrawn from the course.

Maintenance of your health clearance information is a professional, legal, and ethical responsibility of all nursing students to ensure the safety of patients, colleagues, and themselves. All clinical facilities will make absolutely no exception, exemption, or extension to these medical regulations that ensure the safety of all their patients. Additionally, in order to permit students to attend clinical, the college has attested to every facility, the medical compliance of all students. Students must ensure their accounts remain active. Castle Branch also sends notifications regarding pending or expiring items to all students. Failure to maintain compliance of all regulations (including renewals) by the deadline will result in the inability to continue in the clinical setting and therefore the course as well as other disciplinary action detailed below.

The School of Nursing will be performing random audits to ensure all remain in compliance related to medical clearance. Please note that any student that attends clinical without being in complete compliance is in direct violation of the medical regulations of the assigned healthcare facility and will automatically be removed from the course, receive an unsuccessful grade in the course due to this violation and directly jeopardizing the safety of the patients and may face dismissal from the program.

Clearance documents include:

- Annual yearly physical
- Seasonal flu documentation
- COVID vaccination in accordance with CDC guidelines, Primary series and required boosters as directed. *See Castlebranch for guidance*
- Tuberculin testing with either QuantiFERON Gold or Two-step PPD testing
- Immunizations and titers:
 - o Measles
 - o Mumps
 - o Rubella
 - o Varicella
 - o Hepatitis B and C
 - o Tetanus (TDaP)
- Copy of current RN license for state performing clinical rotation

- Resume
- Student Nurse Practitioner malpractice insurance (1,000,000 each claim/6,000,000 aggregate)
- CPR
- N 95 Fit test
- Color vision
- Health insurance
- Background check
- Drug test

Refer to the CastleBranch handout that reviews all required medical documentation needed in depth. Failure to comply with the medical clearance mandates will result in a student being administratively withdrawn from a course.

Falsified medical documents will result in immediate disciplinary action from the College and serves as grounds for dismissal from the program and College.

D. Positive Drug Test Policy

Students who test positive on a drug screen may request a retest if the student disputes the findings. The student must cover any costs associated with this testing. The student must first consult with the Graduate Director. The repeat drug test must be “negative” for the student to return to clinical practice. A “negative dilute” or any other equivocal result is considered to be an inadequate specimen.

The student must meet with the Graduate Program Director learning or his or her designee within 48 hours of the positive result or there will be no further recourse. Any retest granted arising out of a dispute must be done within 48 hours of this meeting. Failure to retest within 48 hours of the meeting will be considered untimely and will be treated as if the student had retested positive.

If the student does not dispute the results of the first test or if results of a drug screening are positive on a second test or determined to be “negative dilute” the student will not be permitted to attend any clinical rotations or any classes.

For those nursing students whose drug screenings remain positive, actions may include, but are not limited to:

1. mandatory leave of absence, or,
2. dismissal from the program.

E. Clinical Affiliation Agreements

Each semester, each rotation regardless if students are using the same site and preceptor **MUST** submit a Preceptor application via Google forms. The link will be available via Graduate Nurse Central and will be sent via email. The Graduate Clinical Liaison will work on affiliation agreements for all Graduate students. Students **MUST** be medically compliant with Castlebranch prior to ANY Clinical Affiliation agreement being signed. If the student is not cleared via Castlebranch during Week 1 of the semester, they will

be administratively withdrawn from the course.

- ☐ Private practice affiliation agreements will be sent directly to the practice or practice administrator designated on the preceptor application via email with a copy sent to the student to facilitate a signature. Students are unable to attend clinical without a signed affiliation agreement each semester, each rotation.
- ☐ Hospital based affiliation agreements will be worked on with the nurse educator of the facility and the Graduate clinical liaison at the College of Mount Saint Vincent. **NO** student should contact the Nurse Educator at the hospital based institution to negotiate an affiliation agreement or requirements. The Graduate clinical liaison is the point of contact for requirements.

F. Preceptor Selection

Family Nurse Practitioner students are required to find their own preceptor for all clinical rotations. The College will aid in required affiliation agreements and approval of determining appropriateness of clinical setting and preceptor. No student may progress to clinical without approval from the Graduate Clinical Coordinator.

G. Preceptor Eligibility:

- ☐ Board Certified Nurse Practitioner or Board Certified Medical Doctor (MD or DO).
- ☐ Practitioners must hold an unencumbered license to practice in the state of New York.
- ☐ Minimum two years of experience as an advanced practice professional with a minimum six months at current practice location.
- ☐ Education obtained in the United States.
- ☐ A preceptor can not preceptor more than *two students* at one clinical site during a clinical rotation.
- ☐ Willing and able to work with students.
- ☐ Willing to comply with regulatory requirements including faculty supervised site visit and completion of evaluation forms.
- ☐ Valid preceptor contact email
- ☐ The preceptor can not be the student's immediate supervisor at his or her place of employment.

H. Clinical Site Selection

Clinical site: Primarily outpatient focused with a Family Practice setting seeing a variety of

acute and non acute patients throughout the lifespan.

Clinical site population must correlate with population covered in the curriculum.

☐ **Adult Primary Care settings (FNP I & II):**

- ☐ *Internal medicine practices, *family practice settings, *adult primary care clinics, *Private practice, *long term care settings, certain college health settings (actively see larger number of students) certain Home-based practitioners, mobile-health or free adult medicine clinics.

