Goodwin University
School of Nursing and Health Professions

MSN Nursing Student Handbook

2023-2024

Goodwin
University

School of Nursing and
Health Professions
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WELCOME

Dear MSN Nursing Student,

Welcome to the MSN nursing program. We are sincerely honored that you have chosen to pursue graduate nursing education at Goodwin University. Nursing is a rigorous discipline, at any level, and we believe you will find the program to exceed your expectations for quality and the commitment we strive to make to each and every student's success. Our select tracks are designed to help you meet your future goals in the profession. As nurse leaders and advanced practitioners, you will be called upon to lead and educate other nurses, care for communities, and the individual, with the highest level of skill, integrity, compassion, and knowledge to provide quality, evidence-based nursing care.

The intent of this handbook is to provide you with user-friendly information that will facilitate your success in the nursing program. It is not meant to replace the Goodwin University catalog but rather to augment it and assist you to identify issues and policies specific to the nursing program. It is only available in an online format.

This handbook incorporates policies shared amongst our nursing programs, as well as those unique to the Master's level nursing student. The various tracks incorporate all the required AACN Essentials of the master's program. Please refer to your university catalog for information regarding:
- **Academic Information/Policies**
- **Cell Phone Usage**
- **Directory of Faculty and University Administration**
- **Nursing Course Descriptions**

The faculty and staff of the Division of Nursing are here to facilitate your success. We look forward to engaging with you throughout your educational journey with us.

Vivienne Friday, EdD, MSN, RN, CNE, MSOL

Chief Nurse Administrator, BSN Program Director

Mary Salisbury, DNP, APRN, PMHNP-BC

MSN Program Director

Table of Contents

Clinical Policies

Additional Nursing Policies

Goodwin University Mission Statement

The mission of Goodwin University is to educate a diverse student population in a dynamic environment that aligns education, commerce, and community. Our innovative programs of study prepare students for professional careers while promoting lifelong learning and civic responsibility. As a nurturing university community, we challenge students, faculty, staff, and administration to fully realize their highest academic, professional, and personal potential.

School of Nursing and Health Professions Mission Statement

The School of Nursing and Health Professions seeks to provide students with state-of-the-art preparation for careers in healthcare and science-based disciplines. The mission of the School of Nursing and Health Professions will infuse an appreciation for lifelong learning in all students, resulting in excellence in healthcare and improved quality of life for those we serve.

About Goodwin

Goodwin University is proud of its remarkable legacy of creating career-focused, educational opportunities for its students for more than 20 years. It has grown from a business technology training center to an accredited Master's college, to a re-imagined, community-based university comprising three schools of academic discipline: The School of Nursing and Health Professions, the School of Business, Technology, and Advanced Manufacturing, and the School of Applied Liberal Arts and Social Sciences.
Goodwin University is a nonprofit institution of higher education and is accredited by the New England Commission of Higher Education (NECHE), formerly known as the New England Association of Schools and Colleges (NEASC). Goodwin University was founded in 1999, with the goal of serving a diverse student population with career-focused degree programs that lead to strong employment outcomes.
The School of Nursing and Health Professions seeks to provide students with state-of-the-art preparation for careers in healthcare and science-based disciplines. The mission of the School of Nursing and Health Professions will infuse an appreciation for lifelong learning in all students, resulting in excellence in healthcare and improved quality of life for those we serve. The Goodwin University Nursing Education Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and fully approved by the Connecticut Board of Registered Nursing.

The information in this Nursing Faculty Handbook is intended for orientation of new and all current nursing faculty to develop an awareness of expectations related to teaching, scholarship, and service. It is hoped that the information contained herein will facilitate adjustment to the faculty role and provide reference for both full-time and adjunct faculty members.
This handbook complements the Faculty Handbook of Goodwin University.
The nursing faculty handbook may be reviewed and revised at any time to reflect changes in institutional policy, state and federal law or operational procedures.
Additionally, it provides faculty with a network of contacts to support their efforts.

Goodwin University's Core Values

P	**Purpose** – Goodwin University provides access to all who seek higher education. Our interaction and engagement with students are personal, sincere, respectful, and considerate of life circumstances that are the driving forces behind the need for change in a student's life.
A	**Academic Excellence** – We are a dynamic academic institution with high expectations for all. We believe in preparing our students for lifelong learning through rigorous, career-based curricula, which promote critical thinking and personal growth and lead to strong employment outcomes. We focus on effective teaching as everyone's responsibility and central to our endeavors.
S	**Student Success** – Students are the focus of our work at Goodwin University. We have the responsibility to create innovative learning environments and provide support services, which are nurturing, yet hold students accountable for their own success.
S	**Service to Community** – Our obligation and responsibility is to give back to individuals and the broader community. We encourage collaboration and seek out meaningful experiences for students, faculty, and staff.
I	**Integrity** – We are honest, trustworthy, and respectful of others, and we foster these traits in our students, faculty, and staff.
O	**Opportunity** – By embracing the sharing of diverse ideas, viewpoints, learning styles, and abilities, each individual enriches the College as a whole. Our system of shared governance offers an opportunity for the entire Goodwin community to have a voice in the continuous improvement of the College.
N	**Navigators** – We are Navigators! It is the responsibility of everyone at Goodwin University to guide ourselves, colleagues, and students through this shared transformational journey of personal and professional development.

Goodwin University's Core Values are its deeply held beliefs that represent the University's highest priorities and fundamental driving forces. They define our passionate belief in what we do and how we choose to resonate with and appeal to students, employees, and the greater Goodwin Community. The Core Values [PASSION] promotes active engagement and fosters an understanding of the mission of the institution and nursing program that promotes active engagement of faculty, the community, and nursing.

OUTCOMES

Institutional Outcomes

Communication: Students will be able to effectively express and exchange ideas through various methods of communication including written, oral, and digital.

Information Literacy: Students will be able to identify relevant information, evaluate alternatives, synthesize findings, and apply solutions.

Career Readiness: Students will be able to apply their knowledge, skills, and abilities in their chosen field of study.

Program Outcomes

Graduates of the Master's in Nursing Degree Program will be able to:
1. Integrate basic philosophies from the sciences and humanities to provide high quality nursing care across the life span in diverse settings;
2. Lead with the ability to make ethical and appropriate critical decisions from an organizational and systems perspective;
3. Manage the provision of patient care with a focus on patient education, safety and continuous quality improvement; efficiently navigating through the health care system;
4. Utilize informatics to translate relevant evidence-based practice, research and current healthcare strategies, communicating this information to other healthcare team members to promote quality population health;
5. Recognize their role in advocacy with the policy process to appropriately employ cultural advocacy techniques to influence population health standards;
6. Incorporate the knowledge gained at the master's level to act as a change agent in the greater healthcare systems and
7. Value the practices of life-long learning while building and leading inter-professional healthcare teams.

The American Association of Colleges of Nursing (AACN) encourages all nurses to strive for higher levels of education to advance their capacity to enhance the quality of care available to our nation's diverse patient populations. Calls for more nurses with graduate level preparation are coming from both inside and outside of the profession from authorities as diverse as the Institute of Medicine, the Robert Wood Johnson Foundation, and the Carnegie Foundation for the Advancement of Teaching. Now is the time for you to invest in your future and begin your journey into graduate nursing education.

Master's Nursing Education

The faculty subscribes to the philosophy of Master's education articulated by the American Association of Colleges of Nursing (AACN, 2008)

Nurses are:

1. Providers of holistic care to patients whether individuals, families, groups, or communities based on an underlying core commitment to patient welfare.
2. Designers, managers, or coordinators of care by assuming responsibility for delegating tasks to other health care personnel, supervising
3. Members of a profession that have been well-delineated and have assimilated a broad knowledge base and are committed to lifelong learning by providing graduate study as the route to advancement in the career

Master's nursing education prepares nurses to practice in a variety of settings by providing them with knowledge and skills that are generalizable and transferable to multiple settings.

The faculty believe that Master's nursing education is built upon a foundation in the arts and sciences that provides an appreciation for diverse perspectives and experiences. This includes an understanding of values and ethics with an understanding of the physical world and the scientific method. Liberal education provides a grounding that ensures that nurses practice with a broad-based knowledge that enables them to function as educated people.

Master's nursing education facilitates the development of professional values and value-based behaviors that guide the nurse's interactions with patients, families, peers and society. This education emphasizes the provision of compassion and appropriate care, a concern for human dignity and culture, the welfare of others, a respect for patients' rights to make decisions and a concern for social justice.

Master's nursing education provides opportunities for the development and clarification of values, the development of assessment, evaluative, teaching and communication skills, the development and refining of technical skills that are required for delivery of quality nursing care and the development of problem-solving and critical- thinking skills.

