

Loyola University New Orleans
College of Nursing and Health
School of Nursing



Nursing Student Handbook

2020-2021 Edition

Loyola University
Nursing Student Handbook Table of Contents

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Introduction to the Nursing Student Handbook

Welcome to the School of Nursing of Loyola University New Orleans. This *Handbook* is your primary resource for information about policies and procedures of the nursing programs at Loyola. The *Handbook* will provide you with information that will acquaint you with various aspects of your program and help you plan your nursing studies.

In addition to this *Handbook*, official publications of interest to nursing students are the *Loyola University New Orleans Student Handbook and Code of Conduct* (<https://studentaffairs.loyno.edu/student-handbook>) and the *Loyola University New Orleans Bulletin* (<http://bulletin.loyno.edu/>), which contains descriptions of all undergraduate programs, graduate programs and general academic regulations.

Letter from the Dean



Greetings! As we embark on a new year, ushered in like no other, I want to thank you for choosing Loyola New Orleans and specifically the College of Nursing and Health. You have entrusted the faculty and administration with the crucial responsibility of walking alongside you as you take these important steps towards your future. Amidst a national health crisis unprecedented in recent history, and in an era of social unrest that must bring about a commitment to health equity and social justice, an attention to structural racism and inequity in every form – you have made the vital decision to be part of

the solution. You have persevered, survived – even thrived, through a time and season where it would have been so easy not to have done so.

Everything in you is being tested during these trying times. This I can promise you; living (and learning) in an environment underpinned by the Ignatian values of service, faith, and leadership will prepare you well for a life, and career, that will serve you, your family, your community, and your world in the strongest of ways.

As a college of Nursing and Health that houses programs of counseling, ministry, and nursing, we embody the Jesuit principle of *cura personalis* or “care for the whole person” – mind, body and spirit. Whichever of the three programs you are studying in, know that our committed and renowned faculty value nurturing you through this experience. We will all emerge from these darkest of times stronger, more resilient, and better able to serve one another. I look forward to being on this journey with you, as do all of the faculty who are dedicated to your success. Thank you, again, for choosing Loyola for this part of your life’s journey.

Sincerely,

Michelle Collins, Ph.D., CNM, RNC-EFM, FACNM, FAAN, FNAP
Dean and Professor
College of Nursing and Health

Part 1: Mission, Vision, Goals, and Objectives

Mission

Provide nursing education grounded in Jesuit values to nurses who lead change and translate science into practice in a dynamic global health care environment.

Vision

Nurses transforming health care through the application of Jesuit values.

Core Values for the School of Nursing

1. Discerning mindset: finding God in all things
2. Social justice
3. Student-centeredness
4. Serving others
5. Development of personal potential
6. Pursuit of truth
7. Ethically responsible decision-making
8. Embracing diversity
9. Respect
10. Nursing education excellence
11. Interprofessional collaboration
12. Innovative use of technology and pedagogy
13. Faculty scholarship (Boyer Model)

BSN Program Mission, Goals and Objectives

Mission Statement

The primary mission of the Bachelor of Science in Nursing Program of Loyola University is to enhance the RN-BSN students' abilities to act as nurse generalists who possess professional competencies to provide and coordinate client care in a variety of settings.

The curriculum is designed to achieve this end. Through upper division nursing studies, the curriculum offers the opportunity for high quality professional nursing education within the multidisciplinary context of a Jesuit university education.

Program Goals

The goals of the BSN Program are to provide RN-BSN students with:

1. A broad base of liberal studies in the Jesuit tradition in order to enhance understanding of self, others, and the world in which we live.
2. An undergraduate education that fosters continued professional growth and forms the foundation for graduate education.
3. Foundational studies and experiences that ensure an appropriate level of competence in effective communication.
4. A working knowledge of concepts essential to contemporary professional nursing practice.

5. A flexible educational program that facilitates attainment of personal and professional career goals, and meets the health care needs of the community.

Program Objectives

Upon completion of the Loyola University's BSN Program, graduates will be able to:

1. Employ critical thinking and decision-making skills in professional nursing practice.
2. Recognize the influence of beliefs, values, and economic status on provision of health care and client health behaviors.
3. Understand the theoretical basis of nursing interventions and use evidenced-based findings in their nursing practice to improve client care.
4. Demonstrate skills in the art of communication with individuals and groups.
5. Design and implement nursing interventions that promote the health of individuals and aggregates.
6. Function as a nurse generalist in primary, secondary, or tertiary health care settings.
7. Demonstrate continuing professional development.

MSN Program Mission, Goals and Objectives

Mission Statement

The mission of the Loyola MSN program is to prepare nurse to function in advanced roles in a variety of health care settings. The MSN program emphasis is to develop critical thinking and ethical decision-making skills as primary skills needed by all nurses in advanced roles.

The curriculum is designed to educate nurses to provide effective and cost-efficient nursing care, and to provide leadership in improving and extending health care to specific populations.

Program Goals

The goals of the MSN program are to:

1. Provide graduate nursing education in the Jesuit tradition.
2. Create opportunities for the development of expertise in an advanced role.
3. Foster development of advanced interpersonal and communication skills.
4. Prepare nurses capable of improving health care and initiating change in health care delivery.
5. Foster professional identity as a nurse with an advanced role.

Program Objectives

Upon completion of the Loyola University's MSN Program, graduates will be able to:

1. Integrate scientific findings from nursing and other related disciplines into the advanced professional practice role
2. Function in an organizational or systems leadership role in diverse settings
3. Apply and operationalize business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing
4. Identify and implement quality improvement and performance processes
5. Improve systems outcomes through information and communication technologies
6. Analyze and apply legal and ethical principles in healthcare, incorporating evidenced-based practices and health policies
7. Demonstrate the ability to practice independently and as a member and leader of inter-professional teams
8. Appraise holistic evidence-based prevention and services to individuals, families, and

aggregates/identified populations

DNP Program Mission, Goals and Objectives

Mission Statement

The mission of the Loyola DNP program is to provide a rigorous Jesuit education: to prepare advanced practice leaders to direct health care systems and interprofessional teams; to refine critical thinking and ethical decision-making skills to reduce health disparities, deliver culturally competent care, and advance the quality of care; to translate the science of nursing and health care to clinical practice; and, to execute new practice options for doctorally prepared nurses in health care systems.

Program Goals

The goals of the DNP program are to prepare advanced nursing practice leaders to:

1. Execute the Jesuit tradition of social justice;
2. Improve and extend health care to diverse populations;
3. Evaluate scientific knowledge to ensure quality and improve outcomes in health care systems;
4. Promote culturally relevant health care to reduce health disparities;
5. Demonstrate information literacy to improve and transform health care; and,
6. Influence health care policy.

Program Objectives

Upon completion of the DNP program, graduates will:

1. Analyze clinical practice and system elements to provide comprehensive, ethically defensible health care delivery;
2. Design systems of care recognizing organizational dynamics and independent and interprofessional practices, which result in improved health status for populations;
3. Demonstrate a leadership style that facilitates organization-wide changes in practice delivery resulting in improved quality of care;
4. Evaluate new practice approaches based on the critical appraisal and integration of nursing and interprofessional sciences;
5. Use best available evidence to assure quality in clinical practice;
6. Lead the development of culturally relevant systems;
7. Evaluate system influences that can remediate health disparities globally;
8. Demonstrate information literacy in complex health care decision-making; and
9. Provide leadership for health care that shapes health care financing, policy, regulation, ethics, and delivery.

Part 2: General Information

School and University Web Sites

Web sites of interest to students are the University homepage, the Single Sign On, and the School of Nursing homepage.

- Through the Loyola homepage students have access to the academic calendar and many University offices and services. The Loyola University homepage is accessed at: <http://loyno.edu>
- The Single Sign On can be used to login to many of Loyola's systems including the online student records system. The Single Sign On can be accessed at: <http://sso.loyno.edu>
- The School of Nursing homepage has contact information for faculty and staff, and links to many valuable web sites of interest to nurses and other health care professionals. The School's homepage is accessed at: <http://cnh.loyno.edu/nursing>

Nursing students can view and download the most current copy of this student handbook (updated annually), guides, and other documents of interest at the following link: <http://cnh.loyno.edu/nursing/school-nursing-resources>

Undergraduate Nursing Education at Loyola

Loyola's RN to Bachelor of Science in Nursing (RN-BSN) program provides an opportunity for educational advancement for associate degree and diploma graduates who are registered nurses (RNs) licensed to practice in the United States. The RN to BSN graduate has the opportunity to enhance their success in the health care environment and to advance their career to the next level. The Loyola RN-BSN program provides students with a broad base of liberal studies in the Jesuit tradition in order to enhance understanding of self, others, and the world in which we live, in addition to a working knowledge of concepts essential to contemporary professional nursing practice.

Students entering the RN-BSN program may find the experience of online bachelor's degree education to be significantly different from that of associate degree pre-licensure education. At Loyola, BSN students are expected to be motivated and active learners. In practice this means that RN-BSN students will be expected to identify and verbalize their educational needs, be proactive in seeking out educational resources, and become proficient at accessing a variety of information sources.

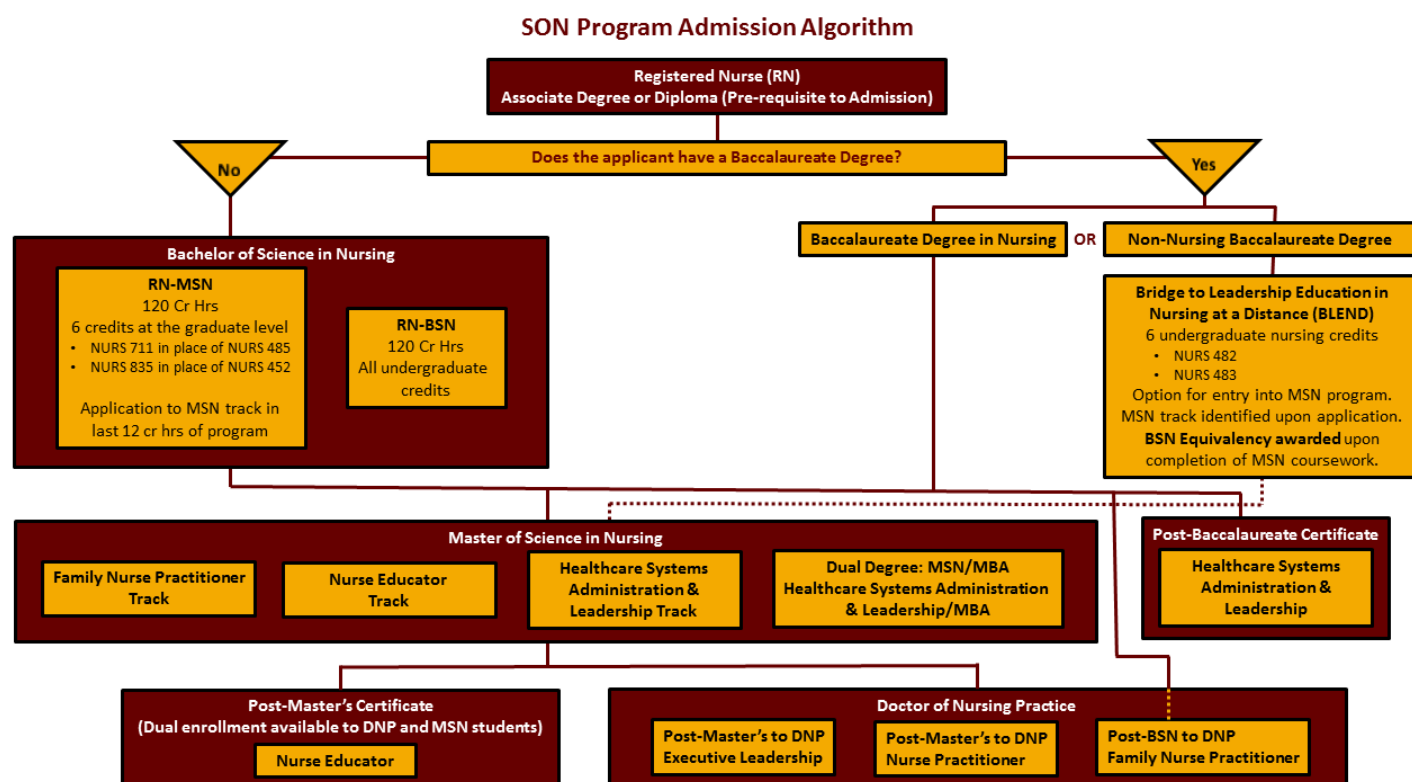
RN-BSN faculty will facilitate, guide, and support the student's learning and provide on-going feedback. Fellow students, who will come from varied settings and backgrounds, will also be a source of new learning. We look forward to taking this journey with you!

Graduate Nursing Education at Loyola

Students entering a graduate nursing program will find the experience to be significantly different from that of undergraduate education. At Loyola, graduate students are expected to be much more self-directed and independent than undergraduate students. Thus, graduate students will assume more responsibility for their education and learn to become active learners. In practice, this means that graduate students will be expected to identify their educational needs, find new educational resources, and become proficient at accessing a variety of information sources.

Courses in the graduate nursing programs are structured to facilitate the transition from a passive to an active learner. Students will have the opportunity to research topics, prepare reading lists and presentations for peers, lead group discussions, conduct case presentations, and, for pre-licensure nurse practitioner students, work independently with sophisticated, interactive, diagnostic-reasoning software. The goals of these activities are designed to foster a spirit of independent inquiry, enhance critical thinking and communication skills, and assist students to develop tools needed to

become lifelong learners.



Accreditation of Loyola Nursing Programs

Loyola University New Orleans and all of its degree programs are accredited by the **Commission of Colleges of the Southern Association of Colleges and Schools**, 1866 Southern Lane, Decatur, GA 30033, 404-679-4500. The baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice program at Loyola University New Orleans are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. Our most recent accreditation site visit date was November 16, 2016. The BSN and DNP programs are accredited through 2027 and the MSN programs are accredited through 2022. All programs meet the requirements of the **Louisiana State Board of Nursing**, 17373 Perkins Road, Baton Rouge, LA 70810, 225-755-7500. Loyola University New Orleans, School of Nursing is a member of NC-SARA. State Authorization disclosures related to the nursing programs can be found at: <http://cnh.loyno.edu/nursing/school-nursing-resources>

Brief History of the School of Nursing

BSN Degree Program

Loyola's RN to BSN program was the first in the state of Louisiana designed exclusively to meet the needs of registered nurses. The development of the BSN program began in 1979. The first students to complete the RN to BSN program graduated in the Fall of 1982. In the Spring of 1983, the program was fully accredited by the National League for Nursing. During the 1980's the RN to BSN program continued to grow. To meet the increasing demands of RN students for access to BSN education, in 1990 the BSN program developed off-campus learning sites throughout southern Louisiana. The RN to MSN option began in 1998, which allows RNs who enter Loyola University with the intent of pursuing a MSN through Loyola the opportunity to substitute two (2) MSN graduate level courses for undergraduate level BSN courses.

Students who enter the BSN program at Loyola University have two (2) options for progression—

1. RN to BSN

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2. RN to BSN & MSN

RN to BSN track prepares RNs with associate degrees and diplomas at the baccalaureate level. The BSN degree builds on the preparation of nurse generalists, providing a solid foundation for graduate study, improved career prospects, and greater earning potential. The RN-BSN curriculum is 120 credit hours with 45 practicum hours, designed to transfer up to 90 credit hours of coursework completed at another university. Students must complete their last 30 credit hours at Loyola University

RN to BSN & MSN track is available to those who intend to enter an MSN program immediately following the completion of the BSN program of study. This track is designed for active RNs who have not earned a bachelor's degree in any subject and would like to earn both the BSN and MSN degrees. Even students who have a non-nursing bachelor's degree who plan on pursuing careers as nurse educators might consider this option, as a BSN is a common requirement in many teaching programs for nurses. At the successful completion of this specially arranged undergraduate curriculum (114 undergraduate hours and 6 graduate credit hours with 45 practicum hours, for a total 120 credit hours), you will be awarded your Bachelor of Science in Nursing (BSN) and be eligible to pursue your Master of Science in Nursing. Choosing the pursue the RN to BSN & MSN track is the same as the RN-BSN with the substitution of two undergraduate courses with graduate courses, reducing the overall credit hours to pursue the MSN degree by the 6 graduate credit hours completed in the undergraduate program.

BLEND (Bridge to Leadership Education in Nursing at a Distance) Option

The BLEND option was created as an alternative entry option to the MSN program for RNs who hold a bachelor's degree in a discipline other than nursing. The program began in 2006 and consists of six (6) credits of BSN courses with 45 practicum hours to facilitate the transition of the student into the MSN program, including population health, health promotion, current issues in nursing, and health care, the professional role of the BSN nurse, and professional communication. Students will receive a BSN equivalency recognized by the Louisiana State Board of Nursing upon completion of the entire MSN program of study.

MSN Degree Program

In the Spring of 1996, Loyola's Board of Trustees approved a proposal for the Master of Science in Nursing degree program for Nurse Practitioners. The first class of MSN-NP students was accepted in the Spring of 1997 and graduated in May of 2000. In the Spring of 2001, the Health Care Systems Management (HCSM) option was approved. The first HCSM class was admitted in the Summer of 2001 and graduated in the Spring of 2003. In the Summer of 2004, the HCSM track became the first totally online master's degree track at Loyola. The changing needs of nurses working in health care organizations prompted an update in the leadership curriculum, and in Spring 2019 the name changed to Healthcare Systems Administration and Leadership (HSAL). In the Spring of 2016, the Nurse Educator option was approved. The first NE class was admitted in the Fall of 2016 and graduated in the Summer of 2018. The MSN-FNP program moved online in Fall 2016, after admissions were suspended with the start of the BSN to DNP program preparing FNP's. In the Spring of 2020 the Nursing Informatics (NI) option was approved. The first class is currently being recruited.

