



## **GRADUATE NURSING STUDENT HANDBOOK**

The **Department of Nursing and Health Graduate Student Handbook** is intended to be a guide to fulfilling the requirements of graduate nursing education at Clarke University. It is not intended to stand-alone. It is to be used in conjunction with the **Clarke University Catalog** and in consultation with one's advisor.

**Spring 2019**



## **A Message from the Graduate Program Director**

Welcome to the Clarke University Department of Nursing and Health, where graduate studies are focused on preparing nurses for leadership in advanced practice, health care organizations and nursing education. We are very pleased that you have chosen Clarke for your graduate education. Whether you are here to pursue a career as a family or psychiatric mental health nurse practitioner or a focus in leadership, you have chosen a path that will be bright and rewarding.

Our faculty and staff have an exceptional blend of experience and are prepared to provide a distinctly different educational experience to help you reach your goals. The curriculum is uniquely designed to prepare nurses for practice and leadership roles, especially as it relates to social justice, charity, freedom and excellence in education. We are proud of the traditions that the Sisters of Charity of the Blessed Virgin Mary bestowed upon this institution from its founding in 1843 and know that by the time you graduate you will share that pride and will build the same values into your practice.

Graduate education will provide you with the resources that you need to better serve individuals, families, groups and the community. Your focus will expand from local populations to global systems. The faculty and staff are here to teach you, push you, and support you to ensure you reach your full potential.

You have chosen a most rewarding path of study. Again, welcome to Clarke University!

Ann Weltin DNP, FNP-BC, CNM  
Graduate Program Director  
[ann.weltin@clarke.edu](mailto:ann.weltin@clarke.edu)  
563-588-6560

## TABLE OF CONTENTS

<b>I</b>	<b>DEPARTMENT MISSION AND PHILOSOPHY</b>	<b>5</b>
<b>II</b>	<b>MISSION AND OUTCOMES</b>	<b>8</b>
<b>III</b>	<b>ADMISSION REQUIREMENTS</b>	<b>10</b>
<b>IV</b>	<b>PROGRESSION/GRADUATION REQUIREMENTS</b>	<b>11</b>
<b>V</b>	<b>PROGRAMS OF STUDY</b>	<b>12</b>
<b>VI</b>	<b>POLICIES</b>	
	ACADEMIC POLICIES	12
	A. PARTICIPATION	
	B. ACADEMIC INTEGRITY	12
	C. PROFESSIONAL BEHAVIOR	13
	CIVILITY CONTRACT	14
	D. CLINICAL POLICIES	15
	E. GRADING	17
	F. SCHOLARSHIP	19
	G. WRITTEN WORK	20
	OTHER POLICIES	
	A. TEXTBOOK	20
	B. COMMUNICATION	21
	C. DISCRIMINATION	21
	D. GOVERNANCE	21
	E. GRIEVANCE	21
	F. HEALTH	21
	G. SMOKING	22
	H. TRANSPORTATION	23
	I. IOWA BOARD OF NURSING	23

<b>VII</b>	<b>SERVICES AND FACILITIES</b>	23
	BOOKSTORE	23
	CAMPUS MINISTRY	23
	CULTURAL AND FINE ARTS EVENTS	23
	FINANCIAL AID	23
	FOOD SERVICE	24
	HEALTH SERVICES	24
	ID CARDS	24
	INTERNET/E-MAIL	25
	LIBRARY	25
	MAIL CENTER	25
	PARKING	25
	PHYSICAL ACTIVITIES CENTER	25
	SECURITY	25
	MARGARET MANN ACADEMIC RESOURCE CENTER	25
<b>VIII</b>	<b>SCHEDULE OF GRADUATE COURSES</b>	26

## I. DEPARTMENT MISSION AND PHILOSOPHY

The mission and philosophy of the Nursing and Health Department flows from the mission of Clarke University published in the **Clarke University Catalog**, and from the core values of Clarke University and the Sisters of Charity of the Blessed Virgin Mary (BVM). The BVM core values are freedom, education, justice and charity.

**MISSION** The Nursing and Health Department faculty, students, staff and alumni are a caring, learning community committed to the development of nursing professionals for entry level and advanced practice positions in the variety of settings in which nursing is practiced. The baccalaureate program prepares men and women to function as generalists and provides the foundation for graduate study. The Doctor of Nursing Practice program prepares nurses for leadership in health care.

**VISION** The department is dedicated to participating in the creation of a society where health care is accessible, appropriate and affordable, a society where nurses are empowered to make optimal professional contributions. All stakeholders are committed to promoting global awareness, social responsibility, spirituality, aesthetic sensitivity and professional competence.

**PHILOSOPHY** Beliefs about the key concepts of nursing (person, environment, health, nursing, and community) and the core institutional values (education, justice, freedom, and charity) undergird not only the curriculum but also the policies and practices of the department.

Each **person** is holistic and unique, a dynamic integration of biological, psychological, social, cultural and spiritual dimensions. Created in the image of God each person has intrinsic dignity and worth that engenders respect. Human beings are social by nature and form communities. **Community** is the fabric of supportive relationships woven by persons on a basis of commonality that stems from family, geography, beliefs or mutual interest.

**Environment** is the geo-bio-psycho-social-cultural milieu in which we live. Persons and communities have a responsibility to be good stewards of the environment, conserving its goodness and repairing areas of damage. Environment has the potential to promote or impede health.

**Health** is a condition of well being of mind, body and spirit. It is more a process of becoming than a state of being. Reaching one's potential in all dimensions of one's being is optimal health. Health is a condition not only of persons but also of communities.

**Nursing** is a professional discipline that discovers, creates, structures, tests and refines knowledge to use in "the diagnosis and treatment of human responses to actual or potential health problems" (ANA, 1980, p.9). Nursing is the dynamic, caring relationship in which the nurse assists the client to achieve and maintain optimal health. Nursing is a science and as such, its practice requires the utilization of an aggregate of critical thinking, communication, assessment and technical skills to promote health, prevent disease, manage illness, comfort the dying, influence policy and design and manage health care systems.

**Caring**, the moral ideal, central construct and essence of nursing, is the integrating concept of the Clarke University nursing curriculum. Caring is the bond which unites the commonplaces of nursing with the institutional core values into an organizing framework upon which the curriculum is woven, and against which program outcomes are measured and department policies judged. Closely related to caring is the core value of charity.

**VALUES** The BVM core values are freedom, education, justice and charity.

**Charity**, a lived faith and lived hope, deepens spirituality. As embodied in nursing, it demands a constant striving for objectivity and a particular sensitivity to confidentiality, diversity and autonomy. It cannot coexist with apathy or incompetence.

**Justice** is the principle that helps us recognize the dignity, equality and rights of all persons. It is the conviction that calls us to be faithful to the demands of a relationship (Kames, 1994). It leads us to global awareness and social responsibility.

**Freedom** is the transcendental capacity to decide who we shall be. To be free is to be open to the higher power in our lives. Freedom enables each person “to reach out to others in loving and sensitive ways and to care for one another” (Dunn, 1994).

**Education** for formation to practice the profession of nursing with a commitment to life-long learning is the primary purpose of the nursing department. “To be educated is to recognize our gifts and to develop our potential... our interdependence. It is to become whole and integrated” (Murphy, 1994). According to the foundress of Clarke University, “we (faculty) should endeavor to make them (students) think. This should be done with a kind interest, and in a way that will set them thinking, and invite them to express their thoughts” (Mary Frances Clarke, 1884).

#### **THEORETICAL FRAMEWORK: Benner’s Novice to Expert Theory**

The Clarke University graduate program, as part of the advanced professional practice model, incorporates Patricia Benner’s Novice to Expert theory into clinical decision making. The model was incorporated in an effort to critique advanced critical thinking and promote learning on a continuum (Benner, Sutphen, Leonard, Day, 2010). According to Benner’s model, there are five stages which define different levels of skill acquisition and performance. The five stages include: Novice, Advanced Beginner, Competent, Proficient, and Expert (Benner, 1984).

Benner (1984) contends the novice and advanced beginner nurses/students have baseline knowledge but lack the confidence and understanding needed for prioritizing patient care. The competent level is often seen in the nurse/student who has practiced for many years, can prioritize, and establish a plan of action for implementing patient care (as cited in Utley, 2011). Nurses/students at the Proficient level of care often “see” the long term implications associated with patient care and can integrate past experiences to provide a basis for assessing subtle changes in a patient’s status. The expert clinician is defined as having served many years on a specialty unit and uses intuition in distinguishing patterns or changes in a patient’s health care status (Benner, 1984; Benner et al., 2010; Utley, 2011).

The novice is a beginner with no experience. Novices are taught general rules to help perform tasks; these rules are applied universally without regard to context or specific cases. Because the DNP student is already experienced as a registered nurse and has gained valuable skills through previous education and experience, they are not complete novices.

An advanced beginner demonstrates acceptable performance. The advanced beginner has gained experience in actual situations and principles, and based on that experience, now begins to guide actions. It is expected that the new DNP student will be an advanced beginner. This should not be perceived as a “bad score” but rather one that is completely appropriate for first year students.

A competent DNP becomes more aware of long terms goals. This person has gained some perspective, achieving greater efficiency and organization. Many students enter into competency as they complete their second year of study.

A proficient DNP perceives and understands situations as whole parts. The more holistic understanding improves the DNP's decision making. A proficient practitioner learns from experience what to expect in certain situations and how to modify plans as needed. Some final semester students may near proficiency.

An expert no longer relies on principles, or guidelines to connect situations and determine actions. An expert has an intuitive grasp of clinical situations. Because years of experience are required to become an expert, students would not be expected to reach this level of proficiency.

In an effort to promote the Novice to Expert model, rubrics were developed and implemented to assess student learning and progression throughout the curriculum. For more information, see the preceptor handbook and clinical affiliated nursing courses.

## References

- American Nurses' Association (1980) *Nursing: A social policy statement*. Kansas City, MO: American Nurses' Association.
- Benner, P. (1984). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley.
- Dunn, C. (August 24, 1994). Clarke University Workshop Address
- George, J.B. (2002). *Nursing Theories: The base for professional nursing practice* (5<sup>th</sup> edition). Upper Saddle, New Jersey: Prentice Hall.
- Kames, L. (August 24, 1994). Clarke University Workshop Address
- Murphy, M. (August 24, 1994). Clarke University Workshop Address
- Nightingale, F. (1859), *Notes on Nursing: What It Is and What It Is Not*. New York: Appelton, (1914 edition).
- Parker, M. E. (2006). *Nursing theories & nursing practice*. Philadelphia: FA Davis.

Adopted 8/92  
Reviewed 5/96  
Revised 8/97  
Revised 5/99  
Revised 6/02  
Revised 1/03  
Reviewed 2/04  
Reviewed 2/05  
Revised 07/08  
Revised 07/09  
Revised 08/10  
Revised 04/11  
Revised 05/13  
Revised 05/18  
Revised 4/19

## **II. MISSION AND OUTCOMES**

### **INSTITUTIONAL MISSION**

We are a Catholic, co-educational, liberal arts university founded in 1843 by the Sisters of Charity of the Blessed Virgin Mary in Dubuque, Iowa. Clarke educates students at the post-secondary level in the liberal arts and sciences, the fine arts, selected professional programs, and graduate programs.

We, the faculty, students, staff and administration, are a caring, learning community committed to excellence in education. We provide a supportive environment that encourages personal and intellectual growth, promotes global awareness and social responsibility, and deepens spiritual values.

To foster our mission: we ENCOURAGE personal and intellectual growth, PROMOTE global awareness and social responsibility, and DEEPEN spiritual values.

### **INSTITUTIONAL LEARNING OUTCOMES**

We envision our graduates to be persons who believe in and demonstrate:

- Intellectual rigor and curiosity
- Critical analysis and informed decision-making
- Spiritual depth and values
- Aesthetic sensitivity and cultural appreciation
- Active community involvement
- Contemporary professional skills in field of choice
- Personal and social responsibility
- Acceptance of diversity in people and ideas
- Self-knowledge, self-confidence, and self-motivation

### **GRADUATE MISSION**

The Clarke University graduate programs foster the mission of the university by:

- Encouraging the personal and intellectual growth of professional leaders.
- Promoting reflective professional practice within the context of a diverse, global community.
- Advancing decision making that is rooted in spiritual and ethical principles.



## **GRADUATE LEARNING OUTCOMES**

We envision graduates of Clarke University graduate programs to be persons who believe in and demonstrate:

- Comprehensive integration of theory and best practices in the profession
- Effective communication skills in varied professional forms
- Collaborative teamwork and leadership in the field and community
- Appreciation of the global, social, spiritual and cultural forces influencing professional practice and ethical decision-making
- Scholarship and professional inquiry

## **DOCTOR OF NURSING PRACTICE LEARNING OUTCOMES**

On completion of the Doctor of Nursing Practice program, Clarke University envisions its graduates to be persons who will:

- Synthesize concepts and theories from nursing and related disciplines to form the basis for developing and integrating new approaches to nursing practice for the whole/healthy human being.(I)
- Analyze social-cultural, spiritual, ethical, economic and political issues that influence and lead to the highest level of nursing practice.(II)
- Utilize the process of scientific inquiry to validate and refine knowledge relevant to nursing.(III)
- Demonstrate leadership and effective management strategies for advanced practice, including proficiency in the use of information systems/technology resources to support practice and ensure continuity of patient care. (II, IV)
- Design and implement advocacy strategies that address health care policies and issues of social justice and equity in healthcare. (V)
- Demonstrate the ability to effectively communicate and engage in collaborative intra- and inter-disciplinary relationships in the conduct of advanced practice. (VI)
- Demonstrate effective direct patient care, clinical prevention and population health care within the context of socio-economic policies, appropriate scientific data, and the exigencies of the individual patient. (II, VII)
- Demonstrate expertise in a defined area of advanced practice and develop and articulate a vision for nursing practice in a selected organization. (VIII)

Roman numerals refer to the *Essentials of Doctoral Education for Advanced Nursing Practice* (2006) American Association of Colleges of Nursing

### III. ADMISSION REQUIREMENTS

For admission to a graduate program in nursing, a student must submit the following to Graduate Studies Office, 1550 Clarke Drive, Dubuque, Iowa 52001:

1. A completed graduate [on-line application](#) form
2. Official academic transcripts. These transcripts must document:
  - Completion of a bachelor's degree from an accredited nursing program.
  - Completion of bachelor's degree from an accredited college or university.
  - Completion of a Master's degree for those applying to the Bridge program
  - GPA of 3.00 on a 4.00 scale for programs.
  - Successful completion of undergraduate courses in statistics with a course grade of C (2.00) or better.
3. Three completed [recommendation forms](#), including one relative to clinical performance, one relative to academic ability and one other.
4. A curriculum vitae or resume.
5. Photocopy of current unencumbered licensure as a registered nurse and as an APRN if applicable.
6. GRE is required if undergraduate GPA is less than 3.0 (if an ADN and BSN program were done separately, you must combine the two GPAs), recommended for all other applicants.
7. A statement of goals for graduate education and subsequent career plans.
8. Documentation of a minimum TOEFL score if English is not a first language.
9. If accepted, student will need to provide a [health record form](#) and [Tuberculin Skin Test Reporting Form](#). A two-step is required at the beginning of the program and TB skin testing is required annually. Proof of personal health insurance is required. Photocopy of current CPR or BLS certification. Up to date HIPPA certification, blood borne pathogens, and mandatory reporter is required.
10. Completion or verification of a criminal background check.

The applicant must complete an interview prior to acceptance. Ordinarily this interview is scheduled when all materials and documents have been received.

Students must submit a \$300 non-refundable confirmation deposit by the designated date in the official letter of acceptance. Failure to meet this timeline may result in losing one's place in the cohort. Once acceptance is confirmed and deposit received, a degree plan is placed in the student's file.

#### Transfer of Graduate Courses

Students may transfer up to 6 credits of graduate study in this field with an earned 3.0 or higher (on a 4.0 scale) in each course from another accredited graduate program. Acceptance of transfer credit must be documented prior to matriculation. Exceptions to this policy must be made in writing to the Dean of Professional and Graduate College.

#### **IV. PROGRESSION/GRADUATION REQUIREMENTS**

- Compliance with Clarke University institutional and nursing department policies.
- Performance compatible with the American Nurses Association Code for Nurses.
- All degree/certificate requirements must be completed within seven (7) calendar years of initial enrollment in Clarke's graduate nursing program. Students in an NP program must complete work in 5 years to qualify for certification exam.
- Evidence of scholarship/completion of scholarly project.
- Students must maintain a 3.00 GPA in graduate work.
- Students must complete all required courses. Grades of less than a C are not acceptable. No more than two courses with a grade of C or C+ may be applied toward graduation requirements.
- Failure in a clinical course will mean failure of full course and it must be repeated.
- Failure of two or more courses will result in dismissal from the program.
- Purchase of liability insurance through Clarke University for each semester in which enrolled in a clinical course.
- Students must maintain current registered nurse [nurse practitioner] licensure, CPR or BLS certification, and health status documentation. TB skin tests must be repeated annually. Clinical agencies now require an annual influenza vaccine. Students will not be allowed in clinical if health records, license, or CPR expires.
- Nursing courses with a clinical component may not be taken by a person: who has been denied licensure by the Board of Nursing; whose license is currently suspended, surrendered, or revoked in any United States jurisdiction; or whose license/registration is currently suspended, surrendered, or revoked in another country due to disciplinary action.
- Application for graduation must be made one year prior to date of anticipated graduation.
- Students who fall below a 3.0 will be placed on probation for one semester. They must take steps to raise their GPA in order to be eligible for good standing in the program. Students who fail to raise their GPA may be dismissed from the program.

## V. PROGRAM OF STUDY

Clarke University offers a Doctor of Nursing Practice degree for the BSN-DNP student in three concentrations: Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner and Leadership. Additionally, Clarke offers the MSN-DNP student a bridge program. Students wishing to consider teaching at the collegiate level may take an additional 12 credits in education courses earning a certificate. A post graduate certificate as a Psych Mental Health NP is available for nurse practitioners certified in other specialties. Please see the University catalog for a full description of the curriculum and courses.

## VI. POLICIES

### ACADEMIC POLICIES

#### A. PARTICIPATION

Clarke University is offering you the advantage of a hybrid format for your DNP program. Face-to-face classes are generally held on the first and third Thursday of each month. Additional face-to-face time may be required for research, additional learning opportunities, or clinical examination days. Mandatory attendance for additional days will be detailed in the syllabus.

#### B. ACADEMIC INTEGRITY

Clarke University's mission and Catholic tradition call us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a "caring, learning community committed to academic excellence," we cannot tolerate academic dishonesty because:

1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.
2. When caring individuals recognize value in another's work or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.
3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.

Students are expected to be aware of and abide by specific principles of academic honesty. See the Clarke University catalog for the full graduate academic integrity policy.

Violations of academic integrity will be treated as a serious matter. Please see the catalog for policies of reporting, appealing, and consequences of academic dishonesty. Potential consequences include a zero on the assignment or exam for first violation, a failure of a course, or dismissal from the program for repeated violations. Faculty will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

### C. GRADUATE POLICY ON PROFESSIONALISM

1. Clinical agency policies and procedures must be followed at all times.
2. Dress should be professional. Business casual is appropriate. No jeans are allowed in the clinical setting.
3. Jewelry should be kept to a minimum: wedding or engagement ring, simple earrings; no observable ornamental body piercings other than the ear. Exceptions are made for cultural or religious reasons only.
4. No tattoos should be visible.
5. Smoking is not allowed anywhere on clinical property.
6. Students should wear a lab coat and their Clarke ID badge at all times.
7. Professional language and demeanor should be evident at all times.
8. Consequences for inappropriate behavior or noncompliance with clinical policies and procedural guidelines are as follows: First offenses will receive a verbal warning; second offenses will receive a written warning. Any additional infractions will result in a decrease in course grade or if warranted, dismissal from the clinical site.
9. Students are responsible for attending all lectures (in person or on-line) and clinical rotations. Preceptors give freely of their time. If you are going to be absent due to illness or family emergency, please notify your preceptor/instructor before the clinical day begins.
10. An unexcused absence (no show, no call) will result in the course grade dropping one letter grade. A second unexcused absence will result in failure of the course.
11. Clinical agency absences as excused or unexcused are at the discretion of the instructor.
12. Students are responsible for notifying the clinical site when an unavoidable late arrival is expected. Repeated tardiness will not be tolerated. Repeated tardiness (more than three) for any reason will result in course grade being dropped one letter grade, and if excessive may result in dismissal from the clinical site and failure of the course.
13. Preceptor evaluations are highly valued. A grave concern by a preceptor will be taken seriously and consequences will occur.
14. A clinical site visit, by a Clarke faculty member, is required for successful completion of each clinical rotation. Each student will be expected to communicate regularly with the

Clinical Site Coordinator and be flexible when scheduling the clinical site visit. Failure to arrange a site visit may result in loss of clinical hours.

## Clarke University School of Nursing Student Civility Contract

According to the American Nurses Association, incivility may be exhibited through behaviors such as rudeness, condescension, passive aggressiveness, bullying, psychological abuse, or deliberate undermining of activities. These types of incivility may lead to a non-supportive organizational climate in which students feel pressured by peers to look the other way, and thus fail to support the person experiencing such incivility.

Students in the Department of Nursing and Health are expected to conduct themselves ethically, honestly, and with integrity. This requires the demonstration of mutual respect and civility in academic and professional discourse. Throughout your academic career at Clarke, it is expected that students show the following qualities:

**Attentiveness** - The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is engaged throughout the class period.

**Demeanor** - The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

**Maturity** - The student functions as a responsible, ethical, law-abiding adult.

**Cooperation** - The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

**Responsibility** - The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

**Authority** - A student shows appropriate respect for those placed in authority over him/her both within the University and in society.

**Personal Appearance** - The student's personal hygiene and dress reflect the high standards expected of a professional nurse.

**Communication** - The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, teachers, patients, and others.

**Professional Role** - The student conducts self as a professional role model at all times and in compliance with the ANA Code of Ethics. The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

**Judgment** - The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Examples of uncivil behavior are given below but are not all inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professors' reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you
- Not responding to email, letters or voice mail that requires a reply

- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Yelling or screaming at instructors, peers, or clinical staff
- Habitually arriving late to class
- Knowingly withholding information needed by a peer, instructor, or clinical staff
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums
- Using up supplies or breaking equipment without notifying appropriate staff/faculty

Expectation of Students:

1. Follow conventions of good classroom manners and student responsibilities as outlined above.
2. Refrain from verbal, emotional or sexual harassment.
3. Refrain from electronic harassment via email, Facebook, or any other electronic media.
4. Listen respectfully to each other. Respond respectfully and reflectively to ideas aired in the classroom.
5. Refrain from personal insults, profanity and other communication-stoppers.
6. Recognize and tolerate different levels of understanding of complex social and cultural issues among your classmates and the professor.
7. Arrive timely to class/clinical sessions.
8. Bring the required supplies and be ready to be actively engaged in the learning process.
9. Focus on the business at hand – the class, its content, learning and the professor.
10. Turn cell phones off or to vibrate before the start of class.
11. Refrain from texting during class time.
12. Pick up trash upon leaving the room.
13. Refrain from sleeping in class.
14. Turn in assignments on time.
15. Be courteous in class. (This does not mean that you have to agree with everything that is being said. However, your point will be much more credible if conveyed without rudeness, aggression, or hostility. If you strongly disagree with your professor, it is a good idea to speak with him/her after class. )
16. Respect the rules of the syllabus. Faculty are not going to negotiate assignments or grades earned.

***By signing this contract, I acknowledge receipt and understanding of this contract. I understand that any behavior or action determined to be a breach of this contract may result in my being subject to disciplinary action, including possible dismissal from the nursing program.***

Student Name (please print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



#### D. CLINICAL POLICIES

All students in the DNP program must complete 1000 hours of clinical time. If taking an additional emphasis in education, 250 hours in addition to the 1000 are required. The following table demonstrates the number of hours required and allowable clinical locations for each course. No more than two rotations may be done with the same preceptor. Questions about the appropriateness of a site may be directed to the course professor or your academic adviser.

Course Number	Course Name	Clinical Hours	Clinical Location
NURS 552	Primary Care of the Adult	150	Internal Medicine or Family Practice
NURS 550	Primary Care of the Child	100	Family Practice or Pediatrician
NURS 551	Primary Care of Women	100	Family Practice or Gynecology
NURS 553	Primary Care of the Adult II	150	Internal Medicine or Family Practice
NURS 554	Primary Care of the PMH Patient I	150	Psychiatric Mental Health Provider
NURS 545	Clinical Applications	100	Student Choice
NURS 555	Primary Care of the PMH Patient II	150	Psychiatric Mental Health Provider
NURS 600	Leadership Lab I	200	Respective of track
NURS 610	Leadership Lab II	200	Respective of track
NURS 620	Leadership Lab III	200	Respective of track
NURS 630	Advanced Seminar I	100	Clinical choice respective of track
NURS 640	Advanced Seminar II	150	Clinical choice respective of track

NURS 650	Advanced Seminar III	150	Clinical choice respective of track
----------	----------------------	-----	--

**All DNP students** are responsible for logging clinical hours and health/professional requirements through Medatrax.

**Leadership students:** will complete their hours throughout the three year program. Possible clinical activities will be logged through Medatrax under the various categories: academic classroom, academic clinical, committee meeting, hospital setting, leadership, policy/legislation, presentation, public health, QI/QA, research, or technology. Leadership projects should involve systemic change activities. Library research, meeting with advisers, or teaching staff or students cannot be included in clinical time.

**NP students:** all clinical hours must be hands on. Observation does not count as clinical time [with the exception of a day of orientation at the beginning of each rotation.] Students may choose to do activities such as observe the birth of a baby; participate in a cesarean section; or assist in the operating room to increase their knowledge base. These types of activities however cannot count in your clinical time. This is a primary care program and all activities must fall under accreditation body approved clinical activities for primary care providers. Paid employment may not count as clinical time.

All clinical time must be completed during the semester the didactic is being taught. A student may do more than the required number of hours in a given course. Additional hours will be stored toward your program total. In the event of unexpected circumstances that limit your ability to complete the full number of hours in a given class (i.e. birth of a baby, fractured extremity, accident), these hours may be counted. A minimum of half the required hours must be completed during the semester the course is being taken. Students planning to complete fewer than required hours or who plan to complete hours in a shortened timeframe must complete the Clinical Hour Exception Form found on the Graduate Moodle page.

Prior to beginning each rotation, all clinical request sheets and clinical goals forms must be submitted. A contract must be in place with the agency you are requesting. Clinical hours performed without these requirements will NOT count. Additionally, all health records must be up to date and on file with Clarke University through Medatrax before doing any clinical. Students will be asked to leave clinical sites if deficiencies are found. Students found to be completing clinical hours with expired or deficient health or professional records may face losing a letter grade in the course. The clinical coordinator will delete clinical hours from your Medatrax account if your health or professional records expire.

Medatrax provides on-line tools specifically designed to assist Clarke University Department of Nursing and Health to record and maintain health records and clinical information. Medatrax provides internet accessible data entry and facilitates review of student recorded data. Please

ensure that all data entered is correct and truthful. Any fraudulent activity is an academic integrity violation.

#### E. GRADING

The following grading scale is utilized in the nursing graduate program:

4.00 = A	3.33 = B+	2.33 = C+
3.76 = A-	3.00 = B	2.00 = C
	2.67 = B-	

NOTE: Grades less than C are unacceptable. Additional information about unsatisfactory grades, incompletes and probation is in the Clarke University Academic Catalog

#### F. SCHOLARSHIP

Degree candidates complete a scholarly project and make a formal presentation of the work as a graduation requirement. The project and presentation serve as evidence of the student's ability to contribute to or to utilize knowledge relative to the discipline of nursing. Scholarly projects are approved by the student's advisor. The student's committee (advisor and one additional) will document successful completion of the scholarly work and presentation in the student record.

Candidates for the Doctor of Nursing Practice degree (BSN-DNP) will complete an independent research project as part of their scholarly activity. Doctoral students will work with a primary advisor (a member of the graduate nursing faculty) and an additional individual (from either the nursing department or from an outside discipline within or outside the university). All committee members must have content expertise applicable to the project. A proposal presentation will be set up after the first three chapters of work are completed. A defense of the entire project will be completed after the entire project is approved.

Candidates for the DNP bridge program complete a scholarly article for publication. Students will work with an advisor to write an article suitable for publication in a scholarly journal. A proposal presentation is required. An oral presentation will be required at the end of your project.

A full explanation of the scholarly project is found in the Scholarly Project Handbook, available on the Graduate Nursing Page on Moodle.

The completed scholarly paper will be bound at student expense. See graduate office for details.

Research involving human subjects follows guidelines set forth in the Clarke University publication, *Policies and Procedures for Protection of Human Subjects Involved in Research*, which is available in the Nursing and Health Department, the Clarke library, and on the

university website. Students conducting research must work with a faculty advisor to obtain approval for the work from the Institution Review Board. The research proposal form is on the university website (<http://www.clarke.edu/page.aspx?id=10384>). Research involving animals follows guidelines set forth in the Clarke University publication, *Policy and Procedure Manual for Institutional Animal Care and Uses*. Before handing in the IRB application, the student researcher must complete training in ethical treatment of human subjects.

#### G. WRITTEN WORK

Guidelines as published in the current edition of the *Publication Manual of the American Psychological Association* are to be followed for all written assignments unless the course syllabus specifies another format for a particular assignment.

For a detailed outline of the scholarly project, see the Moodle page for Graduate Nursing Materials.

### **OTHER POLICIES**

#### A. TEXTBOOKS

As a student, you have a right to purchase textbooks from a retail distributor of your choice. Faculty members try their best to purchase textbooks that are current, cost effective and appropriate for their courses. Students are highly encouraged to purchase their textbooks from the Clarke bookstore. If you purchase your books from the Clarke bookstore, and there is an error or change in textbook, Clarke University will make any corrections or accommodations needed in order to provide you with the correct textbooks for your courses. Below is the return policy for textbooks from the Clarke bookstore.

Textbooks:

Should you need to return a textbook, simply stop by the bookstore. Please follow these guidelines for refunds or exchanges:

- Make sure you return the book(s) within 7 days from the start of classes or within 1 day of purchase thereafter. Textbooks purchased during the last week of classes or during exams may not be returned.
- We can only issue a full refund for books returned in their original condition with a receipt. Any shrink-wrapped items must be unopened.
- If you purchase your books on-line through our website, a full refund will be issued minus shipping and handling costs. All refunds for textbooks purchased online must be returned within 7 days from the start of classes. Some exceptions may apply. Please contact the bookstore for complete details.

If you chose to purchase your textbooks at places other than the Clarke bookstore, Clarke will not be responsible for refunds on books, shipping costs, or returns. It is the student's responsibility to be informed of the return policy of textbooks from their purchaser.

## B. COMMUNICATION

This *Handbook* and official university publications are the ordinary means of communicating university and department policies and regulations. It is the responsibility of each student to obtain a copy of these documents.

Messages and announcements are sent to the student's Clarke e-mail account. While students may have separate email accounts at home or at work, the Clarke e-mail is the official forum for communication. This website will be used by all university offices and by nursing department staff and academic advisors. The mail feature in the Moodle learning management system may be used for communication within the designated course only. Students are responsible for reviewing posted materials and the e-mail account routinely. Significant and time critical announcements may also be made in face-to-face classes.

The Clarke intranet website, [www.clarke.edu](http://www.clarke.edu), also posts information regularly for students. This website is available from both on- and off-campus.

## C. DISCRIMINATION

Clarke University does not discriminate on the basis of gender, race, color, national or ethnic origin, or handicap in its educational programs, admissions policies, employment practices, financial aid, athletic, and other university administered programs. Clarke University complies with all pertinent state and federal regulations concerning affirmative action, non-discrimination and equal employment opportunity.

## D. GOVERNANCE

Graduate students are encouraged to participate in the governance of the department through participation in department committee work and attendance at department meetings. The graduate students shall select one of their members to serve on the Nursing Department Advisory Board. This student shall serve during the duration of his/her enrollment in the graduate program.

## E. GRIEVANCE

For challenging grades or addressing any other grievance Clarke University policies and procedures are to be followed. These policies and procedures are found in the following resources and are also available in the academic affairs office and online.

*Clarke University Student Handbook*  
*Clarke University Catalog*

## F. HEALTH

Students are responsible for meeting and documenting all departmental health requirements, including a yearly TB skin test, quantiferon gold, or chest x-ray as indicated and an influenza vaccine. Students are expected to use good judgment about their personal health and not expose themselves or others to harm either in clinical or classroom settings.

All students engaged in clinical experience are required to participate in an annual educational session on universal precautions that meets OSHA rules and demonstrate understanding of essential material regarding universal precautions. Students participating in a clinical experience must also have documented HIPPA privacy training. Opportunities for initial education and annual review are provided on moodle under Graduate Nursing Materials. Students may also verify annual review through documentation from workplace settings.

The department places no limitations upon how long students may be enrolled when pregnant, provided that they remain able to meet the responsibilities to which they have committed themselves, and provided that the policies of the affiliated agencies to which they are assigned do not prohibit their assignment. Prior to the beginning of each semester, it is essential that students who are pregnant contact their advisor. The advisor will review with each student the clinical assignment for the semester and assist the student in making whatever accommodations may be appropriate, e.g. LOA or altered program, because of the pregnancy. The student will give to the advisor and the advisor will place in the student's advising file the following information:

1. Name and address of her primary prenatal care provider
2. Expected date of delivery
3. Name and phone number of individual to be contacted in case of an emergency
4. A statement from her care provider that course work in the clinical area will be not be jeopardizing her health status.

Students not on academic probation who wish to be away from the university, for personal reasons, may take a leave of absence (LOA) for a semester or for a full academic year. A request for a leave of absence must be signed by student's academic advisor and copy filed with the Dean for the College of Professional and Graduate Studies. Students need to be aware of implications of program progression, program requirements, financial aid, and other potential factors prior to receiving approval for LOA. If the leave extends beyond one year the student must reapply to the university.

A clinical agency to which a student is assigned may require a drug test of the student. If positive the student may not be allowed entry to the clinical site and the student may thus be unable to meet the course objectives.

If a student sustains an injury while on the Clarke University campus, the University Health Services Office should be notified as soon as possible and university procedures followed. If a student sustains an injury while assigned to a clinical site, the agency protocol should be followed and the injury reported to the clinical instructor. Needle pricks and mucous membrane/non-intact skin exposure to body fluids constitute an injury. In all instances of injury while on campus or while engaged in required clinical experience, the student should complete an incident report form. Payment for medical treatment necessary following an injury is the student's responsibility.

#### G. SMOKING

Smoking is not permitted on campus or during hours a student is working in clinical areas.

## H. TRANSPORTATION

Each student is responsible for her/his own transportation arrangements and the cost thereof to all clinical sites. These sites may be located some distance from the university.

### I. IOWA BOARD OF NURSING

Pursuant to 655 IAC 3.2(1) a nursing course with a clinical component may **NOT** be taken when:

1. A person has been denied licensure because of disciplinary action by the board.
2. A person does not have a current active Iowa license because of disciplinary action by the board.
3. A person has an encumbered license in another state.

## VII. SERVICES AND FACILITIES

### **BOOKSTORE**

The Whitlow Bookstore is located in the Student Activity Center. In addition to textbooks, a large selection of other books, school supplies, convenience items and giftware is available. Textbooks are returnable during the first 7 days of the semester for which they were purchased. They must be in original condition and accompanied by a receipt. Bookstore hours are posted at <http://whitlowcampusstore.goindico.com> or are available by calling (563)588-6307.

### **CAMPUS MINISTRY**

Liturgies are celebrated Sunday and selected feasts during the academic year. Times of celebration are posted at the entrance to Sacred Heart Chapel. Students are invited to participate in ministries of the assembly. Campus ministry staff members provide a variety of other activities and can be reached at X6364 or X6428.

### **CULTURAL AND FINE ARTS EVENTS**

Cultural and fine arts events are offered throughout the year. Many are open to students free of charge. Events are announced in weekly newsletters, posters, the annual events calendar and on [www.clarke.edu](http://www.clarke.edu).

### **FINANCIAL AID**

The Financial Aid Office, located in Haas Administration, is available to help students plan the financing of graduate education with assistance of state and federal loans. The office can be reached at (563)588-6327.

Websites with information on tuition assistance include:

<http://discovernursing.com>

<http://www.nsna.org>

<http://iowanurses.org>

<http://www.bhpr.hrsa.gov/nursing>

<http://www.collegeboard.org>

<http://www.fastweb.com>

<http://www.ed.gov>

<http://www.finaid.org>

<http://www.iowacollegeaid.org>

<http://www.nln.org>

<http://www.wisconsinurses.org>

<http://illinoisnurses.org>

<http://www.nursingsociety.org>

<http://www.doctorsofnursingpractice.org/studentfunding.htm>

Notice of scholarships, grants, and fellowships available from outside sources such as the Iowa League for Nursing and specialty nursing organizations, or the Health Resources and Services Administration, are posted on the department bulletin board as received or sent to the student's Clarke e-mail account. Students should check these postings frequently.

### **FOOD SERVICE**

Food service is available in the Student Activity Center's Café 1843 until 11 p.m. on weekdays. Vending machines are located in the commuter lounge on the first floor of Catherine Byrne Hall. The Student Dining Room is in operation each meal period until 6:30 p.m. during the academic year when classes are in session. Both the cafeteria and Café 1843 also have weekend hours.

### **HEALTH SERVICES/COUNSELING CENTER**

The Counseling Center provides initial assessment for personal and psycho-educational problems with referral as needed. Counseling Center staff may be reached at X6571. The Health Services Office is staffed by a registered nurse on Monday through Friday from 9 a.m. to 4 p.m. Summer hours are not available.

### **ID CARDS**

All matriculating students receive a photo identification card called the Clarke Access Card.. It is used to check out books from the library and gain entrance to the Kehl Center and campus events. The card is to be used as an identification badge when in clinical agencies. By crediting money to your card it can be used to make purchases at the Student Activity Center and the Bookstore. If your ID card is lost, contact the Student Life Office. The card remains the



property of Clarke University and the replacement fee is \$10. A minimum fine of \$100 will be assessed against anyone tampering with or altering a Clarke ID card.

### **INTERNET/E-MAIL**

Registered students receive a Clarke e-mail account at the start of their degree program. Students may use their home computers, or computers located in the computer center, the academic support center and the nursing department resource center. Clarke's website can be accessed at [www.clarke.edu](http://www.clarke.edu). Campus e-mail can be accessed under Quicklinks>[My Mail](#) on the Clarke webpage. . Additional Clarke IT information can be found at <https://www.clarke.edu/faculty-and-staff/intranet-computer-center/>.

### **LIBRARY**

The Nicholas J. Schrup Library is located in the Wahlert Atrium. Hours are posted at the entrance to the library. The library has extensive on-line holdings which may be accessed on campus or from home. Computers are available for student use.

### **MAIL CENTER**

The Post Office is located next to the Whitlow Bookstore in the Student Activity Center. Students who carry six (6) or more credit hours may request a mailbox.

### **PARKING**

The commuter lot is located east of Catherine Byrne Hall. Students may also park in the lower Catherine Byrne lot after 4:30 p.m. Vehicles parked in university lots must display current parking permits. Permits may be purchased online.

### **PHYSICAL ACTIVITIES CENTER**

The Physical Activities Center is located adjacent to the Kehl Center. It provides a weight room, exercise machines, and areas for aerobic activities. Hours are posted and published at <http://www.clarke.edu/campus-life/health-wellness/fitness-recreation/> A walking track is located in the Kehl Center.

### **SECURITY**

Security staff is available to be of assistance to students, faculty, and staff by dialing 6393. In an emergency, the Dubuque Police may be reached by dialing 9-911 from any campus phone.

### **MARGARET MANN ACADEMIC RESOURCE CENTER (MARC)**

The Margaret Mann Academic Resource Center (MARC) is located on the second floor of the Schrup Library and includes the Learning Center, the Writing Center, and the Technology Center. Assistance is available in a variety of areas, including writing skill, study habits and time management.

## VIII. CLARKE UNIVERSITY NURSING DEPARTMENT SCHEDULE OF AND REGISTRATION FOR GRADUATE COURSES

Clarke University intranet provides a wide variety of services and information for students. This information may be accessed by clicking on the “current students” on the Clarke home page. This will open to the *MyInfo* icon. Information includes financial information with an account summary, financial aid awards and pertinent information, communication of special alerts and announcements, registration processes and procedure, and academic profiles. This profile section includes grades, transcript, program evaluation, class schedule and more. For personal information, a login is required and directions are included at the site.

Additional important information on the website is listed below.

Academic Calendar: <https://www.clarke.edu/intranet-current-students/>.

Search for classes: <https://myinfo.clarke.edu/WAPROD/WAPROD?TYPE=M&PID=CORE-WBMAIN&TOKENIDX=8140892232>

Registration Directions: A video is posted on the graduate Moodle page for review: <http://www.screencast.com/t/3FTY8mqo>.

Tuition/Fees: <http://www.clarke.edu/admission-aid/tuition-and-fees>