

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



Nursing Student Handbook

2021-2022

Loyola University New Orleans
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 the student's primary resource for information about as well as policies and procedures of the nursing programs at Loyola. The *Handbook* will provide students with information that will acquaint them with various aspects of their program and help them to plan their academic journey.

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 students who will lead change and translate science into practice in a dynamic global health care environment.

Vision

Graduates who transform 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)

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.

BSN Program Mission, Goals and Objectives

Mission Statement

The primary mission of the Bachelor of Science in Nursing Program of Loyola University is to prepare graduates who can act as nurse generalists, and who possess professional competencies to provide and coordinate client care in a variety of settings. The curriculum is designed to achieve this end. Through experiential learning in nursing and liberal arts courses, 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 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. An academic 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 social determinants of health 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

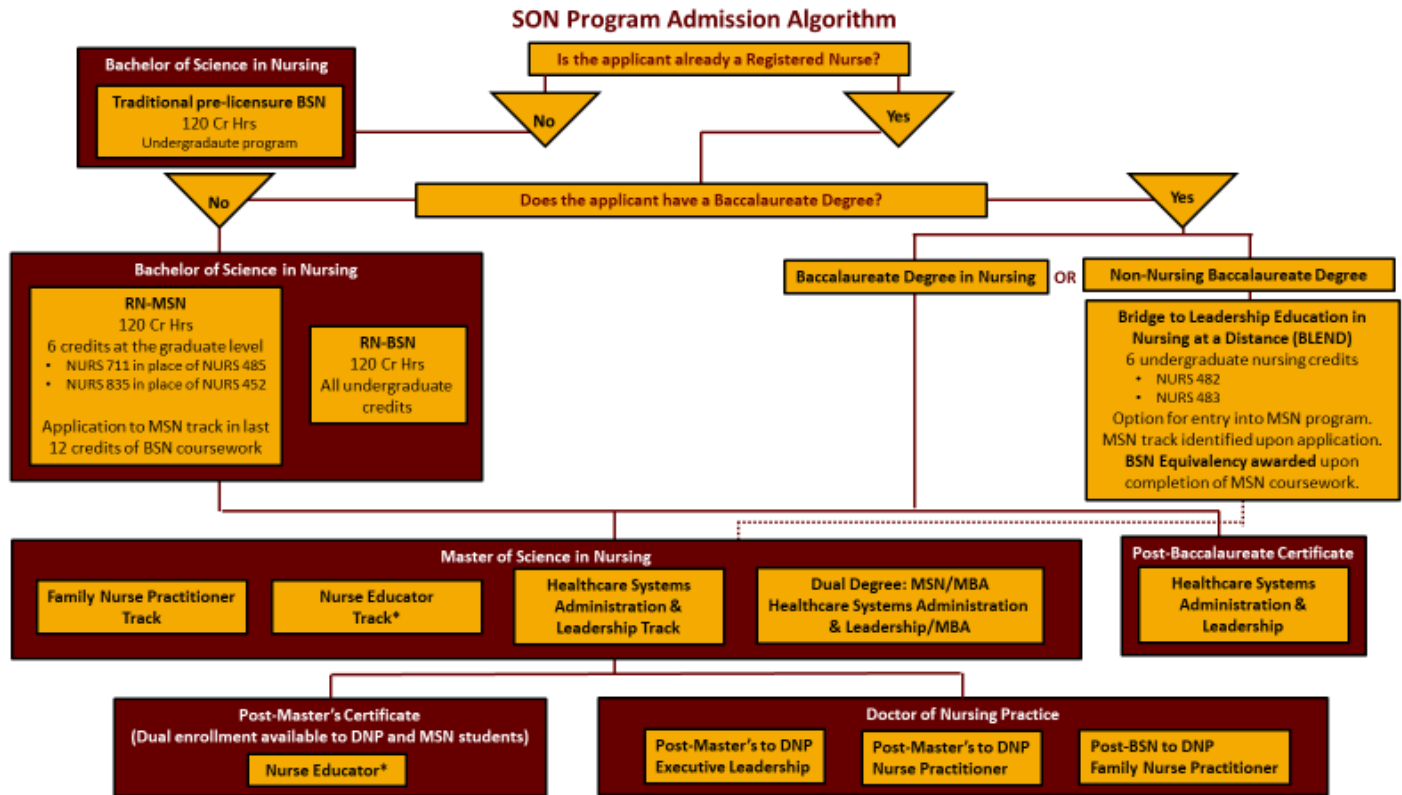
Loyola's traditional pre-licensure undergraduate Bachelor of Science in Nursing program provides the undergraduate student with a liberal arts education in the Jesuit tradition to enhance understanding of self, others, and the world in which we live, in addition to a working knowledge of concepts essential to contemporary professional nursing practice. This on campus program allows for the undergraduate student to engage with students from other disciplines while fulfilling their Jesuit nursing education. Students will have the opportunity to engage with the academic partner, Ochsner Health, for clinical experiences throughout their program of study. Undergraduate faculty will facilitate, guide and support the student's learning while providing on-going feedback to the student. Experiential learning theory will guide student academics.

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 can 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 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.

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 engaged 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.



*Nurse Educator program admissions suspended at this time.

Accreditation of Loyola Nursing Programs

Loyola University New Orleans and all 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. All systems 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>

U.S. Department of Education

In addition to the above University procedures for addressing student complaints, the U.S. Department of Education requires that each institution offering online programming provide contact information for students who wish to file complaints through their home states. An online student living in Louisiana may contact the Louisiana Board of Regents for assistance in filing a complaint. Students are encouraged to exhaust all appropriate internal campus processes. States operating under the State Authorization and Reciprocity Agreement (SARA) have agreed to allow their SARA state portal agency to investigate and resolve any complaints that have not been resolved through an institution's own procedures for resolution of grievances. Loyola is an approved SARA institution in Louisiana. If a state is currently participating in SARA and a complaint is unable to be resolved with Loyola, students may appeal to the Louisiana Board of Regents.

Part 3: Enrollment Requirements & Transfer Credit Policy

Licensure & Certification Requirements for RN-BSN and Graduate Applicants

Registered Nurse License

Each student must submit proof of a current, unencumbered, unrestricted, valid, and without disciplinary action on a registered nurse/advanced practice registered nurses license to enroll in courses. If, at any point during the program, a student's RN/APRN license becomes encumbered, restricted, has disciplinary action, requires enrollment in an alternative discipline program, or expires, 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 the Director of the School of Nursing after individual review. Holding and/or failure to report an encumbered, restricted, or disciplinary action on a license is grounds for dismissal. Students are required to report to the Program Director and School of Nursing Director any actions on licensure.

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.

Board Certification

Post-master's 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, Drug Screen/Test, Immunization Requirements, and CPR

Upon admission to the program and within at least 60 days of enrollment, all students regardless of program of study are required to apply for a certified background review, and drug screen/test at their own expense, as directed by invitation from a third-party vendor contracted by the School of Nursing. All results are reported to Loyola University New Orleans School of Nursing. Students must be fully compliant with all items through the entire program, including:

- Background check
- Physical Exam- within the past 12 months
- Drug screen/test
- RN and/or APRN License (as applicable)
- BLS for Health Care Provider (must be in accordance with American Heart Association or American Red Cross guidelines)
- Health Insurance Coverage
- Immunization Requirements
 - Measles (2 doses)

- Mumps
- Rubella
- Tetanus, Diphtheria, Pertussis
- Polio
- Influenza- annually
- Varicella (Chicken Pox)
- Hepatitis B
- COVID-19 – as per CDC guidelines
- Tuberculosis testing or risk assessment as per CDC and practicum site guidelines

In addition to the SON requirements, some practicum sites may have additional requirements that students must comply with.

Drug screening/testing in the School of Nursing (SON) is being implemented pursuant to La. R.S.49:1015 to protect the safety and security of patients cared for by nursing students. Individuals practicing in clinical settings while impaired jeopardizes the safety and security of themselves, their patients, and the public in general.

Loyola University School of Nursing is committed to providing for the safety and security of both nursing students and the patients they encounter in the clinical setting.

Students who have prescriptions for substance use including marijuana and opioids may disclose that information and upload their prescription prior to the drug screening/testing report is submitted to the SON by completing the Substance Disclosure form and having the prescriber complete the Prescriber Attestation Form. Both forms are faxed with a cover sheet indicating Personal Health Information to the Student Health Center at 504-865-2393.

If a drug screen/test comes back positive, the student will be notified and required to complete the Positive Drug Screen/Test Attestation Form and have the Prescriber complete the Prescriber Attestation Form. Both forms are then faxed with a cover sheet indicating Personal Health Information to the Student Health Center at 504-865-2393. Students with a positive drug screen will be withdrawn from the clinical course and may be dismissed from the program.

All forms and the fax cover sheet are located on the SON Resource page (<http://cnh.loyno.edu/nursing/school-nursing-resources>)

Policies Governing Transfer Credits & Programs

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. The BSN program follows Loyola University New Orleans undergraduate residency requirements and adheres to the following program regulations regarding credit applied to a degree.
2. For the RN-BSN program specifically:
 - No more than 64 credit hours can be transferred from a 2-year institution.
 - Minimum acceptable grade for a transfer course is a 'C'.
 - At least 30 credits must be earned through instruction offered by Loyola (25% of the credit hours required for a 120 credits program).
 - The last 30 credits must be completed at Loyola.
 - A minimum of 50% of the major courses must be completed at Loyola.

Note: For any requested substitution, 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 Director or the Dean.

Graduate Program Students

Students who have earned academic credit in a graduate program at an accredited college or university may be allowed to transfer credit hours with a minimum grade of "B-" (80% or higher) and with the approval of the departmental chair and/or the dean of the college. A third of the degree required credit hours must be earned at Loyola University New Orleans. 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.

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.

Part 4: BSN Program

BSN Tracks

Traditional Pre-Licensure program track is for students who do not have a nursing degree and are entering college with the intent of earning a bachelor's degree in nursing. This track accepts transfer students and allows for transfer credit on an individual review of transcripts. The curriculum spans 8 semesters pending acceptance of AP, IB or transfer credits with a total of 120 credits for degree conferral. Students without the prerequisite science courses complete a Pre-Nursing year and then if meeting criteria (C or better in prerequisite science courses and a cumulative Loyola GPA of 3.0) can seamlessly transition into the Nursing major in the second year. Students will participate in 8 clinical rotations beginning in the fall semester of the second year. Each clinical day is 8.5 hours in length and clinical sites are based on availability. Students will be assigned to their clinical site by administration. Students will be responsible for their transportation to assigned clinical sites.

RN to BSN program is for RNs who have either an associate's degree or diploma in nursing. 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 curriculum is 120 credit hours with 45 direct care and 45 simulation practicum hours, designed to allow for the transfer up to 90 credit hours of coursework completed at another college or university. Students must complete their last 30 credit hours at Loyola University.

RN-BSN & MSN program track is for RNs who after completion of their BSN coursework wish to apply and move on to the graduate program. Students who identify upon admission their intent to continue with their graduate education are allowed to substitute 2 undergraduate courses for 2 graduate courses. Students must apply to the graduate program for which they seek admittance no sooner than their last semester of the RN-BSN program.

BLEND (Bridge to Leadership Education in Nursing at a distance) program track is for RNs who have a non-nursing bachelor's degree and wish to earn a BSN equivalency and continue to graduate education. Students transfer in credits from another university for their baccalaureate degree and take the designated nursing curriculum to complete the BSN equivalency. The nursing curriculum will include a population health course with a 60-hour practicum component (45 direct care hours and 15 simulation hours). The BSN equivalency, recognized by the Louisiana Board of Nursing, is awarded upon the completion of the entire MSN program of study.

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, Foundation, and adjunct courses, and 16 credits of 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 45 clock hours of community direct care practice activities and 15 hours of simulation. No lower division nursing courses are taught at Loyola. The minimum time to complete the program

is one year. A progression plan will be created under the advisement of the academic advisor and must be completed within 6 years from the date of first enrollment. The RN-BSN curriculum adheres to the Nine Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Sample progression plans are available at: <http://cnh.loyno.edu/nursing/school-nursing-resources>

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 is completed in 2 courses. NURS G364 Health Assessment has 45 simulated practicum hours in a virtual learning environment. NURS G483 has 60 hours total of practicum; 45 direct care hours in the community and 15 simulated hours in a virtual learning environment.

Practicum Requirements

NURS 483: Population Health- The course requires 45 hours in on-site direct practice experience with a preceptor in the community setting.

Course Description: In this course, students will continue to develop specialized knowledge and skills in advanced nursing and the delivery of population health care within the context of inter-professional practice. Students will gain a greater understanding of the use of data in planning interventions, evidence-based public health, and the role of advocacy for policy and social change. The focus of the course will be on the assessment and development of culturally competent health promotion and disease prevention targeted at community and population levels through a practicum experience.

Identifying a Preceptor

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 RN-BSN Program

Students may identify preceptors by networking via their work environment, student peers, professional organizations (ANCC), state organizations (state RN organization), or community contacts. Students are encouraged to arrive at a potential practicum site in-person and dressed professionally with a resume and cover letter in-hand. The cover letter should include the name of the course and number of hours for which the student is requesting preceptorship.

Additionally, it is recommended to follow-up on the initial visit. It is ideal to pursue multiple sites, rather than relying on one preceptor.

Preceptor requirements:

- Must hold a current/active and unencumbered RN license to practice in the state where the practicum site is located

- Preceptor may be an RN with a BSN degree or higher. An individual RN, who does not possess a BSN, may be utilized as a preceptor if the following criteria are met:
 - The RN has had no less than three years' experience as an RN in practicum area with a minimum of one year in direct practicum experience and has the requisite higher-level skills to guide the student to meet the desired course outcomes for the specific practicum experiences (LSBN, 2019).
- Preceptor must have greater than one year (2,080 hours) of practice experience
- Preceptor must hold a position different from the student's employment role (e.g., Nurse Manager ICU vs Nurse Manager Surgical Services)
- Preceptor's roles and responsibilities must be at a higher level than the student
- Preceptor cannot be the student's supervisor at the student's place of employment
- Preceptor cannot be a member of the student's immediate or extended family
- Preceptor must be always present in the practicum site to directly supervise all practicum hours
- Preceptor must be able to provide constructive feedback

Note: Practicum may occur at the student's place of employment but should be direct practice experience separate from the student's working hours. The student will need a preceptor who can foster advanced skills and concepts related to population health, public and/or community health focus.

Identifying a Practicum Site

The School of Nursing requires that student practicum experiences occur in practicum sites that meet the criteria below. To meet the criteria, students should be prepared to travel to practicum sites outside of the city in which they reside.

Practicum sites must meet the following criteria for approval. 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,
- Link people to community/ public health options and services,
- Ensure competent and adequate workforce for public health services,
- Evaluate interventions and options for improvement of services,
- Research innovative solutions to problems in communities.

Examples of approved practicum sites: 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.

Part 5: MSN Program

MSN Tracks

The MSN degree program offers four tracks

1. MSN – Family Nurse Practitioner (FNP): develops advanced nursing skills to provide evidence-based, holistic care to individuals, families, and populations across the health continuum.
2. MSN – Healthcare Systems Administration and Leadership (HSAL): builds on existing skills 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 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.

There are three options for entry into the MSN tracks.

1. BSN to MSN. This is the traditional option for entry, where a student who has already earned a BSN applies for an MSN track.
2. RN to MSN (Traditional). For those who choose to enter the undergraduate program with the intent to enter an MSN program. Upon completion of all undergraduate coursework with 6 graduate credit hours, students may then apply to enter an MSN track. Student earns a BSN immediately prior to entry to a MSN program and transfer the 6 credit hours completed in their undergraduate program into their MSN program. More details available in the BSN section.
3. BLEND. An RN to MSN accelerated direct entry for RNs who have earned a non-nursing bachelor’s degree. Students are conditionally admitted an MSN track of their choice (must be declared on application). After successful completion of two select undergraduate courses, students are granted full admission to the MSN degree program. Upon completion of the entire course of study, students are granted a BSN equivalency recognized by the Louisiana State Board of Nursing and the MSN degree. It is important to note that the traditional RN to MSN may a better option for those who may want to teach at some point in their career. Many schools of nursing and boards of nursing require a BSN degree, not an equivalency, to teach.

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 Perspectives and the Advanced Nursing 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 in Primary Care
- 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 G812: Advanced Health Assessment Practicum	3	180	4:1
NURSG 830: Primary Care of Pediatrics Practicum	3	180	4:1
NURS G845: Primary Care of Adults Practicum	3	180	4:1
NURS G855: Primary Care of Adults & Women's Health Practicum	3	180 (90 each adult & obstetrics/gynecological)	4:1
Total Hours	12	720	

*Students are expected to spend approximately 4 hours per credit hour per week in clinical practicum.

Practicum Requirements:

1. The MSN FNP curriculum includes 720 hours of supervised practicum.
2. In N812 Advanced Health Assessment Practicum, the 180 hours of practicum focuses on students mastering taking a comprehensive health history and perform a thorough head-to-toe physical exam. This must be in the primary care setting. *
3. In N830 Primary Care of Pediatrics Practicum, the 180 hours of practicum focuses 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. This must be in the primary care setting.
4. In N845 Primary Care of Adults Practicum, the 180 hours of practicum focuses on the management of 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. This must be in the primary care setting.
5. In N855 Primary Care of Adults and Women's Health, the 180 hours of practicum focuses on the management of 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 obstetrics/gynecological care. The student must complete 90 hours in the primary care setting and 90 hours in the obstetrics/gynecological outpatient setting.
6. Any student who receives a failing grade (less than 80%) in a theory course and a passing grade in the practicum co-requisite (e.g., 810/812, 840/845, 850/855, 825/830), will be required to take N864: FNP Skill Enhancement

Practicum when repeating the theory course.

7. Any student who receives a failing grade in a practicum course and a passing grade in the theory co-requisite (e.g., 810/812, 840/845, 850/855, 825/830), will be required to audit the theory course when repeating the practicum course. When a student audits a course, they are required to meet the minimum acceptable grade ($\geq 80\%$) in a graduate course.

*We highly recommend students find a primary care setting for NURS 812 as this will set the foundation for a successful practicum experience in the program. Urgent cares, nursing homes, skilled nursing, and fast-track ERs are approved on an individual basis and with the understanding that the student will secure a primary care site for the remaining practicum courses

Preceptor Requirements:

- Must hold a current/active and unencumbered license to practice in the state where the practicum site is located
- Preceptor must have certification applicable to the specialty practice and practicum setting
- Nurse Practitioner preceptors must be board certified
- Nurse Midwives preceptors must be board certified by ACME
- Physician preceptors should hold a medical or osteopathic degree and be board certified in his or her specialty area
- Preceptor must have greater than one year (2,080 hours) of practice experience
- Preceptor cannot be a member of the student's immediate or extended family
- Preceptor must be always present in the practicum site to directly supervise all practicum hours
- Preceptor must be able to provide constructive feedback
- Physician Assistants may serve as a preceptor in N812 if they are in a primary care setting

Practicum Site Requirements:

- As a primary care nurse practitioner student, practicum sites must be in a primary care setting. Students cannot complete practicum hours in an urgent care, hospital wards, emergency room, nursing home, or specialty clinics without approval from the Graduate Program Director.
- Patient characteristics represent the appropriate population age for scope of practice and reflect course objectives
- Ideally, patient characteristics represent diversity (education, income, insurance, race/ethnicity)
- Patient volume is adequate to ensure sufficient patients per day for student to acquire the skills required to meet core curriculum guidelines, program goals, and practice in a work environment upon graduation
- The practicum site may have various requirements for students. It is the student's responsibility to ensure all site requirements are understood and completed prior to registering for the first project and practicum course. This may include, but is not limited to proof of liability insurance, HIPAA training, OSHA training, PPE training, fingerprinting, etc.
- Organizations or facilities who charge additional fees are the student's financial responsibility

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 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

Practicum Requirements:

Students are required to complete 180 practicum hours for the NURS 752 Nursing Leadership Practicum. Students will engage in practicum activities pertinent to a nursing leadership/management or health care management role. A preceptor/mentorship model is used, in which managers or leaders in health care organizations play a substantial role in facilitating the practicum.

Preceptor Requirements:

Thoughtful selection of a preceptor is critical to a successful practicum experience. The practicum activities should address the goals and objectives of the course. The objectives of the course are:

- Demonstrate comprehension of organization and administrative theories, techniques, and strategies applicable at various management structure levels of the health care organization.
- Understand the relationship between nursing systems, care management systems and other subsystems of health care delivery.
- Analyze relationships between situational factors and managerial styles critiquing their compatibility, effectiveness, and applicability to practice.
- Evaluate efficiency and effectiveness of nursing managers and management teams.
- Utilize management techniques to achieve goals defined for the department of nursing or its subsystem.
- Demonstrate ability to analyze the strategic significance to a particular organization of the potential of social, ethical, legal, regulatory, or fiscal constraints and their effect on the patient and the organization.
- Utilize systematic procedures and processes in data collection, analysis, and interpretation to recommend improvement in-patient or organizational outcomes.
- Demonstrate ability to achieve selected management goals and/or objectives through promoting collaboration among professional and non-professional personnel.

Preceptor Requirements:

- Preceptor must hold a master's degree or above but does not have to be in nursing.
- Preceptor does not need to be a registered nurse
- Must hold a current/active and unencumbered license to practice in the state where the practicum site is located (if applicable)
- Preceptor cannot be the student's supervisor at the student's place of employment
- 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), and the roles and responsibilities of the preceptor must be at a higher level than the student

- Preceptor must hold a leadership position in health care
- Preceptor must have greater than one year (2,080 hours) of practice experience
- Preceptor cannot be a member of the student's immediate or extended family
- Preceptor must be always present in the practicum site to directly supervise all practicum hours
- Preceptor must be able to provide constructive feedback

Note: Practicum may occur at the student's place of employment but should be direct practice experience separate from the student's working hours. The student will need a preceptor who can foster advanced skills and concepts related to leadership and management/administration.

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 progression plan 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 G711 Informatics
- NURS G716 Health Care Quality and Safety
- NURS G732 Population Health Management
- NURS G805 Advanced Pathophysiology
- NURS G810 Advanced Health Assessment
- NURS G817 Scientific Writing
- NURS G820 Advanced Pharmacology
- NURS G835 Advanced Research Methods
- NURS G970 Philosophy, Theory & Role
- NURS G975 Teaching Methods
- NURS G977 Assessment of Learning Outcomes
- NURS G979 Curriculum Design & Evaluation
- NURS G980 Nurse Educator Practicum

MSN-NE Track Practicum

Practicum Requirements:

The N980 Nurse Educator Practicum course includes 180 hours of practicum experience divided between direct patient care to enhance educator students’ knowledge base of advanced nursing practice, and activities to foster educator students’ design and development of teaching and learning experiences under a preceptor-mentorship model.

Ninety of the 180 practicum hours will include direct-care clinical practice experiences to enhance in-depth, graduate-level, clinical knowledge. For the direct care experience, students will advance clinical practice skills and knowledge, and incorporate advanced pathophysiology, advanced pharmacology, and advanced health assessment, in an approved focused area of clinical nursing practice in a selected setting. Students will complete practicum hours on-site with a preceptor/mentor providing direct care.

Preceptor Requirements:

- Must hold a current/active and unencumbered license to practice in the state where the practicum site is located
- Preceptor must hold a master's degree or higher (preferably a doctoral degree)

- 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
- Preceptor must have greater than one year (2,080 hours) of practice experience
- Preceptor's roles and responsibilities must be at a higher level than the student
- Preceptor cannot be the student's supervisor at the student's place of employment
- Preceptor cannot be a member of the student's immediate or extended family
- Preceptor must be always present in the practicum site to directly supervise all practicum hours
- Preceptor must be able to provide constructive feedback
- Preceptors should be capable of helping the student expand their current level of patient care knowledge.
- Examples of a preceptor for the direct care practicum component: advancing knowledge with a master's prepared nurse in a variety of areas, such as: critical care with a master's prepared CCRN preceptor, learning advanced wound care techniques and chronic wound care with a WOCN preceptor, advancing patient care with a Clinical Nurse Specialist, enhancing knowledge of complex, long-term care such as ventilator-dependent patients, advancing in-depth knowledge of NICU nursing, community-based settings such as urgent care, home health and occupational health, advancing knowledge of mental health nursing working with an advanced practice or certified psychiatric-mental health nurse, enhancing advanced diabetes patient care with a certified diabetes educator.

Note: 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 Exaat. Practicum may occur at the student's place of employment but should be direct practice experience separate from the student's working hours. The student will need a preceptor who can foster advanced skills and concepts related to nursing education.

Practicum Site Requirements:

- The School of Nursing requires that practicum sites to be accredited by CCNE (Commission on Collegiate Nursing Education) or ACEN (Accreditation Commission for Education in Nursing).
- The practicum site may have various requirements for students. It is the student's responsibility to ensure all site requirements are understood and completed prior to registering for the first project and practicum course. This may include but is not limited to: proof of liability insurance, HIPAA training, proof of licensure, proof of CPR certification, background screening, physical examination, drug screening, and proof of health insurance and current immunizations.
- Organizations or facilities who charge additional fees are the student's financial responsibility

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 Director 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 Director 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 Scientific Inquiry and Translational Research
- NURS G905 Ethics & Social Justice
- NURS G910 Epidemiology
- NURS G915 Evidence-Based Practice, Research Translation, and Implementation Science
- NURS G920 Biostatistics
- NURS G925 Program Planning, Evaluation, and Quality Management
- NURS G930 DNP Advanced Practicum I
- NURS G935 Leadership of Systems Change and Innovation
- NURS G940 Health Policy and Economics
- NURS G945 DNP Advanced Practicum II
- NURS G954 Organizational Behavior
- NURS G955 Informatics & Finance
- NURS G960 DNP Scholarly Project Practicum
- NURS G965 DNP 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: DNP Scholarly Project Practicum**	3	180	4:1
NURS 965: DNP Practicum	1-4	60-240	4:1

*Students are expected to spend approximately 4 hours per credit hour per week in clinical practicum.

**Students who fail to complete their DNP Scholarly Project will receive an IP and be expected to re-enroll in NURS G960 in each subsequent semester until the project is successfully completed. Student will be billed for the course each additional semester enrolled.

1. In order to fulfill the clinical hours requirements toward the completion of 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.

Practicum Requirements

Students are required to complete 180 practicum hours per semester, which works out to about 12 hours per week. Below is a guideline for how hours can be met.

Distribution of practicum hours for NURS 930, 945, 960 and 965 may be the following:

- In these courses, students are encouraged to spend practicum time with experts in various fields such as healthy policy, leadership, informatics, and practice management.
- Practicum hours must be augmented with experience for the student to achieve the competencies in the American Association of Colleges of Nursing DNP Essentials.
- Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty.

Topical areas for practicum may include:

- Processes of care
- Safety/Quality
- Organizational leadership
- Professional leadership
- Healthy policy
- Healthcare economics
- Ethical issues
- Population health
- Interprofessional care

Identifying a Preceptor

Preceptors may have a variety of skills, educational credentials, and expertise and may be selected from a variety of disciplines. The decision on what constitutes an appropriate preceptor will depend on the route and area of academic and practicum interest of the student. Students may identify preceptors by networking via their work environment, student peers, professional organizations (AANP), state organizations (state NP organization), or community contacts.

Students are encouraged to arrive at a potential practicum site in-person and dressed professionally with a resume and cover letter in-hand. The cover letter should include the name of the course and number of required practicum hours for which the student is requesting preceptorship.

Additionally, it is recommended to follow-up after the initial visit. It is ideal to pursue multiple sites, rather than relying on one preceptor.

Preceptor requirements:

- Must hold a current/active and unencumbered license to practice in the state where the practicum site is located
- Preceptor must have greater than one year (2,080 hours) of practice experience
- Preceptor cannot be a member of the student's immediate or extended family
- Preceptor cannot be the student's employer or direct supervisor
- Preceptor must be always present in the practicum site to directly supervise all practicum hours
- Preceptor must be able to provide constructive feedback

Examples of potential practicum preceptors include:

- Nursing Administrator
- Director (nursing, professional practice, emergency service)
- Chief Nursing Officer/Executive
- Chief Strategy Officer
- Chief Practicum Officer
- Vice President of Patient Care Services/Operations
- Organization Administrator
- Licensed Nurse Practitioner or Physician

Identifying a Practicum Site

Students must be proactive in finding a practicum site that will ensure their success. Students will want to choose a practicum site that provides the best opportunity to promote learning. Students' goals should be integrated and lead to the achievement of course outcomes and the development of competencies in the *The Essentials of Doctoral Education for Advanced Nursing Practice* (DNP Essentials) as published by the American Association of Colleges of Nursing.

Choosing a practicum site:

- Students may use networks and working relationships in the field to determine a location for completing the practicum
- Students may be able to conduct practicum hours at their place of employment as long as those hours relate to course outcomes and are not during normal working hours
- Consider employment goals when choosing a practicum site

Practicum Compliance Requirements:

- The practicum site may have various requirements for students. It is the student's responsibility to ensure all site requirements are understood and completed prior to registering for the first project and practicum course. This may include but is not limited to proof of liability insurance, HIPAA training, proof of licensure, proof of CPR certification, background screening, physical examination, drug screening, and proof of health insurance and current immunizations.
- Organizations or facilities who charge additional fees are the student's financial responsibility

Examples of practice locations:

- Health policy internship
- Department of Health
- Ethics consultation/committee
- Centers for Disease Control (CDC) epidemiology program
- State Nurses Association
- American Nurses Association
- State Coalition of Nurse Practitioners
- American Association of Nurse Practitioners

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.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-Baccalaureate DNP curriculum consist of the following courses—

- NURS G800 Theoretical Perspectives and the Advanced Nursing 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 G900 Scientific Inquiry and Translational Research
- NURS G905 Ethics & Social Justice
- NURS G910 Epidemiology
- NURS G915 Evidence-Based Practice, Research Translation, and Implementation Science
- NURS G920 Biostatistics
- NURS G925 Program Planning, Evaluation, and Quality Management
- NURS G930 DNP Advanced Practicum I

- NURS G935 Leadership of Systems Change and Innovation
- NURS G940 Health Policy and Economics
- NURS G945 DNP Advanced Practicum II
- NURS G950 Integrating Behavioral Health in Primary Care
- NURS G955 Informatics & Finance
- NURS G960 DNP Scholarly Project Practicum

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 and obstetrics/gynecology)	4:1
NURS 930: DNP Advanced Practicum I	3	180	4:1
NURS 945: DNP Advanced Practicum II	3	180	4:1
NURS 960: DNP Scholarly Project Practicum	3	180	4:1
Total Hours		1,260	

*Students are expected to spend approximately 4 hours per credit hour per week in clinical practicum.

Students are required to complete 180 practicum hours per semester, which works out to about 12 hours per week. Below is a guideline of how those hours are met.

Distribution of practicum hours:

NURS 812 Advanced Health Assessment Practicum*

Focuses on mastering a comprehensive health history of adults and performing an integrated head-to-toe physical exam. This must be a primary care setting.

NURS 830 Primary Care of Pediatrics Practicum

Focuses on the management of infants, toddlers, school, age, and adolescent children in the primary care setting. This must be a primary care setting.

NURS 845 Primary Care of Adults Practicum

Management of a variety of episodic and chronic primary care patients with illnesses that present across the adult age continuum. This must be a primary care setting.

NURS 855 Primary Care of Adults and Women's Health Practicum

Management of a variety of episodic and chronic primary care patients with illnesses that present across the adult age continuum. Of those hours, 90 hours are in an adult primary care setting and 90 hours are focused specifically on women's health with approximately 30 hours focused on obstetrical care and 60 hours gynecology care in the office setting.

NURS 930 DNP Advanced Practicum I**

Focus is on refining physical assessment skills with diagnostic, management, and reasoning skills

NURS 945 DNP Scholarly Project Practicum***

Focus is on refining physical assessment skills with diagnostic, management, and reasoning skills

NURS 960 Scholarly Project Practicum***

Focus is on refining physical assessment skills with diagnostic, management, and reasoning skills

*We highly recommend students find a primary care setting for NURS 812 as this will set the foundation for a successful practicum experience in the program. Urgent cares, nursing homes, skilled nursing, emergency rooms, and specialty clinics are approved on an individual basis and with the understanding that the student will secure a primary care site for the remaining practicum courses.

**Practicum hours must be in the primary care setting

***Specialty practicum hours are at the discretion of the Program Coordinator and determined on an individual basis. The Program Coordinator will consider a student's previous practicum experiences during the practicum year. This is to ensure a well-rounded practicum experience for the student. The student must submit to the Program Coordinator the request form located on the Nursing Resource Site.