Master's nursing education prepares nurses to function as active and knowledgeable participants in the health care delivery system. Students learn about the organization and finance of health systems and how to participate in and influence political and other processes that affect health care delivery.

Master's nursing education prepares nurses to function as global citizens with an understanding of transportation and information technologies that link parts of the world. This education prepares the graduate with knowledge and skills relating to effects of disease transmission and treatment within a global context

References

1. Preamble to the Constitution of the World Health Organization, adopted 1946.
2. American Nurses Association (1996).American Nurses Association model practice act; Kansas City, Missouri: American Nurses Association.

3. American Association of Colleges of Nursing (2008) Essentials of master's Education for Professional Nursing Practice. Retrieved from
    http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf

Nursing Division

MSN Program Technical Standards

The following standards serve as the technical requirements a student must meet to participate in the nursing program. These standards have been directly adopted from the Connecticut Community College's Nursing Programs (CT-CCNP) and permission has been granted by that institution to adopt these guidelines at Goodwin University. We have only edited our guidelines to include the fact that lifting restrictions are not allowed.

Technical Standards

The standards reflect reasonable expectations of the RN student for the performance of common functions of the registered nurse. In adopting these standards Goodwin University is mindful of the client's right to safe and quality health care provided both by our students and graduates. The RN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations.
 Each student in the MSN program must have the ability to learn and perform the following competencies and skills:

Motor

The student must possess sufficient motor capabilities to execute the movements and skills required to provide safe and effective nursing interventions. These include, but are not limited to:
1. Coordination, speed, and agility to assist and safely guard (protect), with safe and proper body mechanics, clients who are ambulating, transferring, or performing other activities.
2. Ability to adjust and position equipment and clients, which involves bending or stooping freely to floor level and reaching above the head.
3. Ability to move or position clients and equipment, which involves lifting, carrying, pulling, and no weightlifting restrictions.
4. Ability to guide, resist, and assist clients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, or walking.
5. Ability and dexterity to manipulate the devices used in providing appropriate assessment and nursing care
6. Ability to administer CPR without assistance.

Sensory

The student must possess the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation, and other measures, including but not limited to:

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to reset parameters on various equipment, to discriminate color changes, and to interpret and assess the environment.
2. Auditory ability (corrected as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.
3. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
4. Sufficient position, movement, and balance sensations to assist and safely guard (protect) clients who are ambulating, transferring, or performing other activities.

Communication

The student must be able to utilize effective communication with peers, faculty, clients and their families, and other health care providers. This includes, but is not limited to:

1. Ability to read at a competency level that allows one to safely carry out the essential functions of an assignment (examples: handwritten chart data, printed policy, and procedure manuals).
2. Ability to effectively interpret and process information.
3. Ability to effectively communicate (verbally and in writing) with clients/families, health care professionals, and others within the community.
4. Ability to access information and to communicate and document effectively via computer.
5. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Behavior

The student must be capable of exercising good judgment, developing empathic and therapeutic relationships with clients and others, and tolerating close and direct physical contact with a diverse population. This will include people of all ages, races, socioeconomic and ethnic backgrounds, as well as individuals with weight disorders, physical disfigurement and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple clients/families and colleagues at the same time.
2. Ability to work with classmates, instructors, health care providers, clients, families, and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other health care providers, clients, and their families.

Philosophy

The philosophy of the nursing program derives from the beliefs of the faculty about humankind, health, nursing, education, and the relationship of these elements to the physical, social and political environment, as well as the health care environment.

Critical Thinking

The student must possess sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable period as determined by the faculty and the profession. The student must be able to prioritize, organize and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect, interpret and analyze written, verbal and observed data about clients.
2. Ability to prioritize multiple tasks, integrate information and make decisions.
3. Ability to apply knowledge of the principles, indications, and contraindications for nursing interventions.
4. Ability to act safely and ethically in the university's clinical lab and in clinical placements within the community.

The Essentials of Master's Education for Professional Nursing Practice

The goals of the MSN program are designed to reflect the principles of The Essentials of Education for Professional Nursing Practice (2011), which are as follows:

Essential I: Background for Practice from Sciences and Humanities - Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II
Organizational and Systems Leadership - Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Essential III
Quality Improvement and Safety - Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV
Translating and Integrating Scholarship into Practice - Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V
Informatics and Healthcare Technologies - Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Goodwin University

School of Nursing and
Health Professions
_____

Essential VI
Health Policy and Advocacy - Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII
Interprofessional Collaboration for Improving Patient and Population Health Outcomes - Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Essential VIII
Clinical Prevention and Population Health for Improving Health - Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX
Master's-Level Nursing Practice - Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

The Faculty Believes

Humankind

Human people are unique, complex individuals who have biological, psychological, social, and spiritual qualities and who have inherent dignity and worth. As living systems, human beings have constant, dynamic, and reciprocal interactions with their environment, including both internal and external circumstances that affect their health status and their ability to adapt to changes in health status. Human beings have a capacity to change based on their interactions with environments. They are capable of learning, communicating and actively manipulating those environments toward meeting their own needs, personal growth, and development. To adapt to their environment, people use a variety of responses that depend upon factors such as their socio-cultural backgrounds, age, previous life experiences and personal skills and abilities. Under ideal circumstances, people adapt to their environments with minimal disruption of their well-being. However, situations can be such that people cannot always meet their own needs and must depend on family, friends, and other support systems to adapt positively to their situations. Acquiring new skills enhances the ability of people to adapt to their ever-changing environments.

Health

The faculty subscribes to the World Health Organization (WHO) definition of health as "…a state of complete physical, mental, and social well-being, and not merely the absence of infirmity."
Health is a dynamic state of physical, psychological, social, and spiritual well-being and is unique for each person. Since health can be conceived as a continuum of levels of wellness, people are potentially able to

move from lower to higher levels of health throughout their lives. People engage in behaviors to promote health, to prevent disease, to maintain health and to recover health.

Actual or perceived changes in health status can occur because of the interaction of people with both their internal and external environment. This is particularly true when circumstances are extreme and/or personas vary in complexity and severity.

Nursing

The practice of nursing is the diagnosis and treatment of individual responses to actual or potential health problems. Nursing care is part of a multi-faceted health care system focused on assisting people (known as patients/clients) in achieving optimal levels of wellness. The theoretical base for the practice of nursing consists of a foundation of knowledge in the biological, social, and behavioral sciences. This knowledge is synthesized into a systematic process of goal-directed assessment, planning, intervention, and evaluation, known as the nursing process, through which the nurse assists persons in various health care settings to promote, attain, maintain, and restore maximum potential levels of wellness and prevent disease.

Nursing provides compassion, education, and support to people who are experiencing pain, uncertainty, discomfort, separation, and other stressful components of changes in health status. The nurse accomplishes this through nursing methods that include empathy and caring,
communication, teaching, critical thinking, psychomotor skills, applied therapeutics, ethical-legal considerations, and professionalism. The nurse is committed to the potential of clients to achieve their maximum potential levels of wellness. Through the provision of competent physical care, directed by critical thinking and planning, the nurse provides comfort and consolation to clients. The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavioral change in client and/or family. The practice of nursing includes independent, dependent, and interdependent functions, defined by educational preparation and ethical, legal, and regulatory standards of the nursing profession. Independent function includes diagnosing and treating human responses to health problems as well as advocating for clients. The nurse is accountable for those nursing actions performed or delegated to others. Dependent functions include the application of therapeutic and other treatments as prescribed by the physician. Interdependent functions include collaboration with others to achieve the purpose of client care. Nursing is practiced in a variety of settings and within a dynamic multi-cultural system.

Education

The MSN program at Goodwin University is founded on the belief that learning is a complex activity and results in behavioral change through the acquisition and assimilation of knowledge, the development of skills, and the clarification and formation of values and attitudes. The faculty agrees with the goals of the University. These goals promote professional education in the context of preparation for contributing to the community and society and a lifelong commitment to learning. Program faculty believe that education must conform to standards set by professional and accrediting bodies to achieve and maintain the highest quality of processes and outcomes.

Education is best provided in a democratic milieu where the adult learner's goals, strengths, prior experiences, skills, assets and potential are addressed in a mutual and reciprocal process of teaching and

learning. Responsive education allows for multiple points of entry and alternative methods of progression toward educational outcomes.

Nursing Education

Nursing education is an organized program of studies that combines general education courses from the biological, social, and behavioral sciences and the humanities, with courses in the theory and practice of nursing. The program develops the student in the process of nursing, promotes critical thinking, fosters the development of moral and ethical professional behaviors, and promotes continued self-development and personal and professional growth.

