Master of Science in Nursing
Student Handbook

2011/2012
# ALVERNIA UNIVERSITY MSN PROGRAM
## STUDENT HANDBOOK
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td><strong>I. ORGANIZATION</strong></td>
<td></td>
</tr>
<tr>
<td>Accreditations and Approvals</td>
<td>4</td>
</tr>
<tr>
<td>Nursing Department Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>MSN Program Goals and Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>Department of Nursing Table of Organization</td>
<td>6</td>
</tr>
<tr>
<td>Professional Standards and Guidelines</td>
<td>7</td>
</tr>
<tr>
<td>Ethics</td>
<td>7</td>
</tr>
<tr>
<td>Statement of Mission and Values in Academic Life</td>
<td>7</td>
</tr>
<tr>
<td>Code of Ethics and Professional Conduct Standards</td>
<td>7</td>
</tr>
<tr>
<td>Sigma Theta Tau International Honor Society</td>
<td>8</td>
</tr>
<tr>
<td><strong>II. CURRICULUM</strong></td>
<td></td>
</tr>
<tr>
<td>Program Structure</td>
<td>9</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum Outcome Evaluation</td>
<td>13</td>
</tr>
<tr>
<td><strong>III. GUIDELINES AND POLICIES</strong></td>
<td></td>
</tr>
<tr>
<td>Matriculation</td>
<td>14</td>
</tr>
<tr>
<td>Maintenance of Matriculation</td>
<td>14</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>14</td>
</tr>
<tr>
<td>Time Limit</td>
<td>14</td>
</tr>
<tr>
<td>Transfer of Graduate Credit</td>
<td>14</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>15</td>
</tr>
</tbody>
</table>

Initial: 1/2009; Revised 6/2011
Clinical and Practicum Experiences ......................................................... 15
  Required Clinical Practice Clearances........................................ 15
  Clinical Observation and Practicum ............................................. 15
  Procedure for Obtaining Practicum Preceptors............................. 16
  Roles and Responsibilities of the Preceptor ................................ 17
  Roles and Responsibilities of Alvernia University............................. 17
  Roles and Responsibilities of MSN Student .................................. 17
  Ethical Confidentiality .................................................................. 18

Preceptor Agreement ........................................................................ 19

Self-Report Health and Agency Requirement Form............................... 21

Harassment Policy ............................................................................ 22

Formal Complaint Procedure in Relation to
MSN Program .................................................................................... 24

Non-Fraternization Policy................................................................. 24

Student Portfolio Assessment.......................................................... 25

Educator Role Capstone Requirement ............................................. 29
  Capstone Timeline .......................................................................... 30
  Roles and Responsibilities of MSN Student .................................. 30
  Roles and Responsibilities of Capstone Facilitator ...................... 30

Capstone Project Approval Form....................................................... 31

Capstone Assessment Rubric........................................................... 32
Introduction

The Master of Science Degree in Nursing (MSN) Handbook is designed to supplement the Alvernia University Graduate Catalog. It has been prepared with policies specific to the Nursing Department. Copies of the Graduate Student Handbook and MSN Handbook are available on the Alvernia University website.

The policies contain essential requirements in the preparation of the advance practice nurse both academically and clinically in accord with the Mission of Alvernia University, the outcomes of the MSN Program, and the outcomes proposed by professional nursing standards.

The contents of this Handbook are provided for the information of the student. It is accurate at the time of printing, but is subject to change as deemed appropriate by the University in order to fulfill its role and mission or by a professional nursing organization specifically impacting the MSN Program. Changes may be implemented without prior notice and without obligation, and, unless specified otherwise, are effective when made.

Students are required to read this Handbook upon matriculation in the MSN Program. A signed statement by the student that he/she received a Handbook will be maintained in the student file.
I. Organization

Accreditations and Approvals

The MSN Program has initial approval from the Department of Education for the Commonwealth of Pennsylvania and is designed to meet all accreditation standards for the Commission on Collegiate Nursing Education (CCNE). CCNE accreditation is currently pending. Anticipated notice from CCNE regarding accreditation is expected in November 2011.

Nursing Department Mission Statement

The Nursing Programs are designed to function within the overall educational framework and in accord with the Mission Statement of Alvernia University. The Programs provide students with an education in the Catholic intellectual tradition, combining liberal arts, professional education, and ethical values. Learning takes place within a caring Franciscan environment, emphasizing respect for the dignity of all human beings and the call to serve others. Christian values are blended with the professional competence to provide the student with knowledge and skills to serve in health care settings with diverse populations. Faculty and students work together to increase understanding of each other and clients with different cultural backgrounds and perspectives. Graduates are prepared to be reflective practitioners with high moral integrity, engaged in lifelong learning.

Master of Science in Nursing Program Goals and Outcomes

The MSN graduate is prepared to practice as a nurse educator in a health-care facility or a pre-licensed educational program at baccalaureate, associate degree, and hospital diploma-based programs. The MSN program prepares students for entry into nursing doctoral education in either a practice or research focused program.

Specific knowledge, skills and attributes of the MSN program are organized into six outcome areas:

1. Nursing theory and practice
2. Educational theory and practice
3. Ethics
4. Research skills
5. Leadership / Collegiality
6. Communication skills

Upon graduation, the MSN student will be able to:

1. Apply evidenced-base knowledge of specialty practice area.
2. Integrate nursing and education theory and scientific knowledge into the practice of nursing education.
4. Accurately synthesize research evidence on educational and clinical topics.
5. Demonstrate characteristics of effective leadership in nursing education settings.
6. Communicate clearly and effectively to a variety of audiences and settings.

