



School of Nursing
Graduate Student Manual
2021- 2022

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Student Manual Purpose

The purpose of this manual is to communicate information specifically related to Bushnell University's School of Nursing graduate programs and students. Students are responsible for becoming familiar with information in this manual as well as the University's [Student Handbook](#) and [Academic Catalog](#). The provisions of this manual are supplementary to the University's Student Handbook and do not constitute a contract, express or implied, between any student, faculty member, or the University nor do they supersede university policies or procedures.

The Bushnell University and the School of Nursing reserves the right to make changes to information contained herein at such times it deems appropriate. All changes will be promptly communicated the students, faculty, and other appropriate persons. The most current edition of the [Graduate Nursing Student Manual](#) is available on nursing's webpage.

Welcome from the Dean of Nursing

It is my pleasure to welcome you to Bushnell University's School of Nursing. I am honored to serve as the Dean of Nursing and look forward to collaborating with you as you pursue your calling to graduate education. Your decision to seek an advanced degree will serve to position you as a nurse leader and educator in the workplace, academia, local, regional, and national communities as well as advance the nursing profession.

My office is located in Siefke Hall, Room 206. You are welcome to drop in and/or make an appointment to meet with me by calling 541-684-7338 or emailing lveltri@bushnell.edu.

Once again, welcome!



Linda M. Veltri
Dean of Nursing/Professor
Office: Siefke Hall, Room 206.
Office Phone: 541-684-7338
Email: lveltri@bushnell.edu.

Bushnell University Mission

To foster wisdom, faith, and service through excellent academic programs within a Christ-centered community.

Bushnell University Vision

Aspires to be characterized by its commitment to equip students to discover and answer God's call in their lives.

Bushnell University Core Themes

- Manifest Excellence in Christian Higher Education
- Exercise Faithful Stewardship
- Foster Life-Transformation in a Christ-Centered Community
- Develop Purposeful Graduates

School of Nursing's Mission

The mission of the nursing program, as an integral part of Bushnell University, is to respond to the higher educational and healthcare needs of our culturally diverse communities. We prepare ethical nurse leaders and educators to lead the way toward evidence-based, quality improvement within a variety of health care and educational communities. We embrace Bushnell's mission to foster wisdom, faith, and service through excellent academic programs grounded in the arts and sciences that demonstrate compassion and respect toward all people served.

Master of Science in Nursing Purpose

The purpose of the Master of Science in Nursing (MSN) program is to prepare baccalaureate nurses to:

- Assume a nurse leadership or educator role within a variety of health care systems and educational settings.
- Influence delivery of high quality evidence-based collaborative health care and nursing education.
- Use ethical discernment, systems thinking, and critical thinking to improve delivery of health care and nursing educational programs as well as improve nursing knowledge, care, and practice.
- Pursue certification as a nurse leader or nurse educator
- Continue study at the doctorate level.

MSN Program Objectives: Nurse Leadership in Health Systems Concentration

Graduates of this program will be able to:

1. Integrate knowledge and theories of leadership, nursing and other related sciences and the humanities into leadership practice.
2. Incorporate concepts of organizational and systems leadership in the provision of cost effective and safe, quality care for patients, families, groups, and communities within various health systems.
3. Demonstrate ethical leadership for improving quality and safety across the care continuum in health systems.

4. Use research outcomes from nursing and other disciplines to guide nursing judgment, effect change, formulate and influence health policy, and disseminate findings in order to advance clinical practice.
5. Demonstrate a spirit of inquiry by raising questions, challenging traditional and existing practices, and seek creative, evidence-based solutions to nursing and clinical problems.
6. Use knowledge of health care and other technologies to deliver and coordinate care, communicate with individuals and groups, inform decision-making, and improve care outcomes.
7. Effectively communicate and collaborate as a member and leader of interprofessional teams to coordinate care and optimize health care delivery.
8. Function as a leader and change agent to promote human flourishing within the larger family, community, and population.
9. Implement master's level nursing practice in ways that foster best practices, demonstrates leadership, promotes the personal and professional growth of oneself and others as well as change in people and systems, and advances the nursing profession.