☐ **Women's Health (FNP I): You may opt to have a secondary site for Women's Health.**

- ☐ *OB/GYN practice, *OB/GYN outpatient clinics, Planned parenthood, STD clinics. It's important to be in a practice that see both OB and GYN patients, you may end up in more than one setting. **FNPs' do not deliver babies-you do not need to be in the delivery room or the hospital for this experience, you are looking for outpatient OB/GYN care.*

☐ **Pediatrics (FNP III):**

- ☐ *Pediatrician practices, *outpatient pediatric clinics – primary care, some school based health settings, home care settings (with a provider, not an RN)

****You may opt to be in the same setting for FNP I, II and III, Depending on practice type****

- ☐ Clinical Preceptor Application forms are to be submitted **every** semester, even if you plan on using a preceptor from a previous semester.
- ☐ Students that do **NOT** have a clinical placement by the start of the semester will be removed from the course by the end of Week 1.

I. Student Responsibilities

The student, in consultation with the preceptor and faculty, should progress through role performance from dependence to independence in providing care to clients. It is essential that the student experience success in knowing when to treat independently, when to consult, and when to refer.

Specifically the student will:

- ☐ Understand and practice within the scope of advanced nursing practice as regulated by the Nurse Practice Act in New York State.
- ☐ Communicate with the preceptor/agency prior to starting clinical experience about the need to provide professional documentation.
- ☐ Negotiate goals/objectives for fulfilling the clinical requirements with the preceptor.
- ☐ Provide written documentation of educational and clinical experiences that meet goals and objectives as indicated in the course syllabi.

- ☐ Maintain a collegial and professional relationship with preceptor and faculty.
- ☐ Provide evidence of self evaluation of clinical performance and the attainment of learning objectives.
- ☐ Assume responsibility for individual learning needs through assessment of own strengths and limitations.
- ☐ Report to the preceptor and faculty immediately if unable to meet clinical experience commitment.
- ☐ Communicate to the preceptor and faculty immediately about any problems that may arise during the clinical experience.
- ☐ Participate in the clinical evaluation process via communication with the preceptor and faculty.

J. Preceptor Responsibilities

The preceptor works directly with graduate nursing students and closely with faculty to facilitate the student's clinical experience and achievement of clinical objectives.

Specifically, the preceptor will:

- ☐ Precept the student on a one-to-one clinical basis.
- ☐ Participate in student instruction while serving as an expert, role model, and consultant during clinical experience.
- ☐ Provide student orientation to the facility and introduction to staff.
- ☐ Provide space and room facilities as needed for the student's clinical experience.
- ☐ Provide the student with clinical experiences to meet the course and clinical requirements, objectives, and specific educational expectations.
- ☐ Critique the student's clinical performance including clinical skills, and knowledge.
- ☐ Evaluate the student's clinical competency via communication with student, preceptor, and faculty.
- ☐ Provide a formative evaluation of the students clinical competency via an online survey.
- ☐ Notify the graduate faculty immediately of any problems arising from the student's performance.
- ☐ Provide feedback to the student about performance and progress on an ongoing basis.
- ☐ Facilitate student experiences through evaluation of clinical experience, participation in quality management of clinical experience, and identification of new learning experiences.
- ☐ Submit a resume by request for Preceptor files in compliance with regulatory requirements.
- ☐ Assign research based articles specific to the clinical experience for the student to read and discuss in supervision.

K. Faculty Responsibilities

The faculty, in **collaboration** with the preceptor, will arrange clinical experience to optimize the student's personal and professional development.

Specifically, the faculty will:

1. Identify clinical educational requirements and objectives with the preceptor and

- student.
2. Orient students and preceptors to the respective roles and responsibilities.
 3. Assess the adequacy of space and appropriateness of clients within the preceptor environment to ensure adequate student learning experiences and meeting learning objectives.
 4. Ensure that appropriate agreements are signed with agencies and preceptors.
 5. Respond to problems and concerns of preceptors and students.
 6. Communicate periodically with the preceptor and student about progress in meeting goals and devise new strategies for attaining goals if needed.
 7. Evaluate the student's clinical competency and meeting of clinical learning objectives through scheduled communication with preceptor and in consideration of the written preceptor evaluation.
 8. Schedule site visit as needed.
 9. Evaluate the student's clinical competency via communication with student, preceptor, faculty, and through site visits as indicated.
 10. Facilitate the student-preceptor-faculty relationship through continual constructive feedback.
 11. Upon course completion, submit student and faculty documentation to the Program Coordinator.
 12. Graduate clinical coordinator will review the documents for accuracy, notify the student and faculty if any outstanding issues exist, assure document placement in the student's clinical file, and maintain communication with the Graduate Director regarding student practicum needs.

L. Faculty Supervised Site Visit

Faculty Supervised Site Visit: A minimum of ONE scheduled site visit will be scheduled between your faculty, preceptor, and the student each semester.

M. Clinical Evaluation Surveys

Each semester that a student program includes a clinical competent (Nurs 531, Nurs 651, Nurs 653, and Nurs 657) a clinical Evaluation survey **MUST** be completed. This data will evaluate the competencies met during the clinical rotation and mastery of skills to function independently. Each semester several evaluations will be conducted including: (see sample forms in Appendix).

