



**Holy Family**  
UNIVERSITY

**POLICY MANUAL  
VOLUME VIII**

SCHOOL OF NURSING &  
ALLIED HEALTH PROFESSIONS  
MSN STUDENT HANDBOOK

July 2011

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**School of Nursing & Allied Health Professions**  
**MSN Handbook**

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**8E.1 Master of Science in Nursing Program Accreditation**

Holy Family University retains full regional accreditation as an institution of higher learning offering baccalaureate and master's degrees from the Middle States Association of Colleges and Schools.

The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and has full approval from the Department of Education for the Commonwealth of Pennsylvania.

Contact information for CCNE is:

Commission on Collegiate Nursing Education  
One Dupont Circle, NW  
Washington, DC 20036-1120  
Fax 202-887-8476  
[www.aacn.nche.edu](http://www.aacn.nche.edu)

**8E.2 Introduction**

The Master of Science in Nursing Student Handbook contains information specific to the MSN program as well as exceptions to the general policies and procedures listed in The Holy Family University Graduate Programs Catalog. The MSN Student Handbook and Graduate Programs Catalog are intended to be used in conjunction with each other.

**8E.3 School of Nursing and Allied Health Professions Mission, Vision, and Values Statements**

**8E.3.1 Mission**

The mission of the School of Nursing and Allied Health Professions is to educate students within the university environment, at the graduate and undergraduate levels, to assume a professional role in the delivery of high quality care in nursing and radiologic science and cultivate a sense of responsibility to be actively involved in service to the human family.

**8E.3.2 Vision**

The vision of the School of Nursing and Allied Health Professions is to provide exceptional quality nursing and radiologic science education in a caring, collegial, faith-based environment that challenges students and faculty to extend their intellectual horizons.

### **8E.3.3 Values**

The mission and vision of the School of Nursing and Allied Health Professions are built upon the core values of Holy Family University: family, respect, integrity, service and responsibility, learning, and vision.

## **8E.4 Holy Family University Nursing Philosophy**

The Philosophy of Nursing at Holy Family University embodies and enlarges upon the institutional mission by including statements of values and beliefs about humankind, the environment, health, nursing, and education. These statements provide the foundation for the conceptual and theoretical bases for the nursing programs.

In the setting of a Catholic, liberal arts university, the nursing curricula are committed to the development of the whole person. Through close personal interaction between students and faculty, an atmosphere of mutual respect, and an environment that facilitates dialogue, trust is developed. In the context of the Judeo-Christian tradition, Nursing fosters a reverence for the dignity of the human family and a respect for the uniqueness of the individual. Furthermore, an appreciation for education as a liberating force is highly valued.

### **8E.4.1 Humankind**

A diverse and complex creation of God, humankind is a unique combination of body, mind, and spirit. Humans exist within the contexts of the individual, family, group, community, nation, and world. Humans have the capacities for self knowledge, the ability to choose, think critically, and assume responsibility for others.

### **8E.4.2 Environment**

The environment is complex in nature and is a continuous dynamic interchange of physical psychosocial, cultural, spiritual, economic, and political contexts within a global world. The effects of the environment on the health of individuals, families, and communities are addressed by nursing.

### **8E.4.3 Health**

Health is a dynamic, multidimensional state fluctuating along a wellness-illness continuum. The responsibility for health lies ultimately with the person and society, not with any one segment of that society. Individuals can take deliberate action to promote, maintain, enhance, and/or restore health for themselves and society.

### **8E.4.4 Nursing**

Nursing encompasses the arts and sciences and requires the integration of specialized knowledge and skills in providing comprehensive care for individuals, families, and communities. The art of nursing primarily consists of the use of self in caring for others and requires an appreciation of the whole person. The development of a sense of service and social consciousness is important to the role of the professional nurse. Nursing as a science builds upon extant theories from nursing and other disciplines. Nursing science

continues to generate and test hypotheses to develop comprehensive nursing knowledge for the delivery of nursing care.