Master of Science in Nursing program objectives are based on outcomes/competencies expected of graduates from a Masters nursing program as established by the National League of Nursing (NLN, 2010) and the American Association of Colleges of Nursing (AACN, 2011) [Essentials of Master's Education in Nursing](#)

Nursing Education Concentration Objectives:

Graduates of this program will be able to*:

1. Integrate theoretical perspectives, instructional technologies, nursing and related sciences, and the humanities into practice as a nurse educator.
2. Incorporate ethical and critical decision-making skills that result in provision of cost effective, quality care nursing education for patients, health care professionals, or nursing students across various educational settings.
3. Engage in continuous quality improvement across a variety of educational settings.
4. Use research outcomes from nursing and other disciplines to inform teaching practice, formulate and influence policy, and disseminate findings in order to advance nursing education.
5. Demonstrate a spirit of inquiry by raising questions, challenging traditional and existing educational practices, and seeking creative, evidence based solutions to problems related to nursing education.
6. Use knowledge of instructional and other technologies in the delivery of education to patients, health care providers, and nursing students across diverse educational settings.
7. Effectively communicate and collaborate in the design, implementation, and evaluation of nursing education across various educational settings.
8. Integrate advance knowledge to influence content, design, and delivery of education to patients, health care providers, and nursing students across a variety of educational settings.
9. Implement master's level nursing practice in ways that foster evidence based educational practices, promotes the personal and professional growth of oneself and others, and advances the nursing profession.

*Master of Science in Nursing program objectives are based on outcomes/competencies expected of graduates from a Masters nursing program as established by the National League of Nursing (NLN, 2010) and the American Association of Colleges of Nursing (AACN, 2011) [Essentials of Master's Education in Nursing](#).

Post Master's Nursing Education Certificate*

This online certificate program, approved by the U. S. Department of Education, is designed for nurses with a master's degree who want to teach. Students enrolled in this 18-credit postmaster's program are awarded a certificate upon completion of nursing education concentration course work.

Purpose

The purpose of the Post Master's Nursing Education Certificate is to prepare nurses to:

- Assume a nurse educator role within a school of nursing or staff educator role within a variety of health care organizations and settings.
- Utilize best practice to deliver high quality, evidence-based, theory guided teaching and learning experiences in a variety of educational environments including face-to face, e-learning and blended formats, simulation, and the clinical setting.
- Pursue certification as a Nurse Educator.

Upon completion of this program, graduates will be able to:

1. Integrate theoretical perspectives, instructional technologies, nursing and related sciences into practice as a nurse educator.
2. Use research outcomes from nursing and other disciplines to inform teaching practices and advance nursing education.
3. Apply knowledge of instructional and other technologies in the delivery of education to patients, health care providers, and nursing students across diverse educational settings.
4. Integrate and foster evidence based educational practices, personal and professional growth of oneself and others to advance nursing education.

*Note: In order to teach in Oregon, registered nurses will need to have completed a minimum of two years of clinical experience.

Accreditation

The MSN program at Bushnell University is accredited by the Commission on Collegiate Nursing Education 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Bushnell University is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not

partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact: Northwest Commission on Colleges and Universities 8060 165th Avenue N.E., Suite 100 Redmond, WA 98052 (425) 558-4224 www.nwccu.org

Professional Membership

Bushnell University is a member of The American Association of Colleges of Nursing (AACN). AACN is the national voice for baccalaureate and graduate nursing education and works to establish quality standards for nursing education; assists schools in implementing those standards; influences the nursing profession to improve health care; and promotes public support for professional nursing education, research, and practice.

Academic Catalog

Information related to admission, graduation, code of conduct, academic services, resources, grading, grievance, and other university policies and procedures are detailed in the University's [Academic Catalog](#).

Program of Study

Graduate students complete 18 credit hours in the [MSN](#) core *plus* 12 credit hours in the Nurse Leadership in Health Systems or 18 credit hours in the Nursing Education concentrations respectively.

Post Master's Nursing Education Certificate students complete the six Nursing Education concentrations courses for a total of 18 credit hours.

Learning Environment

Our role as faculty is to partner with you and support your learning and success in this course. Our intention is to create an environment that is conducive to everyone's learning and that will be open to conversations and perspectives that challenge our perspectives. Diverse perspectives are necessary for full understanding. Throughout this course, we will work to promote a learning space where everyone feels safe and welcome. Discrimination can be direct or indirect and take place at both institutional and personal levels. Such discrimination is unacceptable, and we are committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this relies on the support and understanding of everyone in this course. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

If you have a concern about the content of the course, faculty performance, or are struggling in any way in a course, please reach out to your course faculty by phone, email or text message. If you would like to be addressed using a different name than those provided by the University, please let your course faculty know.

Professional Portfolio

Graduate students create an electronic professional portfolio as they progress through their programs of study. Designated graduate level courses include a portfolio assignment that students upload to the portfolio link in Taskstream. Portfolios are assessed by faculty teaching courses that include a portfolio assignment.