- -Student evaluation of the clinical site, preceptor and experience.
- -Preceptor evaluation of the students attainment of competency
- -Faculty evaluation of the students attainment of competency and preceptor experience

During week 10-14 of the clinical course, the student, your preceptor and clinical site facility will complete an Evaluation. This form will be sent electronically, written copies of these forms can be found in the handbook under Appendices. Printed filled out copies of these forms will **NOT** be accepted. The electronic version must be used. The students are required to met

expected competencies in the Family Nurse Practitioner program. Each student will be evaluated by all preceptors during the given rotation. It is expected that students' competency will progressively increase throughout the program. Each clinical course has a required benchmark required for competency. The student is evaluated by faculty on several measures of clinical competency including EMR documentation, Case presentation in seminar, OSCE evaluations, and preceptors feedback on formative evaluations. Benchmarks can be found in syllabi and are leveled according to progression in the FNP program.

N. Uniform Policy

While in any clinical agency or simulation lab, students are expected to dress professionally. Professional dress means all students will wear clothing that is clean, pressed, conservative, and modest. Students need to wear the College of Mount Saint Vincent's White Lab Coat during clinical. The White coat can be purchased at the No Book store and each student will receive a white coat during their White coat ceremony. Additionally, the college ID should be worn above the waist, visible to others on the student's person. There should be no labels blacking out the students name or other identifying information.

Additional information outlining professional attire for Graduate students in the clinical setting:

- Students should come prepared with a stethoscope, pen light, and watch with a second hand.
 - All tattoos must be covered and facial piercings removed
 - Jewelry is limited to one plain wedding band and one set of stud earrings
 - Bracelets, necklaces, hoops or dangling earrings are not allowed
 - Long hair past the shoulders should be tied up neatly in a ponytail or bun
 - Facial hair is to be neat, trimmed, and cleaned
 - No hair scarves or covers are permitted except in the case of religious obligations
 - No artificial nails or long nails. Nails must be clean, cut short, without any nail polish. (Student not in compliance with this during the Pelvic Models will be dismissed)
 - Minimal makeup (no excessive eyelashes, contour, bright colored makeup, etc.)
- Students who do not follow the uniform policy will be dismissed from clinical/lab for the day, which will result in an unexcused absence.

O. Identification

The following identification must be worn and clearly visible in every clinical setting:

1. CMSV student ID should be worn on your lab coat.
2. An institutional ID badge should be worn in any facility that requires and provides one.

*There should be no labels blacking out the students name or other identifying information.

P. Clinical Schedule

Students are required to be present, prepared, and on time each clinical day. The Graduate student will self schedule with the preceptor and let the clinical faculty know the arranged schedule.

Any student that is ill and, as a result, cannot attend clinical that day must notify their

preceptor and clinical faculty. Students must comply with any required quarantine and testing requirements per clinical agency.

Q. Inclement Weather

If the College is closed due to inclement weather, then the clinical day is canceled. If the College has a delayed start, clinical has the same delayed start time. If the College is open but it is unsafe for the clinical faculty to travel to the site, then the faculty will notify students directly.

R. Cell Phone Policy

Cell phones must be off and put away at all times during the clinical day. There is a zero-tolerance policy for cell phone usage during clinical. Violators will face disciplinary action, which may result in failure of the course and permanent suspension of clinical privileges by the facility.

S. Social Media Policy

Students are not permitted to post anything pertaining to clinical and the facility on any social media platform. Any reference to any experience at a clinical agency is a violation of patient privacy and federal law. Violators of this policy will face disciplinary action, which may result in failure of the course and dismissed from the program.

T. Appropriate Behavior

Any unsafe or unprofessional behavior must be communicated to the clinical faculty immediately.

Unsafe and unprofessional behavior includes, but is not limited to:

1. Performing activities beyond the scope of preparation and ability
2. Ignoring preceptor and staff advice regarding client care
3. Refusing a patient care assignment
4. Leaving clinical unit without notifying the preceptor
5. Failure to report significant observations to the appropriate staff and instructor
6. Failure to prepare adequately and appropriately for clinical sessions
7. Failure to establish and maintain appropriate communication and interaction with staff/faculty at clinical site and the College
8. Cell phone usage
9. Posting on social media
10. Insubordination
11. Uncivil behavior

U. Preceptor Privileges

Preceptors are an integral component of any nursing curriculum that involves clinical experiences. NP preceptors for the College of Mount Saint Vincent Department of Nursing Graduate Programs are entitled to the following:

1. Name included in the Graduate Catalog as visiting clinical faculty.
2. Certificate of Appreciation will be given.
3. Guest at Sigma Theta Tau events at the college.
4. Use of the college Elizabeth Seton Library/Maloney Computer Center

<https://mountsaintvincent.edu/academics/resources/library/>

5. American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP) documentation for recertification.

IV. STUDENT SERVICE CENTER

A. Academic Resource Center

The Academic Resource Center (ARC) provides academic support, mainly through individualized or small group tutorials, to all enrolled students at the College. Students can meet individually with a peer or professional tutor to review course content and papers, prepare for classwork or tests, learn note-taking and text-book reading techniques, and organize projects.

The ARC also offers specialty workshops, writing support, and reinforcement of study skills. We provide assistance with all stages of the writing process, including brainstorming and revision. Writing Tutors focus on helping students learn how to proofread or edit their own papers.