Upon graduation if the National League for Nursing (NLN) eligibility requirements are met, the MSN graduate has the content knowledge and skills to successfully achieve Advanced Practice Certification for Nurse Educator through the NLN’s Certified Nurse Educator™ Examination.
Professional Standards and Guidelines

The MSN Program is based on national standards as outlined in the following documents: *The Essentials of Masters Education for Professional Practice* (AACN, 2011); *The Scope of Practice for Academic Nurse Educator* (NLN, 2005); *Institutes of Medicine Health Professions Education: A Bridge to Quality* (IOM, 2003); and, *American Nurses Association Code of Ethics* (ANA, 2001).

Ethics

Statement of Mission and Values in Academic Life

The Nursing Department supports the Alvernia University Statement of Mission and Values in Academic Life. This is in conjunction with the professional nursing standards of conduct.

- Franciscan higher education provides a value system seeking integration of all academic disciplines and a curriculum that acknowledges these values as a transforming force in the light of the Gospel.
- Those who acknowledge this value system also recognize that we are to be “in relationship” with all our brothers and sisters in respectful, loving and compassionate concern for each other.

Therefore, we
- Support peace and non-violence by respecting diversity and affirming the dignity of everyone in our University community.
- Practice civility and courtesy in our daily conversation and behaviors.

In light of the issues raised and understanding that the solution lies primarily in our living according to the Franciscan values we support, the Alvernia University faculty should continue to explore creative opportunities for integrating our core values and the mission statement into academic life thereby recognizing moral development across the curriculum as a priority at the University.

Code of Ethics and Professional Conduct Standards

The MSN Program adopts the American Nurses Association (ANA, 2001) code of Ethics and the Pennsylvania State Board of Professional Conduct Standards (Commonwealth of Pennsylvania, 2001) as a guide for professional nurse behavior. These standards are based on an understanding that to practice nursing as a RN student is an agreement to uphold the trust with which society has placed in us. The statements of the Code and Standards provide guidance for the RN student in the personal development of an ethical foundation. They are not limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.
Sigma Theta Tau – International Nursing Honor Society

Graduate Membership Criteria for Sigma Theta Tau International, Upsilon Zeta Chapter

Membership in the Alvernia University Nursing Honor Society of Sigma Theta Tau, Upsilon Zeta Chapter is by invitation only. As a member of Sigma Theta Tau International, Upsilon Zeta follows the Membership Guidelines of the 2007-2009 International Bylaws, Article III, Section 2. Membership eligibility is determined by participation in an accredited program of graduate study in nursing including master, post-master, doctoral and post-doctoral studies. Students will be eligible for membership if they have achieved academic excellence and have completed at least one-quarter of the required graduate curriculum in nursing (9 credits). Academic excellence is defined as having a GPA of at least 3.5 on a 4.0 scale. Students must demonstrate academic achievement, academic integrity and professional leadership potential.

Exceptions may be made to one of the following membership criteria at the discretion of the chapter’s governance committee when all other criteria have been met.

1. Academic Achievement – Students that have a cumulative grade point average slightly below 3.5 or the equivalent of this measure. OR
2. Curriculum – Students that lack a few credits of completing at least one-quarter of the required curriculum.

Students in the graduate program may be considered under the student criteria up to one year following graduation. In any one induction period, exceptions may not exceed 10% of the total number of inductees.
II. Curriculum

Program Structure

The 36-credit MSN Program is designed for professional nurses who seek a career in nursing education in the academic or practice settings. An in-depth study in the area of nursing education and a selected clinical practice focus are required. Application of theory and research principles are evidenced in a capstone project.

<table>
<thead>
<tr>
<th>Interdisciplinary Courses (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 510 Moral Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>COR 600 Organizational and Professional Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>Elective</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

(Take in final 12 credits)

<table>
<thead>
<tr>
<th>Nursing Education Courses (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 560 Policy and Curriculum</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 630 Measuring Educational Outcomes</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 640 Evidenced-Based Teaching Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 642 Teaching Strategies in Nursing: Practicum</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

(Take in final 12 credits)

<table>
<thead>
<tr>
<th>Nursing Practice Courses (9 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 530 Adv. Health Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 540 Adv. Pathophysiology/Pharmacology</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 632 Evidenced-Based Clinical Practice: <em>focus</em></td>
<td>3 credits</td>
</tr>
<tr>
<td>(choice of clinical focus in adult health, maternal-child, community, or behavioral health)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing Theory and Research Courses (6 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 550 Professional Nursing Theory and Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 650 Nurse Educator Role Synthesis: Capstone</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

(Take in final 12 credits)
Course Descriptions

Moral Leadership

Moral Leadership introduces students to a philosophy of education that will provide the skills necessary to assume a prominent place in shaping the vision, mission and activities of their employers and professions. This course also is designed to help students study the importance of systematic reform of political, economic and social services, in remedying the problems that plague urban school systems, social services and society generally. It will also help the student understand the importance of openness to new analyses and strategies for change in addressing social problems.

Organizational and Professional Ethics

This course explores specific questions relative to the behavior of systems, organizations and their members. The idea of a profession and its claim to special ethical expertise are examined. Methods to accomplish responsible social action, promote social justice and value the human dignity of each individual will be emphasized. Particular attention is paid to ethical issues surrounding the not-for-profit and educational sectors of American society.

Advanced Health Assessment

This course includes physical and psychological assessment of individuals across the lifespan, and strategies for health promotion. Comprehensive data collection includes history taking, assessment of signs and symptoms, and physical examination techniques. Critical thinking skills and transcultural nursing issues are integrated. Special attention is given to techniques used by nurse educators to teach assessment skill mastery to others.