The MSN Degree program has four (4)—

1. MSN-FNP Masters of Science in Nursing-Family Nurse Practitioner
2. MSN-HSAL Masters of Science in Nursing-Healthcare Systems Administration and Leadership
3. MSN-NE Masters of Science in Nursing-Nurse Educator
4. MSN-NI Masters of Science in Nursing-Nursing Informatics

MSN Family Nurse Practitioner (FNP) track prepares registered nurses to provide healthcare to patients of all ages in the primary care, non-acute care setting. The FNP track develops your advanced nursing skills so you can provide evidence-based, holistic care to individuals, families, and populations across the health continuum. The Family Nurse Practitioner track consists of 48 credit hours with 720 hours of supervised practicum. All courses are provided online,

except for supervised practicum work, which is completed in a state in which the student is licensed to practice. Students attend two on-campus intensives sessions throughout their program of study.

MSN Healthcare Systems Administration and Leadership (HSAL) track is designed to train nurses to be efficient and effective leaders in a wide range of healthcare settings. Utilizing a systems approach to leadership in healthcare, the HSAL concentration covers a range of topics from population health to workforce management and measurement of key performance indicators. The online Healthcare Systems Administration & Leadership track consists of 36 credit hours with 180 practicum hours.

MSN Nursing Informatics (NI) track focuses on skills needed for managing patient data and privacy in an increasingly complex data environment. The track develops an understanding of the relationship between patient health records and how they help drive large-scale healthcare initiatives. The Nursing Informatics track consists of 36 credit hours with 180 practicum hours.

MSN Nurse Educator (NE) track is designed to address the growing, nationwide shortage of nurse educators and to prepare students to become the next generation of teachers. The Nurse Educator track trains future nurse educators to develop comprehensive curricula that will inspire tomorrow's workforce. The MSN – NE track within the online MSN program consists of 39 credit hours with 180 practicum hours. Students in this track graduate with advanced training in teaching methods, curriculum design, assessment, and evaluation, ready to excel in any academic or healthcare educational setting.

MSN/MBA Dual Degree

The MSN/MBA Dual Degree program was approved in the Spring of 2019, with plans to admit students in the Fall of 2019. The MSN-Healthcare Systems Administration and Leadership (HSAL) program has a strong foundation in business concepts that help to prepare nurses to lead in a variety of healthcare organizations. However, the need for nurse leaders to have greater understanding of such concepts as finance, accounting, and management has been expressed and supported in the literature. The solid foundation of the MBA program at Loyola, which is now offered in the online format, provides an opportunity for nurses to be strong and innovative leaders in healthcare organizations. In addition, the MSN/MBA dual degree offerings assist nurses in meeting the demands of the ever-changing healthcare industry.

DNP Degree Program Doctor of Nursing Practice (DNP)

The University approved the Doctor of Nursing Practice (DNP) program in May of 2009 and it was accredited on February 1, 2010 by the Southern Association of Colleges and Schools (SACS). The first cohort of post-Master's to DNP students was admitted in Summer of 2010. This cohort comprised post-Master's nurse practitioners in Women's Health, Pediatrics, Gerontology, Family or Adult concentrations. In 2011, the DNP program expanded to concentrations for APRN nurse practitioners with an emphasis on Integrated Behavioral Health and a concentration for Executive Nurse Leaders. In 2012, the DNP program expanded to admit post- Baccalaureate to DNP students to prepare them as Family Nurse Practitioners.

The DNP program at Loyola University has three (3) tracks—

1. BSN-DNP - Family Nurse Practitioner
2. Post Masters - DNP Nurse Practitioner (NP)
3. Post Masters - DNP Executive Leader (EL)

DNP BSN to DNP, Family Nurse Practitioner (BSN-DNP) track prepares registered nurses to provide healthcare to patients of all ages in the primary care, non-acute care setting using the latest evidence to enhance their practice. The FNP track develops your advanced nursing skills so you can provide evidence-based, holistic care to individuals, families, and populations across the health continuum. The BSN to DNP Family Nurse Practitioner track consists of 78 credit hours with 1,260 hours of supervised practicum. All courses are provided online, except for supervised practicum work, which is completed in a state in which the student is licensed to practice. Students are required to attend four on campus

events: three on-campus intensives sessions throughout their program of study and defend their DNP Scholarly Project in their final semester.

DNP MSN to DNP, Nurse Practitioner (MSN-DNP NP) track of the MSN to DNP program equips master's-level nurses with advanced skills in both clinical practice and healthcare leadership. The advanced knowledge and experience gained in the Nurse Practitioner track prepare graduates to become influential nurse leaders who bring a superior level of care to patients. The MSN-DNP NP track consists of 39 credit hours and a minimum of 1,000 hours of supervised practicum. Certification as a nurse practitioner automatically allows for the transfer of 460 graduate practicum hours to be applied to the 1,000-hour requirement. Students are required to attend two on-campus events: one on-campus intensives session, and a second event to defend their scholarly project on campus prior to graduation.

DNP MSN to DNP, Executive Leadership (MSN-DNP EL) track prepares nurses to champion the mission of a healthcare organization. The program equips students with a critical understanding of governing regulations to improve policy, work designs, patient safety, and risk management. The MSN-DNP EL track consists of 39+ credit hours and a minimum of 1,000 hours of supervised practicum. Students may transfer up to 460 graduate practicum hours completed in their MSN program to meet the 1,000 hours requirement. Courses are available to assist in meeting the practicum hour requirement. Students are required to attend two on-campus events: one on-campus intensives session, and a second event to defend their scholarly project on campus prior to graduation.

Post-Bachelor's Healthcare Systems Administration and Leadership Certificate

In the Spring of 2019, the post-bachelor's Healthcare Systems Administration and Leadership (HSAL) Certificate was approved. The certificate program is offered to nurses with a bachelor's degree working in hospitals or the community who may be in, or aspire to be in, leadership positions. The certificate is designed to assist nurses to make the transition to leadership roles.

The total requirement to complete the HSAL Certificate Program is 12 credit hours. Depending on the final course selected, the certificate program can potentially be completed in one year.

Post-Bachelor's Nursing Informatics Certificate

In the Spring of 2020, the post-bachelor's Nursing Informatics (NI) Certificate was approved. The certificate program focuses on skills needed for managing patient data and privacy in an increasingly complex data environment. It will develop your understanding of the relationship between patient health records and how they help drive large-scale healthcare initiatives—all while you learn to ensure data collection and management processes are secure and consistent across your organization.

The total requirement to complete the NI Certificate Program is 12 credit, which includes a 180-hour practicum course.

Post-Master's Nurse Educator Certificate Program

In the Spring of 2018, Nurse Educator (NE) Certificate Program was approved to meet the needs of post-master's nursing students who were interested in teaching. It was recognized that many advanced practice nurses who teach may not have the educational background that facilitates teaching. Students who enroll in the NE Certificate Program must take the four education courses, with the option to take the NE Practicum (NURS 980). These courses will provide foundational knowledge to assist in educating nurses, students, and patients in a variety of settings.

School of Nursing Philosophy and Organizing Concepts

The philosophy and organizing framework of the School of Nursing are consistent with the philosophy of Loyola University New Orleans, a Jesuit institution. Loyola University is committed to the belief that Christianity presents a humanistic worldview that is meaningful in any age. The study of professional nursing within the Jesuit tradition includes a focus on person, environment, health, nursing, and education. The following concepts are pertinent to the study of professional nursing within the Jesuit tradition: person, environment, health, nursing, and education.

Person

Viewed as central to the purpose of nursing, the person is a unique, holistic, spiritual being who possesses dignity, worth, and purpose. The person has needs beginning with those essential to life and progressing toward self-actualization. These needs exist within the framework of self-determination that is manifested by the exercise of free will. The person's free will impacts the priority and manner in which these needs are addressed. Although a person's actions are directed toward need gratification, persons seek gratification of these needs in greater or lesser degrees depending on other impacting factors.

From conception to death, the person is an evolving, emerging being who is subject to stressors that may affect one's life cycle, life style or need satisfaction. In constant interaction with the environment, the person functions in a variety of roles with rights and responsibilities for self and society. The person attempts to maintain functional balance within the context of environmental influences. As an emerging, becoming self, the person has a right to basic health care and has the right to self-determination.

Environment

The person exists within the context of an environment composed of internal and external components. The internal environment is the bio-psychosocial, spiritual nature of the person. The external environment is dynamic, diverse, and multicultural. It is within the context of the external environment that society and social relationships exist. The interactional relationship between the internal and external environments influences the person's health. The relationships between person and environment are influenced by the person's ability to respond, through the process of adaptation, to changes in both the internal and external environments.

Health

Health is a state of integrated functioning. Integrated functioning serves as an indicator of the balance between the internal and external environments. Health is dynamic and occurs on a continuum ranging from functional to dysfunctional. Optimal health is the person's highest functional potential at any given point in time. Progress toward optimal health varies because of the uniqueness of individuals.

Nursing

Guided by a Christian humanistic philosophy, nursing is an emerging practice-oriented, patient-centered discipline. As both an art and a science, nursing is developing its unique body of knowledge. Moreover, this emerging body of nursing knowledge incorporates theoretical and empirical knowledge from the biological, physical, and behavioral sciences, and the humanities in achieving its goal.

The goal of nursing is to assist the patient to promote, maintain or restore optimal levels of functioning. The patient may be an individual, a family, a group, a community, system or society. The patient may be encountered throughout the life cycle, at any given point on the health continuum, in many different settings, and under a variety of conditions. Using a holistic perspective, the nurse employs care, concern, creativity, and purpose in assisting the patient to maximize functional potential. Nursing is accountable to the patient for decisions that are within the scope of nursing practice and for activities that influence that practice.

Professional nursing practice includes behaviors and processes that are initiated for the purpose of assisting the patient in (1) health promotion – moving to higher levels of optimal functioning, (2) health maintenance – maintaining the highest functional potential, and (3) health restoration – regaining integrated functioning to the extent possible. Nursing practice occurs within the context of nursing and health-related theories. Critical thinking, creativity, and diagnostic reasoning are foundational to professional nursing practice.

Professional nursing practice employs a variety of roles in a variety of settings to accomplish its purposes. These roles include, but are not limited to, care giver, patient advocate, teacher, leader, research consumer, scholar, consultant, and interdisciplinary team member. The implementation of these roles occurs within the framework of Christian ethics.

Professional nursing practice is being propelled by societal changes into an era of accelerated diversity and broadened scope. The dynamic role of the nurse is influenced by increased social health care, health-related ethical dilemmas, and interdisciplinary cooperation.

Education

The faculty believes that baccalaureate education is basic to professional role socialization and the practice of professional nursing. Liberal education provides the opportunity to broaden the scope of one's worldview. The combination of liberal and professional education provides the basis for continuing role development and graduate study.

Graduate education at Loyola is defined as both masters and doctoral education. Graduate education focuses on the development of specialized knowledge and skills by building on the foundation of baccalaureate education. Graduate education values intellectual curiosity, independent learning skills and attitudes, and a commitment to continual learning. Preparation for advanced roles in nursing practice occurs within both the master's and doctoral level and is grounded in theory and research. The emphasis in both programs is to foster the development of competencies necessary for the collaborative management of patients and the development.

Part 3: Admissions & Transfer Policies

Admission to the Nursing Programs

Students are admitted to the programs based upon a review of all materials provided to the School of Nursing. Admissions criteria are posted online at <http://online.loyno.edu/>

Types of Admission to the BSN Program

The Admissions Committee of the School of Nursing reviews all applications and makes admissions decisions. Applicants are notified of the Committee's decision by letter. The Committee can recommend the following types of admission:

1. **Unconditional Admission:** Applicants are admitted unconditionally when they have submitted all required materials and met all admission standards. Since admission into the programs may be limited, the SON reserves the right to determine which applicants are the best matches for Loyola's nursing programs.
2. **Provisional Admission:** If an applicant appears to meet admission standards but is unable to provide one or more documents required for admission by the time admissions decisions are made, or there are additional mandated requirements, such as recommendation for a writing course, provisional admission may be granted. A provisionally admitted student has until the date indicated in the admission letter to provide required materials or to complete identified steps listed in the letter of acceptance in order to progress in the program. The provisionally admitted student will not be allowed to register if needed documentation has not been provided by the stated deadline.
3. **RN-MSN Admission:** Upon completion of the RN-BSN course requirements, including the designated MSN courses, RN-MSN students must apply and be accepted to the respective MSN program.
4. **BLEND Admission:** A student admitted to a program/track in the School of Nursing via the BLEND Option must identify the desired program or track upon admission. Admission is approved/denied for the designated track. If the student selects to pursue an alternative track, the student must seek approval for admission to the newly identified track from the respective Graduate Program Director.
5. **MSN/MBA Dual Enrollment:** Current MSN-HSAL students may apply for dual enrollment in the MBA program at Loyola. Acceptance to the MSN program does not guarantee acceptance into the MBA program.
6. **Post-Master's Certificate Dual Enrollment:** Current MSN and DNP students apply to the post-master's Nurse Educator Certificate program if they are in good academic standing. Students without a master's degree will not be awarded the certificate until they have completed their MSN or DNP degree program of study. Post-Master's DNP students will be awarded the certificate upon completion of the certificate courses. Dual enrollment must be approved by the Graduate Program Director.
7. **Transient Student Status:** A student will be fully admitted as a degree-seeking student only after official transcripts from each of the colleges and universities attended have been received by Loyola. Until this requirement is met, the student may be classified as a transient student. A transient student can enroll in courses by presenting a current RN license at registration however,
 - A student may be classified as transient for only one semester.
 - Transient students are not eligible for federal financial aid.
 - Transient students are not permitted to register for subsequent semesters until their status is changed to degree seeking (upon submission of all certified transcripts.)
8. **Non-matriculated student enrollment:** Applicants who do not meet regular admission criteria for programs with limited seats may be offered the opportunity to enroll in Pathophysiology and Pharmacology courses as a non-matriculated student to improve application status consideration. Approval must be granted by Graduate Program Director and/or Program committee vote.

Admission Licensure & Certification Requirements

Registered Nurse License

Upon entering the RN-BSN, MSN, or DNP program, each student must submit proof of a current, unencumbered, unrestricted, valid, and without disciplinary action on a registered nurse license in the state in which he/she practices. If, at any point during the program, a student's RN license becomes encumbered, restricted, or has disciplinary action, the student is required to immediately inform the respective Program Director and Director of the School of Nursing. Any student with an encumbered, restricted, or disciplinary action on the license will not be permitted to enroll in a course with a practicum component except with the permission of Director/Dean after individual review. Failure to report an encumbered, restricted, or disciplinary action on a license to the Program Coordinator and Director of the School of Nursing will result in **dismissal** from the program.

All students will be required to obtain an RN license in any state in which they plan to do practicum if they do not already have such licensure. **All pre-licensure FNP students will be required to obtain and maintain a Louisiana Registered Nursing license while enrolled in the program.**

Certification

Post-masters students who are Nurse Practitioners, must provide proof of current certification to practice as an advanced practice nurse, and maintain certification throughout the duration of their program.

Nursys E-Notify

The School of Nursing uses the National Council of the State Boards of Nursing electronic system, Nursys, for licensure verification and e-Notify to receive automatic updates on any changes in status of student licensure for those students who live in states with participating boards of nursing. Information about state participation can be found at: <https://www.nursys.com/NLV/NLVJurisdictions.aspx>

Although the SON uses this system, each student is responsible for notifying the SON if there is any action related to the student's license while in the program.

Criminal Background Check, Immunization Requirements, and CPR

Upon admission to the program and within at least sixty days of enrollment, students are required to apply for a certified background review, at their own expense, by CastleBranch (<https://www.castlebranch.com/>) as designated by Loyola University New Orleans (School Code: LO22) with the results reported to Loyola University New Orleans School of Nursing. Students must be fully compliant with all items upon admission to the DNP program and through the entire program, including:

- Background check
- Physical Exam
- Drug test
- RN and/or APRN License
- CPR for Health Care Providers Verification
- Immunization Tracker
 - ALL STUDENTS are required to adhere to all CB requirements, including immunization requirements—
 - Measles (2 doses)
 - Mumps
 - Rubella
 - Tetanus, Diptheria, Pertussis
 - Poliomyelitis

- Influenza
- Varicella (Chicken Pox)
- Hepatitis B

If the student is conducting the practicum in their place of employment, the Loyola University SON requirements must still be adhered to, regardless of the requirements of the employer.

Policies Governing Transfer Credits

Undergraduate Program Students

University policies and practices governing the transfer of college credits are outlined in the *Loyola University Undergraduate Bulletin* (<http://bulletin.loyno.edu/>). Important information related to transfer credits is summarized:

1. Minimum acceptable grade for a transfer course is a 'C.'
2. As a general rule, a **maximum of 64 credits** may be transferred into Loyola from an accredited junior college, exceptions may be made for nursing majors.
3. The 64-credit limitation on transfer credits from junior colleges does not apply to credits transferred from 4-year colleges and universities.
4. The **last 25% of course work (30 credit hours) must be completed from Loyola University curriculum**, and the final 24 credit hours must be completed in the College of Nursing and Health. The student may request an exception to the last 30-hour rule when a course needed to graduate is not offered by the College of Nursing and Health.
5. At least 50% of upper-division nursing courses (13 credits) must be completed at Loyola.
6. Courses that are challenged at Loyola and for which the student receives advanced placement (an AP grade on the transcript) **are not counted** toward the last 30 hours.

Note: Students are responsible for providing a rationale for the requested substitution, a course description and other relevant documents if needed. The request must be approved first by the student's faculty advisor then it is routed for approval either to the School of Nursing or the Dean's office.

Graduate Program Students

Students who have earned academic credit in a graduate program at an accredited college or university (including Loyola University New Orleans) may be allowed to transfer a maximum of six (6) credit hours with a minimum grade of "B" (83% or higher) and with the approval of the departmental chair and/or the dean of the college. Each degree program, as well as Loyola University admissions office, has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment ordinarily will not be considered. Transfer students will be informed of the amount of credit that will transfer prior to their enrollment, if possible, but at the latest prior to the end of their first academic term in which they are enrolled. Students enrolled in the BSN DNP program who are in good academic standing and have successfully completed two practicum courses may formally apply to the MSN-FNP program.