Identifying a Preceptor

Students may identify preceptors by networking via their work environment, student peers, professional organizations (AANP), state organizations (state NP organization), or community contacts.

Students are encouraged to arrive at a potential practicum site in-person and dressed professionally with a resume and cover letter in-hand. The cover letter should include the name of the course and number of hours for which the student is requesting preceptorship.

Additionally, it is recommended to follow-up on the initial visit. It is ideal to pursue multiple sites, rather than relying on one preceptor.

Preceptor requirements:

- Must hold a current/active and unencumbered license to practice in the state where the practicum site is located
- Preceptor must have certification applicable to the specialty practice and practicum setting
- Nurse Practitioner preceptors must be board certified
- Nurse Midwives preceptors must be board certified by the ACME
- Physician preceptors should hold a medical or osteopathic degree and be board certified in his or her specialty area
- Preceptor must have greater than one year (2,080 hours) of practice experience
- Preceptor cannot be a member of the student's immediate or extended family
- Preceptor must be always present in the practicum site to directly supervise all practicum hours
- Preceptor must be able to provide constructive feedback
- Physician Assistants may serve as a preceptor in N812 if they are in a primary care setting

Identifying a Practicum Site

The School of Nursing requires that nurse practitioner student practicum experiences occur in practicum sites that meet the criteria below. To meet the criteria, students should be prepared to travel to practicum sites outside of the city in which they reside during any semester.

Practicum site requirements:

- As a primary care nurse practitioner student, practicum sites must be in a primary care setting. Students cannot complete practicum hours in an urgent care, emergency room, nursing home, or specialty clinics without approval from the Graduate Program Director.
- Patient characteristics represent the appropriate population age for scope of practice and reflect course objectives
- Ideally, patient characteristics represent diversity (education, income, insurance, race/ethnicity)
- Patient volume is adequate to ensure sufficient patients per day for student to acquire the skills required to meet core curriculum guidelines, program goals, and practice in a work environment upon graduation

Practicum Compliance Requirements:

- The practicum site may have various requirements for students. It is the student's responsibility to ensure all site requirements are understood and completed prior to registering for the first project and practicum course. This may include but is not limited to proof of liability insurance, HIPAA training, proof of licensure, proof of CPR certification, background screening, physical examination, drug screening, and proof of health insurance and current immunizations.
- Organizations or facilities who charge additional fees are the student's financial responsibility

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

Part 8: Registration, Academic Advising, & Grading Policy

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>

University Student Policies Agreement

Prior to registering, students are required to sign into their LORA account, read and sign the Policies Agreement by clicking the statement in that reads " I have read and understand the above is a legally binding commitment and I accept and agree...". This link is found under "Registration" in the student's LORA account. This agreement must be submitted for each term including summer before being able to register for courses.

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 Academic Advisor for other holds.

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.

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 Scale

Letter Grade	Quality Points per semester hour for GPA Conversion	Grading Scale	Meaning
A	4.0	96-100	Excellent
A-	3.8	93-95	Excellent
B+	3.3	90-92	Above Average
B	3.0	87-89	Above Average
B-	2.7	84-86	Average
C+	2.3	82-83	Average
C	2.0	77-81	Average
C-	1.7	75-76	Below Average
D+	1.3	72-74	Minimally Passing
D	1.0	68-71	Minimally Passing
F	Failure	<68	Failure or failure to withdraw
I	N/A	N/A	Incomplete
IP	N/A	N/A	In Progress

Graduate Grading Scale

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

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 (77%) in all nursing courses, and an overall C (2.5) Loyola cumulative average.

Undergraduate nursing students must maintain a cumulative Loyola GPA of 2.5 or above. If their cumulative Loyola GPA falls below a 2.5, they will be placed on academic probation with the following conditions:

- They will have up to 3 semesters to bring their cumulative Loyola GPA up to 2.5.
- Students must achieve a cumulative term GPA of at least 2.5 while on academic probation.
- Students wishing to take more than 14 credits while on academic probation must receive permission from the Program Director or Associate Dean to do so.

Students who do not remove the academic probation in the allotted timeframe will be dismissed from the program. Refer to the Student Handbook for policies related to progression and dismissal.

Graduate Nursing Programs

The minimal acceptable grade in a graduate course taken at Loyola is a B- (80%). A graduate student whose GPA falls below 3.0 will be automatically placed on academic probation. In the next two subsequent semesters, the student will be required to improve their cumulative GPA to a 3.0 or higher. Failure to return the student's GPA to 3.0 or higher in the two semesters following their initial probation placement will result in the student's dismissal. Academic suspensions may be appealed by email to the Associate Dean and Program Director. This appeal must be received with supporting documentation within 5 calendar days from the date of the suspension notice. A decision will be made by the Associate Dean and Program Director of the student's respective college no later than 10 calendar days after receipt of appeal.

There are four conditions in which a student will be dismissed from a program:

- Any student receiving a grade of F in any theory (non-practicum) course
- The need to repeat a single course for a third time in the student's program of study
- The need to repeat more than two courses in the student's program of study
- Failure to increase GPA above 3.0 after two semesters of academic probation

Incomplete Grades

A temporary Incomplete grade ("I") may be given to a student who is unable to complete the required coursework during the semester for reasons beyond her/his/their control. Such circumstances may include illness, a death or other family emergency, or other serious and unanticipated challenges. An Incomplete grade may be assigned only if the student has completed an appropriate amount of coursework for the semester (generally considered to be 75% or more), and only if the student's work in the course thus far is passing. Course work that is incomplete must be finished and submitted within 6 weeks of the start of the following term (6 weeks into the Summer term for Spring term work, 6 weeks into the Fall term for Summer term work and 6 weeks into the Spring term for Fall see academic calendar for exact due dates). Failure to complete required course work within the allotted time will result in a grade of "F."

The "I" grade is not an automatic extension and will not be issued to allow the student additional time to complete academic requirements of the course (except as noted above), to repeat coursework, or to complete extra work. An "I" grade will not be offered due to excessive absenteeism or the student's unexcused absence from the final exam.

Students who are on Academic Probation will need approval from the Associate Dean of their college to get an "I" grade in any course for the term in which they are on Academic Probation.

The student must request the Incomplete prior to the final examination or the last class meeting (courses with no final exam) using the Incomplete Grade Request form. The course instructor will determine if the completed course work

meets the minimum requirement for a grade of Incomplete. If the Incomplete is approved, the instructor will fill out the “Instructor” section of the form and sign it, including an estimate of the student’s grade thus far in the course, what work needs to be completed, by what deadline, and how work will be submitted. The course instructor will submit a copy of the form to the Associate Dean of the college. See: <http://bulletin.loyno.edu/> for the Incomplete Form

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 80% or better to successfully pass the course.

Withdrawal from a Course

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 advisor’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 complete the university withdrawal form located at <http://cnh.loyno.edu/nursing/school-nursing-resources> and submit to the Academic Advisor for signature and submission. The 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/>

Progression Policy

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

Length of Time to Complete the Program

Graduate students are required to complete any graduate nursing program within 5 years of initial enrollment. Undergraduate students must complete all coursework within 6 years of initial enrollment.

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 paperwork. An approved Leave of Absence form guarantees the student the right to return to the program within one year, after which the formal leave expires. The approved Leave of Absence for one year is included

in the 5-year/6-year requirement. The student will work with the Academic Advisor and/or Program Director to develop an alternate plan of study to accommodate the curriculum in effect at the time of reentry. If a student's progression plan indicates the student will fail to complete any graduate nursing program within 5 years, the student will be dismissed from the program. Undergraduate nursing courses will "time-out" after 6 years and will need to be retaken.

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.

Canvas Course Management System

Canvas is a course delivery system that helps faculty and students communicate more effectively. Canvas may be accessed through single sign on or by 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>.

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.

General Student Services

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>

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:

The Financial Services Center provides information on tuition, fees, payments, scholarships, and financial aid. Loyola will supply a bill for enrollment each semester. If there are questions about the bill or tuition payments, please contact the Student Financial Services Center. If a student is awarded financial aid, please make sure that to meet the requirements for the 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. Their webpage can be accessed at: <http://finance.loyno.edu/student-finance>

Pan-American Life Student Success Center

The Pan-American Life Student Success Center (SSC) supports students as they meet individual, academic, and personal goals. By nurturing a holistic culture of self-efficacy and a sense of empowerment, the SSC aims to ensure students have the tools to graduate from Loyola University New Orleans. They offer a range of services in the form of academic advising and success coaching, tutoring, and learning resources, career development, online student success, and accessible education. They also offer a range of workshops, success courses, and mentoring programs for Loyola's diverse student body. SSC has several departments offering assistance to help ensure the success of Loyola's students, including accessible education, advising and coaching, career development, online success, and writing and learning services. Their webpage can be accessed at: <https://www.loyno.edu/campus-life/student-services/student-success-center>

Online Student Success

The Online Success Office aims to empower our online students and help them develop goals, study habits and strategies to successfully navigate the online learning environment. They partner with students, faculty, and staff to ensure online undergraduate and graduate students have access to resources and support mechanisms that enhance their success. Our success coaches guide students from enrollment to degree completion. They conduct success coaching meetings over the phone, online, or in person. They also connect students with resources that will help students troubleshoot technology issues, pay for classes, and complete coursework. They organize online webinars and workshops tailored toward the challenges and issues most relevant to distance learners, so students always have access to the wealth of knowledge and expertise offered by our faculty and staff.

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

Part 10: Requirements 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.

Statement on COVID Vaccination Requirement

As a School of Nursing within a Jesuit University, we embrace the values espoused by the faith – including the embodiment of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons. In that spirit we, as a School of Nursing charged with the education of health promotion and maintenance, stand on the state of the science in requiring COVID 19 vaccination for all nursing students.

Nursing students are exposed to the very vulnerable – children, pregnant women, the elderly, and those who cannot receive the vaccination for any number of reasons. Healthcare workers, and in particular nurses, pledge themselves to their profession and the promotion and preservation of health in the performance of their duty. Vaccination is recommended by all major healthcare organizations, backed by data disseminated by the Centers for Disease Control and Prevention (CDC).

All nursing students, whether attending on the ground or online programs, are required to obtain the COVID 19 vaccination prior to the start of clinical practicum. If a student does not desire to receive the vaccination and does not have a medical or religious reason for exemption, the student will not be placed at a clinical site. Since the completion of clinical practicums is a requirement for both the undergraduate and graduate nursing programs, if clinical practicums cannot be completed, program requirements cannot be met.

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
- Exat instructions and guide
 - APPROVE
 - Universal

FOR RN-BSN and Graduate Students

- Selecting a practicum site and preceptor
- Finding active affiliation agreements
- Submitting and affiliation agreement

Certificate of Insurance

Certificate of Insurance (malpractice insurance) is required for all nursing students who will complete clinical practicum courses. The School of Nursing provides malpractice 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 Loyola School of Nursing students in clinical practice sites with a valid and signed affiliation agreement. This is not applicable to student work experiences.

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>. For any questions regarding this insurance coverage, please contact the Loyola University School of Nursing.

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 by their faculty of record. 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 the faculty of record. 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” (Incomplete) grade will be assigned for the course; this option is at the discretion 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.

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 faculty of record that a change in preceptor is required.
2. The student must submit the preceptor’s CV, license, and a valid affiliation agreement for approval from the practicum coordinator.
4. Once the preceptor is approved and the affiliation agreement is in place, the student must

notify their faculty of record so they can receive approval to resume practicum.

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

Practicum Professional Attire and Behavior

Graduate Students: Students should ask their preceptors whether scrub tops/pants, uniforms or dress clothes are worn by health care providers at the clinical organization, 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. A Loyola University patch can be mailed to students by request to the School of Nursing Office Manager.

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.

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

Undergraduate Students for the Pre-Licensure BSN on-ground program:

Uniforms:

1. Students will wear the School of Nursing approved maroon scrub uniform
2. Uniforms are to be laundered after each use
3. Uniforms should not be too tight or too low cut
4. Uniforms will be kept in good repair. Frayed edges, especially on the pants, will not be allowed.
5. Short white lab coats are allowed but must have the School of Nursing patch sewn on the left sleeve two-three finger widths below the shoulder.
6. Loyola University New Orleans Student ID is to be always worn above the waist when in the clinical setting with both the name and picture visible.
7. Lanyards may be used but must be of a solid color.

Hair:

1. Students will maintain personal hygiene and be well-groomed.
2. Students’ hair will be off the face and above the collar or pulled back.
3. If applicable beards and mustaches must be neatly groomed and allow for wearing of a medical mask appropriately.

4. Hair, including highlights, should not be extreme in color (General rule: if it can grow in that color, it is acceptable)

5. Hair may not hinder sight or be a potential safety hazard.

Footwear:

1. Shoes must be clean and maintained in good condition

2. Clogs, open toe or fabric shoes are not allowed.

3. Shoes must be closed-toe, flat or <1inch heel, and made of a sturdy material that will not absorb body fluids or potentially hazardous materials.

4. Shoes must be of a mostly solid color.

Jewelry:

1. Jewelry should be simple, not excessive and should not interfere with patient care.

2. No "body piercing" jewelry may be visible other than studs in the earlobes.

3. No more than two fingers with rings per hand are permitted and student must be able to wash and dry beneath the rings. (Best to not wear any rings)

4. Earrings such as bars, discs, and gauges are not permitted.

5. No dangling earrings are allowed.

Scents:

1. While deodorant/antiperspirant is required it is best for it to be fragrance free.

2. Other fragrances such as cologne, perfume, aftershave, or other substances are not permitted due to the risk of an allergic response from patients and/or family members.

3. Students should attempt to refrain from smoking prior to clinical to prevent a smoke odor on their clothes that may trigger an allergic response from patients and/or family members.

4. If the student is not able to refrain from smoking prior to clinical it is recommended to wear something over uniform to help decrease the chance of lingering smoke odor on uniform.

Fingernails:

1. Fingernails must be trimmed and neat and should not interfere with skill performance.

2. No artificial, gel, acrylic or fingernail jewelry may be worn by the student.

3. Polish, if worn, must be in good repair without cracks or chips. Clear polish is preferable.

Body Art:

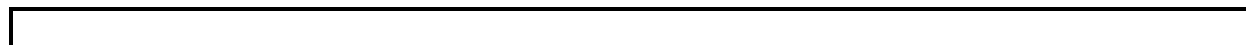
1. Visible body art larger than 2 inches x 2 inches will need to be covered with either a bandage or clothing.

2. Visible body art smaller than 2 inches x 2 inches that is offensive in nature will need to be covered with either a bandage or clothing.

RN-BSN Student:

Students must dress professionally according to the practice in the organization 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. Students must wear a Loyola University Id card during any practicum experience. Picture IDs are processed by submitting an appropriate passport photo type picture to parking services or be taken during on campus visits.

All Undergraduate students should be constantly cognizant of the fact he/she/they represent Loyola University New Orleans School of Nursing and the organization within which the practicum is conducted and as such should always maintain professional behavior and communication.



Part 11: Student Policies

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. Each program will elicit a volunteer student representative who is asked to attend (in person or by phone or video conferencing) the program committee meetings. Student representatives are non-voting members of the committee.

Student Representatives

The role of the student representative (SR) to the program 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

Respective 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. Course and program evaluation are a 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. All evaluation data are reviewed by faculty and administration

and serve to inform course and program refinements.

Plagiarism Policy

Faculty may use tools to detect plagiarism, such as Google, Grammarly, Turnitin, or Ouriginal, 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.

Student Non-Academic Grievance Procedure

A student grievance is a formal complaint by a student arising out of an alleged action of the faculty, staff, or administration. Such actions may include complaints regarding the violation of school of nursing policies/procedures or performance of a member of the faculty, staff, or administration. This policy does not apply to complaints made by a student regarding sexual misconduct and/or sexual harassment. Such complaints shall be governed according to the University's "Sexual Assault/ Violence/ Harassment Procedures". Prior to initiating a formal grievance, the student should make a reasonable effort to resolve the problem with the person against whom the complaint is being made. This should occur as soon as possible following the circumstance. If such an informal discussion is not possible, or the issue is not resolved, then the student should contact the respective program director to try to reach an informal resolution. The program director receiving the complaint shall attempt to resolve the matter and report the decision, in writing, to the complainant(s) and student via their Loyola email address within fifteen (15) workdays of receiving the complaint. If it is still not resolved, the student should consult with the SON Director. If there is still no resolution, a formal complaint, in writing with attached evidence, can be filed with the Associate Dean. If a resolution has not been reached, the complaint will be elevated to the Dean of College of Nursing and Health.

Professional Email Communication

The University-assigned student email account is the University's official means of communication with all students. To ensure that private student information is secure, any messages that contain private student data need to be sent to the student's University email account, which meets the security and authentication standards. 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 for all correspondence with the student's faculty, preceptor, site, and University personnel. Please allow 48 business hours for a response. The guidelines on composing professional emails below must be used for communication:

- When emailing faculty, email should include the following: full name, course number, program track (including your status as a student), campus ID, and phone number.
- Always fill in the subject line with a topic that means something to the 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 the 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 unsure how the person should be addressed.
- Put the 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 is being written about.
- Use SBAR (Situation, Background, Assessment and Recommendation) to compose emails -
 - Situation: Identify the situation by telling the reader what the main point or request is.
 - Background: Write as though the reader has no prior knowledge of the issue or situation.
 - Assessment: Provide an assessment of the situation.
 - Recommendations: Describe what action need to be undertaken to address the issue
- As a rule, please avoid text speak (abbreviations and acronyms). Texting language is not appropriate for professional, academic, or business communication.
- Be brief and polite. If the 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!).
- Edit and proofread before hitting “send.” Spell-check is not always enough.
- Reply promptly to serious messages. If more than 24 hours is needed to collect information or decide, send a brief response. Create an “out of office” message as appropriate.

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 have 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 students select “unlisted” as the privacy setting for the video. With the setting of “unlisted” only people who students share the URL with can see their 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 obtained 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. Students should make every effort to present themselves as mature, responsible, and professional.
5. Do not take photos or recordings of a patient in the 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 the 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 following site: <https://www.ncsbn.org/347.htm>

Appendix A: The DNP Scholarly Project

Overview

The DNP Scholarly Project is a scholarly experience to implement the translation of research into practice, 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 N900: Scientific Inquiry and Translational Research, where students will identify a phenomenon of interest for their DNP Scholarly Project. In N915: Evidence Based Practice, Research Translation & Implementation Science, students will comprehensively search the published evidence for their phenomenon of interest. Early and clear identification of a problem in N915 is a required component for successful progression. In N930: DNP 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: DNP 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 DNP 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. N930, N945, and N960 are practicum courses, which require a preceptor and practicum site approval (and associated affiliation agreement), prior to registration.

Competencies, Responsibilities and Associated Courses

Competencies	Associated Courses				
	N900	N915	N930	N945	N960
Identify Phenomenon of Interest & Problem	Summer				
Identify Population of Interest					
Organizational Assessment					
Identify Stakeholders					
Background & Significance		Fall			
Obtain Affiliation Agreement					
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					

Appointment of DNP Scholarly Project Chair

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 final decision regarding assignment will be through the Graduate Program Director.

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.

IRB Process

Students will learn about the IRB process in N915: Evidence Based Practice, Research Translation & Implementation Science and N930: DNP Advanced Practicum I.

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. 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:

1. 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 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 N960, 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 or via teleconference when the final project and manuscript have been received and approved for defense by the Chair. 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 Template

Title of Project

Student's Full Name

School of Nursing, Loyola University New Orleans

Course number: Course title

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 data 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 (2020). *Publication manual of the American Psychological Association* (7th ed.). 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