No practicum hours are required. Prerequisite: Basic health or physical assessment course or permission

Advanced Pathophysiology and Pharmacology

This course expands upon basic knowledge of pathophysiology and pharmacology to provide a more in-depth understanding of human responses to interventions. Integrates best current evidence for effective health care management. Students will demonstrate assimilation of technology and information literacy to access ever-changing research integration of best practices and apply findings to case studies or simulations.

No practicum hours are required.

Professional Nursing Theory and Research

This course builds upon knowledge of basic quantitative and qualitative research methods to develop a more sophisticated ability to analyze scholarly literature in nursing and health care. Theories, concepts and ethical considerations driving contemporary health research are
examined. Students will demonstrate a high level of information literacy in a synthesis of literature and research proposal.
Prerequisite: Basic undergraduate research course and statistics course.

**Policy and Curriculum**
NUR 560
Introduction to curriculum development and analysis based on health trends and standards of care. Explores organizational, community and government contexts in which nursing education takes place. Analyzes effect of government and institutional policies on health care and nursing education. Prioritize health needs of diverse populations in curriculum development. Change theory is applied to nursing education through an application project.

**Measuring Educational Outcomes**
NUR 630
Evaluation strategies for clinical, laboratory and classroom nursing education are explored. Comparison of various methods of measuring student safety in skills and clinical performance. An in-depth review of objective test construction using sound measurement principles is performed. Correlation of national standards for nursing education with appropriate program evaluation measures is performed. Students practice reflective self and peer evaluations in relation to professional role development as a nurse educator.

**Evidence Based Clinical Practice: focus**
NUR 632
Students select a clinical-practice area (adult health, maternal-child, behavioral health, etc.) as a focus for in depth exploration of best health care practices. Priority health outcomes in the specialty are identified and applied to the specialty practice education of nurses at pre and post licensure. National health goals and professional standards are evaluated. Strategies to maintain clinical competency as a nurse educator are explored.

This course requires approximately 15 hours in consultation with practice expert and specialty meetings/conferences in addition to didactic hours.

**Evidence Based Teaching Practice**
NUR 640
Introduces theoretical and evidence based approaches in nursing education. Pedagogical methods are explored to develop student thinking, clinical competence and professional behavior. Teaching strategies geared toward culturally and demographically diverse learner populations are integrated. Explores the role of nursing faculty in a variety of settings and prepares educators for integration of technology in teaching across the curriculum.

This course includes approximately 8 hours in the clinical laboratory and 12 hours of teaching observation hours in addition to didactic hours.
Teaching Strategies in Nursing: Practicum  3 credits  NUR 642
Includes practicum experience in the classroom, simulation skills laboratory, clinical, and academic settings. Students will demonstrate skill in working with technology enriched pedagogical methods and apply current evidenced-based literature in nursing education to teaching practice. The student will recognize the influence of teaching styles, interpersonal interactions and cultural contexts on learner outcomes. Co or Pre-requisition: NUR 640

This course requires approximately 100-hour practicum experience with current nurse educator(s)

Nurse Educator Role Synthesis: Capstone  3 credits  NUR 650
A guided, multi-disciplinary, scholarly project beginning with a theoretical framework and comprehensive literature review, proceeding through an implementation phase, and concluding with an analytical outcome measurement. The paper/project is supported by the integration of principles from the disciplines of education and nursing. The final paper will be presented in a professional conference setting. The student works with a capstone facilitator and a seminar component is included.
Course is taken in the final 12 credits of the MSN Program.
Seminar:  Varies to meet group/individual needs (Typically three sessions)
Faculty Advisement:  Varies to meet individual needs (Typically two contacts/sessions per month)
Project Implementation:  Approximately 100 hours

Strategy for Success:  As students move through the program, topics for the Capstone may evolve. When applicable, students may benefit from examining the literature specific to a potential Capstone topic.

POSSIBLE ELECTIVES (non-inclusive)

NUR 610  Coordinated School Health Design
NUR 620  At Risk School Environments: Emergency Planning and Response
M.Ed. 501  Foundations of Teaching in Cross-Cultural Settings
M.Ed. 610  School Law and Social Advocacy
M.Ed. 510  Assessment and Evaluation
M.Ed. 515  Strategies for the Inclusive Classroom
MBA 500  Strategic Management
MBA 535  Crisis Management
MBA 540  Employment Law
MBA 635  Public Relations
LAS 500  The Evolution of Scientific Thought and Perceptions
LAS 510  The Biology of Behavior
LAS 520  Major Artists and Writers in their Milieus
LAS 600  Topics in Christian Eth
Curriculum Outcome Evaluation

The MSN Program evaluation is folded into current University-wide and Nursing Department evaluation practices. The Commission on Collegiate Nursing Education (CCNE) Accreditation Standards ensures comprehensive, ongoing evaluation from every level of the curriculum and internal/external consumer. Several methods are utilized to obtain on-going systematic program evaluation. Formal and informal processes are in place to stay abreast of internal and external variables and will expand to meet the needs of the MSN Program:

- Systematic Program Evaluation Plan
- Alumni Surveys
- Employer Satisfaction Survey
- Curriculum/Program Evaluation Survey
- Course Evaluations
- Clinical Practice Site and Preceptor Evaluation
- Capstone Project Quality

Data from the above evaluation methods are summarized annually during a nursing faculty meeting using the Systematic Evaluation Plan as a guide. The plan is comprehensive and designed to evaluate all aspects of the program based on CCNE Standards; starting with the mission and philosophy and continuing through with goals and program learning objectives. The MSN Program Coordinator will be responsible for gathering, interpreting and presenting the data to the Nursing Faculty and the Graduate Academic Council. Through these mechanisms, the faculty will evaluate the overall curriculum and make appropriate changes.