Online tutoring is available 24/7 on and off campus with any Wi-Fi connection for most subjects through a third-party site called Smarthinking, Inc, paid for by the College. Students can access online tutoring and ARC tutoring schedules through their Canvas account.

Contact

(718) 405-3718

arc@mountsaintvincent.edu

Elizabeth Seton Library 2nd Floor

B. Office of Accessibility

<https://mountsaintvincent.edu/academics/support/students-with-disabilities/>

Students seeking reasonable accommodations and support services on the basis of a diagnosed permanent or temporary disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

The Office of Accessibility Services seeks to provide support services that enable students with documented disabilities to maximize their academic participation and learning experience. The purpose for reasonable accommodations is to provide equal access to academic opportunities by reducing or eliminating disadvantages due to a disability.

The provision of all reasonable accommodations and services is based upon a case-by-case assessment of the impact of the student's diagnosis on his/her academic performance and/or college participation at a given time in the student's academic life. Reasonable accommodations do not guarantee specific outcomes or level of achievement.

Students seeking information on the process and eligibility should contact the Office of Accessibility Services through the Academic Resource Center.

Contact

(718) 405-3718

oas@mountsaintvincent.edu

Elizabeth Seton Library 2nd Floor

C. Computer Services

Computer Services ensures that campus technology is up-to-date and meets the needs of the campus community. Computer Services maintains, among other things, computer labs, classroom technology, software and hardware for both administrative and academic computing systems, the network, and the telephone system. The Computer Services Help Desk is available to assist users throughout the year.

Contact

(718) 405-3340

helpdesk@mountsaintvincent.edu or it@mountsaintvincent.edu

Founders Hall 414

D. Counseling Center

The Counseling Center strives to provide high quality mental health services for the College of Mount Saint Vincent student body. Through individual counseling and crisis intervention, as well as workshops, support groups, and referrals to community providers, our clinicians are dedicated to helping our students work towards emotional growth, healing and awareness.

Common Concerns

There is not just one reason students seek support from the Counseling Center. We help students navigate issues big and small. Whatever you are struggling with, we're here to help.

Some of the common concerns of our students:

- Stress or pressure
- Sadness or depression
- Relationship issues
- Anger or irritability
- Adjustment or homesickness
- Anxiety
- Sleep or appetite changes
- Suicidal thoughts or self harm
- Body image or self esteem
- Trauma
- Grief or loss
- Substance use or abuse
- Identity discovery

Services We Provide

The Counseling Center provides a variety of free services, which are confidential and available to all registered students.

- Individual Counseling—students interested in individual sessions typically meet with their counselor on a weekly basis for a period of six weeks (on average). During this time, students can expect that their counselor will conduct an intake assessment, create goals, and begin to address their concerns. In the event that the student needs more than six sessions to achieve their goals, the Counseling Center is generally able to accommodate. Students who do not want to come on a regular basis are also welcome to drop in as needed for support.
- Crisis Intervention—students who express suicidal thoughts or intention to perform self-harm should be evaluated by the Counseling Center. Clinicians will determine the student's safety and work with Student Affairs staff to create a plan of action if needed.
- Support Groups—the Counseling Center offers a Grief Group, a weekly, drop-in support group for students who have experienced a significant loss. If you are interested in attending the group, please email counseling@mountsaintvincent.edu.
- Workshops—past programming includes: Test Anxiety Workshops, collaboration with student clubs, and programming on the topics of healthy relationships, communications, and family pressure.
- Referrals—sometimes, a student may benefit from specialized services, including a full evaluation by a psychiatrist, possibly for the purpose of adding medication to the treatment plan. Our clinicians will make this recommendation after a thoughtful assessment and help make a referral to a local provider.

If you would like more information on any of the services described above, please email counseling@mountsaintvincent.edu.

Contact

(718) 405-3332

counseling@mountsaintvincent.edu

Founders Hall 333

E. Library

The Elizabeth Seton Library provides traditional and innovative resources to the Mount community. From books and ebooks, to journals, databases, and videos, the library makes it easy to connect the resources you need. With computer access, printing, study space, and expert research help available, the library is at your service all year round.

Contact

(718) 405-3394

reference@mountsaintvincent.edu

F. Aquino Hall Nursing Simulation Center

The Simulation Laboratories include assessment rooms with examination tables; A simulated hospital room equipped with multiple hospital beds, low fidelity manikins and part-task trainers for practice, remediation and validation of advanced practice competencies; high fidelity labs that operate child, adult, and birthing simulators and a separate studio apartment.

Corazon C. Aquino '53 Hall, named in honor of the late Mount alumna and President of the Philippines, opened Fall 2022 and houses a state of the art Simulation laboratory and learning space for Nursing and Physician Assistant Students.

Hours of Operation: Monday to Friday 7am to 7pm

G. Campus No Book Store

Located on the first floor of Founder's Hall. The bookstore sells toiletries, light snacks, drinks, stationary supplies and CMSV flare!

- Online Book Store: <https://mountsv.textbookx.com/institutional/index.php>
 - customerservice@textbookx.com
-

H. IDs and Parking Permits

CMSV I.D. should be obtained upon admission to the graduate program in the office of Student Affairs in the Founders Hall.