It is incumbent upon nursing education to remain attuned and responsive to changes in the health care environment and an increasingly multicultural and global society to prepare nurses to provide care to diverse clients in a variety of settings.

Nursing education recognizes the potential for career flexibility within the practice of nursing. It facilitates upward mobility between levels of nursing practice. By building upon previous learning and creating possibilities for articulation, the programs prepare nursing students for progression into higher levels of professional education and practice.

Environment

The Nursing Program faculty believes that living systems are in constant interaction with their environment. This dynamic interchange keeps systems healthy and growing. Clients, family, nursing, and health care systems must respond with flexibility to their individual and mutual environment if they are to keep pace with changes and achieve quality outcomes. Some of the factors in the environment that influence clients and families include, but are not limited to:

- Political change
- Education
- Housing
- Homelessness
- Poverty
- The welfare system
- Diverse family structures
- Diverse cultural systems
- Economic fluctuations
- Job markets
- Bioterrorism
- Health behaviors
- Pollution/Noise/Contamination
- Crime
- Transportation

Nursing intervenes in the lives of clients, families, and communities when these and other factors affect health status by assisting individuals and groups to adapt or by actively manipulating the environment.

Healthcare Environment

Nursing Program faculty are cognizant that the health care environment has changed drastically and quickly because of modern technologies, population demographics, shifts of care sites from hospital to community, changes in payment for health care, bioterrorism, homeland security, increasing cultural diversity and improved disease prevention and management.

Cost containment approaches have caused the rearrangement of previous structures and processes of care and have directly affected the nursing workforce. Nursing staff have been downsized, clients have moved rapidly from in-hospital care to alternative settings, and there are decreased support services for client care. Natural disasters and bioterrorism have changed the way nurses are utilized in these situations. Faculty believes that these processes contribute to the extremely demanding nature of the practice of nursing. To respond to the current and anticipated changes in the health care environment, graduate nurses must be flexible and creative and be prepared to practice in diverse settings with skills specialized for those settings. In addition, nurses must be skilled in the use of computing systems and other technical tools, analyzing health care trends, dealing with complex ethical and legal situations. The faculty believes that providing options for educational and career mobility for nurses and persons wishing to study nursing is critical in responding to the ever-changing health care environment.

The nurse uses opportunities to provide clients and families with the information and skills necessary for making health choices and achieving higher levels of wellness by assessing their need for teaching, developing mutually identified learning objectives, and providing the environment for positive behavior change in client and/or family.

The practice of nursing includes independent, dependent, and interdependent functions, defined by educational preparation and ethical, legal, and regulatory standards of the nursing profession.

Lifelong Learning

The professional nurse assumes responsibility for lifelong learning and the planning of his/her professional career. Curricula in the entry-level nursing education programs must place emphasis upon and encourage lifelong learning. In addition, the nursing education system must develop opportunities and incentives for associate degree and diploma graduates to pursue the master's degree and/or higher degree.

Curriculum

The purpose of the theoretical framework is to provide guidance and definition for the curriculum. The nurse is instrumental in assisting clients to move to ever-higher levels of wellness. Goodwin University utilizes the Wellness Model and the competencies outlined in Quality and Safety Education for Nurses as the basis for its curriculum.
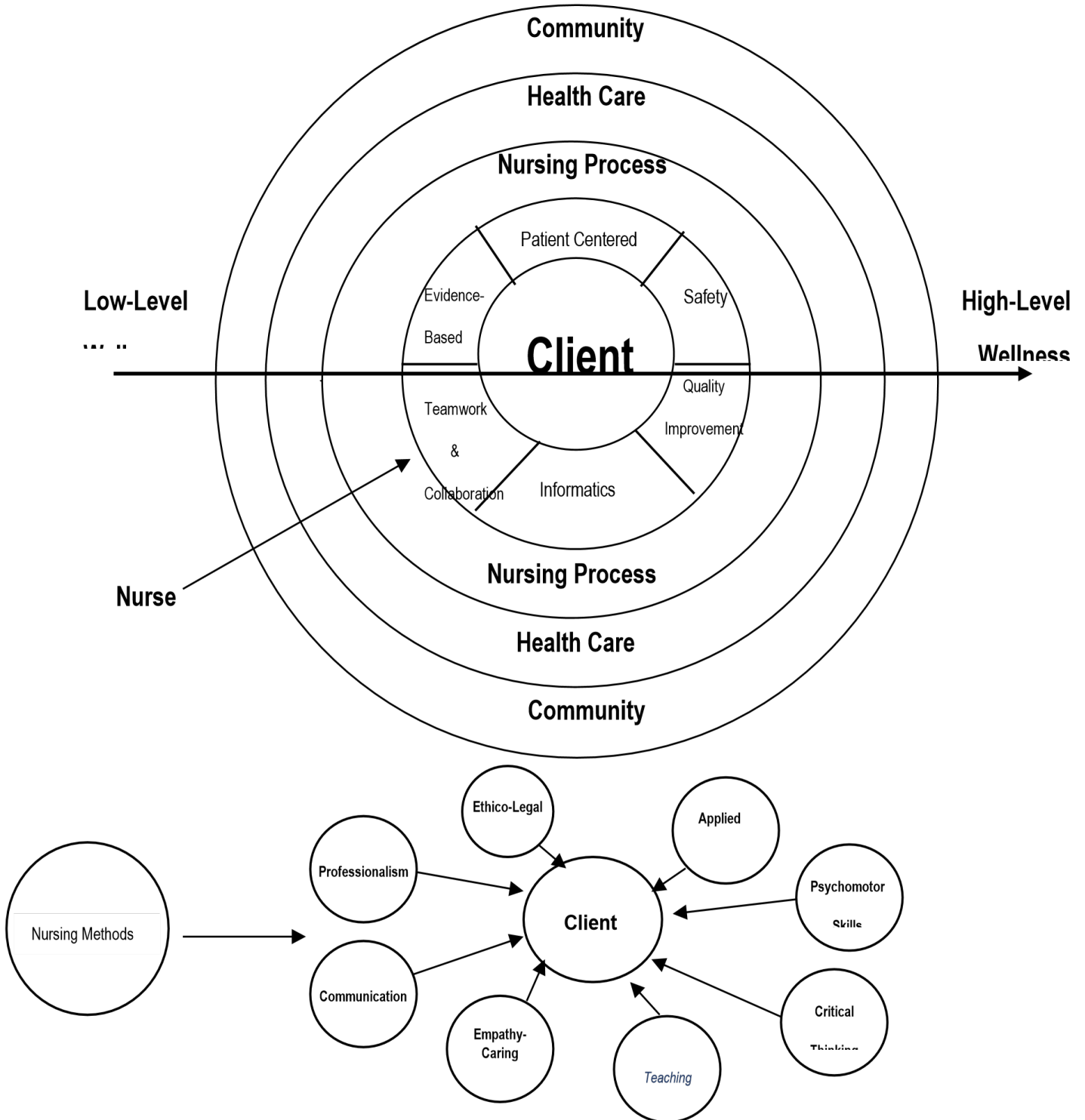
Wellness Model

The patient is on a continuum of wellness; from a low level of wellness (total disruption of well-being) to high level wellness (or a total integration of physical, psychosocial, spiritual wellbeing).

Patient Centered	Teamwork & Collaboration	Evidenced-Based Practice	Quality Improvement	Safety	Informatics
Empathy-Caring	Communication	Critical Thinking	Professionalism	Psycho-motor Skills	Professionalism
Teaching	Professionalism	Psycho-motor Skills	Empathy-Caring	Applied Therapeutics	Communication
Communication	Empathy-Caring	Applied Therapeutics	Ethical-Legal	Communication	Applied Therapeutics
Ethical-Legal	Ethical-Legal	Professionalism			
Psycho-motor Skills		Teaching			

The conceptual framework for the Nursing Program at Goodwin University indicates that the focus of the nurse is on the client whose holistic health is on a continuum from low-level wellness to high-level wellness. Guided by the nursing process, the nurse utilizes nursing methods to plan and implement nursing care for the client, designed to assist the client in moving to higher levels of wellness. The nurse functions within the context of the health care team and all of this occurs within the context of the environment (physical, social, psychological, economic, political and spiritual).

Quality and Safety Education for Nurses

Quality and Safety Education for Nurses (QSEN) addresses the challenge of preparing nurses with the competencies necessary to continuously improve the quality and safety of the health care systems in which they work.