Students and faculty will be engaged in the on-going process of reflection and self-evaluation to assess their personal and professional development as they develop competencies and apply knowledge. These opportunities for self-evaluation will foster professional independence and critical thinking. Student success will be judged by each student’s mastery of the knowledge and competencies, combined with their understanding of the attitudes and values that link their master’s education to responsible professional practice as they continue to develop their professional expertise in an increasingly complex health care environment.
III. Guidelines and Policies

Matriculation

A matriculated MSN student is one who has been accepted officially into the MSN Program. Students with full graduate status may opt for full-time or part-time enrollment.

A non-matriculated student is one who is taking a course for credit, but has not yet been officially accepted into the MSN Program. A non-matriculated student may take up to six (6) credits in the MSN Program prior to matriculation.

Maintenance of Matriculation

A matriculated MSN student is required to enroll at least two (2) semesters (fall, spring, or summer) per calendar year. Student who do not apply for a leave of absence and have not completed at least one (1) course in two (2) semesters during a calendar year will be dropped from the program. Students may petition for readmission by submitting a letter of intent.

Leave of Absence

Matriculated MSN students meeting the Maintenance of Matriculation policy must submit a written request for a leave of absence, with rationale to the MSN Program Coordinator. The student and MSN Program Coordinator will document the leave, revised plan of study and intent to complete the MSN Program. If a student is on a leave of absence for one calendar year, then he/she must reapply (submit an application) to re-matriculate into the MSN Program. Any curriculum changes during the absence would impact the returning student.

Time Limit

The maximum time-frame for MSN Program completion is six years. If a student is on a documented leave of absence, the six year limit continues; however, a student may petition the MSN Program Coordinator for additional time.

Transfer of Graduate Credit

Students who are matriculated in another nursing graduate program and wish to transfer will be considered on an individual basis. A maximum of two (2) approved courses (6 credits) or the equivalent will be accepted. Transfer courses must be from an accredited college and the student must have earned a minimum grade of “B” to receive transfer credit. Transfer credits do not count towards the cumulative GPA at Alvernia University.

After matriculation, students requesting to take a course off campus for transfer credit must receive written approval from the MSN Program Coordinator.
Academic Advisement

All students are assigned a faculty advisor upon formal acceptance to the MSN Program. An important strategy for success is meeting with a faculty advisor to review the program of study and develop a plan for completion. It is the student’s responsibility to meet with his/her faculty advisor within two months of receiving the acceptance letter. The faculty advisor will serve the student throughout the course of the program and clarify concerns or questions as they arise.

Clinical and Practicum Experiences

Required Clinical Practice Clearances
For compliance with healthcare regulations and facility contracts, prior to entering the clinical practice component of NUR 642 Teaching Strategies in Nursing Practicum, students must provide evidence of the following:

- Healthcare provider CPR Certification
- Pennsylvania Child Abuse History Clearance
  - Act 151
- Pennsylvania Criminal Record Check
  - Act 34
- FBI Check if not a Pennsylvania resident for two (2) years
  - Older Adult Protective Services Act (Acts 169 and 13)
- FBI Check in accordance to DPW Laws in Pennsylvania
  - Acts 73, 34, 114
- Health Insurance Portability and Accountability Act (HIPAA) Act Educational Program
  - Copy of certificate from employer, or
  - Certification of completion of online educational program (see HIPAA Policy)
- Documentation of receiving all required immunizations (self report)
- Documented TB test within one (1) year
- Photocopy of current malpractice insurance policy
- Required OSHA and The Joint Commission educational programs for nurses
  - Electrical and fire safety
  - Blood Borne Pathogens
- To comply with selected clinical facility contracts, the MSN student may be required to obtain a urine drug screen.

All evidences must be submitted to the Course Faculty prior to the first clinical observation/experience.

Clinical Observation and Practicum
There are two courses in the MSN Program requiring students to observe, participate, and/or evaluate undergraduate student education and/or clinical education in a health care facility.
The following guidelines will be followed related to NUR 640 and 642:

**NUR 640: Evidenced-Based Teaching Practice**
1. All observations in the classroom, laboratory and clinical settings will be performed in Alvernia University’s BSN Program(s).
2. After student input, the NUR 640 course faculty will collaborate with the BSN Program faculty to facilitate experiences within their classrooms, laboratory and clinical areas.
3. Times may vary and MSN students need to remain flexible to the BSN Program’s schedule.
4. MSN students MUST complete all clinical clearances prior to attending clinical practice at any health care facility.
5. MSN students MUST wear an Alvernia University student ID card in plain sight at all times during clinical observations and practicum.

**NUR 642: Teaching Strategies in Nursing Practicum**
1. All practicum experience must be performed outside of Alvernia University.
2. In collaboration with Course Faculty, the student is responsible for arranging a practicum preceptor and completing accompanying paperwork.
3. MSN students MUST complete all clinical clearances prior to the beginning of NUR 642.

**Procedure for Obtaining Practicum Preceptors**
1. Faculty and student collaborate in making arrangements for a practicum preceptor. The preceptor(s) must have a MSN and at least two years experience in nursing education.
   a. Teaching experiences must include a pre-license program; however, other teaching experiences may be incorporated.
      i. A copy of the preceptor’s resume or Curriculum Vitae (CV) must be submitted to the course faculty
      ii. The agency/school’s Nursing Department Head approves the preceptor and signs the Agreement
   b. The preceptor arrangements must be completed prior to the course start-date; including all contractual paperwork
2. An introductory visit is made by the student for the purpose of operationalizing the course content and expectations.
   a. A course syllabus must be shared with the preceptor with a framework of expectations, dates and outcome measures.
3. Two (2) copies of “The Letter of Agreement” are signed by the student, preceptor, course faculty, and MSN Program Coordinator. One (1) copy is maintained in the Alvernia University Nursing Department student file and the second copy is held by the preceptor.
   a. The preceptor’s resume or CV will be filed with the Letter of Agreement.
4. All required clinical practice clearances are maintained in the student’s file (NRC). If a facility and/or preceptor requests copies, it is the student’s responsibility to pick up copies from the Nursing Department Secretary and take them to the preceptor. The Nursing Department will not distribute copies to give to other parties.
a. A signed request is required from the student giving the Nursing Department permission to copy clearance items in the student’s file. The signed request will remain in the student’s file.