<https://mountsaintvincent.edu/campus-life/campus-services/human-resources/employment-practices-and-procedures/employee-manual/general-protocols-and-procedures/4-17-college-identification/>

Every student should carry a College Identification Card and be prepared to present it upon request from a Security officer. ID Cards are also necessary to obtain parking passes, to obtain books from the Library and to access the residence halls and fitness center.

<https://mountsaintvincent.edu/campus-life/campus-services/campus-security-and-safety/vehicles-and-parking/>

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Graduate Clinical Liaison

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IV. APPENDICES

A. Clinical Compliance Form Sample

Use official form on Graduate Nurse Central

THIS SECTION IS TO BE COMPLETED BY PATIENT

Last Name: _____ First Name: _____ CMSV ID _____

Date of Birth : _____ School Email: _____@collegeof mount saint vincent.edu

Phone #: (Home) _____ (Cell) _____ (Work) _____

I HEREBY AUTHORIZE COLLEGE OF MOUNT SAINT VINCENT TO RELEASE ANY INFORMATION BELOW TO ANY HEALTH CARE PROVIDER WHICH MAY REQUIRE SAME IN CONNECTION WITH MY PARTICIPATION IN A CLINICAL COURSE. I UNDERSTAND THE AGENCY TO WHICH I AM ASSIGNED MAY REQUIRE MORE HEALTH DATA THAN LISTED BELOW.

Patient Signature: _____ Date: _____

THIS SECTION MUST BE COMPLETED BY YOUR HEALTHCARE PROVIDER

(Measles, Mumps, Rubella)

****Lab report required and must be attached.**

Serological Testing Required		Date	Lab Values		
Measles		____/____/____	Immune	Negative	Copy Attached**
Mumps		—	Immune	Negative	Copy Attached**
Rubella		____/____/____	Immune	Negative	Copy Attached**
		____/____/____			
Vaccine		Date			
MMR Two (2) doses of MMR vaccine	MMR Dose #1	//			
	MMR Dose #2	//			

Varicella (Chicken Pox)

If NEGATIVE serology, proof of two doses of varicella vaccine must be documented.

Lab report required and must be attached.**

Varicella: Serologic Immunity (IgG, antibodies, titer)	____/____/____ —	Immune	Negative	Copy attached**
Vaccine	Date	Lab Values		
Varicella Vaccine # 1	____/____/____ —			

Varicella Vaccine # 2	____/____/____	
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Name: _____ CMSV ID #: _____

Hepatitis B

Three doses of vaccine followed by a QUANTITATIVE Hepatitis B Surface Antibody (titer), preferably drawn 4-8 weeks after third dose. If negative, complete a second Hepatitis B series followed by a repeat titer. If Hepatitis B Surface Antibody is negative after a secondary series, additional testing, including Hepatitis B Surface Antigen should be performed. If non-immune, and no documentation of Primary and Secondary immunization series, immunize and repeat titer in 4-8 weeks. ****Lab report required and must be attached.**

Vaccine		Date	Lab Values
Primary Hepatitis B series	Hepatitis B Vaccine Dose #1	____/____/____ —	
	Hepatitis B Vaccine Dose #2	____/____/____ —	
	Hepatitis B Vaccine Dose #3	____/____/____ —	
	QUANTITATIVE Hep. B Surface Antibody	____/____/____ —	Immune Negative Copy Attached**
Secondary Hepatitis B Series (if no response to Primary series)	Hepatitis B Vaccine Dose #4	____/____/____ —	
	Hepatitis B Vaccine Dose #5	____/____/____ —	
	Hepatitis B Vaccine Dose #6	____/____/____ —	
	QUANTITATIVE Hep. B Surface Antibody	____/____/____ —	Immune Negative Copy Attached**
Hepatitis B Vaccine OR Non-Responder	Hepatitis B Surface Antigen (if 2 nd titer negative)	____/____/____ —	Copy Attached**
	Hepatitis B Core Antibody (if 2 nd titer negative)	____/____/____	Copy Attached **

HEPATITIS B VACCINE DECLINATION:

Read & Sign below only if you have a negative HBsAG and negative HBsAB and you are not receiving the vaccine.

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B Virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine by my Primary Health Care Provider. However, I declined the Hepatitis B Vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series.

Date ____/____/____ Student Signature _____

Sources:

1. Hepatitis B In: Center for Disease Control and Prevention. Epidemiology and Prevention of Vaccine-Preventable Diseases. Hamborsky, J., Kroger, A., Wolfe, S. eds.
2. Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP) MMWR Vol 60(7) 1-45.

Name: _____ CMSV ID #: _____

Tuberculosis Screening

Results of 2-step TSTs (PPDs) or one (1) IGRA blood test are required regardless of prior BCG status. If you have a history of a positive TST (PPD) or IGRA, please supply information regarding any evaluation and/or treatment below. You only need to complete ONE section from the below (A, B or C). ****If positive, submit a copy of a negative chest X-ray and a copy of TB Symptom Questionnaire.**