Program Orientation

New student orientation is carried out under the direction of the University's Admissions Office and is designed to provide the tools and resources students need to be successful in the graduate program. Students are encouraged to attend an on-campus orientation, if possible. On-campus orientation events provide opportunity for new students to meet university staff and faculty, tour the campus, and get acclimated to being a student including how to order textbooks, access courses, tutoring services, library resources, and more. Individual and phone orientations are scheduled for students who cannot attend an on-campus session.

In addition, graduate students complete NURS 501 MSN Orientation course that is delivered online orientation via BeaconLearning. This orientation course provides students opportunity to review the Graduate Nursing Student Manual along with hands on practice creating and posting to forum seminar discussions and Taskstream, navigating online exams, submitting papers through Turnitin, and other skills needed to successfully engage in online learning. Graduates of University's RN to BSN program are not required to take NURS 501.

Student Photo Identification Card

Students receive a university photo identification card as part of the orientation process. This card is needed to checkout materials at Kellenberger Library and access the University of Oregon libraries. Students are required to display their student identification card when engaged in student related university and/or graduate level program activities, coursework, and clinical, practicum, or teaching projects while on site in health care organization and/or community agencies.

Academic Advising

Each graduate student is assigned an [Academic Advisor](#) who serves as the primary contact for any questions pertaining at academic life at the university. Academic Advisors are available to:

- Provide a safe and respectful space to ask questions, discuss interests, and express concerns.
- Understand and effectively communicate degree and program requirements and institutional policies and procedures.
- Empower students to make informed decisions regarding courses, majors, minors, and other curriculum opportunities.
- Refer students to relevant resources both on and off campus.

Nursing's Academic Advisor is located in the Pomajevich Faculty Building and can be reached at (541) 684-7316 or acadvising@bushnell.edu.

Informational Technology

Informational Technology (IT) support is available by calling 541-684-7272 or completing an [IT Help Ticket](#).

IT can assist students locked out of My.Bushnell or Bushnell email accounts and with software, BeaconLearning, or specific course needs, etc. The IT department recommends the following computer specifications:

Windows Computer:

- Laptop or Desktop
- Windows 7 or 10
- Intel i5 processor or better, or an AMD from the last 3 years
- 4 gigabytes of RAM
- Antivirus software

Apple Computer:

- iMac or MacBook (Pro or Air) from within the last three years

Linux Computer:

- Ubuntu 16.04 or newer

NOTE: Chromebooks, iPads, and phones may be helpful in completing course requirements, but are not typically sufficient nor recommended as the primary device for completing academic course work. Most courses will require features only available on a traditional Windows or Apple computer.

- Students using Apple computers are strongly urged to have access to Microsoft Word and Power Point (PPT) since written assignments are to be submitted as a Word.doc or PPT.

Microsoft Office Download

Students may download a copy of MICROSOFT OFFICE for their personal computer use while a student once they receive a Bushnell account. Submit a help ticket via MyBushnell to receive download instructions.

Kellenberger Library

The [University's library](#) has an array of physical and online resources (e-books, full-text and citation journal articles, and newspapers, etc.), including access to the CINAHL Complete database, to support all areas of curriculum, including nursing. Primo, the library's online catalog, provides searching for all of the library's physical holdings as well as direct access to most of the library's online resources. Signing in to Primo with your university log-on credentials is necessary to access the online resources. The library provides facilities for research, technology, and study. Library hours and services for students, policies and forms and directory of library staff are easily accessible from the University's library [webpage](#).

- The circulation desk phone number is 541-684-7233 and is available during all open hours.
- If you have questions or concerns, call the front desk number or send email to Librarian@bushnell.edu

The *Using CINAHL Effectively* PowerPoint is available in BeaconLearning in all nursing courses. This PowerPoint provides a step by step guide on how to log in, navigate, and conduct a literature search in the CINAHL database.

Center for Career and Academic Resources

The Center for Career and Academic Resources, located within Kellenberger Library, serves as the hub for student services including the university's Career Development department, tutoring, testing and accessibility services.

Tutoring

The university provides free [tutoring services](#) for currently enrolled students in numerous subject areas and multiple delivery formats to meet your unique needs:

- Face-to-Face tutoring provided by dependable peer tutors in math and writing.
- Online Tutoring via Smart thinking, an academic online and on demand tutoring services provided by Pearson Education. This service is available 24/7
- Electronic writing Review

Students can contact tutor@bushnell.edu to receive additional help and information. Please note, tutors provide paper reviews, but do not provide editing services.

Counseling Services

Bushnell University's Counseling Center offers free and confidential counselling services to students. Sessions are provided by graduate students working towards a Master's Degree in Clinical Mental Health Counseling. Counselors work under the supervision of clinically experienced faculty. Call 541-349-7471 to schedule a free intake session.