**Roles and Responsibilities of the Preceptor:**
A preceptor is an experienced MSN clinician or educator with current expert knowledge of practice/education. The role of the preceptor is to assist the MSN student to synthesize previously obtained knowledge and skills, while examining and applying set practicum objectives in the current setting. The preceptor must provide a copy of current resume or CV to Alvernia University Department of Nursing. Specific activities may include:

- Orient the student to the agency/school
- Assist the student to meet practicum and personal objectives
- Assist the student in scheduling activities or assignments
- Supervise the student directly or indirectly
- Assume a liaison role in clarifying the expectations of students as learner rather than expectations of employees
- Consult with Alvernia course faculty as necessary
- Evaluate the learning process collaboratively with the student
- Complete a systematic evaluation of the student’s performance

**Roles and Responsibilities of Alvernia University:**
- Give final approval of clinical site and preceptor
- Meet with the preceptor and student as necessary to provide support and clarification
  - A minimum of one visit during semester
    - An orientation or final evaluation visit may be performed via telephone or video conferencing
  - Provide the preceptor with the course syllabus and evaluative measures
  - Assist the student in identifying specific learning needs
  - Maintains record of student’s immunizations, clearances, malpractice insurance, and completion of HIPAA, CPR, Blood Borne Pathogen, and Fire/Electrical Safety programs

**Roles and Responsibilities of the MSN Student:**
- Follow all agencies’ health, safety, and legal regulations, and professional, code of ethics and conduct.
- Wear an Alvernia University student ID card in plain sight at all times
- Complete personal learning objectives and outcome measures
- Notify the preceptor/agency to report unavoidable absence as soon as possible.
- Promptly report an error of omission or commission to agency and faculty member. Follow agency guidelines for incident reporting.
- Promptly report any illness or accident incurred during practicum experience to the agency and preceptor. The student is financially responsible for emergency treatment rendered.
- Assume all responsibility for any personal items taken to the clinical setting.
- Meet regularly with preceptor to discuss practicum progress.
Ethical Confidentiality:
All FERPA and HIPAA regulations must be followed at all times. MSN Students will have access to student, client and facility records. This is confidential information and may not be used for anything except to enhance the student learning experience. Information used for journaling or case studies shall carry only the initials of the student/client and physician. This information is to be shared only with the preceptor, course faculty and in the classroom setting.
ALVERNIA UNIVERSITY
Program in Nursing Education Leading to a MSN

Preceptor Agreement

This agreement is for the purpose of providing classroom, clinical skills laboratory, and/or clinical teaching opportunities for the graduate student enrolled in the NUR 642 Teaching Strategies in Nursing Practicum course at Alvernia University.

Roles and Responsibilities of the Preceptor:
A preceptor is an experienced MSN clinician or educator with current expert knowledge of practice/education. The role of the preceptor is to assist the MSN student to synthesize previously obtained knowledge and skills, while examining and applying set practicum objectives in the current setting. The preceptor must provide a copy of a current resume or Curriculum Vita to course faculty. Specific activities may include:
- Orient the student to the agency/school
- Assist the student to meet practicum and personal objectives
- Assist the student in scheduling activities or assignments
- Supervise the student directly or indirectly
- Assume a liaison role in clarifying the expectations of students as learner rather than expectations of employees
- Consult with Alvernia course faculty as necessary
- Evaluate the learning process collaboratively with the student
- Complete a systematic evaluation of student’s performance

Roles and Responsibilities of Alvernia University:
- Give final approval of clinical site and preceptor
- Meet with the preceptor and student as necessary to provide support and clarification
  - A minimum of one visit during semester
    - An orientation or final evaluation visit may be performed via telephone or video conferencing
- Provide the preceptor with the course syllabus and evaluative measures
- Assist the student in identifying specific learning needs
- Maintains record of student’s immunizations, clearances, malpractice insurance, and completion of HIPAA, CPR, Blood Borne Pathogen, and Fire/Electrical Safety programs.

Roles and Responsibilities of the MSN Student:
- Follow all agencies’ health, safety, and legal regulations, and professional, code of ethics and conduct.
- Wear an Alvernia University student ID card in plain sight at all times
- Completes personal learning objectives and outcome measures
- Notify the preceptor/agency to report unavoidable absence as soon as possible.
- Promptly report an error of omission or commission to agency and faculty member. Follow agency guidelines for incident reporting.
• Promptly report any illness or accident incurred during practicum experience to the agency and preceptor. The student is financially responsible for emergency treatment rendered.
• Assume all responsibility for any personal items taken to the clinical setting.
• Meet regularly with preceptor to discuss practicum progress.

The preceptor and/or agency may request Alvernia University to withdraw the student for any reason that may have a detrimental effect on the service to students/clients. In addition, Alvernia University may withdrawal any student from a preceptor experience should the preceptor/agency prove incompatible with the educational objectives developed for student learning.

The student, preceptor and agency/school agrees to indemnify from all actions, suits, claims, damages and costs for damage to persons or property resulting from neglect or intentional acts or omissions of the student/preceptor resulting while participating in the practicum experience.