Section A		Date Placed	Date Read	Result/Interpretation
Negative Skin or Blood Test History	TST Step #1	___/___/___	___/___/___	___ mm Equiv Pos Neg
	AND			
	TST Step #2 (2-step required. Step #2 must be 7-21 days after Step #1, based on administration date)	___/___/___	___/___/___	___ mm Equiv Pos Neg
			Date	Result
	IGRA Blood Test (Interferon Gamma Releasing Assay)		___/___/___ -	Neg Pos Indeter Copy Attached**
Section B		Date Placed	Date Read	Result
History of Latest Tuberculosis, Positive Skin Test or Positive Blood Test	Positive TST	___/___/___	___/___/___	___ mm
			Date	Result
	IGRA Blood Test		___/___/___	Pos Neg Indeterminate
	Chest X-Ray (must be done within the last 5 years)		___/___/___	Copy Attached **
	Treated for latent TB?			Yes No
	If treated for latent TB, list medications taken:			
	Total Duration of treatment for latent TB?			_____ Months
	Date of Last Annual TB Symptom Questionnaire ___/___/___			Copy Attached**
Section C				Date
History of Active Tuberculosis	Date of Diagnosis		___/___/___	
	Date of Treatment Completed		___/___/___	
	Date of Last Annual TB Symptom Questionnaire		___/___/___ Copy Attached**	

		Date of Last Chest X-ray (must be done within the last 5 years)			____/____/____	Copy Attached**
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Name: _____ CMSV ID # _____

Tetanus-diphtheria-pertussis

One (1) dose of adult Tdap. Must be done within the last 10 years.

Lab report required and must be attached **

Vaccine	Date
Tdap Vaccine (Adacel, Bosotrix, etc.)	____/____/____

COVID Vaccine **(FULLY vaccinated per CDC guidelines Required by Clinical site/ Affiliation)**

Requirement	Date	Product Name and Lot Number
COVID Vaccine	____/____/____	Product Name _____ Lot Number: _____
COVID Vaccine	____/____/____	Product Name _____ Lot Number: _____
Booster (if eligible for Booster shot)	____/____/____	Product Name _____ Lot Number: _____
Second Booster (if eligible for Booster shot)	____/____/____	Product Name _____ Lot Number: _____

*A person is up to date with their COVID-19 vaccination if they have received all recommended doses in the primary series and one booster when eligible. Second booster required if eligible. (CDC, April 2, 2022)

Physical Exam and Influenza

Requirement	Date	** Medical Stamp REQUIRED **
Influenza Vaccine (One (1) dose annually each fall-After August)	____/____/____	<u>LOT number:</u> _____
Complete History and Physical Examination	____/____/____	Required Annually. Full date must be filled out (mm/dd/year)

CMSV Clinical Role Physical Description

Careers within the field of nursing and health care can be physically demanding and require a variety of functional abilities. Use this as a guide when deciding to Medical clear the individual for duty.

Gross Motor Skills: Able to Perform without Limitation

- Move within confined space
- Maintain balance in multiple positions
- Reach above shoulders/overhead (IV poles, monitors, etc.)
- Reach below the waist (electrical plugs. etc.)
- Reach in front (assist patient with arms out)

Fine Motor Skills: Able to Perform without Limitation

- Pick up objects with hands
- Grasp small objects with hands (IV tubing, pencils, electrode patches, etc..)
- Write with pen
- Use computer (type)
- Pinch/pick or otherwise work with fingers (use a syringe, etc.)
- Twist at wrist
- Twist wrists/hands (turn objects/knobs using hands)
- Squeeze with fingers (eye droppers, bulb syringes, ear bulb, etc..)

Physical Endurance, Strength and Mobility: Able to Perform without Limitation

Endurance:

- Walk Long distances (transfer patients, etc..)
- Stand (at patient's side during surgery or therapeutic procedure, etc.)
- Sustain repetitive movement (CPR compressions, bagging, etc..)
- Maintain physical tolerance (stand/walk/work on your feet for 8-12 hours at a time with minimal breaks)

Strength:

- Push and pull 50 pounds (position patient, move equipment, etc..)
- Support 50 pounds of weight (ambulate patient, assist to bedside toilet, etc.)
- Lift 50 pounds (pick up a child, transfer a patient etc.)
- Carry equipment/supplies
- Use upper body strength (CPR, physically restraining a patient, etc.)
- Squeeze with hands (operate fire extinguisher)

Mobility:

- Twist
- Bend
- Stoop/Squat
- Move quickly (respond to emergency situations)
- Climb stairs
- Walk
- Stand

Hearing and Visual: Able to Perform without Limitation

Hearing:

- Hear normal speaking level sounds (person-to-person)
- Hear faint voices
- Hear faint body sounds (blood pressures, lung sounds, heart sounds, placement of tubes)
- Hear in situations when not able to see mouth (when masks are being used)
- Hear alarms (monitors, fire alarms, code alarms, call bell)

Hearing and Visual: Able to Perform without Limitation

Vision:

- See information up to 24 inches away (monitors, computer screens, skin conditions)
- See objects up to 20 feet away (patient in room)
- Use of depth perception
- Use of peripheral vision
- Distinguish color and color intensity (flushed, color of skin, color of labels)

Emotional Stability: Able to Perform without Limitation

- Establish professional relationships
- Provide emotional support (patient and families)
- Adapt to changing environments/stress
- Deal with the unexpected (patient crash, death, etc.)
- Focus attention on task
- Cope with your own emotions
- Multitask
- Cope with strong emotions in others (family grieving, patient upset, etc.)