Communication

Students are encouraged to initiate communication with their course faculty on any and all course related matters. Course faculty are available via email, phone, text message, Big Blue Button, pre-arranged appointments, and other virtual settings (Skype, facetime, Zoom, Teams, etc). Students should include a course title or number in the subject line of their email communications. Please allow up to 24 hours six days a week for a return response from faculty. Students should follow up with faculty if after this time period they have not received a response.

Additionally students:

- Are issued a Bushnell University email account, which they are to activate.

- Are expected to check their Bushnell email *at least once a day* as official university, School of Nursing, RN to BSN program, course, and academic advisor correspondence is communicated via this email account.
- Are encouraged to engage in early communication with faculty when issues, questions, or concerns arise.
- Are expected to respond to faculty emails and other communications in a timely manner.
- Are to email faculty and staff via their Bushnell email address only.
- Receive access to BeaconLearning which is the web-based learning platform used to deliver online courses.
- Are expected to log into BeaconLearning and their current courses regularly as faculty often post course related announcements, updates, videos, and other important information.
- Should contact the University's IT Help Desk by phone (541-684-7272) or submit an [IT Help Ticket](#) if they encounter problems with their email or BeaconLearning accounts.
- Are responsible for ensuring their personal information (name, address, phone number etc.) remains up to date.
- Should not use their Bushnell email for personal solicitation or fund-raising activities except for those directly related to the nursing program and approved by the Dean of Nursing.

Attendance and Participation

Attendance and participation in the online class room is an essential component of university's graduate programs and student learning. Students are expected to log into their online courses on a regular basis. Additional attendance and participation requirements are detailed in each course syllabus.

Faculty track attendance in all graduate courses for administrative purposes only. Attendance is not included in course grading. Student posts to a forum discussion, submission of a paper, or completion of a quiz or any other course assignment/activity due between Monday and Sunday each week of the course is considered as "attending."

Textbooks and Other Required Resources

Course textbook information and purchase is available at [Bushnell University Online Bookstore \(ecampus.com\)](#). Students may choose to purchase textbooks from the University's e-campus bookstore or any other vendor. When purchasing books from another vendor, ensure that the ISBN number of the book matches the ISBN number listed the Textbook link.

Graduate students are also required to purchase or have access to the following online software and simulated programs:

- NURS 550: Statistics in Nursing: *IBM's SPSS 6-month Grad Pack Standard, Excel, Navigator 2 Advantage Access for Statistics in Nursing*
- NURS 501C: Population Health Clinical: *Sentinel Town*
- NURS 620C: Advanced Health Assessment for Nurse Educators Clinical: *Shadow Health University*

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Course Syllabi

Course syllabi for graduate courses are available in BeaconLearning to all students enrolled in their specific course (es). Course requirements and student expectations are stated in each course syllabus. Students are highly encouraged to log into BeaconLearning to obtain the course syllabus on the first day of class. It is the student's responsibility to be familiar with information included in the course syllabus including but not limited to faculty contact information, assignments, due dates, grading, etc.

Grading and Progression

Students are to achieve a grade of B minus or better in each graduate course in the MSN major and Post Master's Nursing Education Certificate program. As of fall 2016, final course grades in all graduate courses are assigned based on BU's standardized grading scale:

A	93% and above
A-	90 - 92.99%
B+	87 - 89.99%
B	83 - 86.99%
B-	80 - 82.99%
C+	77 - 79.99%
C	73 - 76.99%
C-*	70 - 72.99%
D+	67 - 69.99%
D	63 - 66.99%
D-	60 - 62.99%
F	Below 60%
P	70% and above
N	Below 70%

*A grade of 80% of B minus and above is considered passing

Signature Assignments

Graduate courses include a Signature Assignment (SA) which provide students opportunity to demonstrate how they have achieved course and program objectives and AACN (2011) Master's Essentials.

Patricia Benner's 1984 *Stages of Clinical Competencies* and select National League for Nursing's (2010) competencies were used to develop nursing's course and program objectives, Signature Assignments, evaluations, and other grading criteria. Familiarity with the following definitions, which are based on these competencies, assist understanding of how faculty interpret select terms included in grading criteria, evaluation forms, and course and program objectives. Faculty and students should consider the following definitions when completing, scoring, and providing feedback on assignments and evaluations.

Expert: Possesses extraordinary advanced knowledge; operates from a position of deep understanding of the total situation; zeroes in the accurate or most salient region of a problem, issue, or question.

Proficient: Possesses extensive advanced knowledge; perceives and understands situations as whole parts; has a holistic understanding which improves decision-making; has a perspective on which of the many existing attributes and aspects in the present situation, issue, or question are the important ones.

Competent: Possesses sufficient advanced knowledge; demonstrates efficiency, coordination, organization, and long-term awareness or perspective; has confidence in their reasoning, thoughts, and/or position.

Advanced Beginner: Possess marginally acceptable or developing advanced knowledge; requires occasional supportive cueing and/or coaching.

Novice: Possesses basic knowledge; requires continual cueing and/or coaching; demonstrates rule-governed, inflexible thinking; lacks confidence; simply follows instruction.

Human Flourishing: Actions an individual takes to cultivate well-being and to become one's best self (Modic, 2016); a good life; personal wellness. "Human flourishing encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population. The nurse helps the individual in efforts to reclaim or develop new pathways toward human flourishing" (NLN, 2010, p. 33).

Nursing Judgment: "The intellectual process the nurse exercises in form an opinion and reaching a clinical decision based on analysis of evidence or data" (Oregon State Board of Nursing, 2017). It encompasses three processes: critical thinking, clinical judgement, and integration of best evidence into practice (NLN, 2010). "Critical thinking means identifying, evaluating, and using evidence to guide decision making by means of logic and reasoning. Clinical judgment refers to a process of observing, interpreting respond, and reflecting situated within and emerging from the nurse's knowledge and perspective" (Tanner, 2006 as cited in NLN, 2010, p. 34.). At the master's level, nursing judgment involves making judgments in one's specialty area that "reflect a scholarly critique of current evidence from nursing and other disciplines and the capacity to identify gaps in knowledge and formulate research questions" (NLN, 2010, p. 34).

Ethical Discernment: Non-judgmental understanding of how moral/ethical standards are formed, influence aspects of our lives, and shape public discourse and policy. Moral and ethical discernment is linked to integrity, objectivity, public interest, and justice (Lindberg, 2013).

Signature Assignments are graded according to the Signature Assignment Grading Rubric that utilizes the following categories and corresponding points:

Exemplary (90-100)	Accomplished (70-80)	Developing (40-60)	Incomplete (10-30)	Missing (0)
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Professional Writing and APA

Writing is an essential component of effective communication used in professional nursing practice and education. The ability of nurse leaders and educators to express ideas and opinions in a clear, precise, and logical manner is essential.

The discipline of nursing and the University's nursing program uses the American Psychological Association (APA) standards to guide clear, professional, written communication. Use of APA format refers to clear and concise writing, paper organization, proper use of grammar and syntax, punctuation, capitalization, abbreviations, citations, and avoidance of bias language, etc. as detailed in the *Publication Manual of the American Psychological Association*. Student papers and other written assignments are to comply with principles outlined in the most current edition of the APA manual *and* the following APA Ground Rules unless otherwise indicated by the course instructor:

- A properly formatted professional title page*
- A properly formatted Abstract
- Proper use of APA style headings
- Properly formatted in-text citations
- Properly formatted abbreviations, numbers, statistical and mathematical copy, figures tables, and appendices
- Use of 12-point, Times New Roman font
- Proper use of double spacing
- A properly formatted reference page*

*Author's note and key words are not required on the title page.

Title, Abstract, and Reference pages do not count toward the assignment page limit

Licensure and Other Compliance Documents

Students are responsible for maintaining an active, unencumbered RN license while enrolled in graduate level nursing courses. Licensure status is verified as part of the admission process and prior to enrollment in course with a clinical or practicum component.

Practice Experiences

Select graduate nursing courses include supervised clinical or practicum experiences designed to assist students integrate didactic learning, acquire competence with new knowledge and skills, and demonstrate mastery of The Essentials of Master's Education in Nursing (2011). Practice experiences are comprised of virtual simulation, field visits, or carried out within a health care organization or agency. Students are assigned a preceptor for practice experiences conducted in health care organizations or agencies.

Students enrolled in the clinical and practicum practice experience will, at their own expense, obtain and submit appropriate organization/community agency required documents. Documents include, but are not limited to:

- Criminal Background Check
- 10 panel Urine Drug Screen + Alcohol
- Immunization status: Tdap, Hepatitis B, Measles, Mumps, Rubella or + Rubella titer, evidence of Varicella status, Influenza vaccine, 2-step TB testing or IGRA, & COVID-19.
 - Students who are not fully vaccinated against COVID-19 may not be eligible for placement in health care organizations or community agencies. *Please contact the Clinical Placement Coordinator as soon as possible to discuss your situation if you are not fully vaccinated.*
- Current American Heart Association Basic Life Support certification.
- Prior Training or Education Attestation Form.
- Other required health care organization or community agency specific documents.