Patient-Centered Care is the recognition that the patient or designee is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. Graduates who develop the Knowledge, Skills, and Attitudes (KSA) would be

advocates for removing barriers to the presence of patient surrogates and would invite patients or surrogates to partner with them, for example, in safe medication administration and safe transitions in care.

Teamwork and Collaboration is demonstrated by the nurse working effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Graduates who develop the KSA's would use team communication practices and seek system support for effective team functioning wherever they worked.

Evidence-based Practice (EBP) integrates current evidence best with clinical expertise and patient/family preferences and values for delivery of optimal health care. Graduates who develop the KSA's would differentiate between clinical opinion and various levels of scientific evidence and value the need for continuous improvement based on new knowledge. They would also understand that EBP is about more than evidence-that it involves patient preferences and values and the clinical expertise necessary to understand when it is appropriate for clinicians to deviate from evidence-based guidelines to deliver high quality, patient-centered care.

Quality Improvement uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Graduates who develop KSA's would learn to use improvement methods as part of their coursework and clinical practice, and they would enter the workforce prepared to participate in improvement work as part of their daily work as health professionals.

Safety minimizes the risk of harm to patients and providers through both system effectiveness and individual performance. Graduates who develop the KSA's will know about human factors and safety design principles, understand the importance or error reporting and safety cultures, and values vigilance and cross-monitoring among patients, families, and members of the health care team.

Informatics refers to using information and technology to communicate, manage knowledge, and mitigate error and support decision making. Graduates who develop the KSA's in informatics will be able to participate in the design, selection, and evaluation of information technologies used in support of patient care.

Cited from Cronenwett, et al. (2008). Quality and Safety Education for Nurses, *Nursing Outlook,* 55(3), 122-131. Rev. 10/23/2008

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Health Professions
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Nursing Core Values

Nursing methods are those entities in nursing practice that are brought to bear on the client during the planning, implementing, and evaluating of nursing care. The specific entities identified below are those the faculty believes are fundamental to a curriculum based on the nursing Program philosophy.

Empathy-Caring

Empathy is the nurse's ability to understand, be aware of, be sensitive to, and vicariously experience the feelings, thoughts, and experiences of the client and/or family. The faculty believes that it is the nurse's ability and willingness to "tune in" to and focus on the client's experiences that is fundamental to the methods nurses use to manage care for clients. Empathy is based upon respect for the dignity of the client and appreciation for the independence and self-actualization of the client.

Caring

Caring involves knowing and trusting the client, an interest in the client's growth and well-being, honesty, courage, and humility. The caring nurse knows that no one person knows all there is to know about the client and projects the confidence and patience to help the client maintain hope or the sense of continued possibility for growth and change. Caring involves the planning and provision of culturally sensitive and appropriate care.

Communication

Communication, or the exchange of thoughts, messages, or information, by speech, signals, writing, or behavior, is of vital importance to the nursing process. The nurse uses communication skills during client assessment as well as the planning, implementing, and evaluating of nursing care. The nurse communicates with clients, families, groups, and members of the health care team. The nurse is competent in oral and written forms of communication as well as in techniques of therapeutic communication.

Teaching

One of the most important roles of the nurse is to assist clients and their families with receiving information that is necessary for maintaining optimal health. The nurse provides clients and families with information that is based on the clients' assessed learning needs, their abilities, their learning preference, and readiness to learn. Fundamental to the provision of client education is the nurse's belief that clients have the right to make informed decisions about their care. The nurse provides information that is accurate, complete, and relevant to client needs. The nurse often clarifies information provided by other members of the health care team.

Critical Thinking

Nurses are constantly involved with making accurate and appropriate clinical decisions. Nurses must be able to think critically and make decisions when clients present problems for which there may not be clear textbook solutions. The nurse must question, wonder and be able to explore various perspectives and

possibilities to best help clients. Critical thinking involves an active, organized cognitive process designed to allow the nurse to explore options and challenge assumptions. Nurses that engage in critical thinking reflect on past experiences, think independently, take risks based on knowledge, persevere in the face of difficult problems, are curious, creative, and ethical.

Psychomotor Skills

Fundamental to nursing is the "laying on of hands" to provide comfort and the use of specific skills to accomplish client assessment and to provide and evaluate nursing care. Nursing skills are utilized in a manner that maximizes client comfort and dignity, optimizes the client's ability to respond positively, provides the highest level of accuracy of information and provides for the most favorable client outcomes. Psychomotor skills are best learned through practice after achieving an understanding of the basic principles of skills.

Applied Therapeutics

The nurse applies medically – ordered therapeutic modalities (i.e., pharmacological, and nutritional interventions). The nurse's application of these modalities is based on a knowledge base regarding their therapeutic uses as well as skills in client assessment and evaluation when these modalities are used. The competent application of nutritional knowledge also involves its use in health and wellness as well as when therapeutic diets are prescribed.

Ethical-Legal Considerations

The nurse plans, provides and evaluates nursing care guided by specific ethical and legal boundaries. The *Code of Ethics for Nurses* provides the ideal framework for safe and correct practices and behavior. Ethical behavior also involves accountability, responsibility, confidentiality, truthfulness, fidelity, and justice. Nurses who clarify their values are enhanced in their ability to practice ethically.

Legal parameters of nursing are defined by statutory, regulatory, and common law. In addition, professional standards of care provide the legal guidelines for nursing practice. Legal considerations in the care of clients involve issues like negligence, malpractice, abandonment, assault, battery, and informed consent. Nurses must understand legal boundaries to protect their clients' and their own rights.

Professionalism

Professionalism involves the characteristics of the nurse that reflect his/her professional status. These characteristics involve behaviors of the nurse regarding self, clients, others and the public as they reflect the values of the profession of nursing. Professional personas are knowledgeable in their subject matter, conscientious in their actions, and responsible for themselves and others. Written standards for practice and professional performance guide the behaviors of professional practitioners. Nurses enhance their professionalism by understanding history, educational choice, professional research and theory and their professional organizations and standards.

PRE- and POST-ADMISSION POLICIES AND REQUIREMENTS

The MSN program has three tracks, each unique in scope and focus, and therefore have specific program requirements. Students should refer to the Goodwin University catalog for specific admission requirements, and deadlines.

Applicants will be notified of acceptance in advance of the registration period for the next semester.

Accepted students must submit the following

Registered Nurse License:

All students must present evidence of an unencumbered RN license in the state he or she is licensed to practice and intending to engage in the clinical setting. All students must maintain a current RN license throughout the program. Students in a nurse practitioner track should not let their license lapse, as the RN license is required for APRN practice.

Documentation of Medical Examination:

This report is to be completed by a physician or APRN, describing the student's physical and emotional ability to enter the nursing program, according to the deadline stated in their acceptance letter, prior to starting the program. Students should refer to the Technical Standards at the conclusion of this handbook for specific physical and mental health requirements.

Immunizations:

All required immunizations must be completed before the start of the first nursing course including MMR, Tdap, Influenza and Varicella. The Hepatitis B vaccination series may be in progress. In addition, an admitted student must pay a $500 tuition deposit to secure placement in the program. This deposit is applied to tuition if the student starts classes. If the student does not start classes, this deposit is not refundable.

CPR:

Students are required to maintain certification in Cardio-Pulmonary Resuscitation (CPR) through either the American Heart Association (Health Care Provider) or American Red Cross (Professional Rescuer) throughout the program. Cost related to obtaining and maintaining CPR certification is the responsibility of the student.

Malpractice Insurance:

Students are required to obtain student professional liability insurance. *Students entering a nurse practitioner track are required to have student nurse practitioner coverage.* Be sure your policy has the proper coverage for the track you are admitted into. Your RN policy is not sufficient coverage.

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Background Check:

All students accepted to the MSN nursing program will be required to Complete a background check and drug screen. If there is any criminal record that might interfere with future licensure or a positive drug screen that cannot be qualified by a physician, the student(s) will be notified. A failed drug screen may preclude admission to the program if there is no medical justification provided in writing by their physician. A finding of "negative dilute" requires that the student complete a second drug screen at their own expense. If they choose to continue with plans to enter the program, they will do so knowing the following: If any clinical facility has issues with the findings on the background check and/or drug screen and will not allow them to perform clinicals there, the division will make two (2) attempts to place them in other facilities. If those facilities do not accept them, they cannot progress in the program.

It is the student's responsibility to maintain current CPR certification, malpractice insurance coverage and annual 2-step PPD testing. Failure to do so will prevent students from participating in their clinical experience.

Health Insurance:

Students must submit a copy of their health insurance card upon entering the program.