Interpersonal & Communication Skills: Able to Perform with Limitation

Interpersonal Skills:

- Establish rapport with families, patient, and health care team
- Respect/value cultural differences
- Negotiate interpersonal conflict

Communication Skills:

- Teach (patient and family)
- Direct/manage/delegate activities to others
- Speak in English
- Write in English
- Listen/comprehend spoken/written word

<https://www.nwacc.edu/academicdivisions/healthprofessions/nursing/physicaldemandsnursing.aspx>

MY SIGNATURE IS TO CERTIFY THAT, TO THE BEST OF MY KNOWLEDGE, THE INDIVIDUAL DOES NOT POSE A MEDICAL RISK TO THEMSELVES, OR TO OTHERS. I HAVE REVIEWED THE PHYSICAL CLINICAL ROLE DESCRIPTION AND FIND THIS INDIVIDUAL:

IS CLEARED TO PARTICIPATE WITHOUT LIMITATIONS: _____(INITIAL,/DATE)

ADDRESS: _____

PHONE: _____

PROVIDERS NAME: (PLEASE PRINT) _____ MD, DO, NP, PA

SIGNATURE OF PROVIDER: _____

NPI NUMBER: _____

B. Application for Graduate Nursing Student Clinical Placement
Sample form, use the Google Doc link for submission from the Graduate Clinical Coordinator
**Asterisk denotes required fields*

Student Information

- Student Name:
- Clinical course name/semester:
- Student place of employment/Department:

Clinical Preceptor

- Preceptor Name:
- NY State License number: *
- Preceptors Resume: *
- Preceptors Phone:*
- Preceptors Work or Personal email: *

Clinical Site

- Practice Name:
- Practice Address:
- Administrative contact name and information:

Clinical Preceptor Profile:

- Years in practice
- Preceptor's education, highest degree associated with licensure and credentials
- College/University and Date of Graduation
- Licensure:
 - Board Certificated Nurse Practitioner
 - MD
 - DO
 - Other
- Length of time practicing at current practice

I understand that request of a preceptor/facility is not guaranteed and is only a request. I understand the arrangements for a clinical site will be made by the student. Final site placement will be at discretion of the Program Director to reflect student learning needs and site availability.

C. Student Evaluation of Site and Clinical Preceptor

Sample form, Use the Survey link provided on Canvas for submission

Student Information

- Your Name:
- Your Preceptor's Name:
- Your Clinical Site:

Site Evaluation

Site Evaluation Scale

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very, (5) Extremely**

Questions:	Score:
To what degree does this clinical site: 1. Provide a safe learning environment	
2. Permit you to function in the role of student Nurse Practitioner	
3. Provides a variety of patient experiences specific to the population of focus for this clinical rotation.	
4. Allow you to evaluate patients across the continuum (including health promotion and disease prevention)	
5. Provide a variety of experiences to manage patients with acute and chronic problems	
6. Provide a sufficient number of patients to meet course objectives	
7. Provide a sufficient number and type of patient experiences to accommodate the practicum population of focus and learning outcomes	
8. Have office staff who were supportive of you	
9. Provide you necessary time and space to sufficiently collaborate with your preceptor	
10. Provide adequate office hours for the student to complete required clinical hours	

Site Recommendation

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very, (5) Extremely**

- To what degree would you:
 - Recommend this site for future clinicals

Student Evaluation of the Preceptor(s)

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very, (5) Extremely**

Questions:	Score:
To what degree does your preceptor effectively: 1. Welcome you as a team member	
2. Demonstrate knowledge of the APRN role (or understands the role if from another discipline)	
3. Serve as a professional role model	
4. Encourage questions	
5. Provide adequate supervision and feedback	
6. Identify areas of strength and improvement in your work	
7. Provide you with tools required for quality learning experiences (e.g., access to charts)	
8. Assist you in identifying weekly learning objectives and opportunities for learning	
9. Provide you with ongoing constructive feedback of patient assessments, differential diagnoses & plans of care	
10. Utilizes evidence-based practice in the diagnostic process	
11. Provide opportunities to review your clinical work and documentation.	

Preceptor Recommendation

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very, (5) Extremely**

- To what degree would you:
 - Recommend this preceptor for future clinicals
-

Final Comments

Comments

- Do you have any additional comments about your clinical experience?



Practicum Preceptor Evaluation of FNP Student

Learning Competencies							Formative Score
Expert: Requires no assistance, has intuitive grasp of clinical situation and zeroes in on the accurate region of the problem. Proficient: Requires minimal assistance, Perceives clinical situation as whole rather than in terms of pieces of care. Competent: Requires moderate assistance, can analyze complex problems but lacks speed and flexibility. Begins to understand actions in terms of long-term goals. Advanced Beginner: Requires detailed assistance. Can note meaningful components but unable to prioritize them. Novice: Primarily shadowing, Unable to decide which task is relevant. Not observed: Unable to comment	Novice 1 point	Advanced Beginner 2 points	Competent 3 points	Proficient 4 points	Expert 5 points	Not Observed	
Clinical Competency							
1. Interviews patient to develop history of present illness.							
2. Differentiates data between normal and pathological process.							
3. Includes data regarding preventative health maintenance and safety measures.							
4. Determines appropriate differential diagnosis.							
5. Performs a physical exam utilizing correct techniques.							
6. Describes and documents physical exam findings.							
7. Accurately diagnoses based on history and physical exam.							
8. Establishes a plan of care related to history, physical exam and diagnosis.							
9. Incorporates patient education and nursing measures in the plan of care.							
10. Orders laboratory/diagnostic tests accurately.							
11. Interprets laboratory/ diagnostic tests accurately.							
12. Orders medications accurately.							
13. Determines the need and time for follow-up visits.							