Enrollment at Other Universities

Students must obtain approval of their requested coursework from the department advisor/chair prior to enrollment in courses at other institutions and a Letter of Good Standing from their dean (if required by the attending university). A Letter of Good Standing is based on a student being in good academic standing, good financial standing, and with no

current or pending disciplinary issues. Students are not allowed to take courses outside the University once enrolled, unless the course is not offered at Loyola or on rare occasions under extraordinary circumstances.

<http://bulletin.loyno.edu/>

Transfer from BSN-DNP Track of the DNP Program to the MSN-FNP Track of the MSN Program

BSN-DNP students who desire to transfer from the BSN-DNP track to the MSN-FNP track will need to complete a Change of Program Request Form and submit to the Graduate Program Director. The form can be found at the following link:

<http://cnh.loyno.edu/nursing/school-nursing-resources>. Approval will be based on the following criteria:

1. Cumulative GPA 3.0 or higher in the DNP program.
2. Successful passage of two (2) 800 level theory and practicum courses (NURS 810/812 & 840/845).
3. Ability to complete program of study within (5) five years of original admission.
4. Once a BSN-DNP student has elected to enroll in the MSN FNP track, the student is no longer enrolled in the BSN-DNP track.
5. Once a BSN-DNP student has elected to enroll in the MSN FNP track, the student is no longer eligible for re-entry into the BSN-DNP track.

Upon successful completion of the MSN-FNP track, students are eligible to apply for the MSN- DNP track. Students applying to the MSN-DNP must provide evidence of:

1. NP Certification
2. NP Licensure
3. Practice in the advanced role.

Part 4: BSN Program

BSN Tracks

The undergraduate RN to BSN program is offered in two tracks:

1. RN to BSN: applicants only interested in BSN completion
2. RN to MSN: applicants interested in completing their BSN and then immediately entering a master's program of study. Replaces two undergraduate courses with graduate courses that can apply to both the BSN and MSN degrees.

RN-BSN Curriculum and Graduation Requirements

The BSN curriculum is designed to build on the preparation of nurse generalists by providing a foundation for graduate study. The faculty believe that baccalaureate education is basic to professional role socialization and the practice of professional nursing. Liberal education provides the opportunity to broaden the scope of one's worldview. The combination of liberal and professional education provides the basis for continuing role development and graduate study. To these ends, the curriculum focuses on those nursing roles and functions not ordinarily emphasized in lower division nursing programs, including population health nursing, nursing research, nursing leadership and nursing informatics.

A minimum of 120 credit hours is required for the BSN degree, including 51 credit hours of nursing (24 hours of lower division nursing and 27 hours of upper division nursing), 53 credits of Loyola University Core courses and adjunct courses, and 16 credits of adjunct electives. Two of the Loyola nursing courses have laboratory / practicum components. NURS 364: Health Assessment is a 3 credit course requiring 30 clock hours of online clinical laboratory time. NURS 483: Population Health is a 3 credit course and requires 60 clock hours of community direct care practice activities. No lower division nursing courses are taught at Loyola. The minimum time to complete the program is one year. A plan of study will be created under the advisement of your advisor. The RN-BSN curriculum adheres to the Nine Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

Foundation Courses (9 Credits)		
Course Name	Course #	Credit
Critical Reading/Writing	ENGL T122	3
Mathematics	MATH T122 or A115	3
Investigating Nature	SCIE T129	3
Knowledge & Values Courses (21 Credits)		
Course Name	Course #	Credit
Intro to Phil/Reasoning	PHIL R122	3
RELS I - Christian Traditions	RELS S220-S483	3
History I	HIST T122 or T124	3
Writing About Literature	ENGL N200-N236	3
Social Science	SOCI X232-X320	3
Creative Arts & Cultures		3
Philosophy of Knowledge & Morality OR RELS II World Religions	PHIL U222-U282 or RELS V226-V396	3
Nursing Adjunct Courses (20 Credits)		

Course Name	Course #	Credit
General Chemistry	CHEM 105	3
Anatomy & Physiology I	*Sub for Scie T129	*
Anatomy/Physiology Lab I		1
Anatomy & Physiology II		3
Anatomy/Physiology Lab II		1
Microbiology	BIOL A300	3
Nutrition	BIOL A215	3
Intro to Psychology	PSYC A100	3
Developmental Psychology	PSYC A230	3
Free Electives (19 Credits)		
Lower Division Nursing (24 Credits)		
Course Name	Course #	Credit
Completed in ADN or Diploma Program; Foundations I, II, III: Adult Health, Parent-Child, Mental Health	NURSG100	24
Nursing Major Courses (27 Credits)		
Course Name	Course #	Credit
Health Assessment	NURS 364	3
Nursing Leadership & Promotion of Quality Care	NURS 379	3
Spirituality in Health & Illness	NURS 384	3
Nursing Research & EBP (STATS pre-req.) OR Advanced Research Methods*	NURS 452 OR NURS 835*	3
Advanced Topics in Nursing Practice	NURS 468	3
Issues in Professional Nursing	NURS 482	3
Population Health	NURS 483	3
Information Mgmt & Patient Care Tech OR Informatics	NURS 485 OR NURS 711*	3
Intro to Health Care Delivery Systems & Policy	NURS 486	3

*RN-MSN graduate substitution courses.

★ At least 25 percent (25% of 120 = 30) of the semester credit hours required for the degree must be earned through instruction offered by Loyola.
★ Up to 90 credits from 2+4 yr institutions
★ The last 30 hours must be completed at Loyola.
★ A minimum of 50% of the courses in the major must be completed at Loyola University New Orleans.
★ GPA: Must achieve 2.0 in Major and Loyola cumulative.

BSN Progression Sequence

RN-BSN nursing courses are offered during the following semesters—

Summer

Fall

Spring

NURS 384	Spirituality	3	NURS 482	* Issues in Prof Nursing	3	NURS 482	* Issues in Prof Nursing	3
NURS 486	Intro to HC Delivery	3	NURS 483	* Pop Health		NURS 483	* Pop Health	
NURS 468	Advanced Topics	3	NURS 452	Research	3	NURS 364	Health Assess	3
			NURS 379	Leadership	3	NURS 485	Info Mgmt	3
Total Credits		9	Total Credits		9	Total Credits		9

RN-MSN Curriculum and Graduation Requirements

The RN to BSN & MSN (RN-MSN) track is available to those who intend to enter an MSN program immediately following the completion of the BSN program of study. This track is designed for active RNs who have not earned a bachelor's degree in any subject and would like to earn both the BSN and MSN degrees. Even students who have a non-nursing bachelor's degree who plan on pursuing careers as nurse educators might consider this option, as a BSN is a common requirement in many teaching programs for nurses. The RN-MSN track is the same as the RN-BSN above with the substitution of two undergraduate (NURS G452 and NURS G485) courses with graduate courses (NURS G835 and NURS G711), reducing the overall credit hours to pursue the MSN degree by the 6 graduate credit hours completed in the undergraduate program.

RN-BSN Practicum

The RN-BSN Practicum (60 hours total) is taken in NURS 483 Population Health Course. Students will complete **45** clinical hours in the community setting and **15** hours in simulation activities.

Direct Care Clinical Practice Experience (45 hours total)

The purpose of this Direct Care Practice experience is to give the student the opportunity to work with a RN preceptor (BSN-level or higher) in a clinical setting in Public/Population health.

To prepare for the 45 hours of Direct Care Clinical Practice Experience:

1. Identify a Public or Community Health setting where the Direct Care Clinical hours can be completed. Examples of possible sites/preceptors: Public health departments and clinics; Public Health inspectors; outreach services; disaster preparation, services, and recovery organizations (such as the Red Cross); organizations serving migrant workers or the homeless; church or parish nurses; school system nurses; and occupational health nurses. Consult your faculty if you are interested in another population-focused setting.

2. Check the Meditrek Education Management System to find available clinical sites in your area that already have an active and current Affiliation Agreement with Loyola University New Orleans.

(Alternatively, students may find a new site and preceptor; however, understand all new sites must go through the affiliation agreement process (outlined in the School of Nursing Resources website under Practicum Resources-*Guide to Submitting an Affiliation Agreement*). This can take as long as two months.)

Clinical sites must meet the following criteria for approval. **Final site approval is determined by course faculty.** The site and preceptor should provide the student with opportunities to experience at least **two** of the following:

- Investigate health problems or hazards in the community,
- Monitor public health status and arising disease or chronic illness,
- Inform, educate and empower people in the community regarding health issues and trends,
- Form relationships and mobilize community partnerships to address issues identified,
- Develop and enforce policies that support community improvement projects,

- f) Link people to community/ public health options and services,
- g) Ensure competent and adequate workforce for public health services,
- h) Evaluate interventions and options for improvement of services,
- i) Research innovative solutions to problems in communities.

3. Select preceptor or mentor, preferably Master's prepared, but at least with a bachelor's degree; however, a preceptor with specialty certifications from a national organization such as the American Nurses Association or Gerontological Nursing Certification (RN-BC) may be acceptable. The course faculty makes the final determination on the appropriateness of the preceptor.

Part 5: MSN Program

MSN Tracks

The MSN degree programs offers four tracks

1. MSN – Family Nurse Practitioner (FNP): develops your advanced nursing skills so you can provide evidence-based, holistic care to individuals, families, and populations across the health continuum.
2. MSN – Healthcare Systems Administration and Leadership (HSAL): build on your existing skills and to provide you with information and advanced skills that will allow you to provide effective and efficient leadership in various health care settings from a systems perspective. Utilizing a systems approach to leadership in health care, HSAL concentration covers a range of topics from population health to workforce management and measurement of key performance indicators.
3. MSN – Nurse Educator (NE): provides you with the skills necessary to develop comprehensive curricula that will inspire tomorrow's workforce and help address the nationwide nurse educator shortage. Courses cover teaching methods, curriculum design, and assessment and evaluation so graduates are fully prepared to excel in an academic or health care educational setting.
4. MSN – Nursing Informatics (NI): focuses on nursing informatics principles, clinical information systems, and data management. It will develop your understanding of the relationship between patient health records and how they help drive large-scale healthcare initiatives—all while you learn to ensure data collection and management processes are secure and consistent across your organization.

Family Nurse Practitioner Track

MSN FNP Curriculum & Graduation Requirements

The MSN FNP track consists of 48 credit hours. Throughout the program 720 clinical practicum hours are completed in primary care. The minimum time to complete the program is 2 years depending on start semester. Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>. All courses are provided online, except for supervised practicum work, which is completed in a state in which the student is licensed to practice. Students attend an on-campus conference each spring, and defend their scholarly project on-campus prior to graduation. The MSN FNP track curriculum adheres to the Nine Essentials of Master's Education in Nursing (AACN, 2011) and the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).

The MSN-FNP curriculum consists of the following courses—

- NURS G732 Population Health Management
- NURS G800 Theoretical Foundations & Role
- NURS G805 Advanced Pathophysiology
- NURS G810 Advanced Health Assessment
- NURS G812 Advanced Health Assessment Practicum
- NURS G820 Advanced Pharmacotherapeutics
- NURS G825 Primary Care of Pediatrics
- NURS G830 Primary Care of Pediatrics Practicum
- NURS G835 Advanced Research Methods
- NURS G840 Primary Care of Adults
- NURS G845 Primary Care of Adults Practicum
- NURS G850 Primary Care of Adults & Women's Health
- NURS G855 Primary Care of Adults & Women's Health Practicum
- NURS G860 Gerontology in Primary Care

- NURS G950 Integrating Behavioral Health
- NURS G955 Informatics & Finance

MSN FNP Practicum

MSN-FNP Practicum hours can be broken down by course as follows:

Clinical Practicum Hours			
Course	Credit Hours	Hours	Hours to Credit Ratio
NURS 812: Advanced Health Assessment Practicum	3	180	4:1
NURS 830: Primary Care of Pediatrics Practicum	3	180	4:1
NURS 845: Primary Care of Adults Practicum	3	180	4:1
NURS 855: Primary Care of Adults & Women's Health Practicum	3	180 (90 each Adult & OB/GYN)	4:1
Total Hours	12	720	

Notes:

- Formula to determine hours = (credit hours) x (ratio) x (15).
 - Any course repeated for replacement or additional credit is at the prevailing rate of tuition/fees. Please check the graduate bulletin at the time of effect for tuition and fees charges for MSN FNP courses and activities.
1. The MSN FNP curriculum includes 720 hours of supervised practicum.
 2. In N812 Advanced Health Assessment, the 180 hours of practicum component focuses on students mastering taking a comprehensive health history and perform a thorough head-to-toe physical exam.
 3. Objectives for the primary care practicum courses (N830, N845, and N855) and advanced health assessment practicum (N812) for nurse practitioner students are determined by the program faculty and stated in each course syllabi.
 4. The student will progress through an advanced health assessment practicum and each of three primary care practicum courses; each course requires that the student complete 180 supervised clinical hours.
 5. In N830 Primary Care of Pediatrics Practicum is focused on the management of children. This patient population will be drawn from: infants, toddlers, pre-school, school age and adolescent children with health problems as commonly seen in a primary care setting.
 6. In N845 Primary Care of Adults Practicum students will manage a variety of acute and chronic primary care patients with illnesses that present across the adult age continuum. In this practicum there is a special emphasis on the aging and aged patient.
 7. In N855 Primary Care of Adults & Women's Health Practicum students will manage a variety of acute and chronic primary care patients with illnesses that present across the adult age continuum, with a special emphasis on the aging and aged patient as well as 90-hours OB/GYN Care.

The MSN-FNP preceptor qualifications are as follows:

1. A preceptor is an *experienced** nurse practitioner, physician, clinician, or administrator with a terminal degree, who agrees to assist and evaluate the MSN FNP students through the practice portion of the track. In rare circumstances, a highly qualified masters-prepared nurse may be utilized as a preceptor. Exceptions must be approved on a case-by-case basis by the Graduate Program Director.
2. The MSN FNP students should select a preceptor who has *expertise* in the course area of interest.

3. The preceptor is expected to assist the student in developing and evaluating a patient or system-focused scholarly project relevant to the student's area of interest.
4. The preceptor is responsible for submitting a final semester evaluation to Loyola faculty. Additional evaluations may be required throughout the course.

*The APRN or NP must have at least 1-year full-time practice post-APRN licensure to be considered *experienced*.

Healthcare Systems Administration and Leadership Track

MSN HSAL Curriculum and Graduation Requirements

The HSAL track consists of 36 credit hours. A 3-credit, 180 clock hours, practicum must also be completed within 6 credit hours of program completion. The minimum time to complete the program is 2 years. Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>. The HSAL curriculum adheres to the Nine Essentials of Master's Education in Nursing (AACN, 2011), the Nurse Executive Competencies: System CNE (AONL, 2015), and the Standards of Practice for Case Management (CMSA, 2016).

The MSN-NL curriculum consists of the following courses—

- NURS G703 Theories in Health Care Systems
- NURS G709 Legal & Ethical Issues in Health Care
- NURS G711 Informatics
- NURS G712 Nursing Financial Resources I
- NURS G716 Health Care Quality and Safety
- NURS G724 Outcomes Measurement & Data Management
- NURS G732 Population Health Management
- NURS G740 Health Care Systems
- NURS G744 Nursing Financial Resources II
- NURS G748 Human Resource Management
- NURS G752 Nursing Leadership Practicum
- NURS G835 Advanced Research Methods

MSN HSAL Practicum

The practicum serves as your clinical capstone for the HSAL track. The practicum is typically completed in the last term of the track. It consists of **180 hours (on-site)** that will be spent working with an approved preceptor.

Note that although your practicum site may be your current place of employment, **your practicum hours must be separate from your working hours**. Additionally, you should select a preceptor that is in a role or area that you would like to learn more about and would facilitate the accomplishment of your goals and objectives. The area or role should challenge you and introduce you to new concepts, systems, functions, theories, and skills. The **practicum MUST have a leadership and/or systems focus, and should not solely involve a clinical nursing role or clinical teaching role. The preceptor MUST hold a leadership position and not in a strictly clinical role.**

Thoughtful selection of a preceptor is **critical** to a successful practicum experience. The practicum activities should address the goals and objectives of the course and MSN-HSAL track. You should be able to articulate HOW you plan to meet the Practicum Course and NL track goals and objectives during your practicum experience. Your proposed preceptor's role should be considered from a system's perspective. For example, how are the preceptor's responsibilities, activities, and decisions impacted by internal (within the organization) and external (outside the organization) departments, entities, policies, professions, regulating bodies, etc.? Use this information to assist you in selecting the most suitable preceptor.

Students selected preceptors must be approved by faculty. Students may be asked to provide additional documentation related to the preceptor and preceptor's role. Additionally, the preceptor may be deemed unsuitable for the practicum experience. Preceptor approval is dependent on—

- The student's work experience
- The preceptor's role, including supervisory responsibilities, administrative responsibilities, etc.
- The student and preceptor's position within the organizational structure, etc...

The preceptor must be prepared at a **master's level or above** and **can provide the student with exposure to health care management issues from a systems perspective**. The following are requirements and restrictions related to the preceptor--

- Preceptor must hold a master's degree or above, but does not have to be in nursing
- It is not required that the preceptor be a registered nurse
- Selected preceptor cannot be a direct report or supervisor of the student
- Preceptor cannot be a member of the student's family (immediate or extended)
- Preceptor must hold a position that does not have the same roles and responsibilities as the student's current position (e.g., Nurse Manager ICU vs. Nurse Manager Surgical Services)
- Preceptor must hold a leadership position in health care

While NURS G752 [HSAL Practicum] is primarily focused on the on-site practicum experience, the course also contains required didactic components—

- Prior to Beginning Practicum Hours
 - Practicum Plan Completion and Approval
 - Practicum Project
 - Three (3) Practicum Goals/Objectives
 - Professional resume submitted and approved
 - Initial Phone Conference Report
- During Practicum Hours
 - Practicum Log maintained
 - Course Discussion Board participation
- End of Practicum Hours
 - Course Forms Completion and Submission of—
 - Practicum Log
 - Preceptor/Site Evaluation
 - Student Evaluation (completed by preceptor)
 - Final Phone Conference Report
 - Practicum Project Poster Presentation
 - Practicum Analysis Paper

MSN/MBA

The Loyola University New Orleans MSN/MBA Dual Enrollment Program is an option for any student who is currently, or aspires to be, in a leadership position. Completion of the program results in a master's degree in both nursing leadership and business.