Students are to submit required documents to NextCloud, which is an encrypted file transfer and storage service.

Leadership and Teaching Practicum Experiences

The purpose of these supervised, 135 clock-hour immersion experiences are to provide students opportunity to apply concepts learned in prior graduate level course work to influence delivery of nursing care and education in a variety of health care and academic settings.

Students may complete their practicum experiences within the organization/agency/academic setting where they work, however must clearly separate their work/role as an employee from work/role as a student. For example, students must:

- Select a project separate from work normally done as part of their regular job.
- Obtain student log on credentials to access electronic information.
- Display University issued student photo identification card while on site.
 - If you do not have a university issued student photo identification card contact Student Life at 541-684-7345 to obtain. You may request identification card be mailed to you.
- Wear professional dress and/or lab coat if required to wear scrubs on the job.
- Complete school related activities during non-working hours.

The University is required to obtain an affiliation agreement, Memorandum of Understanding (MOU), and or other agreement with organizations/agencies in which practice experiences are

carried out. Students may not begin work on practicum projects until the university has an agreement in place with selected organization/agency.

Nursing's Clinical Placement Coordinator will email detailed information about practicum courses to students prior to the semester in which they enroll in the course. Students are highly encouraged to read information and respond quickly to all requests. Doing so assists students to be cleared for their practicum projects.

Preceptors

The Clinical Placement Coordinator, in collaboration with nursing faculty and students, nurse educators, and other key people within organizations, community agencies, and academic settings where clinical, and/or practicum experiences take place recruit, identify and select Preceptors. The qualifications of those serving in this role are as follows:

- Possess knowledge, experience, and/or expertise related to student's project clinical and/or practicum experience and project
- Is a Registered Nurse*
- Holds a graduate degree or higher
- Employed by the organization/agency in which clinical or practicum experience and project is carried out
- Willing and cleared to serve as Preceptor
- Does not supervise or evaluate the student during the course of his/her job
- Is not related to and/or is not a personal friend of the student
- Meets any additional preceptor requirements outlined by the Board of Nursing in the state where the clinical or practicum experience and project is carried out

*When possible, the Preceptor will be a Registered Nurse. In some clinical or practicum experiences, an interdisciplinary Preceptor possessing specific education, knowledge, expertise, and experience related to the learning experience or project who can explicate the role of leader or educator will be used when a similarly qualified RN is not be available.

Course, Faculty, and Program Assessment

The following opportunities provide graduate students and alumni to participate in the assessment of graduate level courses, faculty, and program:

Course Evaluations

- Toward the end of each course students have access to and are encouraged to complete course/faculty evaluations.
- Students are expected to carefully weigh their assessments and narrative comments as well as model *Behaviors Implying the Presences of Professional Values* when completing course and faculty evaluations.
- A link to course/faculty evaluations will be sent to student Bushnell email accounts. Your thoughtful and constructive feedback helps faculty to improve their teaching. It also helps the university reward good teaching and address weaknesses and problems in a timely fashion.

- If you'd like to write the most powerful, helpful evaluation you possibly can, do one simple thing: set aside space where you take notes to jot down details about your faculty's teaching that are either helpful or unhelpful. When it comes time to fill out the evaluation, take those details, add a sentence or two explaining *why* they helped or didn't help you, and submit that in the open text boxes. Faculty and administration read evaluations carefully.

Additional Program Assessment Opportunities

- The online Master's Level Nursing Exit Assessment.
- The online Master's Level Nursing Alumni Assessment.
 - The Dean of Nursing will send the Exit and Alumni assessments to students' personal email address on file within 12 months of program completion.
- Student participation in the Nursing Program's Community Advisory Committee.
- Individual or groups of students may also provide unsolicited feedback to faculty and administrators at any time in person, via phone and/or email message.
- University Satisfaction Assessments*
 - Following graduation, students can provide feedback by completing the university's First Destination Survey*. A link to this survey via email.
 - Students should notify the Office of the Registrar about changes to email and permanent addresses to ensure delivery of the Exit, Alumni, and First Destination Surveys.

Nursing Scholarship, Engagement, and Professional Development

Helen Stafford Walsh Nursing Scholarship

Through charitable gifts to the University, this scholarship has been established to help students preparing for careers in nursing. [Helen Stafford Walsh](#) was proud to be a Registered Nurse. Her family established this award to honor her commitment to nursing, her long career in the profession, and the nurse-friends she made along the way. Education was important to her. Through the funding of this award, Helen would be pleased that her hard work now supports a colleague continuing their nursing education.