Professional nursing involves accountability for the diagnosis and treatment of actual and potential human responses throughout the lifespan. Nursing as a profession assists human beings in the management of these responses on a continuous basis to sustain life and health, recover from disease or injury, and/or die with dignity. Nursing actively participates in developing a quality, accessible health care delivery system. Nursing practice focuses on health promotion, disease prevention, early detection of illness and health restoration. Essentially, nursing provides a human service that encourages self-reliance in the management of health care. Nursing, in partnership with consumers and health care team members, assists in the development of healthy communities. Working collaboratively with other members of the health care team, nursing ensures clients' rights to actively participate in planning their health care.

#### **8E.4.5      *Education***

Nursing education is engaged in developing critical thinking and critical reasoning skills. The application of knowledge based on scientific principles, which incorporates research into practice, is essential in the development of the professional nursing role. The partnership between faculty, student, and consumer is a key component for learning in all nursing programs. Faculty and students are critical thinkers and active learners. Faculty facilitates learning and provides guidance for students through expanded learning experiences. Students are assisted to assume responsibility for seeking and using resources, actively participating in learning, and evaluating personal progress. Nursing recognizes its responsibility to prepare graduates for the changing needs of society. The nursing faculty believes the advancement of the nursing profession is accomplished through the educational process, which includes scholarship, practice, technological competence, and leadership. The expectation for graduates is that they accept responsibility for continued professional growth, advancement of the profession, and the provision of competent and safe nursing care that is evidence-based, collaborative, culturally appropriate, and guided by moral, ethical, and legal principles.

### **8E.5      *Master of Science in Nursing Program Mission, Goals, Outcomes, and Features***

#### **8E.5.1      *MSN Program Mission***

The MSN program is committed to the provision of high quality graduate education that instills in the MSN graduate a responsibility to God, humanity, the nursing profession, and self.

#### **8E.5.2      *MSN Program Goals***

The School of Nursing and Allied Health Professions faculty are committed to the development of master's-prepared nurses who practice at an advanced level in the study and delivery of high quality health care.

The goals of the Master of Science in Nursing program are to:

1. Provide a graduate nursing curriculum that is tailored to address current and future global health care needs and issues in a variety of health care settings;
2. Offer students the opportunity to develop expertise and prepare for certification, where it is available, in select specialty areas of nursing: community health nursing, nursing education, and nursing administration;
3. Provide a foundation for doctoral study.

### **8E.5.3      *Program Outcomes***

At the completion of the program graduates will be able to:

1. Promote change in the health care delivery system through an analysis of variables that influence the design and funding of health care systems and policy;
2. Synthesize knowledge from nursing, related sciences, and humanities to enhance health care and advance the practice of nursing;
3. Design strategies to promote collaborative relationships in the delivery of health care;
4. Assume a leadership role in administrative, educational, or community health nursing practice;
5. Demonstrate the use of scholarly inquiry to investigate, propose, and disseminate resolutions to nursing and healthcare issues and to contribute to the body of nursing knowledge;
6. Demonstrate commitment to self-directed, life-long learning, and continuing personal and professional development;
7. Incorporate the concept of social responsibility through a respect for the whole person and concern for the health and welfare of others;
8. Use technology to advance knowledge and skills in community health, education, and administrative practices.

### **8E.5.4      *Master of Science in Nursing Program Features***

- Individualized practica to focus on areas of interest and enhance past work experience
- Small class size in seminar format
- Part-time or full-time enrollment
- Class schedules designed for students who are working full or part-time
- Practica requirements may require day time attendance
- Doctorally prepared faculty

## **8E.6 Master of Science in Nursing Degree and Post-Master's Certificate Program Descriptions**

### **8E.6.1 Master of Science in Nursing Degree**

Students enrolled in the Master of Science in Nursing degree program at Holy Family University are introduced to an interdisciplinary curriculum grounded by professional nursing standards, ethical and moral precepts, and scientific principles. Students have the opportunity to choose from three areas of concentration: community health nursing, nursing education, or nursing administration. All areas of concentration provide a foundation for doctoral studies. Each concentration requires 39 credit hours distributed as follows:

- The *core curriculum* provides a strong knowledge foundation in nursing theory, research, health policy, ethics, and health promotion (18 credits)
- *Concentration* requirements enhance knowledge in areas related to the chosen specialty (9 credits)
- *Nursing role specialty* requirements allow students to focus on developing advanced knowledge, skills, and practical experience in roles related to selected areas of nursing practice (12 credits)

#### **8E.6.1.1 Core Requirements (18 credits)**

NURS 501 Theoretical Foundations for Nursing  
NURS 505 Health Policy, Organization, and Financing  
NURS 506 Professional Ethics: Theory and Practice  
NURS 507 Health Promotion Across the Lifespan  
NURS 508 Research Methods I  
NURS 509 Research Methods II

#### **8E.6.1.2 Community Health Nursing Concentration Description and Competencies**

The community health nursing concentration prepares nurses to assume roles in a variety of settings. The focus of practice is to promote and protect the health of populations. Key skills in leadership, epidemiology, program planning, and evaluation are developed. Skills in community organization, grant writing, and program management are also developed.

At the end of this program the student will be able to:

- Analyze variables relevant to defined public health problems;
- Design evidence-based multilevel interventions to address identified health problems of at-risk populations;
- Collaborate with community partners in the development of health programs and initiatives, that address at risk populations;
- Apply cultural competency skills in the delivery of population-based services;
- Develop strategies to evaluate and monitor program performance;

- Use information technology to plan, implement, and evaluate services to communities.

***8E.6.1.2.1 Concentration Requirements (9 credits)***

NURS 504 Principles of Epidemiology  
 NURS 524 Nursing Administration: Strategic and Financial Management in Health Care Organizations  
 ELECTIVE Graduate level course (requires approval of MSN Chair)

***8E.6.1.2.2 Nursing Role Specialty Requirements (12 credits)***

NURS 581 Advanced Community Health Nursing I  
 NURS 582 Practicum: Advanced Community Health Nursing I  
 NURS 583 Advanced Community Health Nursing II  
 NURS 584 Practicum: Advanced Community Health Nursing II

**8E.6.1.3 Nursing Education Concentration Description and Competencies**

The Nursing education concentration prepares nurses to assume roles as educators in a variety of educational and health care settings. Selected roles include faculty in nursing programs, staff development educators in health care organizations, providers of continuing education, or health educators in community agencies. A focus on clinical practice provides the basis for the educator role.

At the completion of the course of study graduates will be able to:

- Apply theory-based teaching strategies to facilitate learning in educational health care settings;
- Integrate advanced theoretical knowledge in a selected clinical area into the nurse educator role;
- Participate in the development, implementation, and evaluation of nursing and/or health related curricula;
- Implement evidence-based assessment and evaluation methods;
- Analyze issues and trends in nursing and health education to inform program development;
- Use information technology skillfully to support the teaching-learning process.

***8E.6.1.3.1 Concentration Requirements (9 credits)***

NURS 542 Teaching and Learning in Nursing: Theories and Strategies  
 NURS 543 Curriculum Development in Nursing Education  
 NURS 544 Assessment and Evaluation of Learning Outcomes in Nursing

***8E.6.1.3.2 Nursing Role Specialty Requirements (12 credits)***

NURS 561 Advanced Clinical Theory  
 NURS 562 Advanced Clinical Practicum  
 NURS 563 Nurse Educator Role Seminar

NURS 564 Nurse Educator Role Practicum

#### **8E.6.1.4 Nursing Administration Concentration Description and Competencies**

The Nursing Administration concentration prepares nurses to assume roles as leaders and managers in a variety of settings within a dynamic health care delivery system.

At the completion of the course of study graduates will be able to:

- Apply advanced leadership and management skills in diverse health care settings;
- Utilize a model of nursing care delivery based on an articulated vision of nursing practice;
- Organize the delivery of patient care services based on standards of professional practice, standards of quality care, and the parameters of regulatory and accrediting agencies;
- Manage financial resources effectively and efficiently in the delivery of health care services;
- Apply human resource management skills in health care organizations;
- Demonstrate basic competence in information management and technology.