The MSN-Healthcare Systems Administration and Leadership (HSAL) program has a strong foundation in business concepts that help to prepare nurses to lead in a variety of healthcare organizations. However, the need for nurse leaders to have greater understanding of such concepts as finance, accounting, and management has been expressed and supported in the literature. The solid foundation of the MBA program at Loyola, which is now offered in the online format, would provide an opportunity for nurses to be strong and innovative leaders in healthcare organizations. In

addition, the MSN/MBA dual degree offerings would also assist nurses in meeting the demands of the ever-changing healthcare industry.

Students must apply and be accepted to the MBA and MSN programs separately. The MSN/MBA consists of a combined total of 67 credit hours. A DPCL is available on the dual degree bulletin (<http://bulletin.loyno.edu>).

The MBA portion of the curriculum consists of the following courses—

MBA Core courses for 24 crs:

- ACCT B715 Financial & Managerial Accounting
- BA B750 Competitive Strategy
- BUAN B725 Managerial Economics & Statistics
- FIN B700 Financial Management
- MGT B700 Organizational Leadership
- MGT B705 Strategic Communication
- MGT B710 Operations & Process Management
- MKT B700 Strategic Marketing

MBA Immersion Weeks. Students complete 4 Immersion weeks for a total of 4 crs:

- BA B704 Ethics & Social Justice Week (1 cr)
- Choose 3 of the following for 3 crs total:
 - BA B701 MBA Experience Week (1 cr)
 - BA B702 Venture & Ideation Week (1 cr)
 - BA B703 Career Management Week (1 cr)
 - BA B893 Special Topics (1 cr)

MBA Elective. Select one of the following courses for 3 crs:

- ENTR B820 Innovation & Entrepreneurship
- FIN B805 Investment Management
- FIN B820 Financial Statement Analyst
- FIN B893 Special Topics in Finance
- MGT B725 Quality & Performance Excellence
- MGT B830 Project Management
- MGT B835 Lean Six Sigma
- MKT B815 Integrated Brand Promotion
- MKT B820 Digital Marketing & Analytics
- MKT B825 Consumer Analysis & Research

Nurse Educator Track

MSN NE Curriculum and Graduation Requirements

The MSN-NE track consists of 39 credit hours. A 3-credit, 180 clock hours, practicum must also be completed within 6 credits of track completion. The practicum consists of two parts—a direct care component and a nurse educator component. The minimum time to complete the program is 2 years. Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>. The NE curriculum adheres to the Nine Essentials of Master's Education in Nursing (AACN, 2011), and Nurse Educator Core Competencies (NLN, 2019).

The MSN-NE curriculum consists of the following courses—

- NURS 711 (3 credits) Informatics
- NURS 716 (3 credits) Health Care Quality and Safety
- NURS 732 (3 credits) Population Health Management

- NURS 805 (3 credits) Pathophysiology
- NURS 810 (3 credits) Health Assessment
- NURS 817 (3 credits) Scientific Writing
- NURS 820 (3 credits) Pharmacology
- NURS 835 (3 credits) Advanced Research
- NURS 970 (3 credits) Philosophy, Theory & Role
- NURS 975 (3 credits) Teaching Methods
- NURS 977 (3 credits) Assessment of Learning Outcomes
- NURS 979 (3 credits) Curriculum Design & Evaluation
- NURS 980 (3 credits) Nurse Educator Practicum

MSN-NE Track Practicum

The practicum serves as your clinical capstone for the NE track. The practicum is typically completed in the last term of the track. It consists of **180 (on-site)** hours that will be spent working with an approved preceptor. Ninety of the 180 hours will be spent with a preceptor who is prepared at a **master's level or above** and **can provide the student with exposure to the nurse educator role in the academic organization.** The remaining 90 hours will consist of **direct-care clinical practice experiences** spent with a preceptor who provides care in a clinical area of interest.

The following are requirements and restrictions related to the preceptor in the academic setting—

- Preceptor must hold a master's degree or above (preferably a doctoral degree)
- The educational site must be accredited by CCNE (Commission on Collegiate Nursing Education) or ACEN (Accreditation Commission for Education in Nursing).
- Preceptor must hold a position as a nurse educator
- Preceptor must have the following job responsibilities—
 - Core nursing content lectures
 - Core nursing practice or clinical courses
- Selected preceptor cannot be a direct report or supervisor of the Loyola student
- Preceptor cannot be a member of the student's family (immediate or extended)

If necessary, the student can have more than one preceptor (e.g., one for lecture, one for clinical), however, both preceptors must meet the requirements identified and be approved via Meditrek®.

The following are requirements and restrictions related to the preceptor in the direct-care clinical practice setting:

- The preceptor preferably holds a master's degree or above. However, a preceptor with specialty certifications from a national organization such as the American Nurses Association or the American Association of Critical Care Nurses (such as a Certified Wound Care Nurse (CWOCN or WOCN) or Gerontological Nursing Certification (RN-BC) could be acceptable. The final determination on the appropriateness of the preceptor is made by the course faculty.
- Some examples of direct care areas of practice include: Acute care or community care settings such as hospitals, independent living facilities, homeless shelters, retirement centers, public health clinics, organizations serving migrant workers, occupational health clinics, etc.
- Selected preceptor cannot be a direct report or supervisor of the Loyola student
- Preceptor cannot be a member of the student's family (immediate or extended)

Potential preceptors should be investigated as soon as the first year of course work, but contact with potential preceptors should take place at the latest, within the first month of the fall or spring semester prior to being eligible to take the practicum. Communication with the potential preceptor should include—

- An overview of the MSN program and practicum course
- An overview of the role of the preceptor
- Presentation of the Practicum Handbook
- Discussion about the student's professional goals and objectives
- Discussion about the student's practicum goals/objectives, including—program goals/objectives and the appropriate professional competencies (Nurse Educator, Nurse Manager, Nurse Executive, etc.) that the student would like to focus
- Affiliation Agreement

Carefully selecting a preceptor is critical to a valuable learning experience during the practicum. Below are sample questions to ask a potential preceptor in the **academic setting**:

- Have you precepted nurse educator graduate students in past?
- At what level do you teach?
- Is the program accredited? By which accrediting body?
- Which courses do you teach? Explain.
- Do you lead clinical practice experiences with students? Explain.
- Will I be able to attend faculty and committee meetings?

For the **direct care** clinical practice setting, consider the asking the following questions for a potential preceptor:

- Have you precepted nurse educator graduate students in past?
- How many hours weekly do you spend in the direct-care setting?
- Do you understand that this practicum is for MSN nurse educator students?

****Note that although your practicum site may be your current place of employment, your practicum hours must be separate from your working hours.**

While NURS G980 [MSN-NE Practicum] is primarily focused on the on-site practicum experience, the course also contains required didactic components. An overview of course requirements is provided below—

Direct Care Clinical Practice Experience

- Practicum Analysis of Direct Care Clinical Practice Experience
- Discussion Board
- Practicum Log in Meditrek®
- Student/Faculty/Preceptor phone conferences (Initial and Final)
- Student Evaluation of Preceptor
- Preceptor Evaluation of Student

Nurse Educator Practicum in Academic Setting

- Discussion Board
- Teaching Plan
 - Didactic
 - Clinical
- Practicum Log in Meditrek®
- Student/Faculty/Preceptor phone conferences (Initial and Final)
- Student Evaluation of Preceptor
- Preceptor Evaluation of Student
- Portfolio-resume, Philosophy of Teaching update (if needed), Final Log Reflection

Nursing Informatics Track

MSN NI Curriculum and Graduation Requirements

The MSN-NI track consists of 36 credit hours. A 3-credit, 180 clock hours, practicum must be completed within 6 credits of track completion. The minimum time to complete the program is 2 years. Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>. The NI curriculum adheres to the Nine Essentials of Master's Education in Nursing (AACN, 2011).

The MSN-NI curriculum consist of the following courses—

- NURS G703 Theories in Health Care Systems
- NURS G711 Informatics
- NURS G712 Nursing Financial Resources I
- NURS G716 Health Care Quality and Safety
- NURS G724 Outcomes Measurement & Data Management
- NURS G732 Population Health Management
- NURS G835 Advanced Research Methods
- NURS G740 Health Care Systems
- NURS G748 Human Resource Management
- NURS G750 Management of Data Systems
- NURS G754 Clinical Information Systems
- NURS G760 Nursing Informatics Practicum

MSN NI Practicum

NURSE INFORMATICS (NI) Practicum Purpose

The practicum is an integral component of the professional educational process for the major concentration in Nursing Informatics. The practicum of each student is individually selected and planned consistent with the student's prior education, experience, and career goals in an effort to achieve four basic purposes:

1. Provide the student with an opportunity to apply and modify classroom-acquired knowledge and skills in a contemporary health care organization;
2. Foster the development of values, attitudes, and skills compatible with and necessary for the development, implementation and evaluation of information systems in health care organizations;
3. Focus the student's attention on areas requiring further development for continuing professional education; and
4. Foster the development of the student's professional identity and promote personal growth and career direction.

During this course, students will actively participate within a healthcare organization that is or will be addressing an initiative that centers on the nursing process and health information technology. The student will be responsible for actively planning the deployment of new technology that impacts nursing process or patient care; or the revision of an existing process that involves new technology. The student will have the responsibility for actively participating and assisting with the strategic planning of the initiative using stage I and II of a systems life cycle. This activity requires the identification of pre-implementation measures, the assessment of current state, and planning for deployment, education and communication. The student will need to select a practicum site and a preceptor. An acceptable practicum site should be an accredited and licensed facility. Facilities such as hospitals, home care agencies, long term care facilities, and departments of health are examples of acceptable sites. The selected preceptor must have a master's degree, preferably in nursing informatics and be currently

working in the field of informatics. For example, a person with a master's in health care informatics working in Information Technology could be an acceptable preceptor.

Examples of Practicum Projects:

- All phases of work related to the live implementation of the project. This may include: research, data collection, interviewing, working with analysts and IT, writing reports, testing, training, and managing the Go Live.
- Examples of possible projects may include but are not limited to: Electronic Medical Record (EMR) implementations, analyses or revisions, creation of new logic - clinical decision support tools within existing EMRs, development of electronic forms for documentation to further support the clinical process for a variety of clinicians, development of electronic order sets or reports to meet quality measures, or implementing new technology (such as IV smart pumps or meters) that interface into an EMR.
- Additional projects may include the implementation of software such as Patient Manager Software for the Surgical Journey (PICIS), single sign on systems, medication administration and barcoding systems.

Course Details

At the completion of the NURSING INFORMATICS (NI) curriculum, and following the approval of a preceptor and the completion of a signed Affiliation Agreement between Loyola University and the practicum institution, students are enrolled in Nursing 7XX3 NURSING INFORMATICS (NI) Practicum. By the end of the practicum course, students should successfully log 180 hours in their practicum site and complete all practicum requirements as described below.

1. **Practicum Site Information Form (PSIF)**—At the initiation of the course, students should post a copy of their final Practicum Site Information Form (from the Practicum Resource Site) to the Grade Center.
2. **Professional Student Resume**—Post a copy of a current resume using a professional format. This will also be included the Professional Portfolio.
3. **Practicum Plan**—After reviewing all course materials related to constructing goals and measurable objectives/outcomes, develop a Practicum Plan using the Practicum Plan form. The Practicum Plan should be developed with input from your preceptor.
4. **Initial Phone Conference Summary**—Following approval of the Practicum Plan, an initial phone conference must be conducted, including the preceptor, Loyola faculty, and student. ***Practicum hours (beyond first 20) cannot be accrued until the phone conference successfully takes place.*** The student must compose a summary of the information discussed during the phone conference and post to the Grade Center.
5. **Practicum Log/Hours Plan**—The student must create a written plan for the completion of practicum hours. The plan must be completed in collaboration with the preceptor.
6. **Practicum Log/Weekly Discussion Board Postings**—Students are responsible for maintaining a Practicum Log. The Practicum Log will be posted each week to the Discussion Board. The student must also respond/provide feedback to fellow classmates' postings. The Practicum Log must be validated and signed by the preceptor at the end of the practicum hours.
7. **Final Phone Conference Summary**—Following the completion of practicum hours, a final phone conference must be conducted, including the preceptor, Loyola faculty, and student. The student must compose a summary of the information discussed during the phone conference and post to the Grade Center.
8. **Practicum Analysis**—Students will provide a comprehensive analysis of their practicum experience, including—
 - a. ***Practicum Site Organizational Analysis***
 - b. ***Practicum Plan Analysis***
 - c. ***Practicum Project Description & Analysis***
 - d. ***Personal Philosophy***

9. **Practicum Project Poster Presentation**—The student will create a poster presentation of the practicum project.
10. **Professional Portfolio/Resume** – The student will create a professional portfolio highlighting course work and achievements throughout the Nursing Informatics MSN program. A professional resume is included in this assignment.
11. **Practicum Evaluations**—
 - a. **Preceptor Evaluation of Student** (see form): completed by the preceptor as an evaluation of the student's performance. The Preceptor Evaluation of Student must be submitted prior to the final phone conference.
 - b. **Practicum Site/Preceptor Evaluation** (see form): completed by the student.

Part 6: DNP Program

DNP Tracks

The **Post-Masters DNP** is offered in two concentrations:

1. **Nurse Practitioner:** applicants hold a current license and certification as a nurse practitioner in Adult, Family, Gerontology, Pediatrics, or Women's Health.
2. **Executive Leadership:** applicants have a master's degree in nursing or in a field related to health care, leadership, or management. The DNP Program Coordinator determines if a master's degree in a non-nursing field is acceptable for admission.

The **Post-Baccalaureate DNP** is offered in one concentration: Family Nurse Practitioner.

Post-Masters DNP Progression & Graduation Requirements

The Post-Masters DNP track consists of 39+ credit with a minimum requirement of 1,000 hours of practicum. The actual number of credits needed to graduate is determined by the DNP Program Coordinator through transcript evaluation for practicum hours upon admission to the DNP Program. The minimum time to complete the program is two years depending on start semester. Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>. All courses are provided online, except for supervised practicum work, which is completed in a state in which the student is licensed to practice. Students attend an on-campus conference each spring, and defend their scholarly project on-campus prior to graduation. The DNP program curriculum adheres to the Eight Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006).

The Post-Master's DNP curriculum consist of the following courses—

- NURS G900 Philosophy of Science
- NURS G905 Ethics & Social Justice
- NURS G910 Epidemiology
- NURS G915 Evidence-Based Practice/Translation of Science
- NURS G920 Biostatistics
- NURS G925 Program Planning & Evaluation
- NURS G930 Advanced DNP Practicum I
- NURS G935 Leadership
- NURS G940 Health Policy
- NURS G945 Advanced DNP Practicum II
- NURS G954 Organizational Behavior
- NURS G955 Informatics & Finance
- NURS G960 DNP Scholarly Project
- NURS G965 EL Advanced Practicum (1-4 credit hours)*

* EL student transcripts are evaluated individually for practicum hours from Master's program, and must take supplemental practicum hours in NURS G965 to reach the 1,000 hours required for the DNP degree.

MSN-DNP Practicum

MSN-DNP Practicum hours can be broken down by course as follows:

Clinical Practicum Hours			
Course	Credits	Hours	Hours to Credit Ratio
NURS 930: DNP Advanced Practicum I	3	180	4:1
NURS 945: DNP Advanced Practicum II	3	180	4:1
NURS 960: Scholarly Project*	3	180	4:1
NURS 965: DNP Practicum*	1-4	60-240	4:1

Notes:

- Formula to determine hours = (credits) x (ratio) x (15).
 - Any course repeated for replacement or additional credit is at the prevailing rate of tuition/fees. Please check the graduate bulletin at the time of effect for tuition and fees charges for DNP courses and activities.
 - NURS965 may be repeated to acquire sufficient practicum hours to satisfy requirements.
1. In order to fulfill the clinical hours requirements toward the complete the DNP degree, the student completes a minimum of 1000 hours of supervised, graduate-level practicum course work.
 2. The Post-Masters DNP curriculum includes 540 hours of practicum. Students complete additional practicum hours in NURS G965 if they are admitted to the program with less than 460 hours of supervised graduate practicum coursework.
 3. Practicum experiences for DNP students are arranged at approved sites in a state in which the student is licensed to practice. Practicum experiences are conducted under the supervision of approved preceptors at the approved site. Goals and objectives of the clinical experience are negotiated with the student's faculty and preceptor. Oversight of the practice experience is the responsibility of the practicum course faculty.

Role of the MSN-DNP preceptor is as follows:

1. A preceptor is an *experienced** doctorally prepared nurse practitioner, physician, clinician, or administrator with a terminal degree, who agrees to assist and evaluate the DNP students through the practice portion of the program. In rare circumstances, a highly qualified masters-prepared nurse may be utilized as a preceptor. Exceptions must be approved on a case-by-case basis by the Graduate Program Director.
2. The DNP students should select a preceptor who has *expertise* in the course area of interest.
3. The preceptor is expected to assist the student in developing and evaluating a patient or system-focused scholarly project relevant to the student's area of interest.
4. The preceptor is responsible for submitting a final semester evaluation to Loyola faculty. Additional evaluations may be required throughout the course.
5. If the preceptor is an APRN or NP, they must have at least 1,800 hours of practice or 1-year full-time practice post-APRN licensure to be considered *experienced*.

Post-Baccalaureate DNP Progression & Graduation Requirements

The Post-Baccalaureate DNP track consists of 78 credits. Throughout the program 1,260 clinical practicum hours are completed. The minimum time to complete the program is 3 years. Students are strongly advised to select the four-year summer start plan particularly if the student is unable to reduce employment to part-time as other starts' plans require 360 clinical hours to be completed in a single semester (15 weeks). Sample progression plans are available at: <http://cnh.loyola.edu/nursing/school-nursing-resources>. All courses are provided online, except for supervised practicum work, which is completed in a state in which the student is licensed to practice. Students attend an on-campus conference each spring, and defend their scholarly project on-campus prior to graduation. The DNP program curriculum

adheres to the Eight Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006).