Student Name: ________________________________________________________________

Email: _____________________________ Preferred Phone: ________________________

Preceptor Name/Signature: _______________________________________________________

Agency/School Name: ___________________________________________________________

Email: _____________________________ Preferred Phone: ________________________

Approved for the Agency/School _______________________________________________

Name: _____________________________ Date: _________________________________

Title: ______________________________

Date: ______________________________

Approved for Alvernia University:

Signature: ___________________________ Date: _______________________________

MSN Program Coordinator
ALVERNIA UNIVERSITY MSN PROGRAM
SELF REPORT HEALTH and AGENCY REQUIREMENTS

1. Tuberculosis testing
   Date Tested _____. Results _____ (may be recorded in mm)
   If positive, attach a copy of chest x-ray report and/or follow-up explanation.

2. DT (Diphtheria-tetanus) booster (Required within 10 years):
   Booster date _____.

3. MMR (Measles, Mumps, Rubella) (Two doses required after the age of 15 months or documentation of immunity by serology.):
   Initial immunization date ______. Booster date ______.

4. Hepatitis B Three (3) doses: Date of Series Completion: ______

5. Varicella: Yes ___ No ___
   (If no, a Varicella Zoster Vaccine or Varicella Zoster Antibody Test is recommended)

6. OSHA Blood-born Pathogen Training: Date: ______

7. Fire and Electrical Safety: Date: ______

8. CPR Certification (attach copy of certificate/card): Date: ______

6. Malpractice Liability Insurance (attach copy of policy) Date: ______

7. HIPAA Educational Program (attach copy of certificate) Date: ______

7. Clearances (all require copies of official reports):
   PA Criminal Record Check Date: ______
   PA Child Abuse History Check Date: ______
   FBI Check (Depart of Aging) if not PA resident for 2 years Date: ______
   FBI Check through Cogent Date: ______

_____________________________________________________________________
Signed

_____________________________________________________________________
Print Name __________ Date __________
Harassment Policy

All parties affirm their complete agreement with the Harassment Policy showing no tolerance for any form of harassment.

Academic Field Experiences:
A. Background
It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. The Academic Field Experience, referred to as teaching practica in the MSN Program, will be taking students outside of the Alvernia Campus Community. The Agency in which students will serve has been carefully screened by the University, and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. Definitions
Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

1. Either explicitly as a term or condition of academic or employment status or advancement;
2. As a basis for academic or employment decisions;
3. Which unreasonably interfere with an individual’s work or academic performance; and/or
4. Which create an intimidating, hostile or offensive work or academic environment.

C. Resources
All students in teaching practica have available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community, or while in the institutional community of the Sponsoring Agency.

1. Information, Counseling and Support
If a student believes that he/she may have been the victim of harassing conduct, and wish to seek information and/or counseling about the incident or incidences giving rise to this concern, the student should immediately contact any one of the following individuals:

a. Course Faculty;
b. MSN Program Coordinator;
b. Department Chair; or
c. Dean of College of Professional Programs Dean.

In order that the incident may be immediately addressed, a student may request a confidential counseling session with any one of the individuals listed above. This contact should be made within 10 days of the occurrence.

2. Formal Complaint Procedure Relating to Harassment Policy
Any student in clinical practica who feels that he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed by the Provost.

Upon receipt of the written Complaint, the Provost will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witness or having first-hand knowledge of the alleged behavior or incident.

Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filling the form Complaint.
Formal Complaint Procedure in Relation to
MSN Program

A formal complaint is defined as a written expression of serious dissatisfaction related to any aspect of Alvernia University nursing programs. A formal complaint is distinguished from a dispute about a grade in a course or other course evaluation matter, which is handled under the Alvernia academic grievance procedures and harassment complaints, which are handled in accord with the Alvernia University Harassment policy.

Formal complaints may be initially received by any Alvernia faculty member or administrator. A formal complaint regarding any of the nursing programs is initially screened by the Nursing Department Chair, unless the complaint directly involves the Chair, in which case it is screened by the Dean of Professional Programs. After initial screening, the complaint is channeled to the individual or group judged to be most directly relevant and appropriate. Our guiding principle is to settle disputes in a prompt and fair manner, in keeping with the underlying Franciscan values of Alvernia University. If appropriate, an ad hoc panel may be appointed to seek resolution of the complaint or the complaint may be channeled to the Professional Programs interdisciplinary review body, consisting of the Department Chairs of the College of Professional Programs. A written response will be conveyed to the initiator of the complaint by the Department Chair or Dean within 90 days. Anonymous complaints are not accepted.

Non-Fraternization Policy

It is the policy of the Alvernia University Academic Programs that students should NOT fraternize on a personal level with staff, patients, or clients during assigned academic field placements on or off campus. Selected examples of fraternization are:

- After hours personal contact with staff, client, patients or students
- Inappropriate touching or gestures
- Inappropriate communication (implied or direct)
- Flirting

Upon receipt of a written complaint, the Dean will initiate an investigation. Following the completion of an investigation, appropriate corrective measures, if warranted, will be taken. Corrective measures may include:

- Verbal warning
- Written warning
- Dismissal from course
- Dismissal from academic program
Alvernia University
MSN Program Student Portfolio Assessment

Purpose
The purpose of the MSN Program Portfolio Assessment is to present an individual student’s collection of materials that communicates professional and scholarly development; while at the same time, demonstrates that the program goals and outcomes have been met. The Portfolio Assessment serves as a form of summative evaluation for the MSN student. The MSN Student Portfolio Assessment is just one component of the MSN Systematic Program Assessment.