CastleBranch:

Students will submit admission requirements to an online tracking system called "CastleBranch." The student is responsible for setting up their account and uploading the necessary paperwork. Should the paperwork not meet the guidelines, the student will be notified either via CastleBranch or by the nursing division. The student is responsible for meeting the documentation guidelines as well as updating their account if any documentation expires. The student will have access to their account as well as their documentation throughout the duration of the program.

Progression in the MSN Program

Program Nursing courses are graded as indicated in the specific course syllabi. The evaluation of the Clinical learning outcomes pertinent to each nursing course with a clinical component will be completed at midterm and at the completion of the course.

All students must achieve the required level of performance for the course they are in by the conclusion of the semester to pass clinical.

All Master's level Nursing courses must be completed with a grade of B (83%) or higher to progress to the next nursing course. **Both the clinical and classroom portions of the course must be passed to advance to the next clinical nursing course.** If a student fails either the clinical or classroom portion of a course, the student may re-attempt **one** nursing course at **one** time.

Withdrawal Policy:

A withdrawal from a course may count as the first attempt. A documented medical condition will not count as an attempt; however, a personal leave may or may not count as an attempt at the discretion of the Program Director. Please review Goodwin's Medical Withdrawal Policy. https://www.goodwin.edu/forms/petition/ (Students are advised on the first day of every semester to inform the Program Director of any issues which may interfere with their academic success by mid-semester.) When the student returns to the program, they will adhere to the graduation requirements that apply to that cohort.

Guidelines for Appeal of Classroom Grades

If the student has a concern about any learning activity or grade within any nursing course, the guidelines below must be followed:

1. The student meets with the appropriate nursing faculty member within 3-5 days of receiving the grade.
2. If the concern is not resolved, the student meets with the coordinator of the nursing course within 3-5 days of the meeting with his/her instructor.
3. If the concern is not resolved, the student meets with the Program Director within 15 days (about 2 weeks) of the grade posting.
4. If the concern is not resolved, the student meets with a board composed of at least 3 nursing faculty. The faculty about whom the complaint is lodged is excluded from this meeting. This meeting should occur within 21 days (about 3 weeks) of the grade posting. The student will come prepared to discuss the relevant concerns and present appropriate documentation. Faculty may question the student to clarify any point during and/or after the presentation. The student will not be present when a consensus is reached regarding the final recommendation but will be informed of the decision as soon as the meeting is ended.

If the student is not satisfied with the recommendation of the nursing faculty, the student should refer to the *Student Appeal Process* fully outlined in the Goodwin University catalog.

Access to Student Records

The student is referred to the policy governing rights under the Family Educational Rights and Privacy Act (FERPA) in the Goodwin University catalog.

Performance Advisory and Performance Improvement Plan may be given to the

student with a timetable for bringing the outcome to an acceptable level if they are not meeting the expected level of performance for any objective. The goals of the Performance Improvement Plan must be satisfactorily met in 5 days after the plan has been received by the student. Failure to meet the goals will result in a progressive discipline warning. Any student not passing on any outcome at the completion of the course will have failed, clinically.

Graduation Requirements

1. Completion of all course requirements. (See tracks below)
2. Attend track-specific on-campus Immersion Weekends (if required for your track).
3. Pre-requisite courses must be completed with a "C" or better except for specific science courses which require a C+ or better.

4. Completion of all MSN coursework with an academic average of at least "B" within the maximum time frame.
5. Fulfillment of all financial obligations to the University
6. Successful completion of the Clinical Component of the required MSN nursing track.

Graduation from the program does not guarantee passing for any specialty practice, or board certification exam. Students preparing to take advance practice board certification exams should see specific board requirements through certifying agency:

Family Nurse Practitioner (FNP) students may seek certification from either American Association of Nurse Practitioners (AANP) or American Nurse Credentialing Center ((ANCC).
Psychiatric Mental Health Nurse Practitioner Students (PMHNP) seeking board certification should follow the requirements as set forth by (ANCC).

Curriculum

Requirements List

The following are the curricula for the MSN, FNP and PMHNP tracks, and courses required to successfully complete for graduation from the MSN program.

MSN: Population Health/Leadership Focus 30-credits	
NUR 500 Theoretical Basis for Advanced Nursing Practice & Leadership (3)	**OL 510** Organizational Leadership
NUR 505 Pathophysiology for Advanced Nursing Practice (3)	**NUR 510** Pharmacology for Advanced Nursing Practice (3)
NUR 610 Seminar on Nursing Research (3)	**NUR 620** Policy, Politics and Organization of Healthcare (3)
NUR 540 Physical Assessment for Advanced Nursing Practice (3)	**NUR 630** Theoretical Foundation of Population Health
NUR 640 Healthcare Quality, Communication and Informatics (3)	**NUR 695** Capstone (90 hours clinical) (3)

*The MSN "Population health/Leadership track has a 90-hour clinical requirement to be completed in NUR 695 Capstone course.

FNP: Family Nurse Practitioner Track 47-credits (600 Clinical Hours)	
NUR 500 Theoretical Basis for Advanced Nursing Practice & Leadership (3)	**NUR 605** Current Concepts and Professional Roles in Advance Practice Nursing
NUR 505 Pathophysiology for Advanced Nursing Practice (3)	**NUR 510** Pharmacology for Advanced Nursing Practice (3)

NUR 610 Seminar in Nursing Research (3)	**NUR 620** Policy, Politics, and Organization of Healthcare
NUR 540 Physical Assessment for Advanced Nursing Practice (3)	**NUR 650** Advanced Reasoning and Differential Diagnosis *(1st Immersion weekend)*
NUR 660 FNP I Advance Practice through the Lifespan: Primary Care of Adult Client (7)	
NUR 670 FNP II Advanced Practice through the Lifespan Primary Care of Complex Patient (7)	
NUR 680 FNP III Advance Practice through the Lifespan Primary Care of the Pediatric and Women's Health Client (7)	NUR 698 Capstone *(2nd immersion weekend)*

*The FNP track has a 600-hour clinical requirement, and two on campus Immersion Weekends to be completed in identified semesters.

PMHNP: Psychiatric-Mental Health Track 50-credits (600 Clinical Hours)	
NUR 500 Theoretical Basis for Advanced Nursing Practice & Leadership (3)	**NUR 605** Current Concepts and Professional Roles in Advance Practice Nursing
NUR 505 Pathophysiology for Advanced Nursing Practice (3)	**NUR 510** Pharmacology for Advanced Nursing Practice (3)
NUR 610 Seminar in Nursing Research (3)	**NUR 520** Neuropsychopharmacology (3)
NUR 540 Physical Assessment for Advanced Nursing Practice (3)	**NUR 655** Assessment, Diagnosis, and Treatment of Mental Health Disorders (3) * *(Immersion weekend 1)*
NUR 665 PMHNP I: Advance Practice Psychiatric Mental Health Care for the Adult (7)	
NUR 675 PMHNP II: Advance Practice Psychiatric Mental Health Care for Children and Older Adults (7)	**NUR 620** Policy, Politics, and Organization of Healthcare(3)
NUR 685 PMHNP III: Advance Practice Psychiatric Mental Health Care of the Complex Patient (7)	**NUR 698** Advance Practice Capstone (2) (Immersion Weekend 2)

*The PMHNP track has a 600-hour clinical requirement, and two on campus Immersion Weekends to be completed in identified semesters.

RN-MSN Bridge Pathway

Interested applicants with an active, unencumbered RN license, Associate's Degree in Nursing and a second non-BSN degree may apply to enter the RN-MSN Bridge and acceptance into one of the MSN tracks. After the student makes the application, he/she will plan to take the MSN Bridge courses. Students must meet the requirements of the track of interest, prior to applying.

Students are advised to apply 2-3 semesters in advance of the start of the track of interest, to allow time to complete any pre-requisites and Bridge courses. Designated RN bridge courses are available online, through Goodwin RN-BSN program.

RN-MSN Bridge Coursework
*NUR 310 Health Assessment (3)
*NUR 361 Community and Public Health Nursing (3)
*NUR 460 Seminar in Professional Nursing Leadership (3)
*NUR 351 Research (3)
PBH 520 Biostatistics or STATS 167 (3)

*NUR courses must be passed with a "C+" or better
Courses may be transferred in from prior bachelor's degree if equivalent

These courses are required to be completed, prior to the start of the cohort and track of interest.
Bridge students will comprise no more than 50% of the number of students to be accepted into the FNP or Psyche APRN tracks.

Guidelines for Requesting Recommendations

Students seeking a recommendation from faculty should adhere to the following process:

1. Students contact the faculty member to make a formal request for both a written and telephone recommendation, including the address they would like the recommendation to be mailed
2. If the faculty agrees to give a recommendation, student contacts the Registrar and completes a recommendation form, which will apply to written or telephone recommendations.
3. Students may submit the request form to the administrative assistant in the nursing division for distribution to the appropriate faculty.
4. Requests for recommendations must be submitted as early as possible to meet your deadline
5. Students can expect to receive one master-copy of the written recommendation by the conclusion of the semester. It may be advisable to obtain a reference from clinical faculty rather than classroom faculty as potential employers may prefer the clinical assessment. It is also advisable to obtain the most current clinical experience, as well as the most clinically relevant experience based on the practice area where you are applying.
6. If students have difficulty obtaining a recommendation from an Adjunct professor, please contact the Program Director. The Program Director will be able to provide a letter confirming that the student has completed the clinical experience.

STUDENT CONDUCT

Students are expected to conduct themselves in a manner that is consistent with the Mission, Philosophy, and Goals of Goodwin University as previously outlined in this handbook as well as the American Nurses Association's Standards of Practice and Ethical Code for Nurses. Part of the student's education focuses on preparing him/her for the work force. To meet this goal, a discipline policy, which is modeled after typical employment policies, is followed to facilitate the graduates' transition into the workforce. It is critical that the program groom students as total professionals to achieve future success.

Failure to meet certain standards may cause students to enter progressive discipline. Examples of behaviors that can lead to progressive discipline include but are not limited to:

- Disruptive behaviors in the classroom or online
- Disrespectful behaviors toward the instructor (clinical or classroom/online)
- Perceived threatening behaviors to faculty or peers
- Failure to adhere to the dress code when in clinical
- Failure to complete assignments
- Performance issues
- Attendance and tardiness issues

Progressive Discipline

The Division of Nursing follows a progressive discipline policy that typically consists of four steps. Depending on the seriousness of any situation, however, any step may be skipped with the approval of the Dean of Nursing and Health Sciences. A student will enter progressive discipline if the student fails to meet the expectations of the division. Typically, progressive discipline adheres to the following:

- Counseling: Documented on a Student advisory form, documents verbal counseling and outlines expectations
- 1stWritten Warning: student has been counseled regarding the need to improve in a specific area and has failed to demonstrate improvement or the severity of the situation precludes the opportunity for counseling. A performance improvement plan may be implemented to specifically describe to the student how expectations may be met
- 2ndWritten Warning: occurs when the student has already received a 1stWritten Warning and new issues arise or unresolved issues continue
- 3rd/Final Written Warning: follows the 2ndWritten Warning if new issues arise or unresolved issues continue
- Recommendation for Dismissal or Course Failure: This recommendation may be made when the student has received a 3rd written warning, continues to fail to meet the standards of the division and does not demonstrate the ability, desire, or willingness to change the behavior. If the student requires additional discipline after the third warning, s(he) will automatically fail the course. Although these steps usually follow a progressive pattern, *please note that at the discretion of the Dean, any step may be skipped depending on the seriousness of the situation*.

Please refer to the following section, which describes specific criteria that constitute dismissal from the program.

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Dismissal from the Program

The decision to dismiss a student from the program may result from a combination of behaviors, listed below, that may have caused the student to enter the progressive discipline process. Examples of such behaviors include but are not limited to:

1. Failure to successfully complete any course required in the nursing curriculum, taken for the second time, with a grade of "B" or better
2. Unauthorized possession, use, sale, or distribution of alcoholic beverages or of any illegal or controlled substance
3. Unauthorized use, possession, or storage of any weapon
4. Verbal, physical and/or psychological abuse, threat or harassment of any client, visitor, agency staff, student, or faculty member
5. Theft, abuse, misuse or destruction of another person's or agency's property
6. Unauthorized disclosure, removal, or misuse of confidential information about any client, student, or agency staff
7. Violation of Clinical Conduct policies as stated on specific pages of this handbook
8. Engaging in or prompting others to engage in conduct that threatens or endangers the health, safety, or physical/psychological well-being of another person
9. Leaving the clinical agency without authorization from clinical faculty
10. Being on clinical agency property, in a student capacity, without proper authorization.
11. Repeated failure to contact clinical faculty to give notice of lateness or absence from the agency despite counseling
12. Unsafe practice in the clinical area
13. A failure of a 2nd course after repeating one (1) course one (1) time
14. Violation of Academic Integrity policies

Process of Dismissal and Guidelines for Appeal

If a nursing faculty member recommends a student for dismissal who is not in the progressive discipline process, the following process will be followed:

1. The nursing faculty member recommending dismissal submits a letter to the Program Director, the circumstances preceding/surrounding the recommendation
2. The written report is given to the student, who signs and dates it, indicating only that the student has read the report
3. A group comprised of at least three (3) nursing faculty, not including the Program Director or the faculty member making the recommendation, meet to discuss the recommendation and surrounding circumstances; the student and faculty member may be asked to attend part or all that meeting to present their perceptions of the situation
4. The faculty group conducts a vote, in the absence of the student, whether to dismiss the student. A simple majority vote decides
5. The student is informed of the faculty's decision by the Program Director
6. Students may appeal to the Associate Dean or Dean if they do not agree with the finding, through a written letter and subsequent face-to-face meeting with the Dean
7. Students wishing to appeal the nursing division faculty's/associate dean's decision may follow the procedure on Suggestions and Grievances, found in the Goodwin University catalog.

Re-entry After Withdrawal

Students will not automatically be considered for re-entry into the program if they have been out of the program for more than two (2) consecutive semesters or for multiple non-consecutive semesters of being absent from the program.

Any student who is out for more than 2 consecutive semesters must reapply to the program unless permitted by the Program Director/Coordinator. A student who withdraws from the Nursing Program for two consecutive semesters or less, because of mitigating circumstances, may re-enter the Nursing Program at the level they left.

The student must contact the Program Director approximately 6 weeks prior to the start of the semester to register and acquire clinical placement information for clinical courses. MSN students in one of the APRN tracks will be required to seek clinical placement and preceptors. It is the responsibility of the student to return to the program having maintained the knowledge base acquired to that point in the program as well as the appropriate clinical skill set. They may seek tutoring assistance at any time prior to their return. Return to the program will be based on student's ability to secure placement in the clinical settings. Students who are making a 2nd attempt at nursing courses related to failing the clinical portion will adhere to the following guidelines:

1. Secure a preceptor who is different from the first attempt, if possible.
2. Meet with the Program Director to initiate a Performance Improvement Plan Student will need to demonstrate progress towards required expectations of the plan midsemester.
3. Meet weekly with course/didactic faculty member.
4. Meet all the requirements of the plan by the end of the semester to successfully pass the curse. If all requirements are not met, the student will fail clinically and be dismissed from the program as this student would have attempted the course twice

Academic Standing

All students must be familiar with the policies regarding academics (including, but not limited to, placement, credits, grading, classification, advanced placement, independent study, externship, attendance, tardiness, satisfactory progress, minimum achievement and course completion, academic probation, extended enrollment status, reinstatement, appeal process, failing, academic counseling, course repeats, course incompletes or withdrawals, transfers, course/program changes, student rights regarding review of records and graduation requirements). These policies are clearly outlined in the Goodwin University catalog.
A student's academic standing is determined by his/her cumulative Grade Point Average (GPA).

CLASSROOM POLICIES / On-Ground or On-line

Behavior

As in the clinical settings, students are expected to behave in a manner that demonstrates respect for their instructors as well as their peers in the on ground and online environments. Discussions in the online environment should be well thought out, appropriate and relevant. Disruptions (e.g., cell phones, whispering, passing notes, inappropriate language etc.) in class/online will not be tolerated and may necessitate progressive discipline. Inappropriate netiquette in the online environment is not allowed as well. In the online environment there are specific expected netiquette behaviors Netiquette involves etiquette while on the Internet. Each person participating needs to be considerate of others in the online community. Good etiquette is essential while communicating in the discussion post or by email. Please use sensitivity to peers while participating in this course. Suggestions include:

- Use appropriate language. Offensive words or subject matter need to be avoided.
- Avoid using capital letters for an entire word, this is interpreted as SHOUTING.
- Avoid negative responses when responding to your peer's discussions. If you disagree with another learner, please ask for further explanation, or find a more positive way to continue the conversation.
- Discussions at the graduate level should be scholarly, well-thought-out, and insightful. Nurses work daily with sensitive issues, and it is expected that we converse about such topics to gain a greater understanding and sensitivity when working with individuals and populations. You are encouraged to thoughtfully present other perspectives, but in no instance is incivility, or intolerance based on race, gender, ethnicity tolerated.

Online Discussion Board Policy

Faculty members retain the right to remove posts deemed to contribute to a negative online environment.

APA and Paper Requirements

All written work in the MSN program will follow the current edition of American Psychological Association (APA) Guidelines. In addition to the guidelines provided in your syllabus, the following guidelines apply:

- All written assignments are required in Microsoft Office word documents. It is the student's responsibility to prepare assignments as a word.doc or word.docx before or by date that it is due.
- Assignments will not be accepted in other formats, e.g., Notes, Text Editor
- Five points may be deducted for each day an assignment is late.
- Assignments submitted via email will not be accepted.

Grading Guidelines

Specific grading guidelines for each course will be included in the syllabus. However, for all nursing courses, students must attain a grade of B (83%) or higher cumulatively on quizzes and tests to advance to the next nursing course. There is no rounding up of grades in this program. For example, a 76.5-76.99 does not round up to a 77.

Grade Dispute

Students who feel that a final grade in any course is incorrect or unjustified have one full semester to dispute the grade.

Process:
- Students dispute grades by approaching the appropriate instructor and requesting a grade review.
- If the problem remains unresolved, the student should then speak with the program director who supervises the instructor involved.

Students who wish to continue the process beyond the program director level must follow the grievance policy.

Incompletes

Students may request an incomplete at the end of a semester if there is still a small amount of coursework left to complete.

Process:
- The incomplete may be granted at the discretion of the instructor involved.
- If an incomplete is granted, an incomplete form must be filled in and copies given to the program director , the instructor, the student, and the Registrar' Office.
- The incomplete form must specify the course name and code, the instructor, the date by which the incomplete must be resolved and a list of the required work.
- Incompletes that are not documented by an incomplete form will be changed to an "F" in the Registrar's Office. All unresolved incompletes will also be changed to "Fs".

Students who take incompletes in pre-requisite courses will not be allowed to move on the more advanced level.

Syllabus

Students will have access to a complete syllabus for all courses via Canvason or before the first-class session. *Students should avoid using older syllabi or printing syllabi prior to the beginning of the course* as faculty may make updates prior to the start of the course. The syllabi will clearly outline the expectations of the student. This shall include an indication of reading assignments, project descriptions and other assignments with accompanying dates for submission. Students will find the specific rubrics associated with specific assignments on Canvas or in the syllabi.

Attendance

Our MSN online programs are a combination of asynchronous and synchronous classroom experiences. This allows students flexibility, as well as opportunities to interact with faculty and peers. It is expected that students will engage in the current Learning Management System (LMS) on a regular weekly basis. Attendance and engagement in courses are required to pass the courses. Students must establish attendance within the first weeks, by completing required assignments.

If a student is unable to attend any required on-campus meetings, it is the student's responsibility to notify the instructor prior to the start of the class or event, through phone or email.

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Testing Policies

Exam Administration and Review Policy

Students will adhere to the following conditions when taking an exam in nursing courses:

Test Administration:

1. All School of Nursing exams shall be taken by the date and time specified. Permission to take an exam or quiz at any time other than scheduled can only be granted by course instructors.
2. Students are to notify the instructor by voicemail or email prior to the time of examination or quiz, if unable to take the examination. If the student does not notify the course faculty, the opportunity for a make-up exam will not be granted.
3. All tests are timed, generally one (1) minute per question and at the discretion of the faculty or based on the complexity and question type.
4. Test item content and responses are confidential and are not to be discussed except during test review.
5. This includes the sharing of exam content via electronic means (texting) or by verbal exchange outside the testing environment.
   a. Course faculty follow a defined procedure for analyzing exam results and test items.
   b. Course instructors will post exam scores according to the College's policy.
   c. Students are not permitted to tape record, take snapshots, screen shots, take notes during testing, or to in any way copy or transmit exam content or answers. Students caught doing so will be breaching the Academic Honesty policy and will be subject to disciplinary action.
6. Students must adhere to the following testing procedures for all nursing exams or quizzes utilizing Respondus Lockdown Browser:
   a. Face properly centered in the middle of the webcam frame;
   b. Lighting in the room is appropriate so the testers face can be clearly seen, including the eyes;
   c. Minimize glare on eyeglasses by dimming the computer screen light, not the room lighting;
   d. No use of sunglasses or tinted glasses that impede the visibility of the tester's eyes;
   e. No hats or head wear that impedes the view of the tester's eyes;
   f. All cell phones or other electronic equipment to include, but not limited to, phones, smart phones, smart watches, or tablets, must be powered off and not within the tester's reach during the exam.
   g. Unless previously stated, students must not utilize textbooks, notes, or other printed materials during exams.

Goodwin University

School of Nursing and
Health Professions
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Using LockDown Browser (Respondus) and a Webcam for Online Exams

Nursing courses require the use of a LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

1. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature. A student Quick Start Guide is also available.
2. Download and install LockDown Browser from this link: Lockdown Browser Instructions

To ensure Lockdown Browser and the webcam are set up properly, do the following:

1. Start LockDown Browser, log into Canvas, Select your course.
2. Locate and select the Help Center button on the LockDown Browser toolbar.
3. Run the Webcam Check and, if necessary, resolve any issues.
4. Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Troubleshooting information can also be emailed to our institution's help desk
5. Exit the Help Center and locate the practice quiz that your instructor provided in your course.
6. Upon completing and submitting the practice quiz, exit LockDown Browser.

Tips:

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk of all external materials not permitted — books, papers, other devices
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Avoid wearing baseball caps or hats with brims
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed or other surface where the device (or you) is likely to move.
- If using a built-in webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window

- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

Test Review:

1. Group test reviews may be scheduled by individual instructors giving the examination. Students may request to review individual exam results with the instructor administering the test within **five (5) academic days**.
2. After the student receives a written test score, the student has **five (5) academic days** to question a test score or any individual test item post exam. This should be done in a written electronic format.
3. Students are not permitted to tape record, take snapshots, screen shots, during test reviews, or to in any way copy or transmit exam content or answers. Students may keep notes for personal study use. Students caught distributing content will be breaching the Academic Honesty policy and will be subject to disciplinary action.

Exam Makeup:

1. Students are to notify the instructor by voicemail or email prior to the time of examination or quiz, if unable to take the examination. If the student does not notify the course faculty, the opportunity for a make-up exam will not be granted.
2. Students will be required to provide documentation of the unscheduled emergency event that prevented the student from completing the exam during the designated time. For example, this includes documentation such as a doctor's note, emergency room discharge, death certificate, etc.
3. The makeup exam is to be **completed within five (5) business days** of returning to studies, or by the following weeks Module.

Clinical Policies

MSN students are encouraged to view track-specific clinical information found in the MSN, FNP and PMHNP Clinical Guidelines Handbooks.

- Both FNP and PMHNP tracks include a clinical component, and each is developed to meet the needs and outcomes of the track-specific MSN nurse.
- All clinical hours are required to be completed prior to graduation.

Conduct in Clinical and Community Settings

- The nursing student will demonstrate safe and ethical professional behavior in all clinical settings. Examples of unsafe, unethical or unprofessional conduct include, but are not limited to:
  - o Conducting any interviews under the influence of drugs and/or alcohol

- o Displaying mental, physical or emotional behavior(s) that may adversely affect well-being of self or others when representing Goodwin University and while performing any clinical components of the courses
- o Interacting inappropriately with agency staff, co-workers, peers, clients, families or faculty
- o Performing activities that are beyond the preparation or capabilities of the student
- o Performing activities that do not fall within the legal realm of professional nursing practice.

If a faculty member becomes aware of any of the above behaviors, they may make a recommendation to the Program Director for immediate dismissal of the student from the nursing program e.g., if the behavior is of a grave nature, including but not limited to safety violations, substance abuse, unlawful or unethical acts.

Clinical Dress Code

Students are required to conduct interviews and observations in a variety of community settings. It is expected that Goodwin University nursing students dress in neat, professional attire. See track specific guidelines for additional uniform requirements.

Immersion Weekends

The Immersion Weekends are required for both the FNP and PMHNP students during specific semesters, and make-up sessions are not available if the student is absent. Attendance at the Immersion Weekends are required, and necessary to meet graduation requirements. Students should plan to attend the on-campus requirement. The student may be granted an opportunity for make-up, if such opportunities are available, and at the discretion of the Program Director.