The Post-Baccalaureate DNP curriculum consist of the following courses—

- NURS G800 Theoretical Foundations & Role
- NURS G805 Advanced Pathophysiology
- NURS G810 Advanced Health Assessment
- NURS G812 Advanced Health Assessment Practicum
- NURS G820 Advanced Pharmacology
- NURS G825 Primary Care of Pediatrics
- NURS G830 Primary Care of Pediatrics Practicum
- NURS G835 Advanced Research
- NURS G840 Primary Care of Adults
- NURS G845 Primary Care of Adults Practicum
- NURS G850 Primary Care of Adults & Women
- NURS G855 Primary Care of Adults & Women Practicum
- NURS G860 Gerontology
- NURS G900 Philosophy of Science
- NURS G905 Ethics & Social Justice
- NURS G910 Epidemiology
- NURS G915 Evidence-Based Practice/Translation of Science
- NURS G920 Biostatistics
- NURS G925 Program Planning & Evaluation
- NURS G930 Advanced DNP Practicum I
- NURS G935 Leadership
- NURS G940 Health Policy
- NURS G945 Advanced DNP Practicum II
- NURS G950 Integrated Behavioral Health
- NURS G955 Informatics & Finance
- NURS G960 DNP Scholarly Project

BSN-DNP Practicum

BSN-DNP Practicum hours can be broken down by course as follows:

Clinical Practicum Hours			
Course	Credits	Hours	Hours to Credit Ratio
NURS 812: Advanced Health Assessment Practicum	3	180	4:1
NURS 830: Primary Care of Pediatrics Practicum	3	180	4:1
NURS 845: Primary Care of Adults Practicum	3	180	4:1
NURS 855: Primary Care of Adults & Women's Health Practicum	3	180 (90 hours each Adult & OB/GYN)	4:1
NURS 930: DNP Advanced Practicum I	3	180	4:1
NURS 945: DNP Advanced Practicum II	3	180	4:1
NURS 960 Scholarly Project Practicum	3	180	4:1

Total Hours		1,260	
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Notes:

- Formula to determine hours = (credits) x (ratio) x (15).
 - Any course repeated for replacement or additional credit is at the prevailing rate of tuition/fees. Please check the graduate bulletin at the time of effect for tuition and fees charges for DNP courses and activities.
1. The Post-BSN DNP curriculum includes 1260 hours of supervised practicum.
 2. In N812 Advanced Health Assessment, the 180 hours of practicum component focuses on students mastering taking a comprehensive health history and perform a thorough head-to-toe physical exam.
 3. Objectives for the primary care practicum courses (N830, N845, N855) and advanced health assessment practicum (N812) for nurse practitioner students are determined by the program faculty and stated in each course syllabi.
 4. The student will progress through an advanced health assessment practicum and each of three primary care practicum courses; each course requires that the student complete 180 supervised clinical hours (refer to plan of study).
 5. In N830 Primary Care of Pediatrics Practicum is focused on the management of children. This patient population will be drawn from: infants, toddlers, pre-school, school age and adolescent children with health problems as commonly seen in a primary care setting.
 6. In N845 Primary Care of Adults Practicum students will manage a variety of acute and chronic primary care patients with illnesses that present across the adult age continuum. In this practicum there is a special emphasis on the aging and aged patient.
 7. In N855 Primary Care of Adults & Women's Health Practicum students will manage a variety of acute and chronic primary care patients with illnesses that present across the adult age continuum, with a special emphasis on the aging and aged patient as well as ob/gyn care. The student will complete 90 hours in the adult primary care setting and 90 hours in the ON/GYN clinic setting.
 8. Upon successful completion of the clinical practicum requirements for the three primary care practicum courses, and with the approval of the faculty, and successful N915 Evidence based practice (EBP) proposal presentation the student will progress into N930 DNP Advanced Practicum I and continue with the practicum experience. Please note that although the Post BS student will advance into this portion of the DNP curriculum, a Master's degree will not be awarded.

Role of the BSN-DNP preceptor is as follows:

The preceptor selected by each student for the Advanced Health Assessment and primary care practicum experiences (N812, N830, N845, N855, N930, N945, N960) must be a nurse practitioner or physician who is currently licensed and certified in the state in which the approved clinical site is located. The APRN or physician must be certified to practice with the population focus required for the practicum course. The faculty recommends that students choose different preceptors for each clinical specialty. In order to gain a varied, inter-professional perspective on primary care practice, at least one preceptor should be a primary care/family practice/internal medicine physician.

1. The preceptor/provider must be present in the clinical site at all times in which the student is in the clinical site to directly supervise all student practice hours.
2. The preceptor/provider is responsible for submitting a midterm and final semester evaluation to Loyola faculty. Additional evaluations may be required throughout the course. Loyola faculty have the final decision to determine, a grade of Pass or Fail for the clinical practicum course.

The DNP Scholarly Project

The Doctor of Nursing Practice (DNP) Scholarly project is the culmination of your doctoral experience at Loyola University New Orleans School of Nursing (SON). The DNP degree is a practice degree therefore we expect that most projects will be evidenced-based and directly related to your practice focus. Most students will be implementing a project based on evidence to service a population or change or improve an organization at the systems level. You are not to do original research. This is not a research degree and you will not have the research course work to prepare you for research.

The DNP program of study was developed strategically for courses to build one upon another. This model was selected to allow students to progress as a cohort and to efficiently move students through the process of achieving competency of all eight Essentials and successful completion of the Scholarly Project. More information on the DNP Scholarly Project in Appendix A.

Part 7: Certificates

Post-Bachelor's Healthcare Systems Administration and Leadership Certificate

The post-bachelor's Healthcare Systems Administration and Leadership (HSAL) Certificate is offered to nurses with a bachelor's degree working in hospitals or the community who may be in, or aspire to be in, leadership positions. The certificate is designed to assist nurses to make the transition to leadership roles. Any student who is enrolled in, or successfully completes, the certificate program may consider applying to the MSN Healthcare Systems Administration and Leadership Track. Should the student decide to pursue the MSN degree, and is accepted to the program, any informatics course that is successfully completed will transfer to the MSN HSAL track (up to 12 hours).

The total requirement to complete the certificate program is 12 credit hours. Depending on the final course selected, the certificate program can potentially be completed in one year. Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>.

The post-baccalaureate HSAL certificate program consists of the following masters level courses—

- NURS 712 Nursing Financial Resources I
- NURS 716 Healthcare Quality and Safety
- NURS 711 Informatics

For the final 3 credit hours, students may choose from one of the following courses:

- NURS 748 Human Resource Management
- NURS 744 Nursing Financial Resources II
- NURS 740 Health Care Systems

Post-Bachelor's Nursing Informatics Certificate

The post-bachelor's Nursing Informatics Certificate is offered to nurses with a bachelor's degree working in hospitals or the community who are interested in nursing informatics. The courses provide an excellent educational foundation for informatics in hospitals and other health care agencies. In addition, any nurse who works at the bedside and wants to learn more about informatics overall can benefit from the NI Certificate Program. Any student who is enrolled in, or successfully completes, the certificate program may consider applying to the MSN Nursing Informatics Track. Should the student decide to pursue the MSN degree, and is accepted to the program, any informatics course that is successfully completed will transfer to the MSN informatics track (up to 12 hours).

The total requirement to complete the certificate program is 12 credit hours. The certificate can be completed in one year. Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>.

The Nursing Informatics (NI) Certificate Program is 12 credit hours and consists of four nursing informatics courses—

- NURS 711: Principles of Nursing Informatics
- NURS 750: Management of Data Systems
- NURS 754: Clinical Information Systems
- NURS 760: Nursing Informatics Practicum

Post-Master's Nurse Educator Certificate

The post-master's Nurse Educator Certificate is offered to current MSN and DNP students, and nurses with a master's degree who are interested in working as nurse educators. The total requirement to complete the certificate program is 12 credit hours. The certificate program can be completed in one year. Those interested may choose to take the 3 credit, 180 clock hours, practicum in addition to the 12 credit hours of the certificate to gain experience in the nursing

faculty role under the mentorship of a preceptor. Sample progression plans are available at:
<http://cnh.loyno.edu/nursing/school-nursing-resources>.

The post-master's NE certificate program consists of the following masters level courses—

- NURS G970 Education, Theory, & Role
- NURS G975 Teaching Methods
- NURS G977 Assessment of Learning Outcomes
- NURS G979 Curriculum Design & Evaluation
- NURS G980 Nurse Educator & Direct Care Practicum (Optional)

Part 8: University, College and School Policies

Family Educational Rights and Privacy Act (FERPA)

Annually, Loyola University New Orleans informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. <http://academicaffairs.loyno.edu/records/annual-notice-students-ferpa>

Grading Policy

The School of Nursing sets the following numerical equivalents to letter grades. In keeping with Loyola University policy, faculty are required to publish in the course syllabus evaluation methods to be used to determine a student's course grade. Thus, numerical equivalents to letter grades for each course will be found in the respective course syllabi. Individual course syllabi indicate the portion of the final grade attributed to various grading components.

Undergraduate Grading Table

Letter Grade	Quality Points per semester hour for GPA Conversion	Grading Scale	Meaning
A	4.0	93-100	Excellent
A-	3.8	90-92	Excellent
B+	3.3	87-89	Above Average
B	3.0	83-86	Above Average
B-	2.7	80-82	Average
C+	2.3	77-79	Average
C	2.0	73-76	Average
C-	1.7	70-72	Below Average
D+	1.3	66-69	Minimally Passing
D	1.0	60-65	Minimally Passing
F	Failure	<60	Failure or failure to withdraw
I	N/A	N/A	Incomplete
IP	N/A	N/A	In Progress

Graduate Grading Table

Letter Grade	Quality Points per semester hour for GPA Conversion	Grading Scale	Meaning
A	4.0	93-100	Excellent
A-	3.8	90-92	Excellent
B+	3.3	87-89	Above Average
B	3.0	83-86	Average
B-	2.7	80-82	Below Average
C+	2.3	77-79	Below Average
C	2.0	73-76	Below Average
C-	1.7	70-72	Below Average
D+	1.3	66-69	Minimally Passing
D	1.0	60-65	Minimally Passing

F	Failure	<60	Failure or failure to withdraw
I	N/A	N/A	Incomplete
IP	N/A	N/A	In Progress

Important Notes

The University policy regarding an “I” or “incomplete” grade reads: “An ‘I’ (incomplete grade) automatically converts to an ‘F’ if work is not completed by dates specified in the University calendar, that is located at <http://academicaffairs.loyno.edu/records/academic-calendars>.”

An “I” grade is to be assigned only when the institution has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. The reasons are customarily medical. The “I” grade is not an automatic extension. *An I grade which has not been made up by the sixth week of the subsequent term, excluding summer terms, will be changed automatically to F.* Faculty-of-record for a course reserves the right to decide the use of “I” grading. Course work completion due dates will be determined by the faculty-of-record.

See: <http://bulletin.loyno.edu/>

The University policy re: “IP” or “In Progress” grade: IP grades for graduating students must be converted to actual grades by the certification date set by the Registrar (July 1 for May graduation, October 1 for August graduation, February 1 for December graduation). Faculty-on-record for a course reserve the right to decide the use of “IP” grading. If the IP grade is not converted by the certification date, the student’s diploma will be dated with the next graduation date (e.g., dated August rather than May of the given year).

Once course requirements are completed for an IP or I grade, the faculty member completes the required form to finalize completed I or IP grades and the forms are submitted to the Graduate Program Director and the Director/Dean. The finalized grade may take several weeks to appear in LORA.

Pass/Fail Courses

All courses in the graduate nursing programs that are “Pass/Fail” will be identified in the syllabi under grading as “Pass / Fail”. Each evaluation element must be completed with a score of 83% or better in order to successfully pass the course.

Minimal Acceptable Grade & Probation Policies

Undergraduate Nursing Programs

The minimum acceptable transfer grade for undergraduate work is a C. The minimum acceptable grade in any undergraduate course taken at Loyola is a D. However, students must achieve a minimum grade of C (73%) in all nursing courses, and an overall C (2.0) average at the time.

An undergraduate student whose Loyola cumulative grade point average (GPA) falls below 2.0 will be placed on academic probation. In the next term*, the student will be required to earn at least a term GPA of 2.3. The goal of this GPA requirement is to assist the student in making progress toward good academic standing. A student returns to good academic standing upon achieving a Loyola cumulative grade point average of at least 2.0 and upon fulfilling any other probation conditions required by the college. Students can be on continued probation for not more than three consecutive terms*. While on probation, students may not enroll for more than 14 credit hours per term. Students on probation or continuing probation who fail to meet the conditions of their probation will be suspended or dismissed from Loyola.

Graduate Nursing Programs

The minimum acceptable grade in a graduate course taken at Loyola is a B (83%). Any student receiving a grade of F in any theory (non-practicum) course will be dismissed from the program. No course can be repeated more than once. A student whose cumulative grade point average falls below 3.0 will be placed on academic probation for one semester. A student on academic probation has one semester (fall, spring or summer semester) to remove the academic

deficiency. Pass/Fail courses do not count towards students' GPA. If the deficiency is not removed in the allotted time, the student will not be allowed to continue in the program.

Length of Time to Complete the Program

Students are required to complete any graduate nursing program within 5 years of enrolling in course work. Undergraduate students can progress in their coursework at a pace that is mutually agreed upon by the students and their academic advisor. Students who find it necessary to drop out of school for a period of time must request a formal leave of absence and complete the relevant paper work. The *Leave of Absence* form guarantees the student the right to return to the program within one year, after which the formal leave expires. The student will work with the Academic Advisor and/or Program Coordinator to develop an alternate plan of study to accommodate the curriculum in effect at the time of reentry.

Reprogression

Failure to pass a course, or enroll in the semester indicated on your progression plan will result in a reprogression of your courses. Course reprogressions must follow all pre- and co-requisite requirements. Reprogressions often result in delays in projected graduation semester.

Academic Advisement

Upon entering their program, each student is assigned an academic advisor. Academic Advisors will be available to meet with students, in person or virtually. Academic advising is done prior to the start of each semester, with additional advising as needed throughout the semester.

Specifically, the Academic Advisor will assist the student by:

1. Providing any needed clarification regarding standard progression plans;
2. Providing guidance when adjustments in the planned program are needed (e.g., dropping or adding courses, leave of absence, etc.);
3. Communication with the student to ensure the student is progressing as per plan.

The student should be familiar with the requirements for their program, found both in this *Handbook* and the current *Loyola University New Orleans Bulletin*, so that appropriate decisions may be made.

Appointment of DNP Scholarly Project Chair

For DNP students only. At the beginning of the N915 Evidence Based Practice & Research Translation (Fall semester) each student will be assigned to a DNP Scholarly Project Chair. The Project Chair will assume the role of Academic Advisor in addition to the role of Scholarly Project Chair. Considerations for advisor assignment include the student input and existing faculty workload. The final decision regarding assignment will be through the Program Director.

Grade Appeals Process

As stated in the *Loyola University New Orleans Bulletin* (<http://bulletin.loyno.edu/>). "The student has a right to know the grade he or she has earned, the right to know the grading systems of the instructor, and the right to know grades as they are given during the semester. The grading system should be included in the course syllabus."

The complete grade appeals process is fully described in the *Loyola University Bulletin* in the section "Academic Regulations," under "Grade Appeals."

Student Academic Grievance Procedure

A grievance is a complaint made in writing to an administrative officer of the University concerning an academic decision made by a person or group of persons acting in an official University capacity that directly and adversely affects the student. The purpose of grievance procedures is to obtain an independent review of the allegedly improper academic decision.

Any Loyola undergraduate or graduate student is entitled to file an academic grievance. This procedure does not include grade appeals, or matters of discrimination or harassment, which are addressed by separate procedures.

This grievance procedure applies only in those cases involving a perceived academic impropriety arising from a decision taken by: (1) an individual instructor or researcher; (2) a school, department, or program; (3) a committee charged to administer academic policies of a particular school, department, or program; or (4) the University Director of Registration Services, the Vice President for Academic Affairs, the University Senate, or any committee or subcommittee charged to administer the academic policies of Loyola University New Orleans. <http://bulletin.loyno.edu/>

Academic Honor Code

All students are expected to sign the Academic Honor Pledge and abide by the academic honor code. The faculty have a zero tolerance for any offense (See Appendix A).

Any individual in the Loyola Community can make allegations of Academic Honor Code violation. In the School of Nursing, the information must be submitted to an appropriate faculty member (e.g., the course faculty if the allegation involves a particular course), the appropriate Program Director, the Director, and/or the Dean of the College of Nursing and Health. All information must be completed in writing, and evaluation and resolution completed in line with procedures in the School of Nursing. The School of Nursing requires that all academic honesty and plagiarism charges be reviewed by the student's respective program committee, before being forwarded to the Associate Dean and Academic Integrity Council. The program committee, may after careful review of the charges, decide to sustain the sanctions recommended by the course faculty, recommend increased sanctions, or overturn faculty sanctions.

Plagiarism Policy

Faculty may use tools to detect plagiarism, such as Google, Grammarly, Turnitin, or SafeAssign, to advance academic integrity and to identify student knowledge gaps. Students are encouraged to use these resources to check their work for plagiarism, and identify opportunities for learning related to paraphrasing, citations, references. When academic dishonesty such as plagiarism is detected, the incident will be dealt with as indicated in the University's Academic Honor Code.

In addition to the procedures listed at: <http://bulletin.loyno.edu/> regarding academic honesty and plagiarism, the School of Nursing requires that all academic honesty and plagiarism charges be reviewed by the student's respective program committee, before being forwarded to the Associate Dean and Academic Integrity Council. The program committee, may after careful review of the charges, decide to sustain the sanctions recommended by the course faculty, recommend increased sanctions, or overturn faculty sanctions.