Organization
The Portfolio process and collection are based on the specific knowledge, skills and attributes of the MSN program. The Portfolio Assessment mirrors the MSN Program learning outcomes and is organized into the following six areas:

- Nursing theory and practice
  - Apply evidenced-based knowledge of specialty practice area
- Educational theory and practice
  - Integrate nursing and educational theory and scientific knowledge into the practice of nursing education
- Ethics
  - Demonstrate ethical standards across a wide range of nursing education and practice settings
- Research skills
  - Accurately synthesize research evidence on educational and clinical topics
- Leadership / Collegiality
  - Demonstrate characteristics of effective leadership in nursing education settings
- Communication Skills
  - Communicate clearly and effectively to a variety of audiences and settings

Portfolio Content
Students are to include course materials in the Portfolio Binder as they are returned from faculty in each course. The Portfolio Binder is to be organized with the following items:

1. Cover Sheet
   a. Information and Signature Page
2. Table of Contents
3. Curriculum Vitae
4. Professional Development Plan and Teaching Philosophy
5. Tab 1: Nursing theory and practice
6. Tab 2: Educational theory and practice
7. Tab 3: Ethics
8. Tab 4: Research skills
9. Tab 5: Leadership/Collegiality
10. Tab 6: Communication Skills
11. Tab 7: Capstone scholarly project and paper

All papers, clinical evaluations, and projects are to include the completed grading rubric and faculty comments, if available. Group projects are acceptable. Additional options are provided to allow for flexibility and a broader perspective of program outcomes. The student is required to submit at least one of the options, if listed in the following table:

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Nursing Theory and Practice</em></td>
<td>NUR 540 Case scenario project</td>
<td>NUR 530 Scenario project</td>
<td>NUR 650 Capstone</td>
</tr>
<tr>
<td><em>Educational Theory and Practice</em></td>
<td>NUR 560 Curriculum Project</td>
<td>NUR 640 Teaching Strategy</td>
<td>NUR 642 Preceptor Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NUR 640 Teaching Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NUR 650 Capstone</td>
</tr>
<tr>
<td><em>Ethics</em></td>
<td>COR 510 Moral Leadership Paper</td>
<td>COR 600 Ethical Case Study</td>
<td>NUR 650 Capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td><em>Research Skills</em></td>
<td>NUR 550 Mock Research Proposal</td>
<td>NUR 632 Synthesis paper</td>
<td>NUR 650 Capstone</td>
</tr>
<tr>
<td><em>Leadership / Collegiality</em></td>
<td>NUR 640 Reflection Essay</td>
<td></td>
<td>NUR 650 Capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NUR 642 Preceptor Evaluation</td>
</tr>
<tr>
<td><em>Communication Skills</em></td>
<td>NUR 642 Classroom Observation</td>
<td>NUR 642 Reflective journal</td>
<td>NUR 650 Capstone Presentation</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
<td></td>
<td>Grading Rubric</td>
</tr>
</tbody>
</table>
## Portfolio Process

<table>
<thead>
<tr>
<th><strong>Portfolio Process</strong></th>
<th><strong>Responsible Person(s)</strong></th>
<th><strong>Due Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong></td>
<td>1. MSN Program Coordinator</td>
<td>1. Orientation or 2. During student’s first MSN course</td>
</tr>
<tr>
<td>Portfolio Binder provided; policy and procedure reviewed with student</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First Submission</strong></td>
<td>1. MSN Student 2. Faculty Advisor</td>
<td>1. Within two months following completion of five (5) MSN/COR courses</td>
</tr>
<tr>
<td>After first five (5) MSN/COR courses are completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final Submission</strong></td>
<td>1. MSN Student 2. Faculty Advisor</td>
<td>1. Mid-semester of last courses</td>
</tr>
<tr>
<td>After completion of NUR 650 Capstone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Name:

Student Contact Information:

Home Address:

Home Phone: Cell Phone:

Email: Work Contact (include Employer name):

Advisement of Portfolio Process (Getting Started):

Date: Faculty Signature: __________________________

Student Signature: __________________________

First Submission:

Date: Faculty Signature: __________________________

Student Signature: ________

Comments about Portfolio:

Final Submission

Date: Faculty Signature: __________________________

Student Signature: __________________________

Comments about Portfolio:

__________________________________________________________________

__________________________________________________________________
Educator Role Capstone Requirement

Purpose and Description
The purpose of the Capstone is to facilitate students during a major synthesis project that applies theory and skills acquired during coursework. The Capstone encompasses three aspects: 1) project, 2) accompanying scholarly paper, and 3) professional presentation to a minimum of faculty and peers.

This guided, multi-disciplinary Capstone begins with a theoretical framework and comprehensive literature review, proceeds through an implementation phase, and concludes with an analytical outcome measurement. All three aspects of the Capstone are supported by the integration of principles from the disciplines of education and nursing and reflect the MSN Program Outcomes.

The project and its accompanying paper are completed in NUR 650 Nurse Educator Role Synthesis: Capstone and taken during the last 12 credit hours of MSN Program coursework.

Types of Projects
1. Educational program outcome assessment using existing data from Alvernia University or current workplace (with permission)
   a. Examples include
      i. Longitudinal demographic trends and student success
      ii. Longitudinal curriculum content area performance using ATI, National Benchmarks, etc.
2. Fully developed grant proposal with nursing education focus
3. Development and testing of an innovative teaching strategy or methodology (i.e.: technology)
   a. Student volunteer subjects
   b. IRB approval
   c. Evaluation of data
4. Development of an innovative continuing education or college course
   a. Syllabus, examples of two fully developed presentations, content rubrics, and faculty evaluation measures
   b. External validation from an expert with written documentation
5. Create, implement and evaluate a high fidelity clinical simulation scenario
   a. Student volunteer subjects
   b. IRB approval
   c. Evaluation of data
6. Evidence based project and development of a protocol/policy with an education focus. Collaborate with agency to meet mutual goals
7. Publishable manuscript submitted to a peer reviewed nursing journal
8. Other: with approval of MSN Program Coordinator

NOTE: It is strongly recommended that only existing research/measurement instruments with published validity and reliability are accepted for outcome assessment. Self-created survey instruments may be used only after careful consideration by Capstone Facilitator and student.
Capstone Timeline
Students will be asked to indicate their intent to register for NUR 650 at the beginning of the semester prior to completing the Capstone course. The MSN Program Coordinator will facilitate the pairing of students and faculty facilitators based on Capstone topics and faculty expertise/workload by midway in the semester prior to taking NUR 650. The MSN Program Coordinator reviews and gives final approval.