##### ***8E.6.1.4.1 Concentration Requirements (9 credits)***

NURS 524 Nursing Administration: Strategic and Financial Management in Health Care Organizations

*Human Resource Management electives: (choose 2 courses from):*

HURM 500	Human Resources Management
HURM 510	Managing Labor Relations
HURM 525	Organizational Communications
HURM 535	Applied Employment Law
HURM 540	Applied Performance Management
HURM 543	Project Management

##### ***8E.6.1.4.2 Nursing Role Specialty Requirements (12 credits)***

NURS 571 Nursing Administration in Health Care Organizations I  
NURS 572 Nursing Administration Practicum I  
NURS 573 Nursing Administration in Health Care Organizations II  
NURS 574 Nursing Administration Practicum II

#### **8E.6.2 Post-Master's Certificate Programs**

Two post-master's certificate programs are offered: A post-master's certificate program in Nursing Education and a post master's certificate program in Nursing Administration. The requirement for admission to the Post-Master's Certificate programs is the same as for the MSN program.

**8E.6.2.1 Post–Master’s Certificate Program in Nursing Education (15 credits)**

- NURS 542 Teaching and Learning in Nursing: Theories and Strategies
- NURS 543 Curriculum Development in Nursing Education
- NURS 544 Assessment and Evaluation of Learning Outcomes in Nursing
- NURS 563 Nurse Educator Role Seminar
- NURS 564 Nurse Educator Role Practicum

**8E.6.2.2 Post Master’s Certificate Program in Nursing Administration (15 credits)**

- NURS 524 Nursing Administration: Strategic and Financial Management in Health Care Organizations
- NURS 571 Nursing Administration in Health Care Organizations I
- NURS 572 Nursing Administration Practicum I
- NURS 573 Nursing Administration in Health Care Organizations II

*Human Resource Management Elective (choose 1 course):*

- HURM 500 Human Resources Management
- HURM 510 Managing Labor Relations
- HURM 525 Organizational Communications
- HURM 535 Applied Employment Law
- HURM 540 Applied Performance Management
- HURM 543 Project Management

**8E.7 Program Admission Policies and Procedures**

**8E.7.1 Admission Requirements**

Applicants must possess the following qualifications for admission to the Master of Science in Nursing program:

- Applicant must submit evidence of current licensure as a registered nurse in the United States, two professional references (e.g., faculty member, employer, supervisor, professional colleague), and a professional resume.
- Applicant must have earned a BSN from a CCNE or NLNAC accredited program,  
**or**
- must have graduated from an NLNAC accredited nursing program and have a BS or BA in a related area. Applicants who do not have a BSN from an accredited program must meet BSN equivalent competencies\* in nursing leadership, research, and community/public health nursing as prerequisites to identified courses (see BSN Equivalent Competencies). BSN competencies may be met through collegiate coursework after admission.
- In addition, an undergraduate statistics course with a grade of C or higher must be completed prior to enrolling in graduate research courses.

## **8E.7.2 BSN Equivalent Competencies**

Students admitted without BSN degrees must complete the BSN equivalent competencies as prerequisites to specific courses:

- Research prior to enrolling in NURS 508
- Leadership prior to enrolling in NURS 505
- Community health prior to enrolling in NURS 507

### **8E.7.2.1 Purpose**

The purpose of the validation of BSN equivalent competencies is to provide students who do not have a BSN degree with an opportunity to demonstrate knowledge foundational to the related advanced MSN course.

### **8E.7.2.2 Process**

There are two options available to students to validate BSN equivalent competencies:

1. The student must demonstrate foundational knowledge in research, leadership, or community health by completing essay questions related to standard undergraduate course objectives prepared and evaluated by MSN faculty. Contact the MSN Chair for more information related to the essay questions. In addition to essay questions students who wish to demonstrate competency in community health must also provide documentation of at least one (1) year experience in a community health setting. This documentation is presented as a professional portfolio (Examples: letters and performance evaluations from supervisors, verification of relevant work experience, CEU's, etc.).
2. The student must demonstrate content mastery in research, leadership, or community health by successful completion of an undergraduate collegiate course from an accredited institution in the relevant subject.

Students admitted with a BSN who lack one or more of the BSN equivalent competencies on their official transcripts must also demonstrate content mastery as outlined above.

Completion of BSN competencies is not related to the student's program acceptance status.

## **8E.8 Program Progression/Retention Policies and Procedures**

### **8E.8.1 Continuing Licensure**

All students must possess valid RN licensure throughout the program. The MSN Chair must be notified in writing immediately if a student's RN licensure status changes.

### **8E.8.2 Academic Policies and Grading**

See the *Holy Family University Graduate Catalog* at [www.holyfamily.edu/academics/catalog2.shtml](http://www.holyfamily.edu/academics/catalog2.shtml).

## **8E.9 Graduation Policies and Procedures**

A Master of Science in Nursing degree requires a minimum final GPA of 3.0 at Holy Family University, a grade of B or better in all practica courses, and completion of a minimum of 39 credit hours. In addition, students must also participate in an exit interview and successfully complete the comprehensive portfolio during the last semester(s) of the program.

### **8E.9.1 Comprehensive Portfolio**

#### **8E.9.1.1 Purpose**

The overall purpose of the comprehensive portfolio is for students to demonstrate synthesis and achievement of MSN program outcomes and competencies relevant to the student's area of concentration.

#### **8E.9.1.2 Description**

The development of a comprehensive portfolio is a process by which students reflect on their program of study and on professional and academic accomplishments achieved throughout their enrollment in the MSN program. The comprehensive portfolio consists of a synthesis paper with commentary and documents that provide evidence of learning, achievement of program outcomes and competencies, credentials earned, and contributions to the profession of nursing while in the MSN program.

The portfolio is organized around education and work experiences that reflect professional growth and life-long learning. Students demonstrate critical thinking skills through a reflective self-assessment of their scholarship, leadership, professional development, and nursing practice.

#### **8E.9.1.3 Guidelines for Compiling the Portfolio**

Supporting examples should be carefully collected throughout the program of study. This continuous collection of information will then be readily available to the student when the time comes to prepare for the development of the portfolio, which is to be submitted at the beginning of the last semester(s) of study. The items in the portfolio should be organized according to the MSN program outcomes in subsection 8E.5.3 Program Outcomes and the identified competencies in the selected area of study.

The student's academic advisor should be consulted early in the program about the comprehensive portfolio. Ongoing communication about the comprehensive portfolio with the academic advisor throughout the program of study is also recommended.

##### **8E.9.1.3.1 Organization**

The contents of the portfolio should be placed into a binder issued by the MSN Chair. Plastic sheet coverings are not to be used. Each section is to be clearly demarcated or separated. APA format is required. Portfolio contents are organized as follows:

- I. Title Page
- II. Table of Contents

### III. Introduction

- Introductory statement
- Personal philosophy of nursing and administration, education, or community health.

### IV. Summary of professional achievement

- Professional resume or curriculum vitae to include education, professional experience, professional organizations, and other relevant information, (e.g, committee service)

### V. Continuing education

- Documentation of conferences, workshops, certificates, and certifications during the MSN program; evidence of life-long learning

### VI. Academic achievement

- Evidence of meeting MSN program **outcomes** and **competencies** is included as follows:
  - Each outcome should be addressed individually through reflection on and discussion of core, concentration, and practica courses.
  - Each competency should be addressed individually through reflection on and discussion of core, concentration, and practica courses.
- Evidence of academic works that support achievement of both outcome objectives and competencies are cited in the text and incorporated in the appendix section of the portfolio.
- Reflection on writing, research, technology, presentation, and professional development, as well as other achievements and skills developed during the MSN program, are to be detailed in the synthesis paper.

### VII. Other accomplishments:

- Awards, honors, grants
- Civic/community work
- Presentations/publications
- Leadership activities

### VIII. Conclusion

- Summary statement
- Discussion of student's vision, mission, and values statements related to nursing, and reflection on how the MSN program has contributed to professional development
- Future professional/educational plans

#### **8E.9.1.4 Procedure**

The comprehensive portfolio is due in either the fall or spring semester. Students completing the program of study during summer sessions are to submit the comprehensive portfolio in the spring semester. Students receive a letter from the MSN Chair informing them of the deadline for submission and other pertinent instructions.

The usual procedure is for the portfolio to be submitted to the MSN Chair no later than the end of the second week of the final semester enrolled. Summer graduates must submit the portfolio in the last week of March. Two (2) MSN faculty review the materials submitted using the criteria published in subsection 8E.9.1.5 and identified competencies for the student's area of concentration. In the event of a grading discrepancy, a third reader is assigned.

Faculty complete the review within four (4) weeks of receipt of the submitted materials and students are notified by the MSN Chair of the evaluation results. A grade of “pass” must be achieved on each outcome. Any section of the portfolio marked with a “fail” is discussed with the student by the student’s advisor. The area of failure must be resubmitted with corrections within one month.

#### **8E.9.1.5 Comprehensive Portfolio Scoring Protocol**

The following information clarifies the assignment of scores for the MSN comprehensive portfolio.

**A score of 2 or above is necessary to successfully complete the comprehensive portfolio.**

**Score 3: Pass with Distinction** Demonstrates outstanding achievement in the professional and academic areas during enrollment in the MSN program, including evidence of learning, competencies achieved, credentials earned, contributions to the profession, critical reflective thinking in relation to scholarship, leadership, professional development, and nursing practice. Mastery in the skills of effective writing is displayed. A portfolio in this category:

- Addresses each section in an insightful, relevant, and meaningful way
- Consistently provides well-supported evidence in the portfolio that is relevant and clearly reflects achievement in each area
- Demonstrates superior achievement of each MSN program outcome and competencies
- Presents ideas in a clearly organized and logical manner
- Utilizes superior language skills, including grammar, syntax, and spelling
- Presents APA format with consistent accuracy
- May have minor flaws.

**Score 2: Pass** Demonstrates competent achievement in the professional and academic areas during enrollment in the MSN program, including evidence of learning, competencies achieved, credentials earned, contributions to the profession, critical reflective thinking in relation to scholarship, leadership, professional

development, and nursing practice. Adequacy in the skills of effective writing is displayed. A portfolio in this category:

- Addresses each section in a relevant manner
- Provides supporting evidence in the portfolio that reflects achievement of each area, but may not be consistent
- Demonstrates adequate achievement of each MSN program outcome and competencies
- Adequately organizes ideas
- Utilizes competent language skills, including grammar, syntax, and spelling
- Presents APA format with frequent accuracy
- May have some flaws.

**Score 1: Fail** Demonstrates serious and fundamental deficiencies in achievement in the professional and academic areas during enrollment in the MSN program, including evidence of learning, competencies achieved, credentials earned, contributions to the profession, critical reflective thinking in relation to scholarship, leadership, professional development, and nursing practice. Displays poor writing skills. A portfolio in this category:

- Does not adequately address each section
- Fails to provide supporting evidence in the portfolio that reflects achievement of each area
- Does not demonstrate adequate achievement of each MSN program outcome and competencies
- Presents ideas and thoughts in a disorganized or contradictory manner
- Demonstrates persistent errors in language skills, including grammar, syntax, and spelling
- Presents APA format with persistent errors
- Has fundamental and persistent flaws.

**Faculty will attach comments on any outcome or competency considered a “fail.” The MSN Chair will make a summary of the comments for the academic advisor. The academic advisor and student will meet in conference to discuss the deficiencies prior to a second attempt.**

### **8E.9.2 Exit Interviews**

An exit interview must be scheduled with the MSN Chair after successful completion of the comprehensive portfolio. This interview is a requirement for program graduation.

### **8E.10 Special Health Needs**

Students who can successfully combine satisfactory school attendance with special health needs may register for graduate nursing courses. The student must, however, fulfill the same attendance and course requirements as any other student. Special considerations for

clinical assignments cannot be made unless the additional needed resources are aligned with regulations outlined in the Americans with Disabilities (ADA) Act.

The student who has a health problem or special need must file with the MSN Chair and appropriate university offices a signed statement, incorporating the following understanding:

1. The student is under a physician's care, and in the physician's opinion, the student is physically and mentally capable of functioning in the assigned clinical area; and
2. The student accepts the responsibility of fulfilling the same course requirements as any other student and will withdraw from the course if such action is indicated by physical or mental inability to complete these requirements.

### **8E.11 Clinical Practicum**

Entrance into the clinical practicum is contingent upon the number of students and the availability of clinical sites and/or clinical faculty and preceptors. The Community Health Nursing, Nursing Administration, and Nursing Education concentrations require a minimum of 240 hours of supervised practica. All school and agency health and background clearance requirements must be met prior to entering the clinical practicum.

1. A student who does not demonstrate safe clinical practice consistent with course objectives, *ANA Scope and Standards of Practice*, the *ANA Code of Ethics for Nurses with Interpretive Statements*, and the *State Nurse Practice Act* is subject to immediate dismissal from the program.
2. Attendance is expected at all practica experiences.
3. In general, all core and concentration courses are to be completed prior to enrollment in practicum courses.
4. By **July 15** for fall practica and **December 1** for spring practica, students must submit to the MSN Chair written documentation from the agency where the practicum will be completed specifying the agency's requirements for student participation in clinical / educational activities (e.g., immunizations, criminal background clearance, etc.).
5. Students must submit to the MSN Chair evidence of the following school and agency requirements by **July 15** for fall practica and **December 1** for spring practica:
  - a. Current CPR certification for health professionals offered by the American Heart Association;
  - b. Current RN licensure in the state where the practicum is to be done;
  - c. Proof of current professional malpractice insurance;
  - d. State and FBI criminal background clearances and child abuse clearance (must be current within 12 months);
  - e. Evidence of current personal health insurance;

- f. Written documentation of compliance requirements from the agency where the student will complete the practicum;
  - g. Personal health information:
    - Two-step PPD test or chest x-ray (negative) for tuberculosis (must be current within 12 months);
    - Evidence of immunity (quantitative titers) to measles, mumps, rubella, varicella, and hepatitis B;
    - Ten panel toxicology drug testing (must be current within 12 months);
    - Completion of Pre-Practicum Physical Examination and Health History form (must be current within 12 months);
    - Evidence of current immunization to seasonal flu (must be current within 12 months)
  - h. Other requirements as stipulated by the agency where the student will complete the practicum.
6. Students must submit to the MSN Chair the preceptor's current CV or resume, and a completed agency and preceptor contact information form by **July 15** for fall practica and **December 1** for spring practica.
  7. Before the student may begin the practicum, a signed delineation of responsibilities form and signed agency and preceptor agreements of affiliation must be on file in the School of Nursing and Allied Health Professions.

#### **8E.11.1 Faculty and Preceptor Selection Guidelines for Graduate Student Practicum**

Faculty and students meet to discuss qualifications for clinical facilities and preceptors. Students are encouraged to seek new learning experiences in facilities that may not be currently used by the School of Nursing and Allied Health Professions.

Student selection of clinical facilities and/or preceptors must be approved by the graduate faculty.

#### **8E.11.2 Practicum Hours**

Practicum courses require a minimum of 8-15 hours/week depending on the area of concentration. The specific amount of time each week can be adjusted by the faculty or the student to fit with holidays, other semester break times, or unique circumstances; however, it is anticipated that the practicum experience will extend across the semester in a fairly even distribution of time. Students are responsible for keeping a log of practicum hours and having the number of hours validated by the preceptor and or faculty.

### **8E.11.3 Clinical Failure**

The School of Nursing and Allied Health Professions reserves the right to fail a student in a practicum if the student evidences violation of academic, professional, or ethical standards congruent with the role of a student or professional nurse. Clinical failure is cause for dismissal from the MSN program.

### **8E.12 Appeal Procedure**

Please refer to the *Holy Family University Graduate Catalog* for the Appeal Procedure ([www.holyfamily.edu/academics/catalog2.shtml](http://www.holyfamily.edu/academics/catalog2.shtml)).

### **8E.13 MSN Council**

The MSN Council is responsible for curricular issues, including the development, implementation, and revision of the graduate nursing curriculum. It develops policies and procedures related to admission, retention, and graduation of MSN students, and serves as a board of review for students in academic jeopardy. MSN Council advises upon matters relating to graduate student welfare. The Council is composed of all faculty teaching in the graduate program and is chaired by the MSN Chair. A student representative participates as a non-voting member for curricular and student welfare issues.

### **8E.14 New Student Orientation**

An orientation session for new students is held at the beginning of the fall and spring semesters.

### **8E.15 Academic Advising**

Upon admission to the program all students are assigned an advisor who is a member of the graduate faculty. **Students are required to communicate via Holy Family e-mail or voice mail with their advisors.** Prior to the first semester students are required to make an appointment to discuss the program and make plans for the sequencing of courses. Thereafter, the advisor is available for guidance for academic and professional issues. A list of advisors is posted in the lobby of the Nurse Education Building (NEB).

### **8E.16 Communications and Student Mail**

File cabinets for student mail are located in the NEB lobby. The MSN drawer has a mail folder for each graduate student. Students should check their mail folders whenever they are on campus. Relevant information may be placed there as faculty often return papers and communicate with students via the mail folders.

E-mail communication between faculty and student and student and faculty is required to be by Holy Family e-mail system exclusively.

### **8E.17 Sample MSN Plans of Study**

MSN courses are offered to accommodate full-time work responsibilities. Courses are offered throughout the calendar year and tentative schedules of course offerings are prepared well in advance for timely notification of students and faculty. The sample plans of study are *tentative* plans. Sample plans are adapted to student enrollment and may be

changed by the School of Nursing and Allied Health Professions as necessary. They do not represent a definitive schedule of course offerings.

**8E.17.1 Community Health Concentration: Part-time Example**

***Tentative Fall Admission Schedule: Spring Schedule Adapted***

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Year 1	N501 Theoretical Foundations for Nursing	N505 Health Policy, Organization, and Financing	N507 Health Promotion across the Life Span
Year 2	N508 Research Methods I	N509 Research Methods II	N504 Principles of Epidemiology
Year 3	N524 Nursing Administration: Strategic and Financial Management	N581 Advanced Community Health Nursing I N582 Practicum: Advanced Community Health Nursing I	N506 Professional Ethics
Year 4	N583 Advanced Community Health Nursing II N584 Practicum: Advanced Community Health Nursing II	N585 Practicum: Role Development in Advanced Community Health Nursing	

**8E.17.2 Nursing Education Concentration Schedule: Part-time Example**

***Tentative Fall Admission Sequence: Spring Schedule Adapted***

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Year 1	N501 Theoretical Foundations for Nursing	N505 Health Policy, Organization, and Financing	N506 Professional Ethics
Year 2	N508 Research: Methods I	N509 Research Methods II	N542 Teaching/Learning in Nursing
Year 3	N544 Assessment and Evaluation of Learning Outcomes in Nursing	N543 Curriculum Development in Nursing Education	N507 Health Promotion across the Lifespan
Year 4	N561 Advanced Clinical Theory  N562 Advanced Clinical Practicum	N563 Nurse Educator Role Seminar  N563 Nurse Educator Role Practicum	

**8E.17.3 Nursing Administration Concentration: Part-time****Part Time Fall Admission: Spring Schedule Adapted**

	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Year 1	N501 Theoretical Foundations of Nursing Practice	N505 Health Policy, Organization, and Financing	N506 Professional Ethics
Year 2	N508 Research Methods I	N509 Research Methods II	N507 Health Promotion across the Lifespan
Year 3	N524 Nursing Administration: Strategic and Financial Management	HURM elective	HURM elective
Year 4	N571 Nursing Administration in Health Care Organizations I  N572 Nursing Administration I Practicum	N573 Nursing Administration in Health Care Organizations II  N573 Nursing Administration Practicum II	