Policy Regarding Course Assignments

Each course assignment is due to faculty by the designated date and time listed in course materials (e.g., in syllabus, schedule of classes, modules, announcements), and is expected to be submitted to the appropriate location that is provided (e.g., submission through assignment link, discussion board, or elsewhere). Faculty have the responsibility to provide assignment deadline date, time, and location for submission. Any extension of a due date is at the discretion of faculty. Students should not assume that a late assignment will be graded. If a student requests an extension, negotiation with faculty for the extension must be completed **before** the posted deadline for the assignment. Any late assignment, if accepted by faculty, may be penalized in points deduction at the discretion of faculty.

APA style 7th edition and format is required for all formal papers.

Policy Regarding Return of Student Work

All students have the right to receive copies of their graded work. And Faculty are required to grade and return student work in a timely manner. Canvas software is used in all courses. Faculty provide information within their course Canvas sites (e.g., syllabus, etc.) regarding requirements for submission of projects and assignments. Faculty require assignment submission through the LMS (Canvas), and faculty must return assignments through Canvas.

Examination Policy

All examinations in the School of Nursing shall be monitored by Examity™. Students will be expected to show the area under their desk while performing a room scan. Students will be required to go to their exam session with a medium sized mirror to show the area around their laptop screen and keyboard to the proctor. Proctors may take advantage of the mirror to check complete surroundings of a student. Students must have a microphone and camera on their computers.

You can find a guide on using Examity™ and a video tutorial below.

http://cnh.loyno.edu/sites/default/files/file_attach/Examity%20Student%20Guide.pdf
<https://www.youtube.com/watch?v=bySuGwSnP88&feature=youtu.be>

The proctored exam testing window will have a range of no less than eight (8) to no more than ten (10) hours. The testing window is at the discretion of the faculty.

For courses that include examinations, a student who has a legitimate reason (such as illness) for missing a scheduled examination should (if at all possible) notify the faculty of her/his absence prior to the scheduled examination. Make-up examinations will be allowed for legitimate absences from scheduled examinations, but the form and scheduling of these examinations will be at the discretion of the faculty. Faculty will require students to make-up examinations prior to the scheduled examination date. If a student is requesting an alternate examination date, the examination must be scheduled prior to the examination date. Unexpected circumstances may be given alternate consideration.

Legitimate Excuses:

- Illness or injury to the student (Student Affairs/ODS)
- Death, injury, or serious illness of an immediate family member (Student Affairs)
- Observance of a Religious Holy Day
- Jury duty or government obligation
- University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities (Student Affairs), student government, required class field trips, etc.)

Attendance Policy

The following are College of Nursing and Health and School of Nursing policies:

1. In online courses, students are required to login to the course during the first week of the course. Students risk being dropped from a course if they have not logged in during this time.
2. Attendance policy statements are minimum standards. Faculty have the right to exceed those standards and establish grade adjustments as warranted.
3. Participation in all Canvas assignments and activities is required of all enrolled students.

Administrative Drop Policy

All online students are required to academically participate in their course no later than 11:59 PM CST on the 7th calendar day of class within the session. Academic participation will be determined by completion of the required Canvas activities as assigned by your professor in the course. Those students who do not demonstrate any academic

participation may be administratively dropped from their course by the Office of Student Records, with a full reversal of tuition and fees. Students who are dropped from courses due to lack of participation will not be eligible to receive disbursements of federal financial aid.

Registration Holds

Under certain circumstances, restrictions (or registration “Holds”) are used to prevent the student from registering. “Holds” may be financial (i.e., an outstanding tuition balance) or other-related (i.e., failure to submit the immunization record). To determine the nature of a hold, access LORA (See Section 5.4 of this *Handbook* for directions for logging onto LORA.) and click on the tab for “Holds.” Contact the Student Financial Services Center at (504) 865-3337 or SFSCenter@loyno.edu for financial holds, and the Program Administrative Assistant for other holds.

Withdrawal from a Course and Leave of Absence

Tuition Refunds Following Withdrawal

The University academic calendar (check the academic calendar on LORA for the specific date) for each semester contains a schedule of refunds (i.e., a percent of the tuition) based on the percentage of the course that has been completed by the date of official withdrawal. It is the responsibility of the student to assure the timelines are met by submitting all required paperwork and checking the student account to assure processing has been completed. Refund deadlines can be accessed at the following link: <http://finance.loyno.edu/student-finance/refunds>.

Withdrawal from a Course

After the drop/add period and up to one week following the midterm period, students may receive an administrative withdrawal from a course. A grade of W for the course is placed on the transcript, and the transaction requires the adviser’s and instructor’s signatures. Course withdrawal is not complete or official until all signatures have been obtained and a copy is filed in the Office of Student Records. The student is required to submit the Course Withdrawal Form to the School of Nursing Office. Students who stop attending but do not officially withdraw from the course will receive a grade of F. Please refer to the academic calendar for deadlines – <http://academicaffairs.loyno.edu/records/academic-calendars>
<http://bulletin.loyno.edu/>

Withdrawal from the University

To withdraw officially from the university a student must:

Obtain a withdrawal form the resource site <http://cnh.loyno.edu/nursing/school-nursing-resources> and submit to the Graduate Program Director for signature and submission.

Students should consult the academic calendar for the tuition refund schedule and deadlines.

Withdrawal is not complete or official until all signatures have been obtained and the student record’s copy is returned to the Office of Student Records.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive W’s (Withdrawal) in all courses. Students who have not been enrolled at the university for a period of two semesters or more must follow the degree requirements in effect at the time of their reentry.

<http://bulletin.loyno.edu/>

Leave of Absence

Degree seeking students enrolled in a term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence form in the Office of Student Records. Students returning from a leave of absence are subject to the policies of the bulletin under which they were originally admitted. A leave of absence is not granted to a student transferring to another university. Students who did not formally apply for a leave of absence must reapply for admission and are subject to the policies and requirements of the current bulletin.

<http://bulletin.loyno.edu/>

Medical Withdrawal from the University

A student can be granted a medical withdrawal from Loyola. Applications for medical withdrawal should be referred to the Director of Counseling and Health Services, and follow the regulations provided in Section 8 of the Student Code of Conduct. There are no partial medical withdrawals for a term or session. This policy applies to all students regardless of modality of instruction. <http://bulletin.loyno.edu/>

Professional Email Communication

Communication by email is commonplace in businesses and health care organizations and is typically a primary means of communication within the organization and outside the organization. Professional email communication must be used during your practicum experience and should be used for all correspondence with the student's faculty and University personnel. The guidelines on composing professional emails below must be used for communication with your preceptor, faculty, and all other email communication during your practicum--

- Always fill in the subject line with a topic that means something to your reader. Not “Decals” or “Important!” Instead use phrases such as “Nursing 752-Practicum Plan,” or “Nursing 735 Assignment Due Date.” Modify the subject line when appropriate; do not continue using the original subject in your reply (or replies) if the subject has changed. Alternately, start a new e-mail if the subject/recipients have changed and/or if the e-mail is unmanageably long.
- Use “Dear,” title, and last name. For example, use “Dear Dr. Smith,” but NOT “Dear Dr. Rhonda Smith,” “Dear Rhonda Smith,” “Dear Smith,” or Dear Dr. Rhonda.” Use Dr. if you are unsure how the person should be addressed.
- Put your main point in the opening sentence. Never begin a message with a vague “This” – as in “This needs to be done by 5:00.” Always specify what you’re writing about.
- Use SBAR (Situation, Background, Assessment and Recommendation) to compose emails -
 - Situation: Identify the situation by telling the reader what your main point or request is.
 - Background: Write as though you assume that your reader has no prior knowledge of your issue or situation.
 - Assessment: Provide your assessment of the situation.
 - Recommendations: Describe what you recommend should be done to address the issue or what you are asking the reader to do.
- As a general rule, please avoid text speak (abbreviations and acronyms). Texting language is not appropriate for professional, academic, or business communication.
- Be brief and polite. If your message runs longer than two or three short paragraphs, consider (a) reducing the message, or “b) providing an attachment. People may be reading emails on mobile devices. But in any case, don’t snap, growl, or bark.
- Remember to say “please” and “thank you.” And mean it.
- Include a friendly closing. “Sincerely” may be too formal for regular business communication, so consider other closings, such as the following: Regards, Best regards, Best wishes, Thanks, and Have a great weekend (if the weekend is coming!).
- Always include your full name and any other pertinent identifying information. Add a signature block with appropriate contact information for consistency.
- Edit and proofread before hitting “send.” Spell-check is not always enough.
- Reply promptly to serious messages. If you need more than 24 hours to collect information or make a decision, send a brief response. If you are out of the office or inaccessible create an “out of office” message.

Social Media Policy

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. Online social networking (e.g., Face book, YouTube, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Online content and behavior has the ability to enhance or undermine not only an individual but also Loyola University New Orleans, and the profession of nursing. Violations may expose the offender to criminal and civil liability. It is important to avoid disclosing any HIPAA or academic protected information regarding patients, clinical sites, or peers. Students should not post any information or videos to YouTube or other social media using the University name or label. For course assignments requiring a YouTube video, it is imperative that you select “unlisted” as the privacy setting for your video. With the setting of “unlisted” only people who you share the URL with can see your video. It is not searchable on YouTube. When posting a video in this manner, Loyola University New Orleans or personal demographics should not be mentioned in the video, description, or title. Any student found to have violated this policy will be subject to disciplinary action as set forth in school of nursing student handbook. For example infractions may result in utilization of the Professional Conduct Policy.

The following are taken from the American Nurses Association Social Networking Recommendations and modified to serve as a guide to students to avoid potential problems.

1. Standards of professionalism are the same online as in any other circumstance.
2. Never post photographs or any information gained in a nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs these boundaries.
4. Do not post inflammatory or unflattering information about peers, patients, clinical sites and/or their employees on any social media site. Make every effort to present yourself as mature, responsible, and professional.
5. Do not take photos or recordings of a patient in your clinical setting or peers in their clinical or classroom learning environment without obtaining special permission utilizing the appropriate forms.
6. Promptly report any breach of confidentiality or privacy to your faculty member.
7. Do not share any protected health information. (HIPAA)

Source: <https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf>

For potential consequences of inappropriate use of social and electronic media and common myths and misunderstandings refer to the below site:

<https://www.ncsbn.org/347.htm>

Student Input into Governance

The School of Nursing acknowledges the importance of obtaining student input and offering students an active role. To facilitate the process of obtaining input, faculty will announce through e-mail the issues for which student input is requested. All students are expected to submit course evaluations at the appointed time during each semester. In addition, all students are encouraged to provide input to faculty, the Graduate Program Director, and the Director by a variety of means including appointments, e-mail, telephone, written suggestions, etc. All student input is thoughtfully considered and faculty make every attempt to provide appropriate responses to student suggestions. Each program track cohort will elect a student representative who is asked to “attend” (in person or by phone) the program committee meetings. Student representatives are non-voting members of the committee.

Student Representative

The role of the student representative (SR) to the program track faculty is critical to meeting program outcomes. Characteristics of a student representative include but are not limited to the following: excellent verbal and written communication skills, organizational and planning skills, critical reasoning and problem solving skills, interpersonal skills, ability to negotiate, make constructive suggestions and find corresponding solutions.

A student representative demonstrates commitment to the program by participating in meetings that are scheduled over the academic year; taking notes of the meeting and reporting the outcomes of the meeting to the student body; working with other students and faculty to implement initiatives and solutions; creating connections via planning events to enhance communication lines; and devoting about one hour a week towards this role.

Consistent with program outcomes, the SR role enables students to develop and/or strengthen leadership skills, connect with various internal and external agencies, assist student peers with communicating issues, concerns, and opinion.

Responsibilities of SRs include:

- Acting as a link between students and faculty/administration
- Serving as a liaison in bringing any issues/suggestions/feedback to faculty at meetings
- Relaying key messages from the faculty/administration to the student body
- Suggesting, developing, and implementing solutions to problems related to online campus life
- Collaborating with students to coordinate events to enhance student communication opportunities

Graduate program meetings are the forum for SRs to present any broad issues/concerns/feedback raised by students to faculty/administrators and support the faculty/administration in conveying their concerns to the student body. SRs gather feedback from students prior to faculty meetings, submit agenda items in a timely fashion, represent their fellow students at the meeting, and report to students on relevant issues.

Course and Program Evaluations

Student input is highly valued at the University, College, and School of Nursing. Program improvements are often generated by student feedback. Students are expected to complete evaluations of all orientations and courses at the end of every semester or when directed. Faculty values student input into the course and technology. Course and program evaluation is one mechanism for providing input to faculty and administration regarding the student learning experience. Other evaluations of the program are required at exit. After graduation, students are contacted to provide feedback as alumni who have held the DNP degree for a period of time. All evaluation data are reviewed by faculty and administration and serve to inform faculty regarding course and program refinements. Evaluation feedback is important for ongoing program improvement and meeting accreditation requirements.

Part 9: Organizations and Services

***Sigma Theta Tau* International Honor Society**

Among organizations of interest to nursing students is the *Xi Psi* At-Large-Chapter of *Sigma Theta Tau* International, the International Honor Society of Nursing. Membership in the honor society is by invitation to students who meet the academic criteria set by *Sigma Theta Tau*. Induction into the Society occurs each Spring. Eligible students receive letters inviting them to join *Sigma Theta Tau*. Since membership in the Honor Society is considered prestigious, all students who are invited to join are strongly encouraged to take advantage of the benefits of membership in the society. The faculty chapter liaison can be reached at stti@loyno.edu.

Canvas Course Management System

Canvas is a course delivery system that helps faculty and students communicate more effectively. You may access Canvas by utilizing clicking on the word “Canvas” in the top right corner of page at: <http://loyno.edu>. Computer hardware and other advice for utilizing Canvas are located on the Loyola University Online Student Guide (<http://researchguides.loyno.edu/OnlineStudents>). Canvas also provides the student with assignment schedules and posted grades. For Canvas and online learning support for students go to: <http://library.loyno.edu/services/online/student.php>

LORA: Loyola Online Records Access

LORA is the Loyola Online Records Access system. Students use LORA to register for classes, view grades, transcripts, account summaries, and change mailing and e-mail addresses. To access LORA from the Internet, go to <http://sso.loyno.edu>. For first time users, your username is the same as your email before the @ sign, and your password is the first two letters of your first name and the last four digits of your social security number.

Academic Calendar & Schedule of Classes

Use the Academic Calendar link on the Loyola homepage <http://www.loyno.edu/> to access the academic calendar and to obtain information about class schedules click on “calendar” at the upper corner of the page. Keep in mind that the School of Nursing is in the College of Nursing and Health.

Schedule of Classes can be found in LORA.

FNP and DNP Intensives

Future Intensives dates for FNP and DNP students can be found on the School of Nursing Resources page (<http://cnh.loyno.edu/nursing/school-nursing-resources>). Please note that student groups may be assigned to attend all or only some days. Confirmed dates will be sent to students in advance of the intensives dates to allow adequate time to book travel.

Intensives will include hands on FNP skills training, in person workshops for DNP students, and DNP Scholarly Project Defenses.

General Student Services

J. EDGAR & LOUISE S. MONROE LIBRARY

Librarians and library staff are eager to help online students with finding, accessing, evaluating, and using books, journals, and many other information sources you might need for your coursework. The

Monroe Library has a faculty librarian assigned to each program of study. Get to know your liaison and all of the things he or she can do for you. Make an appointment for help with your research paper or project. You can make an appointment to talk to a librarian in person, over the phone or through virtual conferencing to get help with any aspect of a research project.

Library Liaison Directory

Main library phone: 504-864-7111

Website: <https://library.loyno.edu>

Please check the Library schedule by clicking on Monroe Library on the main webpage at <http://library.loyno.edu/> for changes in library hours for holidays and extended study periods. In addition to a large collection, Monroe Library has an extensive interlibrary loan system. Study rooms are also available to students for group and individual study.

LAW LIBRARY: <http://law.loyno.edu/library>

BOOKSTORE

The on-campus bookstore is located on the first floor of the Danna Center. The online Bookstore website is: <https://loyno.bncollege.com/shop/loyno/home>

UNIVERSITY COUNSELING CENTER:

The University Counseling Center, located on the 2nd floor of the Danna Center, provides mental healthcare for all currently enrolled Loyola students. Office hours are Monday-Friday, 8:30 a.m. to 4:45 and services are free.

Counseling is available 24/7 by contacting the UCC counselor-on-call at 504.865.3854. Please visit their website at <http://studentaffairs.loyno.edu/counseling> for more information.

STUDENT HEALTH:

Student Health Services provides primary care treatment for and education about personal health issues for all Loyola students, with a referral service to consultant specialists. The Health Center is open M-F 8:30 AM - 4:45 PM. For more information, please contact Student Health at (504) 865-3326 or visit their webpage at: <http://studentaffairs.loyno.edu/health>

STUDENT FINANCIAL SERVICES CENTER

The Financial Services Center provides information on financial aid funding and requirements, your tuition bill, and payment options and due dates.

Loyola will supply a bill for your enrollment each semester. If you have any questions about your bill or tuition payments, please contact the Student Financial Services Center.

If you are awarded financial aid, please make sure that you meet the requirements for your funding including updating contact information during the program as well as after graduation each year. As financial aid is subject to change, please contact the Student Financial Services Center for the most current information available.

The Student Financial Services Center can be contacted during their regular business hours at 504-865-3337 or at sfscenter@loyno.edu. You can visit their webpage at: <http://finance.loyno.edu/student->

[finance](#)

PAN-AMERICAN LIFE STUDENT SUCCESS CENTER

The Pan-American Life Student Success Center (SSC) offers a range of academic assistance in the form of individualized tutoring, study groups, workshops, academic development courses, and support programs for Loyola's diverse student body. The SSC has a number of departments below offering assistance to help ensure the success of Loyola's students. <https://www.loyno.edu/campus-life/student-services/student-success-center> OFFICE FOR ACCESSIBLE EDUCATION

Loyola is committed to offering classes that are inclusive. If you encounter disability related barriers in a course, please let the Office for Accessible Education (OAE) know immediately. To find out more about the accommodations process or if you need to discuss the accommodations you may be eligible for, please see our contact information below and the following link: <http://success.loyno.edu/accessible-education>.

*Undergraduate and graduate students with last names starting with **A-M** may contact:*

Samantha Pollard

Phone: 504-865-2070

Email: msmpollar@loyno.edu

*Undergraduate and graduate students with last names starting with **N-Z** may contact:*

Dario Bayardo

Phone: 504-865-2108

Email: mdbayardo@loyno.edu

ONLINE SUCCESS OFFICE

Dedicated online success coaches to assist undergraduate and graduate online students from enrollment to degree completion. Connect with either of the online student success coaches below for assistance with navigating online learning and receiving coaches on challenges such as time management, procrastination, technology, and even with relearning how to be a student if you have been out of the academic setting for any amount of time.

Dr. Corina Todoran

To schedule a phone call or in person/virtual meeting: <https://corina-todoran.youcanbook.me>
ctodoran@loyno.edu - Call: 504.865.2095 - Text: 985-605-0038

Esme Robert

To schedule a phone call or in person/virtual meeting: <https://esmerobert1.youcanbook.me>
elrobert@loyno.edu - Call 504.865.2496 - Text 504.323.4762

OFFICE OF WRITING AND LEARNING SERVICES (OWLS)

OWLS offers a centralized space for all tutoring on campus. Free peer tutoring is provided to full-time undergraduate students in a wide variety subjects, including mathematics, writing, science, and business. OWLS is a space where all students come to gain confidence and strengthen their academic skills. Writing Support is available to graduate and online education program students. Papers can be submitted for review. Response may take up to three business days, so submit early. Visit their webpage (<http://success.loyno.edu/writing-learning-services>) for instructions on how to access these services.

EMERGENCY PROCEDURES

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, review the following instructions: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

TITLE IX

Title IX is a federal law that prohibits sex discrimination in education programs and activities that receive federal funding. Under Title IX, discrimination on the basis of sex can include sexual harassment, sexual violence, stalking, dating violence, domestic abuse, and discrimination within housing, athletics, and employment. If you believe you have been a victim of discrimination on the basis of sex or are aware of discrimination occurring, Loyola encourages you to report the incident.

<https://studentaffairs.loyno.edu/student-conduct/title-ix>

INFORMATION TECHNOLOGY

Information Technology provides on-campus computer systems assistance and technical support to students, faculty, and staff, through the support units of patient services, computer services, distributed systems, telecommunications, and information management. Visit us online:

<http://academicaffairs.loyno.edu/infotech/student-computing>

Phone: (504) 865-2255

For the general online student support guide, please go to the following link:

<http://library.loyno.edu/services/online/student.php>

Part 10: General Policies & Procedures for Practicum

General Practicum Information

All School of Nursing programs contains intensive practice experiences during which the student is learning new skills, testing new knowledge, and developing in their applicable role. During the practicum the student applies what has been learned in their program of study.

Practicum Guides

Practicum guides on the following topics can be found on the School of Nursing Resources webpage (<http://cnh.loyno.edu/nursing/school-nursing-resources>):

- Practicum dates and deadlines
- Meditrek instructions and guide
- Selecting a practicum site and preceptor
- Submitting and affiliation agreement
- CastleBranch
- Where to find active affiliation agreements

Meditrek® Clinical Tracking Software

Meditrek® functions as a complete electronic student tracking system, including comprehensive collection of each student's patient encounter logs that need to be tracked during their clinical rotations.

Meditrek® includes specific areas for:

1. Student Information
2. Approving practicum sites and preceptors
3. Approving affiliation agreements
4. Acknowledgement of CastleBranch requirements
5. Recording practicum and intensive hours
6. Recording skills performed during practicum
7. Clinical site/preceptor database

Selection of Preceptors & Practicum Sites

For every practicum experience, the student is required to identify a potential preceptor and site. Due to legal contracts, this process for contract agreement can take significant time in advance of the semester in which the practicum is required. It is recommended the student initiate this process as far in advance as possible prior to each clinical practicum course. Approval of recommended preceptors and sites is the responsibility of applicable program director, the Practicum Coordinator, and the assigned practicum course faculty.

The procedure to identify practicum preceptors and sites is as follows:

When to start?

The Practicum process must be initiated no later than one (1) semester prior [deadlines will be sent out to students during the fall or spring semester prior to practicum course] to enrolling in a practicum course (N483, N752, N760, N812, N830, N845, N855, N930, N945, N954, N960, N965, or N980).

Selecting a Preceptor

Refer to the guide posted on the School of Nursing Resources webpage for tips on finding, approaching, and selecting an appropriate preceptor.

Submitting the Practicum Application

Refer to the Meditrek instructions and Guide and Guide –Submitting an Affiliation Agreement for the process of submitting your preceptor and practicum site for approval.

The following paperwork must be completed in or posted to Meditrek® for each practicum course: The Student Information Form, Student's active RN license in state of practicum experience, Practicum Site & Preceptor Information Form, the Preceptor's Curriculum Vita (CV), a current copy of the preceptor's unencumbered professional license, certification if applicable, and a completed Loyola Affiliation Agreement (AA) signed by the responsible contract person at the facility. The AA is posted on Meditrek® separately from the other paperwork in the designated column. Some facilities prefer to use their own AA; in this case the student would direct the responsible contract person to forward the agency's signed AA/contract to the Affiliation Agreement Staff at the SON by e-mail. sonaa@loyno.edu

The review of the application happens in three parts.

- The faculty and Practicum Coordinator review the preceptor and site for appropriateness for the practicum experience. The faculty may send an application back if anything is unclear or reject the application if the preceptor is inappropriate.
- The SON AA staff reviews the status to the affiliation agreement. If a new AA is submitted or needed, the SON AA staff will process the AA. If the agency has submitted its own AA/contract, or has made any changes in the standard Loyola AA, the university legal counsel must review and approve the agreement before it can go forward. This may require additional negotiation among the legal department, the Affiliation Agreement Coordinator and the responsible contract person at the agency. This process can take four or more weeks, sometimes several months, depending on the site requirements. When the final AA/contract is approved by both the University and the Agency it is signed by the agency and returned for final signatures by Loyola University SON Director, CNH Dean, and the University Provost. Once all signatures have been obtained, the AA is considered active. The student is then cleared on the DNP resource site and the agency and preceptor are entered into Meditrek® by the AA staff member at the SON.
- Student simply submit an acknowledgment that they understand their CastleBranch requirements must be up-to-date to be approved to begin practicum. The SON staff reviews the students CastleBranch for current completion of all requirements. This section will not be approved until the student's CastleBranch account reflects all immunization requirements have been completed.

If any section of the application is not approved, the student may not begin the practicum experience.

All students shall follow this procedure. Failure to have an active AA in place before the start of clinical practicum hours, will result in the forfeiture of any practice hours the student obtained prior to the finalization of the Affiliation Agreement and may result in the student having to repeat the course.

Changing Preceptors Once the Practicum Has Started

Occasionally, students will need to change preceptors after practicum has begun (Preceptor moves, changes jobs etc.). If this occurs, the student follows the following procedure:

1. It is the responsibility of the student to notify the practicum faculty of record that a change in preceptor is required.
2. The faculty will instruct the student to submit new preceptor and organization information (including preceptor CV, contract person information, etc.) to the affiliation agreement staff member and the practicum coordinator.
3. The clinical affiliation agreements coordinator will approve the preceptor selected and if needed a new affiliation agreement will be initiated.
4. Once the preceptor is approved and the affiliation agreement is in place, the clinical affiliation agreements coordinator notifies the faculty of record who in turn informs the student that the new preceptor has been approved and practicum can continue.

Scheduling Practicum Hours

Practicum days are scheduled within the beginning and ending dates of the academic term during which the student is registered at Loyola. Students can begin earning practicum hours AFTER the practicum plan has been approved. Experiences should be scheduled on a continuing, weekly basis, and not “concentrated” into a limited period of time. Students should not schedule more than 16 hours of scheduled clinical hours per week, without permission of faculty. If a student has a justifiable need to begin a practicum early, complete a practicum in a shorter time frame, or extend the time for completion of the practicum beyond the end of a term, alternative options will be considered. The applicable Program Director and program faculty have final authority in these decisions. If it is deemed necessary to extend a practicum beyond the end of the scheduled academic term, an “I” grade (Incomplete) will be assigned for the course; this option is the prerogative of each faculty member. In the case of N960 the student who does not complete the course requirements will receive an “F” or In Progress or “IP” and must register, re-enroll, pay tuition, and repeat the course until successfully completed.

ALL earned practicum hours must occur while “on-site” and/or during preceptor-planned activities. Practicum hours should be scheduled in coordination with the preceptor’s scheduled hours. Limited exceptions may include an off-site activity or event, or an individual who is designated by the preceptor for a special project or event. Please note that practicum hours MUST BE separate from the student’s employment hours. Students may need to spend hours outside of earned on-site practicum hours working on practicum projects/activities. Please note that off-site, at-home hours do not count toward earned practicum hours.

Practicum Professional Attire and Behavior

Direct Care Practicum Students (Nurse Practitioner and Nurse Educator): Students should ask their preceptors whether scrub tops/pants, uniforms or dress clothes are worn by health care providers at the clinical agency, and dress accordingly. All students should wear clean, professional-looking attire (no jeans); underwear and cleavage should not be visible. Tight leggings should be avoided and clothes should extend beyond the hem of the knee-length lab coat. Each student is required to wear a full-length white lab coat with a picture ID in a clear plastic jacket, and a Loyola University patch on the breast pocket. Picture IDs are processed by submitting an appropriate passport photo type picture to parking services or be taken during on campus visits.

Students should avoid using perfume during practicum and should display minimal make-up and jewelry. Small ear studs are acceptable, but not loop or dangling earrings. Remove jewelry involving piercings other than earlobes (if visible) and cover any tattoos during all clinical practicum experiences. If hair is longer than shoulder length, it should be pulled back off the collar. Fingernails should be kept

short and clean, with no artificial nails. Shoes should have closed toes and be comfortable; avoid wearing high heels in practicum.

Students should remember that they are guests in the clinical agency and behave in a courteous and respectful, professional manner. Cell phones should be put on “vibrate or silent” and not used during practicum. Avoid chewing gum during practicum, especially when talking with patients.

BSN, Education, Informatics, and Leadership Students: Conveying professionalism in the workplace encompasses the way someone communicates, his or her body language, and attire (clothes). Students must dress professionally according to the practice in the agency where the practicum experience takes place. A lab coat is optional. For the initial interview with the preceptor, students are expected to wear business attire and to clarify dress code expectations of the agency during the interview.

Practicum experiences typically involve meeting attendance and events. Students should be constantly cognizant of the fact he or she is a representative of Loyola University New Orleans School of Nursing and the organization within which the practicum is conducted. The Loyola University Express picture identification card must be in a clear plastic jacket and worn at all times. Picture IDs are processed by submitting an appropriate passport photo type picture to parking services or be taken during on campus visits. Students are required to take an active role during the practicum (as opposed to merely shadowing the preceptor) as much as possible. Professional behavior and communication must be maintained.

Procedure for a Missed Practicum Day

If a student is ill or for other exceptional reasons must miss a practicum day, the student provides notification of the absence to the preceptor as soon as possible on the practicum day. The student must also notify the faculty as soon as possible and follows the guidance of the faculty regarding how to make up the missed time. Failure to notify the preceptor and faculty in a timely manner is a serious breach of professional responsibility and may result in a poor course evaluation.

Preceptor/Site Evaluation

For each practicum the student is required to complete the *Practice Site / Preceptor Evaluation* form available in the practicum course and <http://cnh.loyno.edu/nursing/school-nursing-resources> and post the completed form in the Canvas course. Student evaluations are used by faculty to provide feedback to preceptors and to determine the advisability and feasibility of continuing to use individual preceptors and sites.

Professional Liability Insurance

Malpractice insurance is required for all nursing students who will complete clinical practicum courses. The School of Nursing provides professional liability insurance coverage (limits \$1,000,000/\$3,000,000) for students while engaged in their clinical practice experience. The insurance covers negligent acts, errors, or omissions in rendering or failing to render professional services for others which services involve specialized training, knowledge, or skill. This coverage applies ONLY to the clinical practice experience of Loyola School of Nursing students and ONLY in hospitals or other medical facilities with which Loyola has a signed affiliation agreement contract and is not applicable to your work experiences. This policy is covered under student fees.

Report claims immediately to Risk Management Department via email. Email address and phone number can be found at the following link: <http://finance.loyno.edu/risk>.

Proof of Professional Liability Certificate of Insurance can be found on the following link: <http://cnh.loyno.edu/nursing/school-nursing-resources>. If you have any questions regarding this insurance coverage, please contact the Loyola University School of Nursing.

Appendix A: The DNP Scholarly Project

Overview

Doctoral education is distinguished by the completion of a project that demonstrates synthesis of the student's work and provides the foundation for future scholarship. The DNP Scholarly Project is a scholarly experience under the guidance of a faculty member to implement the translation of research into practice, to evaluate use of evidence to improve practice, conduct and evaluate program developmental projects, and to participate in collaborative research. The foundation for this experience will be developed starting with N915: Evidence Based Practice & Research Translation, where you will identify a problem that is supported by evidence-based literature and the needs in your community/organization. In N915, you will comprehensively search the published evidence, which will provide the foundation for your project. Early and clear identification of a problem in N915 is a required component for successful progression. The project proposal must be approved by faculty, in order for the student to progress to N925 Program Planning, Evaluation and Quality Management and N930: Advanced Practicum I. The written scholarly paper is an iterative process. DNP Scholarly Project chairs are assigned in N930. In N930: Advanced Practicum I: the student will submit an IRB application for approval of the implementation of the DNP Scholarly Project. Institutional Review Board Approval must be obtained prior to registering for N945: Advanced Practicum II. In N945 the student will implement the project as detailed in the project proposal and IRB application. Data analysis and project evaluation will take place in N960 Scholarly Project Practicum. If not successfully concluded in the final semester, an additional semester of enrollment to complete the project will be required. The project will demonstrate the candidate's mastery of the AACN Essentials I, II, III, IV, V, VI, VII and VIII. N930, N945, and N960 are practicum courses, which require mentor and practicum site approval (and associated affiliation agreement), prior to registration. This process can take as little as two weeks to several months. In some cases institutional contracts cannot be negotiated. It is advisable to identify the organization and preceptor early. Any component of the project not met in a timely manner may delay program progression.

Competencies, Responsibilities and Associated Courses

	Associated Courses				
Competencies	N900	N915	N930	N945	N960
Identify Phenomenon of Interest & Problem	Summer				
Identify Population of Interest					
Organizational Assessment					
Identify Stakeholders					
Background & Significance					
Obtain Affiliation Agreement		Fall			
Review of Literature for Project Intervention					
Conceptual Framework					

Methods (setting, participants/subjects, implementation, measurement tools, data collection, ethical considerations)			Spring		
IRB approval from organization and Loyola University					
Implementation of Project (execution of intervention, data collection)				Fall	
Data Analysis and Interpretation					Spring
Defense at Loyola University New Orleans					

Note. Ongoing work/consultation throughout courses and Project with Chair and Preceptor

Purpose of Scholarly Project

The DNP curriculum prepares students to engage in practice projects that primarily focus on the appraisal and translation of theory and evidence to practice. In many clinical areas of practice, evidence has not been well established and so theory and all forms of “best practices” are considered. Forms of evidence may include but not be limited to: scientific literature, scientific studies, systematic reviews, clinical guidelines, expert opinions, consensus panels, and / or community perspectives. This process is complex and requires development over time.

It is important that the results of these projects be disseminated so that others in the nursing community can benefit. Nursing knowledge and research has taken years to influence practice. It is the goal in each of these projects to merge new knowledge and research with practice, more quickly through dissemination.

Course Sequence

Any student who delays the progression of the DNP Scholarly Project Courses (NURS 900, 915, 930, 945, 960), will be required to repeat the last course successfully completed.

Practice Immersion Experience

The Practice Immersion Experience begins in N930: DNP Advanced Practicum I. This course integrates the use of evidence- based practice tools in the evaluation of clinical/systems phenomenon in an existing system. Students will complete 180 practice hours. It is in N930 that the clinical phenomenon identified in N915 is further explored resulting in the finalization of the project proposal and IRB application, submission and approval. The next step in this process continues in N945: DNP Advanced Practicum II. This course utilizes the timeline developed in N930 to implement the project. The student will complete 180 practice hours. The project is completed during N960: Scholarly Project Practicum. This course allows the student to analyze data and evaluate the program intervention project begun in N915 with the literature search and evidence table. The scholarly project will require the student to synthesize and apply the competencies in the program to improve outcomes in health care systems. The student will complete 180 practice hours. Students will work closely with the Practicum faculty who are their advisor to ensure completion of all requirements. If the project is not successfully completed in the final semester, an additional semester enrollment to complete the process will be required.

IRB Process

Students will learn about the IRB process in N915: Evidence based Practice & Research Translation and N930: DNP Advanced Practicum One.

Many of the Loyola University New Orleans, School of Nursing IRB protocols received from DNP students involve practice projects that are going to be conducted at health care facilities around the country. In order to approve these protocols, Loyola IRB must have approval from the organization that is signed by the organization's IRB or a statement from a signatory authority stating there is no organizational IRB. This agreement must include the following:

The institutional representative must:

8. Indicate they are aware of the project;
2. Provide the name of the student leading the project and title of the project;
3. State they are willing to cooperate with the project; and,
4. Sign and date the statement, with the full institutional name, address and contact information of the person signing the document. It is preferable that the document is submitted to the student on the letterhead of the organization where the project will be conducted.

The student must:

1. File a disclosure statement regarding conflicts of interest regarding the agency at which they are doing the practice project. See the Financial Disclosure and Conflict of Interest Policy at: <http://academicaffairs.loyno.edu/grants-research/financial-disclosure-and-conflict-interest>
2. Attach signed documents to the IRB protocol when it is submitted.
3. Obtain the signature of their Chair on the IRB application prior to submission.

IRB Approval

All DNP students must adhere to ethical and moral standards when conducting practice projects. There are different levels of IRB approval depending upon the type of project. The three IRB review classifications are exempt, expedited and full review. Categorical classification will depend on the IRB Chair and/or Review Panel, and cannot be determined by student or Faculty Chair. It is anticipated that most IRB applications will be exempt or expedited. Exempt does not mean exempt from IRB review. Full review requires review by the entire IRB committee. A full review is a lengthy process. Access Loyola's IRB Committee using this link <http://academicaffairs.loyno.edu/loyola-university-new-orleans-human-subjects-institutional-review-board-policy-and-procedures>

IRB Committees may meet a limited number of times during the year and often not during the summer semester. Allow two weeks for a response from the committee regarding your submission.

Scholarly Paper and Presentation

The scholarly project manuscript is required prior to graduation. In general this manuscript is completed during the final semester of the program, while enrolled in Nurs960, and completion dates are published each year. Students will schedule defense of the project in their final semester. Oral defense will take place in person, once the final project and manuscript have been received and approved for defense by the Chair. Oral defense of the project includes a PowerPoint presentation or other visual display as approved by the Chair. Outline of the requirements for the manuscript follow.

DNP Scholarly Project Outline

Title of Project

Student's Full Name

School of Nursing, Loyola University New Orleans

Faculty Name

Graduation Month Year

Chair: _____
Chair's Name and Credentials

Mentor: _____
Mentor's Name and Credentials

Executive Summary/Abstract

(Summarize all key information from various sections of the scholarly project, such as the reason for project, methods, results, discussion, and recommendations. Word Limit: 150 (Minimum) - 250 (Maximum)

Title of Project

The title should indicate an initiative to improve healthcare [quality, safety, cost, efficiency, guidelines]. Type the title in uppercase and lowercase letters, centered between the left and right margins and positioned in the upper half of the page. The title is no more than 12-15 words.

Following the title, an project opens with an introduction that presents an overview of the problem, the nature, and significance of the problem, and available knowledge. The last line of the introduction should provide a description of the project. The introduction should be 1-1.5 pages in length.

Background and Significance

The problem is described clearly in this section. Description of the problem includes the population affected, current practice, and the importance of the problem. The significance is explained in detail and should consist of relevant epidemiology, morbidity/mortality, cost, policy, education, and the healthcare system associated with the problem. An explanation of the problem should be described at the national, regional/state, local and organizational levels.

Precursors

Precursors are something that comes before and contributes to the development of the problem of interest. Report what led to the problem on a global, national, and/or local level. Include the precursor's specific to the institution where the project will be implemented. If your problem does not have identified precursors, the student should make an appointment for faculty guidance.

Consequences

Consequences are anything that is a result of the problem of interest. Report consequences of the problem on a global, national, and/or local level. Include consequences specific to the institution

where the project will be implemented. If your problem does not have identified consequences, the student should make an appointment for faculty guidance

Purpose of the Project

Identify the purpose of the project. Identify who it will involve and what it will accomplish. List the specific aims of the project.

Search Strategy

Identify the databases searched, keywords, inclusion/exclusion criteria, and search findings.

Demonstrate how the search strategy informed the project problem.

Evidence Synthesis

Synthesize the literature that supports the intervention of the scholarly project. Solutions for the identified problem must be evidenced - based. A search strategy and literature search is completed to determine all available evidence-based solutions. The results of this literature review must be appraised and synthesized. Synthesis is not a summary of the findings. Synthesis requires the merging of data across studies to identify similarities, differences and any gaps in the literature. The student must explain why interventions were selected and discarded based on the level of evidence and fit of the organization. To do this well will take a considerable amount of time and thought.

Conceptual Framework

Identify a conceptual/theoretical framework. Describe how that framework match or guides the essential aspects of the project such as planning, implementation, and evaluation.

Methods

Briefly identify what type of project will be implemented (i.e., quality improvement, program evaluation, systematic review, healthy policy change, etc.) and the methods (qualitative vs.

quantitative) that will be used to obtain data for the project. In this section, focus on the choice of statistical tests to evaluate the results of the project and analyze the quantitative and/or qualitative data. The discussion may include the level of statistical significance, description of the analysis test used, or statistical software identified. Describe the rationale for using specific analytical methods, including if the assumptions for using the statistical test were met.

Setting

Describe the setting where the project will take place, including the description of the organization, services offered, current procedures, staffing patterns, populations served, etc. Describe how you will interact with the employees and patients of the organization to implement your project. Describe the resources, facilitators, and barriers that may influence the implementation of the project.

Participants or Subjects [Individuals participating in the project]

Describe how the participants were chosen, including the inclusion and exclusion criteria. Provide a detailed and precise description of how the participants were chosen [i.e., sampling procedure]. Report actual description of the participant which includes attributes such as gender, age, racial or ethnic group, socioeconomic statistics, and level of education, any participants that withdrew from the project, as well as participants did not meet exclusion criteria, etc. Provide the total number of participants who were included in the project.

Implementation

Describe the steps taken to implement the project from start to finish. Include the rationale for the intervention, a broad overview of the description of the intervention, and an operational plan. This should be guided by the conceptual or theoretical framework of the project. The purpose of this section is to describe what will be done, how it will be done, where it will occur,

who will be responsible for implementing the process, how many people are involved in the process, and the expected timeline. Each intervention should be documented in a thorough and sufficient manner that allows for easy replication. Any concepts or terminology requiring an operational definition must define here.

Measurement Instruments/Tools

Describe the measurement instrument or tools that will be used to evaluate the problem of interest, such as a questionnaire, evaluation form, survey, etc. If using an established tool, describe the tool, its validity, and reliability. The tool should be provided in the appendix.

Data Collection

This section focuses on the steps taken to collect the data during the implementation of the intervention. First, indicate whether primary or secondary data were collected. If a tool was used to collect data, the tool should be described. If the student did not develop the tool, then permission to use the tool must be obtained from the developer.. The methods for administering the tool should also be described. For example, where and when was the tool administered? Who completed the tool and by what means? What was the timing of administration of the tool? What were the circumstances under which it was completed? What were the dates of data collection? The methods for entering the response or data collected from the tool into an electronic data system should be explained. For example, who entered the data? What software was used to enter the data? When was the date entered? Describe the transfer of data between the software used for data entry and software for data analysis. The management of data security should be detailed including the location of data storage, the process for all transfers of data, those with access to the data, and the plan for destroying the data once the project and evaluation are completed. If more than one person is collecting the data, report how inter-rater reliability was

determined. Identify any barriers to data collection. For example, were there any difficulties in understanding the tool or gaining access to the data?

Ethical Considerations

Provide measures taken to protect participants' confidentiality including storage of project materials. Include how informed consent was provided. Include approval from Loyola University New Orleans and the organization's institutional review board, in the appendix. A letter of support from the organization, if applicable, in the appendix.

Results

This section presents the results in a way that answers the clinical question or problem.

Discussion

Discuss the results of the project and the significance of the results. It should be organized and linked to the purpose of the project and the evaluation plan. The purpose of the discussion section is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated and to explain any new understanding or insights about the problem after you've considered the findings.

Implications

Explain how your project contributes to positive change in the practice site where the project was conducted. Can this be translated into other settings, policy or future practice scholarship? Provide a baseline economic evaluation of the organization. Develop a cost-benefit/cost-effective analysis. If you are using a clinical site, be sure to evaluate cost about implementation that includes providers, patients, and the site. Compare baseline cost versus implementation cost and overall benefit.

Strengths and Limitations

Describe identified facilitators/barriers and unintended consequences of the project. Inform readers of the paper's value through explanation, interpretation, and analysis. Present information that will allow the reader to make a value judgment about the project.

Sustainability

Describe how the project can be sustainable and its impact on return on investment. Report how the project fits within the framework of the organization's strategic plan and be sure to recommend who needs to be involved in or responsible for future phases. Connect project goals and implications to organization goals.

Dissemination

Describe how the project will be disseminated to the organization.

References

- American Psychological Association (APA) (2019). *Publication manual of the American Psychological Association*. American Psychological Association.
- Polit, D. F., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Lippincott Williams & Wilkins.
- Polit, D. F., & Beck, C. T. (2012). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed.). Wolters Kluwer/Lippincott/Williams & Wilkins Health.

Appendix B: Academic Honor Code Pledge

(See next page)

The Academic Honor Pledge

In accordance with the Academic Honor Code of Loyola University New Orleans, I pledge I will not cheat, lie, falsify, plagiarize, or participate in any form of unauthorized collaboration, misuse or misrepresentation of my academic work or the academic work of others in any manner. I will be honest in all academic endeavors and conduct myself in a manner that protects and promotes the intellectual and ethical integrity of myself, others, and the University.

The Academic Honor Code

The Academic Honor Code of Loyola University New Orleans represents the University community's commitment to the highest intellectual and ethical standards of honesty, integrity, fairness and justice. Violations of the Academic Honor Code include but are not limited to cheating, lying, false citations, falsified data, falsification of academic records, plagiarism, participation in any form of unauthorized collaboration, misuse or misrepresentation of academic work or the academic work of others in any manner, misuse of electronic material, and violation of academic property laws. A student in doubt about whether a particular course of conduct might violate the University's Academic Honor Code should consult with the course instructor before engaging in that conduct.

Cheating

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials in any academic coursework
- Copying, falsifying, destroying, or altering another student's work
- Submitting the same written work in more than one course without prior written approval from the instructors involved
- Dishonestly requesting to make up exams, extend deadlines for submitting coursework
- Plagiarizing in any form

False Citations

False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive.

Falsified Data

False data are data that have been fabricated, altered, suppressed, manipulated, or contrived in such a way as to be deliberately misleading.

Falsification of Academic Records

Falsification of Academic Records is any attempt to forge or alter academic documentation, includes, but is not limited to, transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, and medical certification of absence.

Plagiarism

Plagiarism is act of taking the work or ideas of another and representing it as one's own. The Modern Language Association Handbook defines plagiarism as follows: "Plagiarism involves two kinds of wrongs. Using another person's ideas, information, or expressions without acknowledging that person's work constitutes intellectual theft. Passing off another person's ideas, information or expressions as your own to get a better grade or gain some other advantage constitutes fraud" (Seventh Edition, 2009, p. 52).

Unauthorized Collaborations

Unauthorized collaborating is completing coursework with other(s) without prior approval. Students are expected to consult with their instructor prior to engaging in cooperative activities.

Misuse of Electronic Materials and Violations of Academic Property Laws

Access and use of licensed electronic materials are governed by agreements between the University and publishers or sellers of the services. Students must comply with the prohibitions stated below.

Selling or public posting of material from these services

Sharing your login with anyone else or allowing access to unauthorized users

Giving away or transferring information from these services to anyone not affiliated with Loyola University New Orleans

Systematic, large-scale downloading of information, including entire issues of electronic journals or entire electronic books

Other breaches of the Academic Honor Code include:

Misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities
 Unauthorized use of University academic facilities or equipment, including computer accounts and files
 Unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other course materials
 Violation of Institutional Review Board (IRB) policies and procedures

Potential consequences of violations of the Academic Honor Code

Failing Grade for Assignment or Course: A permanent failing grade may be assigned for the offending course work or for the final course.

Letter of Censure: The letter will clearly articulate the violation of which the student has been found responsible, reiterate the University's Academic Honor Code, and clearly spell-out possible consequences if the student violates the Academic Honor Code in the future. The Letter of Censure will be placed in the student's permanent Dean's file along with all supporting documentation regarding the case.

Academic Suspension: Academic suspension is an appropriate recommendation for students found responsible in particularly egregious cases or students who have previously been found responsible of violations of the Academic Honor Code.

The recommendation of academic suspension should be submitted to the Dean of the student's College for review. If the Dean concurs with the recommendation, notification of the length of the academic suspension must be sent to the Office of Student Records. A notation "Academic Suspension" will be placed on the student's official transcript. The decision to suspend a student for violating the Academic Honor Code should be made in consultation with the Provost and/or Vice-Provost for Academic Affairs.

Dismissal from the University: Dismissal from the University is the most severe recommendation that can be made and is reserved for the most egregious acts of academic dishonesty. Students found responsible of violating the University's policy regarding academic integrity, especially if they have already been suspended from the University, should be considered for permanent dismissal. This recommendation should be sent to the Dean of the student's college so that a decision may be rendered. The decision to permanently dismiss a student from the University should be done in consultation with the Provost and/or Vice-Provost for Academic Affairs. The notation "Academic Dismissal" will be placed on the student's official transcript.

Violations of the Academic Honor Code by students in the University Honors Program: If an honors student is accused of any violation of the Academic Honor Code, whether or not the violation occurred in an Honors course, in addition to the procedures described above, the Director of the University Honors Program must be notified and receive all pertinent materials related to the case. If an honors student is found responsible of violating the Academic Honor Code, the student will be placed on Honors probation, and the Director of the University Honors Program, in conjunction with the University Honors Advisory Board, will determine if the student will be allowed to remain in the Honors Program, and, if so, the requirements for removal of the probation status.

Violations of the Academic Honor Code by students in the University's Evening Division: If a student in the evening divisions is accused of any violation of the Academic Honor Code, in addition to the procedures described above, the Director of Professional and Continuing Studies must be notified and receive all pertinent materials related to the case.

Violations of the Academic Honor Code by graduate (non-Law) students: If a graduate (non-law) student is charged, found responsible, and/or sanctioned for a violation of the Academic Honors Code, the chair of the Graduate Council must be notified and receive all pertinent materials related to the case, in addition to the procedures described above.

Monitoring and Recording Violations to the Academic Honor Code:

The Academic Integrity Council is responsible for recording and monitoring violations of the Academic Honor Code. This data will be reported to the Provost's office every semester. Academic Honor Code can be found at the following link: <http://bulletin.loyno.edu/>

Allegations of Academic Honor Code violation can be made by any individual in the Loyola Community. In the School of Nursing, the information must be brought to an appropriate faculty member (e.g., the course faculty if the allegation involves a particular course), the appropriate Program Coordinator, the Director, and/or the Dean of the College of Social Sciences. All information must be completed in writing, and evaluation and resolution completed in line with procedures in the School of Nursing.

STUDENT POLICY VERIFICATION

NOTE The Student Policy Verification must be returned to the Loyola University School of Nursing Office

Student Printed Name (PLEASE PRINT CLEARLY!)

Date

Academic Honor Code of Loyola University

I have read and understand the Academic Honor Code of Loyola University, and the consequences and procedures related to Academic Misconduct.

I pledge to uphold the Academic Honor Code for the duration of my enrollment at Loyola University.

Student Signature

Date

Program Student Handbook

I have read a copy of the current edition of the School of Nursing *Student Handbook*. I understand that this *Handbook* contains policies and procedures of the DNP Program for which I am responsible. I understand that updates to the DNP Handbook may be posted to the Loyola University School of Nursing website and that I am responsible for obtaining the current version.

I understand that the *DNP Student Handbook* is not intended to replace official University publications for students, which are:

1. The current *Loyola University New Orleans Graduate Bulletin*, which contains general academic regulations applicable to all graduate students;
2. The current *Loyola University Student Handbook*, which contains policies related to student affairs.

I further understand that the most current edition of this *Handbook* is maintained on the **School of Nursing website**.

Student Signature

Date

Department Policy Regarding Registered Nurse Licensure Requirements

Upon entering the nursing program, each student must submit proof of a current, unencumbered, unrestricted and valid registered nurse license in the state in which they practice (and/or APRN license, if applicable). If, at any point during the program, a student's RN license (and/or APRN license, if applicable) becomes encumbered or restricted, the student is obligated to immediately inform the Director of the School of Nursing. Under no circumstances will a student with an encumbered or restricted license be permitted to enroll in a course with a practicum component. Failure to report an encumbered license to the Director will result in dismissal from the MSN program.

I have read and understand the above stated policy. I have a current unencumbered, unrestricted and valid registered nurse license in the state in which I practice. I understand that should my license become encumbered or restricted it is my obligation to immediately inform the School of Nursing.

Student Signature

Required Student Disclosures

The below are a list of some of the questions included on the LSBN RN Licensure application. Please initial to indicate a response for each item below. Any change of status in regards to any of the questions below must be reported. A response of yes to any of the below statements may require submission of additional documentation and an explanation. Disclosure below does not replace disclosure to the LSBN and/or the board of nursing of the state in which you complete any clinical hours. Your signature below acknowledges that the below responses are accurate, you are aware of the LSBN requirements, and the requirements of the Board of Nursing of state in which you do any clinical hours.

YES NO

- _____ _____ ○ Have you ever been issued any of the following:
- a citation or summons for, and/or
 - has/have warrant(s) been issued against you related to, and/or
 - have you been arrested, charged with, arraigned, indicted, convicted of, and/or
 - pled guilty/"no contest"/nolo contendere/"best interest" or any similar plea to, and/or
 - been sentenced for any criminal offense, including all misdemeanors and felonies, in any state or jurisdiction?
- NOTE: Even though an arrest or conviction has been pardoned, expunged, dismissed, deferred, or diverted, and even if your civil rights have been restored, you must answer "Yes" and mail certified court documents of incident/arrest together with a signed letter of explanation.
- **DWI arrest MUST be reported, regardless of final disposition.**
- **Traffic violations such as speeding or parking tickets do NOT need to be reported**
- _____ _____ ○ Have you had a license to practice nursing or as another health care provider denied, revoked, suspended, sanctioned, or otherwise restricted or limited, including voluntary surrender of license - including restrictions associated with participation in confidential alternatives to disciplinary programs? *and/or* Have you had disciplinary action pending by a licensing board in any state or jurisdiction?
- _____ _____ ○ Have you been discharged from the military on ground(s) other than an honorable discharge?
- _____ _____ ○ Have you been named as a defendant in a civil/malpractice case relating to your practice of nursing? *and/or* Has a medical review panel opinion been rendered relating to your practice of nursing? *and/or*
- Have you been reported to the National Practitioner Data Bank? *and/or*
- Have your clinical privileges been suspended, revoked, restricted or limited?
- _____ _____ ○ Have you been diagnosed with, do you have, or have you had a medical, physical, mental, emotional or psychiatric condition that might affect your ability to safely practice as a registered nurse?
- _____ _____ ○ Have you had a problem with, been diagnosed as dependent upon, or been treated for mood-altering substances, drugs or alcohol? *and/or*
- Have you been diagnosed as dependent upon, addicted to, or been treated for, dependence upon medications?

Student Signature

Date