14. Consults with/or refers to other members of the health team as appropriate.							
15. Presents cases accurately and knowledgeably.							
16. Demonstrates knowledge of current literature when planning and implementing care.							
17. Recognizes own limitations in knowledge and practice.							
18. Identify patients whose health needs require urgent or emergent care.							
19. Utilizes time efficiently.							
20. Demonstrates a professional attitude toward clients, staff, and colleagues.							
20. Demonstrates professional role behavior; (timeless, appropriate communication) 21. Appropriately dressed and prepared for clinical setting.							
22. Demonstrates interest and takes initiative in learning.							

Student Strengths:

Areas of needed improvement:

Additional Comments:

Signature

Date

F. Faculty Supervisor Practicum Evaluation of FNP student, preceptor, and site

Sample: Survey will be received via email

Information

- Student's Name:
- Preceptor's Name:
- Clinical Site:

Clinical Site Evaluation

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very, (5) Extremely**

Questions:	Score:
To what degree does this clinical site:	
1. Provide a safe learning environment	
2. Permit student to function in the role of student Nurse Practitioner	
3. Provides a variety of patient experiences specific to the population of focus for this clinical rotation.	
3. Provides adequate office hours for the student to complete required clinical hours.	

Number of Patients

- Approximately how many patients are seen by this student each day?

Site Recommendation

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very (5) Extremely**

- To what degree would you:
 - Recommend using this clinical site in the future
-

Preceptor Evaluation

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very, (5) Extremely**

Questions:	Score:
To what degree does the preceptor effectively:	
1. Demonstrate knowledge of the APRN role (or understands the role if from another discipline)	
2. Provide supervision and feedback to the student	
3. Identify the student's areas of strength and improvement	
4. Provide the student with tools required for quality learning experiences (e.g., access to charts)	
5. Encourage the student to assume increasing responsibility and autonomy as appropriate	
6. Provide opportunities to review the student's clinical work and documentation	

Preceptor Recommendation

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very, (5) Extremely**

- To what degree would you:
 - Recommend this preceptor for future clinicals
-



Faculty Evaluation of Nurse Practitioner Student Supervisor Evaluation of FNP Student

Learning Competencies							Formative Score
Expert: Requires no assistance, has intuitive grasp of clinical situation and zeroes in on the accurate region of the problem. Proficient: Requires minimal assistance, Perceives clinical situation as whole rather than in terms of pieces of care. Competent: Requires moderate assistance, can analyze complex problems but lacks speed and flexibility. Begins to understand actions in terms of long-term goals. Advanced Beginner: Requires detailed assistance. Can note meaningful components but unable to prioritize them. Novice: Primarily shadowing, Unable to decide which task is relevant. Not observed: Unable to comment	Novice 1 point	Advanced Beginner 2 points	Competent 3 points	Proficient 4 points	Expert 5 points	Not Observed	
Clinical Competency							
1. Interviews patient to develop history of present illness.							
2. Differentiates data between normal and pathological process.							
3. Includes data regarding preventative health maintenance and safety measures.							
4. Determines appropriate differential diagnosis.							
5. Performs a physical exam utilizing correct techniques.							
6. Describes and documents physical exam findings.							
7. Accurately diagnoses based on history and physical exam.							
8. Establishes a plan of care related to history, physical exam and diagnosis.							
9. Incorporates patient education and nursing measures in the plan of care.							

10. Orders laboratory/diagnostic tests accurately.							
11. Interprets laboratory/ diagnostic tests accurately.							
12. Orders medications accurately.							
13. Determines the need and time for follow-up visits.							
14. Consults with/or refers to other members of the health team as appropriate.							
15. Presents cases accurately and knowledgeably.							
16. Demonstrates knowledge of current literature when planning and implementing care.							
17. Recognizes own limitations in knowledge and practice.							
18. Identify patients whose health needs require urgent or emergent care.							
19. Utilizes time efficiently.							
20. Demonstrates a professional attitude toward clients, staff, and colleagues.							
20. Demonstrates professional role behavior; (timeless, appropriate communication)							
21. Appropriately dressed and prepared for clinical setting.							
22. Demonstrates interest and takes initiative in learning.							

Student Strengths:

Areas of needed improvement:

Additional Comments:

*** SCALE: (1) Not at all, (2), Slightly (3), Moderately, (4), Very (5) Extremely**

Questions:	Score:
<p>To what degree do direct observations or Typhon documentation support that this student:</p> <p>1. Has met the learning objectives for this course</p>	
<p>2. Understands how to organize patient data to reach appropriate differential diagnosis, management, and plans</p>	
<p>To what degree does this student:</p> <p>3. Demonstrate professional role behaviors</p>	
<p>4. Use professional attitude to a range of audiences (e.g., colleagues, clients, staff)</p>	
<p>5. Recognize their own limitations in knowledge and practice</p>	

Final Comments

Completion

- **Has the student completed the required hours for this clinical rotation?**

___ No

___ Yes

- **Have you signed off on all Typhon hours and logs?**

___ No

___ Yes

- **Has the student successfully passed the clinical course?**

___No

___Yes