ADDITIONAL NURSING POLICIES

Drug Screens

All students are required to complete a drug screen as they enter the program or as requested. Students will be given a form from the current vendor to bring to one of the indicated test sites. Students will not pay out of pocket for this cost as it will be covered through the nursing budget. Results are sent directly to the Nursing Division by the vendor. A "positive" drug screen will prevent admission to the program unless written documentation from a physician substantiates the medical necessity of the medication causing the positive drug screen, in this situation the results will be reported to the clinical site and MAY prevent placement. As with background checks, the division will make two attempts to secure clinical placement. If there is no success, the student will not be admitted into the program. In the event a student has a "negative dilute" result, they will not receive another form from the nursing division and ***will re-test at the student's own* expense** and return the results to the division.

Exposures/Needle Sticks

If you experience exposure, or needle stick at the clinical site you need to be seen in an Emergency Room, clinic or by your own physician for evaluation and follow-up. Your clinical faculty needs to complete a

Goodwin University Incident report as soon as possible. A facility report must be filed by the end of the shift. You must also notify the Program director, who will in turn notify the Associate Dean or Dean. Costs should be covered by your own health insurance. The student bears the responsibility of reporting the results of the exposure follow-up to the Chair of the division.

Email Etiquette

The Nursing Division expects that all communication will be conducted in a professional, appropriate manner. Regarding email etiquette, students will not use capital letters inappropriately, nor will communication be bolded and followed by exclamation points. This is considered "Yelling" and is not acceptable. Faculty should be addressed as indicated by each faculty member. On occasion words will be bolded or capitalized in communications from the division to emphasize a requirement and assist students to find information within a policy.

Chain of Command

Conflict between faculty and student must be first dealt with by both parties. If the conflict is not resolved, the student may seek support from the Program director. etc in the event of issues with faculty in the classroom or clinical faculty the direct faculty member involved should be approached by the student to resolve the issue. If communication is not effective, the student should seek out the Program Director. If you require "advice" on how to approach a situation you may reach out to the Dean/Program Director, but you will always be redirected to the appropriate person. Students and faculty are advised to document any verbal communication to establish a paper trail for the event.

Social Media Policy

Students are expected to adhere to all HIPPA regulations regarding patient information. Specifically, information regarding your patients will only be shared in the learning environment with members of the health care team involved with their care or with faculty and peers during a relevant learning experience. Students may not reproduce any part of their patients' records nor post any information about their patients on any type of social media. Non-adherence to this policy will result in a final warning with the possibility of dismissal from the program

Academic Integrity

Goodwin University expects absolute integrity from every student in all academic undertakings. Students are expected to be honest with respect to the intellectual efforts of themselves and their peers. Submission of work for academic credit must be the student's own work. All outside assistance must be acknowledged and documented in the required format. Excerpt from the student handbook section on Campus/Academic Policies and Procedures: "At Goodwin University, we value integrity as an essential component in our interactions with each other. We believe that one of the purposes of a university education is for students to learn to think critically and to express their own opinions using their own ideas.

Academic honesty in all intellectual pursuits is a value that is fundamental to academic life and scholarly practice. Students at Goodwin University are obligated to uphold high standards of academic honesty in their scholarship and learning. As an institution, it is expected that students take a personal responsibility for

their work and to acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose ideas and work they are utilizing. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism." All students will be held accountable for following the Academic Integrity Policy in all of their coursework at Goodwin University. If a student fails to comply with the Academic Integrity Policy, the sanctions outlined below will be applied.

Goodwin University defines academic dishonesty as including, but not limited to, (a) plagiarism: presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment and (b) cheating: providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations.

The policy can be found in the policy section of the website (www.goodwin.edu/policies)
https://www.goodwin.edu/files/pdfs/policies/academic-integrity-policy.pdf

Turnitin: This is a web-based plagiarism prevention system that Goodwin University uses. Students may be required to upload specific written assignments that provide a report of academically sound writing.

Respondus: Lockdown Browser is an internet browser downloaded and installed by students, which locks down the computer on which they are taking the test so that students cannot open other applications or web pages. Respondus also has lock down browser features which allows students to take online assessments from a remote location. This additional feature ensures the integrity of the exam process. Students who are enrolled in all three MSN tracks may complete examinations using the features.

AccessAbility Services

The Office of AccessAbility Services (OAS) collaborates with Goodwin's diverse community to ensure that all aspects of campus life — learning, working, and living — are universally accessible. OAS provides resources, education, and direct services so that Goodwin students may have greater opportunity to achieve equity and social justice. OAS leads the campus community in its commitment to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and to design more welcoming and inclusive environments. OAS promotes self-advocacy, disability pride, self-determination, and universally accessible design principles, so that everyone has full access to institutional life.

If you have any questions, please contact the AccessAbility office at 860-727-6718 or visit:
https://www.goodwin.edu/accessability/

Course Evaluation Survey

Goodwin University encourages students to use the course evaluation system (IOTA 360) to evaluate all courses, faculty, and full-time staff. The course evaluation procedure helps determine the extent of student satisfaction and their experience with their courses and instructors' performance. Student evaluations provide useful feedback to the University for course and faculty improvement. Student course evaluations

occur in the last 2 weeks of each course module, for a total of six administrations per year (i.e., two each semester, at the end of the 7.5 week and 15-week classes).

https://www.goodwin.edu/files/pdfs/policies/course-evaluation-surveys-policy.pdf

Establishing Attendance

Students must establish attendance in each course for which they are registered. Students have from the first day of their course through the fourteenth calendar day of a semester/module to establish attendance. Faculty report attendance on Census Day, which occurs on the fifteenth calendar day of each semester/module and record attendance. Students who have not attended or participated in their course by the fourteenth day of the semester or module will be withdrawn from the course.

In order to establish attendance, students must do at least one of the following, prior to Census Day:

- Student attends an on-ground class; OR
- Student posts to online discussion about an academic matter; OR
- Student submits an academic assignment either on-ground or online; OR
- Students take a quiz or test either on-ground or online.

Please note that posting to an introductory discussion board assignment does not constitute establishing attendance.

Students who do not establish attendance will be administratively withdrawn from the course(s) and will be listed as a No Start (NS). These courses will not be listed on the transcripts or counted as credits attempted. For students who do not establish attendance for all/any course(s) by Census Day, a refund of 100% of applicable tuition charges less applicable fees and books, less $500 for course withdrawn will be granted. Students receiving Title IV funds should reference the Financial Aid and Refund Policy in the catalog or on the Goodwin University website for any financial consequences related to non-attendance

Academic Calendar

There is a mandated number of classroom and clinical hours for nursing students. The clinical session is not held when the University is observing the following holidays:

- Christmas
- New Year's Day
- Martin Luther King Day
- President's Day
- Good Friday
- Memorial Day
- Independence Day Weekend
- Labor Day Weekend
- Columbus Day – Indigenous People's Day
- Veteran's Day
- Thanksgiving Weekend (Friday- Sunday)

Fall Semester

- Labor Day – University closed
- Columbus Day – no classes, University open
- Veteran's Day – no classes, University open
- Thanksgiving Day & Friday – University closed
- Thanksgiving Weekend –- no classes, University open
- Christmas - University closed

Spring Semester

- New Year's Day – University closed
- Martin Luther King Day – University closed
- President's Day – no classes, University open
- Good Friday & Saturday – no classes, University open
- Easter Sunday – University closed

Summer Semester

- Memorial Day –University closed
- Independence Day – University closed

Vacations are typically

three (3) weeks at Christmas,
two (2) weeks in the beginning of May, and
two (2) weeks at the end of August.
The specific dates are available in the University catalogue.

Snow Closing Information

The details below include significant changes on how the University communicates weather-related closings and delays visit: https://goodwin.smartcatalogiq.com/en/2021-2022/Catalog/Cancellation-of-Classes-Due-to-Inclement-Weather-or-Other-Emergencies

The administration carefully considers student safety, weather reports, and the ability to clear campus parking when deciding on inclement weather closings. Every effort is made to post closings by 7 a.m. for day classes and 3 p.m. for evening classes, but allowances must be made for changing weather and road conditions.

In the event of snow or inclement weather, information about plans for the day will be communicated via:

- Goodwin University homepage: www.goodwin.edu
- Facebook: https://www.facebook.com/GoodwinUniversity
- Instagram: https://www.instagram.com/goodwinuniversity/
- Twitter: https://twitter.com/goodwinuniv

Handbook Acknowledgement

This certifies that I have reviewed, read, and understood the policies/procedures in the on-line M Student Handbook. By signing this form, I certify that I will independently familiarize myself with the policies/procedures and adhere to them. If I have questions, I will speak directly with the Program Director or Nursing Course Coordinator.

A copy of this form will be placed in my nursing file maintained in the nursing office.

Student's Name: _____   Date: _____
(Please Print)

Contact Information (Cell#): _____

Signature: _____