One scholarship for \$500 is awarded each academic year. Contact Nathan Icenhower at nicenhower@bushnell.edu for more information. The scholarship recipient will be notified by email and the Walsh Family will present the scholarship to the recipient during the May Blessing of the Hands ceremony.

School of Nursing's Community Advisory Committee

The Community Advisory Committee is a standing committee offering our professional health community of interest, nursing students and faculty, and other representative from across the university opportunity to contribute, in an advisory capacity, to issues related to continuous quality improvement of Bushnell University's undergraduate, graduate, and other emerging programs. This committee serves as a formal communication link between the university and its representatives, nursing students, nursing faculty, and the community concerning issues related

to the profession, health care, education, and Bushnell's nursing program. This advisory committee meets annually.

Membership is composed of practicing professionals from local health care organizations and educational institutions, nursing faculty, Bushnell University representatives, and currently enrolled undergraduate and graduate students, who after a 12-month period become invited members. The advisory committee is chaired by the University's Dean of Nursing.

Students currently enrolled in the graduate program at Bushnell are invited to assume one of the two student positions on the Community Advisory Committee. Students will serve for a period of 12 months. Thereafter, both students are invited and encouraged to remain on the committee for an additional 12-month period.

AACN Student Policy Summit

The AACN Student Policy Summit is a three-day conference held in Washington, DC and is open to Bushnell nursing graduate students. Students attending the Summit are immersed in didactic program sessions focused on the federal policy process and nursing's role in professional advocacy. One graduate student will be selected annually to attend the Student Policy Summit and receive a \$500 stipend to support Summit registration and travel expenses. Students interested in attending the Summit should contact the Dean of Nursing at lveltri@bushnell.edu

Blessing of the Hands Ceremony

A *Blessing of the Hands Ceremony* is held to celebrate the University's nurse graduates in December and May. This non-denominational ceremony is designed to honor the healing, holistic, and compassionate care nurses provide as well as reaffirms their commitment to the nursing profession.

- Students and nursing faculty wear academic regalia to the Blessing Ceremony.
- A professional photographer will take a group photo of graduating nursing students and faculty following the Blessing Ceremony.
- Friends, family, colleagues, and others are invited to attend the Blessing ceremony

Sigma Theta Tau International Honor Society of Nursing: Alpha Alpha Tau Chapter

Students who achieved a 3.5 GPA or above and have completed at least ¼ of their graduate program of study are invited to become a member of Alpha Alpha Tau. Eligible students will receive an invitation to join Bushnell's Alpha Alpha Tau chapter. New members are inducted annually.

Post Master's Certificate students who are legally recognized to practice in their countries, have at least a baccalaureate degree in nursing or other field and demonstrate achievement in nursing Scholarship or *Leadership* or *Service* or *Practice* may apply to become a Sigma and Alpha Alpha Tau member.

Code of Conduct and Civility

Students are responsible for conducting themselves in accordance with the University's Code of Conduct located in the [Student Handbook](#) and Nursing's Online Netiquette Guideline. As a licensed nurse, students shall conduct themselves according to Oregon or other State Administrative Rules applicable to their nursing practice and state in which they hold licensure.

Academic Grievance/Complaint Procedure

The School of Nursing follows the university's definition, policies, process, and procedures related to academic grievances and the Title IX complaint and procedure outlined in the University's [Academic Catalog](#) and [Student Handbook](#). Students may direct other complaints to the Dean of Nursing or Vice President for Academic Affairs. Complaints related to licensed nursing students are reported to the Board of Nursing in the state(s) in which licensure is held when appropriate.

Code of Ethics for Nurses

Students are expected to function within the framework of the American Nurses Association (ANA, 2015) Code for Nurses with Interpretive Statements. The [Code of Ethics](#) is available for purchase from the American Nurses Association Publishing Company.

Social Media

The University recognizes that social media sites such as Facebook, LinkedIn, Twitter, YouTube, etc. and personal Web sites or blogs can be effective tools for exchanging information. Students are encouraged to remember that social networking sites are public domain and can be viewed by multiple entities on and off campus.

Any online behavior violating policies and/or procedures as outlined in university's [Academic Catalog](#), [Student Handbook](#), or Graduate Nursing Student Manual brought to the attention of school officials will be treated as any other violation of the university's Student Code of Conduct, ANA Code for Nurses, and/or Behaviors Implying Professional Values.

The School of Nursing has a [Nursing Facebook](#) page to which students are invited to join.

Professional Behavior

Students are expected to model *Behaviors Implying the Presence of Professional Values* including but not limited to: altruism and advocacy, professional socialization, collegiality, accountability and honesty as detailed below:

Value: **Altruism** and **Advocacy** - Placing the client's* welfare first:

- Is accessible and prompt in responding to client.
- Keeps clients informed.
- Completes assignments on time.
- Selects appropriate response to client even if preferring to focus on something else.
- Is responsive and reliable when needs are identified by client.
- Advocates for the welfare of client.

Value: **Professional Socialization** - Commitment to nursing:

- Present and willing to learn; complies voluntarily with university and RN to BSN program policies and procedures.
- Demonstrates enthusiasm for learning.
- Looks, acts, and communicates in a professional manner.
- Gives appropriate and timely information to client* and others.
- Accepts and thoughtfully considers feedback from others; works to incorporate feedback into course work and/or nursing practice.

Value: **Collegiality** – Cooperation and Civility:

- Able to disagree diplomatically.
- Knows when to stop arguing and start helping.
- Accepts the roles of others and works in appropriate capacity in response to others.
- Deals with stress and frustration without taking it out on others.
- Objectively handles conflict with others; tries to see both sides of issues.
- Calls and makes appropriate arrangements if unable to be on time or present for learning experiences.
- Is respectful of all clients* regardless of race, ethnicity, age, citizenship, disability, or sexual orientation.

Values: **Accountability** and **Honesty**- Intellectual and personal integrity:

- Readily admits mistakes and oversights; takes criticism constructively.
- Forthright with clients*.
- Accepts responsibility for errors and tries to take appropriate corrective action.
- Statements appear to be based on fact and believable; does not provide information of facts unless known to be correct.
- Does own work and does not represent the work of others as being original.
- Acts in accordance with American Nurses Association (2015) *Code of Ethics for Nurses* and other accepted standards of nursing practice.

*Client is defined as individuals, families, communities, populations, peers, and faculty.

School of Nursing's Online Netiquette Guidelines

Nursing is a profession that adheres to values, behaviors, and standards which are to be followed. Netiquette is one of the behaviors nurses must follow given their work as a professional who communicates in a variety of electronic format, including the online classroom. It is important faculty and students recognize that the online classroom is in fact a classroom, and certain behaviors are expected when communicating with peers and faculty. These guidelines for online behavior and interaction are known as netiquette. The following Netiquette Guidelines have been adopted by University's nursing program to guide behavior in the online classroom:

1. **Treat people the same as you would face-to-face.** There is a person behind the name on your screen. Treat all with dignity and respect and you can expect that in return.
2. **Think and breathe before hitting send:** Everything typed into your computer can be copied and sent worldwide. Think before making emotional, outrageous, or sarcastic remarks, using foul language, or attacking others online. Take a few breaths, step away from your computer, and think twice before hitting send.

3. **Avoid negativity.** You can disagree. You should disagree. You can challenge ideas and the course content. However, you must avoid becoming negative online because it impacts you negatively, hinders the class discussion, and may give others a wrong impression of you.
4. **Avoid use of all caps:** Use of all caps, or !!!!, or ????? is yelling in the online world.
5. **Avoid use of offensive, unprofessional language and images:** This includes swear words and other demeaning racial, ethnic, sexual, political, religious comments or images.
6. **Be polite/disagree politely.** Discussions are constructed to foster critical thinking and opportunity to offer theory, evidence, and opinion. Questions posed invite different points of view which means there will be differences in opinions. Disagreeing politely stimulates and encourages great discussion. It also allows for maintenance of positive relationships with others with whom you may disagree.
7. **Don't disrupt and keep it relevant.** Do not stray from the discussion. Join in, add to, ask a question, or offer an alternative view but do not derail a dialogue or train of thought. If you have something entirely different to bring up, wait or post it in another thread.
8. **Use appropriate grammar and structure:** Use spell check, complete sentences, and paragraphs. Sentences like “I agree”, “good point”, or “me too” are unacceptable because they take time to read and do not add to the discussion. Avoid writing “R U” instead of “are you”. Not everyone understands this type of abbreviation nor does it help expand your writing.
9. **Be cautious:** Using humor or sarcasm can be ‘lost’ in an email or discussion post and your message might be taken seriously or offensive. Be careful with personal information (both yours and other’s). Do not send confidential patient information via e-mail.
10. **Respect the time of others.** You are not the only person with a busy schedule. Be flexible. Do not procrastinate!

Approved by Academic Council, on this date 10-6-, 2021

Signature: _____

Dr. Dennis Lindsay, Vice President for Academic Affairs; Chair of Academic Council