If the project requires IRB approval, the application should be submitted to the IRB at least three months prior to the beginning of the semester in which NUR 650 is scheduled.

Roles and Responsibilities of Student
1. As soon as a Capstone Facilitator is appointed, students contacts their Capstone Facilitator for guidance in finalizing the Capstone topic and creating an implementation timeline
2. Register for NUR 650
3. Complete approval form and obtain required signatures by the end of the semester prior to NUR 650
4. Acquire appropriate approvals such as IRB and facility permissions by the 2nd week of the semester in which NUR 650 is scheduled
5. Maintain self-direction to meet timeline and quality expectations
6. Accept ongoing constructive feedback and work in collaboration with Capstone Facilitator
7. Adhere to Alvernia University’s academic honesty and ethical standards
8. Participate in a process evaluation of Capstone experience
9. Achieve at least 100 hours completing Capstone. Keep track of the time spent on Capstone related activities
10. Prepare and present project to a minimum audience of nursing faculty and peers

Roles and Responsibilities of Capstone Facilitator
1. Conduct an initial meeting for guidance in finalizing the Capstone topic
2. Approve Capstone timeline
3. Provide ongoing guidance and feedback related to all aspects of the Capstone, including IRB
4. Have a minimum of two contacts per month with student
5. Support the student in maintaining timeline for implementation
6. Give student advice and support related to logistics of implementation
7. Preview, approve, and attend presentation at
8. Assign course grade based on MSN Capstone Program Assignment Rubric
MSN Program Capstone Project Approval

Student Name:

Student Contact Information:
  Address: ______________________________________________________________
  Work Phone #: __________________________________________________________
  Home Phone #: __________________________________________________________
  Cell Phone #: ___________________________________________________________

Advisement and Capstone Process (Getting Started):

  Topic/Title: _____________________________________________________________

  Timeline:  1.
            2.
            3.
            4.
            5.

  Expected Approvals/Permissions to be obtained:
            1.
            2.

  Faculty Signature and Date: _____________________________________________

  Student Signature and Date: _____________________________________________

Approval Granted:

  MSN Program Coordinator Signature and Date: _____________________________
## MSN CAPSTONE ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competent (B to B+)</th>
<th>Expert (A- to A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROJECT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Selection</td>
<td>Identifies a focused and manageable topic that addresses relevant aspects of nursing education</td>
<td>Identifies a creative, focused and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic</td>
</tr>
<tr>
<td><strong>PAPER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Process</td>
<td>Appropriately developed critical elements of the methodology or theoretical framework; however, more subtle elements are ignored or unaccounted for</td>
<td>Skillfully developed all elements of the methodology and theoretical framework</td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conducts all educational, research and clinical activities with honesty and integrity; reflects behavior that is congruent with the value and dignity of every human being</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independently applies ethical perspectives/concepts to an ethical question; accurately, and is able to consider full implication of the application</td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches</td>
<td>Synthesizes in-depth information for relevant sources representing various points of view/approaches</td>
</tr>
<tr>
<td>Communication Skills: Written</td>
<td>Correctly uses 80-90% of the following using guidelines established by APA: use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context</td>
<td>Correctly uses all of the following using guidelines established by APA: use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context</td>
</tr>
<tr>
<td><strong>PRESENTATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills:</strong> Oral</td>
<td><strong>Communication Skills:</strong> Oral</td>
<td></td>
</tr>
<tr>
<td>Communicates and organizes information from sources. The information is somewhat synthesized. Intended purpose is achieved</td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve the project purpose, with clarity and depth.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates an organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) that is clearly and mostly observable within the presentation</td>
<td>Demonstrates an organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) that is clearly and consistently observable and is skillful making the content of the presentation cohesive</td>
<td></td>
</tr>
<tr>
<td>Exhibits deliver techniques (posture, gesture, eye contact, and vocal expressions) that make the presentation understandable, and speaker appears comfortable</td>
<td>Exhibits delivery techniques (posture, gesture, eye contact, and vocal expressions) that make the presentation compelling; speaker appears polished and confident</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROFESSIONALISM AS A NURSE EDUCATOR</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership &amp; Collegiality</strong></td>
<td><strong>Leadership &amp; Collegiality</strong></td>
</tr>
<tr>
<td>Works somewhat effectively in among leadership structures in academic and practice settings in order to achieve project goal</td>
<td>Works Highly effectively among leadership structures in academic and practice settings in order to achieve project goal</td>
</tr>
<tr>
<td>Identifies and acknowledges conflict and stays engaged with it</td>
<td>Addresses conflict in constructive way, helping to manage/resolve it in a way that strengthens relationships, cohesiveness and future effectiveness</td>
</tr>
<tr>
<td>Treats individuals with dignity and respect</td>
<td>Treats individuals with dignity and respect</td>
</tr>
<tr>
<td>Serves as a role model for professional nursing and education</td>
<td>Serves as a role model for professional nursing and education</td>
</tr>
</tbody>
</table>

**COMMENTS**

**FINAL GRADE FOR THE COURSE:**

**CAPSTONE FACILITATOR SIGNATURE:**

**DATE:**

Reference: