



DEPARTMENT OF
NURSING

MSN PROGRAM

STUDENT
HANDBOOK
2022-2024

Malone University
Department of Nursing

This Student Handbook is for the MSN program and it complements the Malone University Graduate Catalog. The handbook provides policies specific to the graduate nursing program as well as additional information to assist you as you progress through the MSN Program. Malone University and the MSN program reserve the right to amend the Admission and Progression criteria, standards, policies, and procedures at any time. Students will be notified individually of any changes through their Malone University email account or written communication from the Program Director. It is the responsibility of students to check their Malone University email activity regularly.

Student Handbook -- MSN Program

for

Student Name

Received _____

Date

Students are responsible for checking handbook for updates at the beginning of each academic year. Copies of this document will be retained in student file.

8/02, 7/03, 7/04

Reviewed and updated 10/08, 8/09, 7/10, 8/11, 3/14, 7/14, 7/16, 8/18, 8/20

TABLE OF CONTENTS

	Page
Student Name Page	ii
Table of Contents	iii
“The Finest of the Fine Arts”	v
Letter of Welcome	vi
Devotional Thought and Scripture	vii
About Graduate Nursing Studies	viii
DEPARTMENT OF NURSING	
Philosophy.....	2
History: A Summary	4
MSN PROGRAM CURRICULUM	
MSN Curriculum Overview	7
STANDARDS FOR NURSING PRACTICE	
Essentials in Master’s Education in Nursing (2011).....	9
ANA Standards of Practice and Professional Performance	11
Quality of Care and the Ethical Code for Nurses	13
ANA Code of Ethics for Nurses.....	13
Practice of Nursing in State of Ohio.....	14
ADMISSION & PROGRESSION POLICIES	
MSN Program Admission and Progression.....	16
POLICIES	
Mandatory Drug Screening & Criminal Background Checks	19
Accountability and Classroom Participation	20
Professional Behavior Policy	21
Professional Performance Standards	24
Procedure for Student Illness or Injury	27
Dress Code	28
GUIDELINES	
Netiquette.....	30
Use of Social Media.....	31

CLINICAL INTERNSHIPS/PRECEPTORS

Requirements and Guidelines for Participation in Clinical..... 33
Guidelines for Clinical Internship Experiences 34

INSTRUCTIONS

Instructions pertaining to clinical Health & Safety requirements 38
Vaccine Requirements: Covid-19 and flu..... 39
Special Considerations regarding Clinical Performance 42

RESOURCES

Nursing Literature 44
Nursing Student Academic & Clinical Support Services 45

NURSING ORGANIZATIONS

MNCF, MNSA, GSNA 48
Pi Chi Chapter – Sigma Theta Tau..... 48
American Academy of Nurse Practitioners, OOANP 48

PROGRAM OUTCOMES & EVALUATION

MSN Program Outcomes 51
Evaluation and Student Performance..... 51
Student Evaluation of Curriculum..... 51

PROBLEM RESOLUTION

Principles to Guide Problem Resolution and Conflict Management 53
Academic Grievance Procedure, Filing a Formal Complaint..... 54
Academic Probation, Suspension, and Dismissal 54

“Nursing is an art;
and if it is to be made an art,
it requires as exclusive a devotion,
as hard a preparation,
as any painter’s or sculptor’s work;
for what is the having to do with
dead canvas or cold marble,
compared with having to do
with the living body—
the temple of God’s spirit?
It is one of the Fine Arts. . . .
The finest of the Fine Arts”

—Florence Nightingale



On behalf of the faculty, professional staff and administrative personnel, we welcome you to nursing at Malone University! It is an honor to be a part of your educational preparation for this exciting and rewarding profession. To many, nursing is the response to a calling from God. To others, it represents a desire to “follow in the footsteps” of certain individuals, often family members, for whom there is great respect and admiration. Still, some seek to become a nurse knowing only that they want to “help people”. The beauty of nursing is that it is all these things, and more. You have many reasons to be excited to begin this journey; we have many reasons to be excited for the unique and amazing ways you will make nursing your calling, your profession, your legacy.

What follows this page is an overview, and some detail, of the traditional undergraduate nursing curriculum, its policies and procedures, and important related information that will guide you along these next years of study and clinical experiences. Use it in conjunction with other policies for Malone students, located in the Malone University Catalog, to find answers to questions about your experiences within the University, Department of Nursing, and nursing curriculum.

In closing, we invite you to fully engage in the experience of being a student nurse at Malone University. Study hard and learn much, but, first and foremost, seek Christ’s Kingdom first. Be assured of our prayers for your success, well-being, and growth as a student, person, and nurse.

Sincerely yours,

Carrie Stroup

Carrie Stroup, DNP, RN
Chief Nurse Administrator; Director, BSN Program

Sheri Hartman

Sheri Hartman, PhD, APRN-CPNP, RN
Director, MSN Program

“And Jesus grew in wisdom and stature, and in favor with God and men.”

Luke 2:52

At the age of twelve, Jesus not only was growing physically (stature), but also He was seeking knowledge and learning from teachers (wisdom), and developing interpersonally (social skills) as well as growing in His personal relationship with God (spiritually).

Let us come together this school year as a community and learn from each other. Let us approach our learning in a holistic way, not forgetting the importance of physical fitness and wellness and our relationships with others. And, more importantly, let us grow and develop spiritually.

Let each of us assess our lives and discover how God would have us live on earth as we prepare to live in eternity with Him.



“And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.” Colossians 3:17 (NIV)

This verse is inscribed on the cornerstone of Regula Hall, home of the Department of Nursing at Malone University.

Whatever you do, whether in word or deed. . .

During the next two years, you will find yourself busy with both. Reading, studying, taking exams, writing papers, and practicing are all important skills to master in preparing for a career as an advanced practice nurse. Sometimes it won't be easy—and you may get discouraged. But remember that Jesus had to go through a learning process here on earth too. Luke 2:52 talks about His journey growing physically, mentally and socially. It is our hope that you too will be able to come together and learn from each other.

. . .do it all in the name of the Lord,

The uniqueness of Graduate Nursing Program at Malone University lies not in the faculty, or in the curriculum, but in the philosophy of “Christ’s Kingdom First”. The mission statement found in the Graduate Catalog states that:

The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community and world.

It is not just a saying here, but a driving force behind the faculty’s commitment to provide an educational experience that focuses not only on the intellectual but physical, emotional, social and spiritual aspects of life.

. . .giving thanks to God the Father through Him.

Let us come together this school year and learn from each other. Let us approach our learning in a holistic way, not forgetting to give thanks in everything. And let each of us assess our lives and discover how God would have us live on earth as we prepare to live in eternity with Him.

An Important Note About Graduate Nursing Studies

How does graduate level teaching and learning differ from undergraduate studies?

Traditional undergraduate programs use a method of teaching and learning that focuses on the faculty member as the expert and the student as novice. This type of teaching is known as *pedagogy*. The student is seen as dependent on the faculty, learning focuses on the subject at hand, and application of the information is not immediate. The faculty is the authority who decides what and when the content will be covered within the course. Evaluation is by the faculty only.

In Master's education, there is an assumption that those returning for advanced coursework are adult learners. *Andragogy*, is defined as "the art and science of helping adults learn" (Cross, 1981, p.222). Andragogy assumes that the student is self-directed, interested in learning for learning's sake, and can draw on life experiences to provide context for the material presented in class. Application of knowledge is seen as direct, and problem focused. Students and faculty work together in the classroom to enhance the learning process. Students are self-motivated, ask questions and seek additional learning opportunities when available. Evaluation of learning is by both student and faculty.

What does this mean as a student? While the faculty is there for teaching, direction and guidance, it is assumed that the learning initiative is by the student. Faculty will expect the students to be self-motivating, meet deadlines without prodding, and take the initiative to seek help if needed.

Comparison of Assumptions and Designs of Pedagogy and Andragogy

	Assumptions			Design Elements	
	<i>Andragogy</i>	Pedagogy		<i>Andragogy</i>	Pedagogy
Self-concept	<i>Increasing self-directiveness</i>	Dependency	Climate	<i>Mutuality, respectful, collaborative, informal</i>	Authority oriented, formal, competitive
Experience	<i>Learners are a rich resource for learning</i>	Of little worth	Planning	<i>Mechanism for mutual planning</i>	By teacher
Readiness	<i>Developmental tasks of social roles</i>	Biological development, social pressure	Diagnosis of needs	<i>Mutual self-diagnosis</i>	By teacher
Time perspective	<i>Immediacy of application</i>	Postponed application	Formulation of objectives	<i>Mutual negotiation</i>	By teacher
Orientation to learning	<i>Problem centered</i>	Subject centered	Design	<i>Sequenced in terms of readiness; problem units</i>	Logic of the subject matter; content units
			Activities	<i>Experiential techniques (inquiry)</i>	Transmittal techniques
			Evaluation	<i>Mutual rediagnosis of needs; mutual measurement of progress</i>	By teacher

Original source: Knowles, 1978, p. 110; this chart from: Cross, 1981, p. 224.

DEPARTMENT OF NURSING

Malone University Department of Nursing

Nursing Philosophy

The Department of Nursing is an integral part of Malone University and aligns itself with the University mission statement, foundational principles, educational goals and community responsibilities. The programs and policies of Malone University are founded upon a commitment to the evangelical Christian faith, the Biblical principles of God's love, and accountability to God for self and others.

It is this love and accountability to God and God's call to care for the needs of all people that provide a natural foundation for the Malone nursing student to study and prepare to enter the profession of nursing in a diverse global society.

In line with many of the grand theorists of nursing, the philosophy of the nursing programs center on four foundational nursing concepts that include person, environment, health, and nursing. The faculty believe that situating the nursing paradigm within the conceptual framework of the nursing curriculum provides for the organization of content, skills, and expected professional behavior (See Figure 1).

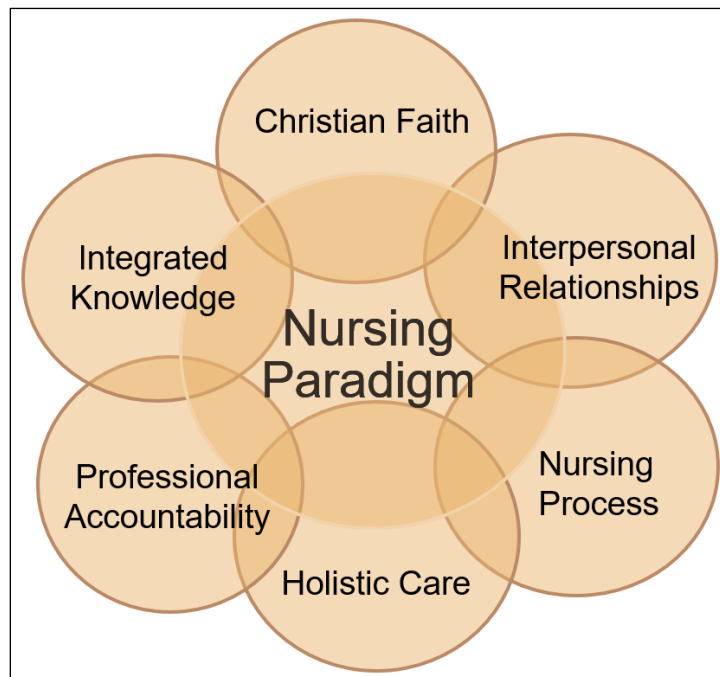


Figure 1. Department of Nursing Conceptual Framework

Person – Every person has been created in the image of God, and therefore is endowed with dignity, value, and worth, regardless of beliefs, cultural, mental, physical, or social characteristics.

Environment – Every environment includes elements that are natural and created, seen and unseen (spiritual and psychosocial-holistic) in a constant state of transition.

Health – Because we view the person as an integrated whole, “created to live in harmony with God, self, and others, and the environment”, we believe health is being able to function as God created us to be (Shelly et. al, 2021, p.186). This involves being reconciled to God and others, giving and accepting love and forgiveness, and having a sense of purpose and meaning in life that fosters joy and hope, and goes beyond the absence of disease or infirmity.

Nursing – Nursing is the integration of the arts, sciences, and caring into a professional practice that assists persons to attain, maintain or restore an optimal level of functioning. As reflected in the mission of Malone University, the nurse is one who strives to deliver “excellence in physical care, good psychosocial support and spiritual care” (Shelly et. al, 2021, p.303) in service to the church, community, and world.

Nursing education is an interactive teaching-learning process within an interdisciplinary curriculum. Nursing scholarship serves to sustain and advance the knowledge and values of a profession dedicated to both social relevance and scientific advancement.

In addition to introducing students to the knowledge and values of the discipline, faculty and staff must also guide them to practice from a disciplinary perspective. Through the education experience, students become self-accountable and competent in seeing patients through the lens of wholeness and interconnectedness with family and community; appreciating how the social, political, and economic environment influences health; attending to what is most important to well-being; developing a caring-healing-relationship; and honoring personal dignity, choice and meaning.

Knowledge of the discipline continues to grow through graduate education, as students apply and generate nursing knowledge in their advanced nursing roles or develop and test theories as researchers. Nursing practice should be guided by a nursing perspective while functioning within an interdisciplinary arena. To appropriately educate the next generation of nurses, disciplinary knowledge must be leveled to reflect the competencies or roles expected at each level.

Through nursing education, scholarship, and practice, grounded in love and accountability to God and God's call to care for the needs of all people, Malone nursing students are prepared to enter the profession of nursing in a diverse global society.

Works cited: Shelly, J.A., Miller, A.B., & Fenstermacher, K.H. (2021). Called to care: A Christian vision for nursing. InterVarsity Press.

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Reviewed: 5/04, 6/06, 7/10, 7/16, 8/18, 4/20

MALONE UNIVERSITY DEPARTMENT OF NURSING HISTORY: A SUMMARY

Malone College was relocated to Canton, Ohio in 1957 at which time it was identified as a liberal arts college. Prior to that time it was located in Cleveland, Ohio where, in 1892, Walter and Emma Malone established the Cleveland Bible College. The purpose then and now is to provide students with an education based on Biblical faith. Malone College officially became Malone University in 2008. Today Malone University is described as a Christian College for the Arts, Sciences, and Professions.

Nursing was established as a major in 1987. In 1990 the college graduated eight students with the BSN degree. In 1994 the BSN completion program was started for registered nurses. The lock-step delivery system for this separate program admits a class to start every fall and spring semester. In the fall of 2002 the MSN program was started; one class is admitted each fall. In 2016, Malone University welcomes its first class of Adult Gerontology, Acute Care Nurse Practitioner students.

There have been two nursing student organizations active at Malone since 1990: the Malone University Nursing Student Association (MSNA) and the Malone University Nurses Christian Fellowship (MNCF). All nursing students are invited to these organizations, though they mainly serve the BSN program. Students hold elected offices and faculty/staff serve as advisors. Sigma Theta Tau International, nursing's national honor society, chartered the Pi Chi chapter of Malone University in 2000. We were honored to have Dr. Betty Neuman, an eminent nursing theorist, as the induction speaker during her second visit to the Malone campus in April of 2005. We celebrated the 20th anniversary of our charter during the 2020 fall induction ceremony and installation of new officers; such a momentous occasion! Invitations to eligible students are issued each fall and new members are inducted each October.

The baccalaureate program received initial nursing accreditation in 1992 by the National League for Nursing. This followed earlier approval by the Ohio Board of Nursing, authorization by the Ohio Board of Regents, and accreditation by The Higher Learning Commission - North Central Association. The next scheduled visit by the National League for Nursing was in 1997. That visit resulted in continuing accreditation with no recommendations! The next scheduled visit was to be in 2005 by the National League for Nursing Accrediting Commission. Prior to this time the program requested and held preliminary approval from the Commission on Collegiate Nursing Education (CCNE). An evaluation visit with CCNE in November of 2004 resulted in extended accreditation for the BSN program until 2014 and initial accreditation for the MSN program that extended until 2009. Both programs have been continuously and unconditionally accredited since that time; the next site visit for the BSN and the MSN program will be in 2024.

The most recent survey visit by the Ohio Board of Nursing was conducted in September 2020. The Program received full approval for a period of 5 years; our next approval visit will occur in 2025. Program memberships are maintained with the American Association of Colleges of Nursing (AACN), the Commission on Collegiate Nursing Education (CCNE), and the National Organization of Nurse Practitioner Faculty (NONPF).

In July of 2010, the University revised the school structure, moving from six schools to four schools: College of Theology, Arts, and Sciences, School of Business and Leadership, School of Education and Human Development, and the School of Nursing. In May of 2020, the programs within the Health Sciences were dissolved and we are now the Department of Nursing. The Department of Nursing is overseen by the Chair and supported by program directors for the BSN, RN/BSN, MSN programs. The structure continues to be reviewed as we determine interface of all programs and begin work on course, program, and new degree programs.

We are most blessed to offer expert faculty and exceptional staff who are dedicated to teaching and serving our students! The dedication of the new building, Regula Hall, was May 19, 2007. A cornerstone verse was selected: “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.” Colossians 3:17 (NIV)

Our overall responsibility is to serve the community with professional health care, education, practice, and scholarly endeavors. As we begin a new school year, we give thanks and praise to our Lord and seek His guidance for the students, faculty and staff of the Department of Nursing and Malone University. May we always use our gifts “*to serve others, as faithful stewards of God’s grace in its various forms*” (1 Peter 4:10).

Updated: 7/09, 7/10, 8/11, 8/12, 8/13, 8/14, 7/16, 8/18, 8/20, 5/22

MSN PROGRAM CURRICULUM

CURRICULUM OVERVIEW

MSN Graduate Nursing Program Courses

Family Nurse Practitioner (FNP) and Adult-Gerontology, Acute Care Nurse Practitioner (AGACNP)

** includes a required on-campus intensive at the start of the semester

Full Time Track

Year One	Year Two
<p style="text-align: center;"><i>Fall Semester**</i></p> <p>MSN 530 Advanced Physiology/Pathology [4] MSN 560 Principles of Theory and Research: Evidence-Based Nursing Practice[4]</p> <p style="text-align: center;"><i>Spring Semester</i></p> <p>MSN 502 Healthcare System, Policy & Ethics [4] MSN 540 Advanced Pharmacology [4] MSN 694 Applied Scholarship in Nursing Practice: Project Proposal [2]</p> <p style="text-align: center;"><i>Summer Semester</i></p> <p>MSN 512 Theological Perspectives on Humanity and Nursing* [3] MSN 521 Statistics for the APRN* [2] MSN 570 Advanced Health Assessment** [4] <i>* delivered over 7 weeks</i></p>	<p style="text-align: center;"><i>Fall Semester</i></p> <p>MSN 602 APRN Professional Role Development [4] MSNA 685 or MSNF 685 Internship I [2] (Clinical hours = 64; Post-MSN Certificate Course 1 of 3) MSN 695 Applied Scholarship in Nursing Practice: Project Implementation [2]</p> <p style="text-align: center;"><i>Spring Semester</i></p> <p>MSNA 686 or MSNF 686 Internship II [8] (Clinical hours = 256; Post-MSN Certificate Course 2 of 3)</p> <p style="text-align: center;"><i>Summer Semester</i></p> <p>MSNA 687 or MSNF 687 Internship III** [8] (Clinical hours = 288 Post-MSN Certificate Course 3 of 3)</p>

Part Time Track

Year One	Year Two	Year Three
<p style="text-align: center;"><i>Fall Semester</i></p> <p>MSN 560 Principles of Theory and Research: Evidence-Based Nursing Practice[4]</p> <p style="text-align: center;"><i>Spring Semester</i></p> <p>MSN 502 Healthcare System, Policy & Ethics [4] MSN 694 Applied Scholarship in Nursing Practice: Project Proposal [2]</p> <p style="text-align: center;"><i>Summer Semester</i></p> <p>MSN 512 Theological Perspectives on Humanity and Nursing* [3] MSN 521 Statistics for the APRN* [2] <i>*delivered over 7 weeks</i></p>	<p style="text-align: center;"><i>Fall Semester</i></p> <p>MSN 530 Advanced Physiology/Pathology [4] MSN 695 Applied Scholarship in Nursing Practice: Project Implementation [2]</p> <p style="text-align: center;"><i>Spring Semester</i></p> <p>MSN 540 Advanced Pharmacology [4]</p> <p style="text-align: center;"><i>Summer Semester</i></p> <p>MSN 570 Advanced Health Assessment [4]</p>	<p style="text-align: center;"><i>Fall Semester</i></p> <p>MSN 602 APRN Professional Role Development [4] MSNA 685 or MSNF 685 Internship I [2] (Clinical hours = 64)</p> <p style="text-align: center;"><i>Spring Semester</i></p> <p>MSNA 686 or MSNF 686 Internship II [8] (Clinical hours = 256)</p> <p style="text-align: center;"><i>Summer Semester</i></p> <p>MSNA 687 or MSNF 687 Internship III [8] (Clinical hours = 288)</p>

Nurse Educator Certificate (separate from the MSN Program)

These courses may be taken during Year 2 of the part-time track or as a stand-alone program of study

Fall Semester: MSNE 501 Curriculum Development, Assessment, and Evaluation in Nursing Education [4]
Spring Semester: MSNE 530 Principles of Teaching and Learning Strategies: Integration of Technology into Nursing Education [3]
Summer Semester: MSNE 620 Synthesis for the Nurse Educator Role: Seminar and Practicum [3]

STANDARDS FOR NURSING PRACTICE

The MSN curriculum aligns with The Essentials of Master's Education in Nursing (2011)

“These revised Master’s Essentials, an update to an earlier version from 1996, reflect current and future nursing practice at the master’s level, which demands expert application of evidence-based practices, quality improvement methods, outcomes measurement, systems knowledge, and leadership skills. Nurses who obtain the competencies outlined in these Master’s Essentials will possess the advanced knowledge in the discipline and leadership skills needed to improve health outcomes in a number of current and emerging roles”.

(Retrieved from the AACN website <https://www.aacnnursing.org/Education-Resources/AACN-Essentials>)

Essential I: Background for Practice from Sciences and Humanities

Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership

Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Essential III: Quality Improvement and Safety

Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice

Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies

Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy

Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Essential VIII: Clinical Prevention and Population Health for Improving Health

Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX: Master’s-Level Nursing Practice

Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

NATIONAL ORGANIZATION OF NURSE PRACTITIONER FACULTIES (NONPF)

Additionally, the MSN program aligns with competencies set forth by the National Organization of Nurse Practitioner Faculties (NONPF): NP Core Competencies (NONPF, 2017), Family Across the Lifespan NP Competencies (NONPF, 2013), and AGACNP Competencies (NONPF, 2016)

Each course syllabus outlines the alignment of course objectives with NONPF competencies.

ANA STANDARDS OF PRACTICE AND PROFESSIONAL PERFORMANCE

Each of these 18 standards identifies corresponding competencies for the registered nurse and additional competencies for the graduate level prepared specialty nurse and the APRN.

STANDARDS OF PRACTICE

Standard 1. Assessment

The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

Standard 2. Diagnosis

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems and issues.

Standard 3. Outcomes Identification

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning

The registered nurse develops a collaborative plan encompassing strategies to achieve expected outcomes.

Standard 5. Implementation

The registered nurse implements the identified plan.

A. Coordination of Care - The registered nurse coordinates care delivery.

B. Health Teaching & Health Promotion -The registered nurse employs strategies to teach and promote health and wellness.

Standard 6. Evaluation

The registered nurse evaluates progress toward attainment of goals and outcomes.

STANDARDS OF PROFESSIONAL PERFORMANCE

Standard 7. Ethics

The registered nurse integrates ethics in all aspects of practice.

Standard 8. Advocacy

The registered nurse demonstrates advocacy in all roles and settings.

Standard 9. Respectful and Equitable Practice

The registered nurse practices with cultural humility and inclusiveness.

Standard 10. Communication

The registered nurse communicates effectively in all areas of professional practice.

Standard 11. Collaboration

The registered nurse collaborates with healthcare consumer and other key stakeholders.

Standard 12. Leadership

The registered nurse leads within the profession and practice setting.

Standard 13. Education

The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

Standard 14. Scholarly Inquiry

The registered nurse integrates scholarship, evidence, and research findings into practice.

Standard 15. Quality of Practice

The registered nurse contributes to quality nursing practice.

Standard 16. Professional Practice Evaluation

The registered nurse evaluates one's own and others' nursing practice.

Standard 17. Resource Stewardship

The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe,

effective, financially responsible, and used judiciously.

Standard 18. Environmental Health

The registered nurse practices in a manner that advances environmental safety and health.

American Nurses Association (2021). *Nursing: Scope and standards of practice*. (4th ed.). Silver Spring, MD. ANA (pp.75-107).

8/88, Revised 9/01; 8/11, 3/14, 8/16, 8/18, 5/22
Reviewed 7/89, 5/90, 8/91 ... 7/16, 8/20

QUALITY OF CARE AND THE ETHICAL CODE FOR NURSES

The profession of nursing is concerned about the quality of care. As a way to improve the quality of care, the American Nurses' Association has developed overall standards of nursing practice based on the nursing process. Standards specific to areas of nursing practice have also been developed, such as maternal - child health, medical - surgical, psychiatric and mental health, and community health nursing. These standards and selected others by specialty nursing organizations are shared with students as part of the curriculum of the Department of Nursing. Students are also made aware of the Ohio law and rules regulating the practice of nursing.

An essential way to enhance the quality of care is to promote ethical nursing practice. The Department of Nursing embraces the ethical standards made explicit in Code of Ethics for Nurses with Interpretive Statements by the American Nurses Association (2015). This Code can be accessed in its entirety at <http://www.nursingworld.org/codeofethics>

ANA Code of Ethics

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements*, Washington, D.C.: American Nurses Publishing.

8/88; Revised 9/01

Reviewed 7/89, 5/90, 8/91...7/14, 7/16, 8/18, 4/20, 5/22

THE PRACTICE OF NURSING IN THE STATE OF OHIO

The practice of nursing is regulated by the [Ohio Board of Nursing](#). The [Law Regulating the Practice of Nursing](#) (Ohio Administrative Code - Chapter 4723) and [Rules Promulgated from the Law Regulating the Practice of Nursing](#) (Ohio Revised Code 4723) are the two documents which regulate the practice of nursing in Ohio. Students should become familiar with these documents.

Important resources for advanced practice nursing (APRN) from the Ohio Board of Nursing and other organizations are available and include:

[APRN Practice Resources](#) and the [APRN Decision-making Model](#) (OBN)

[The APRN Consensus Model and states' implementation status](#) (NCSBN)

9/92. Revised 10/94... 7/14, 7/16, 5/22
Reviewed 7/01, 3/03... 7/10, 8/18, 4/20

ADMISSION & PROGRESSION POLICIES

MALONE UNIVERSITY DEPARTMENT OF NURSING MSN PROGRAM ADMISSION AND PROGRESSION

Admission and Progression

Graduate students should refer to the Malone University Graduate Academic Catalog <http://catalog.malone.edu/index.php> to review admission and progression policies which apply to all Malone graduate students. Graduate nursing students are accountable for these policies as well as the admission and progression policies in the Department of Nursing, which are approved by the nursing faculty. These policies are utilized as the Post-Licensure Admission and Progression Committee monitors student performance and makes decisions regarding admission and progression within the MSN program and graduation approval. All students are reviewed every semester. Continuing students in good academic standing will be progressed and then returning students and transfer students will be reviewed for admission and readmission decisions.

Admission Requirements for the MSN Program:

Regular Admission

Including but not limited to the following:

- Hold a current Ohio RN License.
- Hold a Baccalaureate degree in nursing from a regionally accredited institution and accredited nursing Program that includes a basic statistics course.
- Have a cumulative grade point average of 3.00 or higher
- Report current and relevant nursing employment.
- Application to the FNP track requires one year of full-time RN experience in a medical surgical unit.
- Application to the AGACNP track requires a minimum of two years RN experience in a critical care unit. Critical care certification is preferred.
- Provide verifications for licensure, certifications, professional insurance, health requirements, criminal background check, and other requirements that relate to a safe and legal practice of nursing. BLS for all applicants; ACLS for AGACNP applicants.
- Three letters of recommendation from professional and supervisory individuals.
- Satisfactorily complete the interview process.
- Receive recommendation for admission by the post-licensure admission and progression committee members.

Conditional Admission

- Meet all admission standards except a c.g.p.a. between 2.5 and 3.0.
- Successfully earn a 3.00 g.p.a. or higher by the end of semester two of the program.

Non-Degree (Post MSN and Professional)

- Registered Nurses who hold the MSN degree or are enrolled and in good standing in an accredited MSN program may seek admission to one or more MSN courses through the non-degree admission process.
- Approval is based on current enrollment and decision by the MSN Program Director.

Research Requirement

- The Master of Science in nursing degree requires each student to complete a research project. Research topics are explored in MSN560 and continued through the MSN 694 and 695 courses

Academic Probation

- Any student having a g.p.a. below a 3.0 for any semester will be placed on probation.
- Any student with probation status will be reviewed on a regular basis by the Post-Licensure Admission and Progression Committee. The committee holds full responsibility as to the decision for continued probation status or academic dismissal.
- All students must meet the graduation requirement of a 3.0 g.p.a.

MSN Progression after program admission

- Students' progress will be reviewed at the end of each semester. Student's not meeting the cGPA or individual course GPA standards and/or have not met admission progression requirements will be closely reviewed. Graduate

students are responsible to monitor their own status and may contact the program director with any questions.

- In addition to the required cGPA and GPA standards, no student may receive more than one grade of “C” in a clinical course. A second “C” in a clinical course will be cause for program dismissal.
- The Post Licensure Admission and Progression Committee will also monitor reports regarding health requirement currency. Lack of currency in meeting these requirements will cause a delay in student enrollment until such is met. Any issues related to reports of inappropriate clinical or student attitudes, behaviors, accountability, and/or responsibility will also be reviewed by the Post Licensure Admission and Progression Committee as needed.
- A student who decides to take a leave from the program and return at a later date must contact the MSN Program Director as early as possible.
- All graduates of the program are required to report their certification exam results to the Department of Nursing and administrative assistant.
- The Graduate Program Director serves as the individual MSN student advisor.

Graduation Checklist

Students admitted to the master’s program may use the following checklist as a guide:

- Application for admission to the Graduate Program in Nursing
- An interview with MSN Program Director in the Department of Nursing.
- Written notification of acceptance for admission
- Completion of all course work and requirements for MSN
- Application for Graduation
 - Complete the Application for Graduation provided by the Office of the Registrar and received during a class session.
 - Return the completed form to the Program Director who will forward it to the Office of the Registrar by January 30 for candidates who plan to complete degree requirements.

Reviewed/Revised: 7/14, 7/16, 8/18, 8/20, 5/22

POLICIES

MALONE UNIVERSITY DEPARTMENT OF NURSING

Policy on Mandatory Drug Screening for Nursing Majors

- All nursing majors should be familiar with the *Malone University Substance Use and Abuse Policy for Employees and Students*. This policy can be found in the Malone University Student Handbook, Appendix B.
- Nursing majors may be required to have a mandatory drug screening. Reports from mandatory drug screens will be submitted to the student's program director. No student who is found to be in violation of the *Malone University Substance Use and Abuse Policy for Employees and Students* will be able to remain enrolled in the Nursing program.
- Students found in violation of the policy will meet with their program director and/or the Chair of the Department of Nursing. These students will be encouraged to participate in the Malone University Student Assistance Program. Decisions about re-enrolling in courses within the Department of Nursing will be handled on a case by case basis.

Policy on Criminal Background Checks

- All MSN students are required to complete a criminal background check, including the FBI check, by the Bureau of Criminal Identification and Investigation (BCII). This must be done prior to MSNA/F 685 Internship I. A representative from A1 Background is on campus multiple times each year; students will be informed of upcoming dates. If a student is absent on an arranged campus visit date, he or she must schedule a time to meet individually with the representative to complete this requirement by calling A1 @ 330-353-3733.
- You will be contacted should there be any question regarding your background report.

7/14. Revised: 7/16, 8/18

Reviewed: 8/14, 7/16, 8/18, 5/22

MALONE UNIVERSITY DEPARTMENT OF NURSING

Accountability and Classroom Participation:

- Students are accountable for all relevant policies contained in the Malone University Graduate Catalog, the Student Handbook and the Department of Nursing Graduate Student Handbook.
- It is expected that students contribute to the discussion during class time; evaluation of participation is not solely on the number of times the student participates, but also the content and student's willingness to participate.
- **Late Class Assignments:** All course assignments must be completed in order to receive course credit. Assignments submitted late may be given partial or no credit. Specific details are in each course syllabus.
- **Cell phones** should be turned off during class and texting is considered inappropriate classroom behavior.

Technology:

- Students are required to maintain a Malone e-mail account and access it daily. Participation in Web- Assist on-line learning activities is required. If necessary, students are required to gain the proficiency needed to participate in or fulfill these assignments. Please complete the student tutorial found on the Web-Assist website.

Class Attendance:

- Every effort should be taken by the student to balance his/her schedule in a manner that places school as a priority.
- Mastery of the course objectives is the responsibility of the student and students are expected to attend ALL scheduled class experiences. Regular attendance in the classroom is essential for student success. Each absence affects the student's ability to learn and therefore, should occur in emergency situations only (i.e. medical emergencies, death of an immediate family member).
- Students should **NOT** schedule vacations and other events when they are expected to be in class. It is the student's responsibility to contact their professor and report the absence as soon as possible. It is the student's responsibility to obtain any information from the day of missed class and submit any assignment per assignment deadline regardless of absence. Daily or unannounced activities/ quizzes administered in class that are missed by the student for an unexcused absence will not be made up.

Professional Behavior/Academic Integrity:

- Professional behavior includes honesty and integrity which are expected traits and qualities in each nursing student. Each student is accountable to be an active participant in the teaching-learning process and for conducting personal learning (academic performance) in the classroom and clinical setting with honesty and integrity. Academic performance is governed by university and nursing department policies.
- Malone's "Academic Integrity Policy", found within the Graduate Academic Catalog, describes academic behaviors that must be avoided including: plagiarism, accomplice in plagiarism, and academic or scientific misconduct.
- Students should refer to this policy in the Malone University Graduate Academic Catalog for further clarification regarding expectations for academic integrity. These policies (with others) are provided in the MSN Student Handbook found in Malone Xpress. Failure to maintain professional behavior may result in penalties, which range from a zero on the assignment to failure in the course.

Professional Behavior Policy

The behavior of nursing students in all settings and situations must be consistent with behavior described in the American Nurses Association Code of Ethics for Nurses, the Malone University Catalog, the Core Performance Standards for Nursing, and Ohio Law 4723-5-12 (C) 1-26*

- Nursing Students are expected to demonstrate the professional behaviors of honesty and integrity in all situations. All work submitted by the students written or verbal should be their original work. All information borrowed from other authors should have a source cited. Students should refer to the Malone University Academic Integrity Policy in the Malone University undergraduate catalog (on-line). This policy describes behaviors to be avoided by those acting with integrity *as well as the process involved if a violation occurs*.

These behaviors include but are not limited to:

- Plagiarism
 - Accomplice in plagiarism
 - Disruption of learning
 - Academic or scientific misconduct
 - Students are not permitted to copy, photograph, manually or electronically duplicate, or take notes of any kind during test review or test taking. During test taking and test review students are not permitted to have book bags, books, notes, paper, or electronic devices. The only exception is a conventional calculator for math questions; calculators cannot be shared by students.
- Nursing Students must maintain confidentiality of all patient health information. Confidentiality of client information is required by the Health Insurance Portability and Accountability Act (HIPAA) and is essential to the nurse-client relationship. All students are required to review and pass a quiz on the HIPAA rules during orientation to the clinical agencies. Students are authorized to review client documents and information necessary for the provision of care. It is also appropriate for students to discuss clients with nursing peers and faculty in the context of student learning. All client information is to be considered confidential and must be protected from intentional and unintentional exposure. No patient information shall be disseminated via social media, texting, emailing etc. other than as required by course faculty to complete clinical assignments. To the maximum extent possible no identifiable patient health care information shall be disclosed by a student. Students who demonstrate professional behavior protect patient privacy as required by HIPAA. Each student should follow HIPAA policy in all conversations and communications.
 - Nursing Students must communicate in a professional manner, demonstrating an ability to meet the behavioral and social attributes described in the Core Performance Standards. Students are responsible for their own behavior and its effect on other persons. Students are to recognize that they are part of a community and in accordance with scripture should interact with others in a manner which reflects patience, kindness, gentleness, self-control and humility. Students should become familiar with and follow the Community Responsibilities and Attitudinal and Behavioral Expectations as described in the Malone University Catalog. Students should also familiarize themselves with, and follow the guidelines set forth in the Department of Nursing Guidelines for the Use of Social Media and Core Performance Standards. These documents are found in the student handbook.
 - Students must demonstrate professional behavior in order to remain in the nursing program. Students whose behavior contradicts these expectations will receive a penalty which *could include* a zero in the assigned activity to failure in the course.

The section below lists student behaviors prohibited by Ohio Law 4723-5-12 (C) 1-26, which states:

In addition to the policies required in paragraph (A) of this rule, the program administrator and faculty shall implement policies related to student conduct that incorporate the standards for safe nursing care set forth in Chapter 4723. of the Revised Code and the rules adopted under that chapter, including, but not limited to the following:

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each patient.
5. A student shall delineate, establish, and maintain professional boundaries with each patient.
6. At all times when a student is providing direct nursing care to a patient the student shall:
 - a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - b. Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
8. A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;
9. A student shall not:
 - a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
 - b. Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
10. A student shall not misappropriate a patient's property or:
 - a. Engage in behavior to seek or obtain personal gain at the patient's expense;
 - b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
 - c. Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
 - d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

11. A student shall not:
 - a. Engage in sexual conduct with a patient;
 - b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
 - c. Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
 - d. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

12. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
 - a. Sexual contact, as defined in section 2907.01 of the Revised Code;
 - b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as

sexually demeaning.

13. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
14. A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
15. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
16. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
17. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance .
18. A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice .
19. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
20. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
21. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion .
22. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
23. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
24. A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
25. To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
26. For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

Reviewed 8/18, 4/20, 5/22

MALONE UNIVERSITY DEPARTMENT OF NURSING

Policy on Professional Performance Standards CORE PERFORMANCE STANDARDS FOR ADMISSION, ACADEMIC PROGRESSION, AND GRADUATION

Malone University's nursing programs strive to prepare every student to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care. In addition, certain functional abilities are essential for the delivery of safe, effective nursing care during clinical training activities.

Therefore, the faculty has determined that certain technical standards are requisite for admission, progression, and graduation from the nursing programs.

In addition to classroom learning, clinical learning occurs throughout the program and involves considerations (such as patient safety and clinical facilities) that are not present for classroom accommodations. For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical training component of the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically of (1) observation; (2) communication; (3) motor; (4) intellectual, conceptual, and quantitative abilities; (5) essential behavioral and social attributes; and (6) ability to manage stressful situations. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess

verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze, comprehend three-dimensional relationships, synthesize objective and subjective data, and make decisions. Students must retain and recall pertinent information often in a time urgent environment. Student problem-solving should reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the use of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to demonstrate stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse.

The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program-related.

Adapted with permission from: <http://www.drexel.edu/bsnnursing/studies/acceleratedCareer/learnMore/standards/> Retrieved from <http://www.aacn.nche.edu/faculty/tool-kits/accommodating-students-with-disabilities>

MALONE UNIVERSITY DEPARTMENT OF NURSING

Procedure for Student Illness or Injury in the Classroom or Clinical Setting (In case of Emergency)

Promoting student safety is the priority when a student experiences illness or injury in the clinical or classroom setting.

Each student at Malone University is required to carry their own health insurance. Each student is financially responsible for their health care. (See Description of Malone Health Care Services at <http://www.malone.edu/student-life/wellness/student-health-center.php>). The Health Center is open for basic health care needs when a situation does not require immediate attention.

When a student becomes ill during class the faculty member should call 911 for any urgent situation or situation when the student is unable to provide self-care safely. If the student is stable but feels unable to remain in class the student should make the determination about how to proceed. Options may include but are not limited to:

Contacting a parent or other person Being escorted to a care provider Having an ambulance come for them. Returning home unaccompanied.

If a student has a needle stick or sharps injury or was exposed to blood or body fluids during clinical or lab the faculty member should have the student follow CDC guidelines located at <Http://www.cdc.gov/niosh/topics/bbp/emergnedl.html> for immediately cleansing the area. An agency representative should be immediately consulted to begin the post-exposure evaluation process. This may include determining the infectious potential of the person who was the source of the blood or body fluids. It is the responsibility of the student to obtain immediate medical attention and prescribed follow-up.

MALONE UNIVERSITY DEPARTMENT OF NURSING

STATEMENT ON DRESS CODE

MSN Program

As an MSN student you are representative of Malone University and the profession of nursing. Therefore, your appearance and actions should reflect this fact.

- MSN students are advised to adhere to a [*smart casual business*](#) dress code for the clinical setting as well as any on-campus activities.
- **Prior to summer semester of year one, students will be required to purchase a white lab coat to wear during clinical experiences and during portions of the health assessment course.** Information about the type and style will be provided in the spring of year one.
- Students are expected to wear their clean and pressed white lab coat and ID badge to clinical experiences unless the preceptor at the clinical site instructs the student not to wear the lab coat because of clinical site preference.

Reviewed 7/14, 7/16/, 8/20, 5/22

Revised: 8/18

GUIDELINES

MALONE UNIVERSITY DEPARTMENT OF NURSING

Guidelines for Netiquette

In a face-to-face classroom, body language, verbal responses, and questions help the facilitator and participants communicate with each other. In an electronic environment, however, misunderstandings can easily occur when participants do not follow basic rules of netiquette (online etiquette). Therefore, please use the following guidelines when communicating:

- Do not use all capital letters in online communication, as doing so indicates you are yelling. Limited use of capitalized words is acceptable when you need to emphasize a point.
- Use a descriptive subject line in all communication.
- Include your name in all e-mails because recipients cannot always tell who you are based on your e-mail address.
- Derogatory comments, ranting, and vulgar language are not acceptable in any form of communication in this course.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears unacceptable, please inform your instructor.

For more information, please explore the Core Rules of Netiquette at: <http://www.albion.com/netiquette/corerules.html>

Reviewed/Revised: 7/14, 7/16, 8/18, 4/20, 5/22

MALONE UNIVERSITY DEPARTMENT OF NURSING

Guidelines for use of Social Media

Social networking sites such as Facebook, Twitter, LinkedIn and YouTube are commonly used to share personal information. Unfortunately the line between personal and professional is very easily crossed. Any student who identifies themselves as a Malone University student is unavoidably creating an impression about themselves, and the University. Students working in healthcare settings also might unknowingly violate HIPAA guidelines with a posting. For these reasons it is essential that all students abide by the following guidelines. Violation of these guidelines will be considered a violation of professional accountability.

- Remember that **NOTHING** you post, or are tagged by is confidential. Even after deleting a post it will still remain on servers. Social media content may impact your reputation for years to come. Only post information that you would share with a faculty member or employer. Potential employers and academic institutions commonly search social media sites for information about any applicant.
- Be sure that everything you post is your personal information. Respect the privacy of others. Remember to also respect copyright and trademark information. Use citations correctly. Nothing displaying the Malone University name or logo should be posted without permission from the appropriate University administrator.
- Any group account which *identifies* an affiliation with the Department of Nursing must allow nursing faculty access to the site upon request. The privacy settings for the group should be set to 'closed.'
- Be familiar with and adhere to HIPAA guidelines. Never post information which provides information about a patient's identification, health status or care being provided to them. It is a violation of patient privacy to post any information about a patient *even if the patient is not identified*.
- Always act with integrity. Never misrepresent yourself. Remember that you are creating a public reputation for yourself. Be sure that your postings are in keeping with the Malone Mission Statement, Community Agreement, Foundational Values and other documents published in the student handbooks.

References:

[American Nurses Association - Principles for Social Networking](#)

[White Paper: A Nurse's Guide to the Use of Social Media](#) (National Council of State Boards of Nursing, 2011)

[US Department of Health & Human Services – Health Information Privacy](#)

8/13 Revised 4/20
Reviewed 7/14, 7/16, 8/18, 5/22

**CLINICAL:
INTERNSHIPS, FACULTY & PRECEPTORS**

REQUIREMENTS AND GUIDELINES FOR PARTICIPATION IN CLINICAL

Nursing is a practice discipline; therefore, a part of the educational process for the nursing student is participation in clinical internship experiences. Certain requirements have been established and considerations suggested to ensure the health, safety, and well-being of both student and patient.

- The following requirements are addressed in these policies or statements:
 - Criminal Background Check,
 - Mandatory Drug Screening,
 - Professional Behavior,
 - Professional Performance Standards,
 - Procedure for Student Illness or Injury,
 - Dress Code.

- In addition, these elements are required of graduate students in order to participate in clinical internship experiences:
 - Completion of a Personal Health History Form,
 - Documented physical examination by a physician or nurse practitioner, and
 - Documentation of current immunizations, annual vaccination against influenza,
 - Private health insurance,
 - CPR Certification,
 - An active and unencumbered RN licensure for the State of Ohio, and
 - Current professional liability insurance.

- Any student who does not meet these requirements prior to beginning of internship course(s) will not be permitted to continue in the clinical course(s). Students must utilize the Department-designated electronic database for submitting and maintaining these records.

- MSN students must also be aware of and adhere to the Guidelines for Clinical Internship Experiences, which outline important details about clinical site selection, preceptors, and facilitating relationships between the preceptor, faculty, and organizational entities.

- Lastly, in this handbook, MSN students are provided with guidelines that address important aspects of healthy relationships and reflect the Nursing Department's Philosophy of Professional Nursing. While not fully inclusive, these guidelines pertain to Problem Resolution, Netiquette, and Use of Social Media.

7/03; Revised 10/08, 9/09, 8/11, 3/14, 7/14, 8/18, 8/20
Reviewed 7/04, 7/16, 5/22

MALONE UNIVERSITY DEPARTMENT OF NURSING

Graduate Program Guidelines for Clinical Internship Experiences Nurse Practitioner Tracks

In the three graduate nursing clinical internship courses (MSNA/MSNF 685, 686, 687), students complete a total of 608 practice clock hours in a variety of clinical settings with select patient populations. During most of these internship hours, the student will be paired 1:1 with an approved preceptor; there may be non-preceptored internship experiences, arranged at the discretion of the program director and/or track coordinator. The student will obtain preceptors in advance of internship courses with assistance from the corresponding MSN Clinical-Track Coordinator (AGACNP or FNP).

The following guidelines will typically apply to all students and settings. Specific exceptions may be granted at the discretion of course faculty on a case by case basis.

Preceptors

A preceptor is a Nurse Practitioner (NP) or other licensed and credentialed health care provider who has at least one year of experience and provides individualized teaching to students in the clinical setting. The preceptor acts as a professional role model, demonstrates collaborative skills, and shares knowledge. The preceptor fosters a supportive environment that facilitates a student's ability to reflect upon clinical situations, develop and apply knowledge, practice skills, and evaluate effectiveness of care within the scope of the advanced-practice nursing role.

Qualifications of Preceptors

NP preceptors must:

1. have a master's or doctorate degree in nursing,
2. have educational preparation as a nurse practitioner,
3. have at least one year of experience,
4. possess national certification and state licensure in appropriate areas (Family, Women's Health, Child, Adult; Acute or Primary)
5. practice in a setting of nationally certified areas,
6. practice in a setting that provides clinical experiences appropriate for the development of the student's skills.

Other healthcare providers (MD, DO, etc) must:

1. be licensed in the State of Ohio.
2. have at least one years of experience,
3. possess credentials appropriate to their field,
4. practice in a setting that provides clinical experiences appropriate for the development of the student's skills.

Faculty Support for Students and Preceptors; Role-specific Responsibilities

Malone University NP clinical-track coordinators will facilitate students' efforts in choosing preceptors. Faculty will provide final approval of the preceptor and site. The faculty will then work with each graduate student to clarify each person's role and responsibilities in the experience, clinical objectives, preceptor orientation, and student evaluation. Faculty will conduct site visits during the semester in order to evaluate student performance. University faculty or preceptors may request additional meetings if necessary.

Student Responsibilities - Students are responsible for:

1. Initiating contact with the potential preceptor.
2. Identifying preceptors who are nurse practitioners for a significant portion of their clinical hours
3. Notifying the Department of Nursing of the potential preceptor.
4. Completing individualized objectives for the clinical experience.
5. Review objectives with preceptor and faculty as needed.
6. As necessary, assisting the faculty with arranging evaluation/feedback sessions with preceptors.
7. Scheduling times for clinical experiences jointly with preceptors.
8. Communicating their needs to the preceptor, and actively participating in the goal attainment and competencies development process.
9. Adhering to all the policies of the agency where they are placed for the internship experience.
10. Completing the Evaluation of Preceptor and Clinical Site by Student form.
11. Completing a self-evaluation at least once for every 100 clinical hours
12. Meeting the requirements for clinical experiences as outlined in the course syllabus, catalog and student handbook.

Faculty Responsibilities - Malone University NP clinical faculty members are responsible for:

1. Approving potential preceptors and clinical sites based on the objectives of the Internship course.
2. Facilitating the preparation of a contract between Malone University and the institution where the student will do the internship.
3. Clarifying student, preceptor, faculty and agency roles in the student learning process.
4. Approving individualized student learning objectives.
5. Conducting site visits to insure appropriateness of site resources to meet learning needs of students and for student evaluation.
6. Evaluate students through direct observation of practice at least once for every 100 clinical hours. (Multiple venues such as clinical laboratory, student practice site and faculty practice sites may be utilized.)
7. Being available to both the preceptor and student should questions or problems arise.
8. Maintaining regularly scheduled dialog with student to review, evaluate and provide feedback on student progress.
9. Monitoring student practice log to insure adequacy of clinical learning and diversity of patients.
10. Facilitating student self-evaluation, evaluation of preceptor and site.
11. Receiving and considering input from preceptors when evaluating students.
12. Serving as a clinical expert and role model for students.

Preceptor Responsibilities - Preceptors are responsible for:

1. Reviewing and acknowledging the Internship objectives.
2. Completing the Clinical Preceptor Information Form and returning it to Malone University Department of Nursing.
3. Assisting the student to meet the course and individual objectives.
4. Providing informal feedback regarding the student's progress as needed.
5. Completing Preceptor Evaluation of Student Clinical Performance form at least once for every 100 clinical hours at the site.
6. Serving as a clinical expert, role model, supervisor, and clinical teacher for the student.

Procedure for Identification of Internship Sites.

- The internship settings must be located in Ohio.
- Students must have prior approval for internship hours in the same physical setting in which they are currently employed or have been employed during the previous 24 months.
- Students who are employed by a large health care system with multiple settings may do their internship in a physical/clinical setting separate from their primary employment site.

Revised: 7/16

Reviewed 7/14, 8/18, 8/20, 5/22

INSTRUCTIONS

MALONE UNIVERSITY DEPARTMENT OF NURSING

INSTRUCTIONS PERTAINING TO CLINICAL HEALTH & SAFETY REQUIREMENTS

Documented proof that the student meets the following health policy requirements must be provided prior to the start of each academic year. Students must be in compliance with all policies throughout the program.

NOTE: Document upload to the Department-specified database must be completed no later than September 1 for students enrolled in MSNA/F 685. Students who fail to complete the clinical health and safety requirements or refuse needed medical treatment will not be permitted to attend clinical experiences and will be deemed unsatisfactory for any loss of clinical time.

PLEASE READ INSTRUCTIONS CAREFULLY

- Make an appointment with your licensed clinician for a general physical.
- Take this form along with documentation of immunizations, as outlined below, to your licensed clinician for review and verification on the reverse side of this form.
- Once your clinician has reviewed your records, administered immunizations, or drawn blood for titers as needed, he/she must complete, sign, and date this form.
- Drug screen – mandatory.

The following records will be maintained in accordance with FERPA regulations.

1. Mantoux tuberculin (Tb) skin test using the two-step method for the initial test and at any time when more than a year has passed since the last Tb skin test. Two-step method means that you will receive a first Tb skin test and one week later you will receive the second Tb skin test. Results of EACH step must be submitted. If you have been receiving an annual Mantoux Tb test, document the date of the current year **and** the previous year.
 - a. Results of a one-step Mantoux Tb skin test must be submitted each year thereafter while you remain a student.
 - b. If you have a positive (5mm or greater) reaction to Tb, you are required to have an interferon- Gamma release assay (IGRA). If the IGRA is positive you must seek medical management. Students with a positive reaction to a Mantoux Tb skin test will need to have yearly IGRA testing.
2. Rubeola (Measles), Mumps, and Rubella (MMR). Two vaccinations are required after one year of age and at least one month apart, or one MMR vaccination within the last six (6) years. Titer indicating immunity is also acceptable. Those born before 1/1/1957 are age deferred.
3. Adult Diphtheria Tetanus within the last ten (10) years or Tdap (tetanus, diphtheria, and pertussis) is also highly recommended within the following parameters:
 - a. Can be received only after at least two years of receiving the Adult Diphtheria Tetanus.
 - b. Can be received only one time as an adult.
4. Hepatitis B vaccination is required. Dates of all three injections are required. A titer indicating immunity is also acceptable. Since Hep. B is a series of three injections over the course of several months; it may not be completed before the deadline. Please start the series immediately and submit documentation once future injections are completed.
5. Varicella – documentation of disease, two vaccinations or titer is required.
6. Physical examination and personal health history.
7. A copy of your current CPR (cardiopulmonary resuscitation) card. **Certification must be BLS and/or ACLS* for Healthcare Provider through the American Heart Association ONLY.**
*as appropriate for your MSN Track.
8. Annual influenza vaccination.
9. Covid-19 Vaccination – please see separate policy and FAQs for details.
10. Yearly negative urine ‘10-panel’ drug screen
11. Background check – completed here

Malone University Department of Nursing
Vaccine Requirements - Covid-19 and Flu
Policy, Instructions and Frequently Asked Questions Regarding Exemption

To whom does this policy apply?

This applies to all Department of Nursing undergraduate and graduate students enrolled in courses with a clinical experience component.

What is the policy?

Students must provide documentation proving they meet all clinical-site imposed health policy requirements prior to the start of each academic year. Students must comply with all policies throughout the program. Students who fail to complete the clinical health and safety requirements or refuse needed medical treatment will not be permitted to attend clinical experiences and will be deemed unsatisfactory for any loss of clinical time.

That said, Malone University is committed to safety, diversity, and inclusiveness of all our students and employees. In the case of the Covid-19 vaccine required by our clinical agency partner(s), an accommodation for medical or religious beliefs may be requested. A reasonable medical or religious accommodation is a change in the work requirements, or in the way tasks or responsibilities are customarily done that enables a student or employee to safeguard their personal health or religious principles without undue hardship on the conduct of the agency partner. One such accommodation is an exemption of the requirement to be fully vaccinated against Covid-19. To obtain an accommodation, the student or employee must follow the instructions below as they are written and submit all paperwork before or by the deadline(s) noted.

Be advised: this accommodation process applies to the Covid-19 vaccine ONLY; students *will not be exempted* from obtaining an annual influenza vaccine.

What is the deadline for being fully vaccinated against COVID-19 or having an approved exemption in order to engage in clinical experiences?

For students enrolled in courses with a clinical experience component or those employed as instructors in the clinical setting, the deadline for being fully vaccinated or having an approved exemption on file is **2 weeks prior to the start of the clinical experience** (see below for specific guidelines on valid exemptions).

[According to the CDC*](#), an individual is considered fully vaccinated two weeks after receiving all recommended doses in the primary series of their COVID-19 vaccination. A person is up to date with their COVID-19 vaccination if they have received all recommended doses in the primary series and one booster when eligible. For our purposes, we adhere to our clinical partner's policies and requirements; *at this time**, no partners require boosters (**this is subject to updates; stay alert for notifications.**) Please see below for when you should **complete** your vaccination process to be compliant by the deadline:

- Moderna (2 doses, 28 days apart): receive second dose no later than (2 weeks b/f first clinical)
- Pfizer (2 doses, 21 days apart): receive second dose no later than (2 weeks b/f first clinical)
- Janssen (J&J single dose): receive vaccine no later than (2 weeks b/f first clinical)

Where can I get a COVID-19 vaccine?

The Ohio Department of Health (ODH) maintains a database of more than 1,200 [COVID-19 vaccine locations in the state of Ohio](#). Nationwide vaccine locations can be found at: <https://www.vaccines.gov/>

How do I get an approved exemption from the COVID-19 vaccination requirement?

The nursing department will consider requests for an exemption to the COVID-19 vaccination requirement. Each request will be considered on a case-by-case basis; there is no guarantee that a request for exemption will be approved. Exemption requests must be submitted to the nursing department chair according to the instructions in the following responses. Each request for exemption will first be considered by the nursing department and the outcome will be communicated the student

along with any necessary additional instructions. Because our clinical agency requirements related to vaccination status *must* be met first and foremost, University approval of an exemption request will not serve as a guarantee that an Agency will permit an unvaccinated student's participation in clinical experiences.

What exemptions are allowed under this recommendation?

- An exemption based on an individual's religious beliefs or practices can be requested by completing the form titled "Request for Religious Exemption". As stated on the form, "In some cases, we will need to obtain documentation or other authority regarding your religious practice or belief. We may need to discuss the nature of your religious belief(s), practice(s) and accommodation with your religion's spiritual leader (if applicable) or religious scholars to address your request for an accommodation." Failure to provide this documentation or information will result in the request being declined.
- An individual can request an exemption based on a health-related contraindication through submission of the form titled "Request for Medical Exemption" from their treating health-care provider (MD, DO, CNP). Please note that pregnancy, breastfeeding, and/or being a woman of childbearing age are **not** considered contraindications to receiving the COVID-19 vaccine.
 - Both the [American College of Obstetrics and Gynecology \(ACOG\)](#) and the [Society for Maternal-Fetal Medicine \(SMFM\)](#) strongly recommend the COVID-19 vaccine for patients who are pregnant or breastfeeding.
 - The ACOG recommendations state "claims linking COVID-19 vaccines to infertility are unfounded and have no scientific evidence supporting them. ACOG recommends vaccination for all eligible people who may consider future pregnancy."
 - An individual can request an exemption to this recommendation if they have a documented allergic reaction to an ingredient in the COVID-19 vaccine. Appropriate documentation of the allergic reaction from the individual's treating health-care provider (MD, DO, CNP) is required.
 - Polyethylene Glycol (PEG) is an ingredient in the mRNA of COVID-19 vaccines (Moderna and Pfizer) and an individual with a documented PEG allergy should not receive an mRNA vaccine.
 - Polysorbate is an ingredient in the J&J/Janssen vaccine, and an individual with a documented polysorbate allergy should not receive a J&J/Janssen vaccine.
 - Those with a history of allergic reactions to other vaccines or other medical injections will be considered for an exemption on a case-by-case basis, and will be determined based on appropriate documentation of the allergic reaction provided by the individual's treating health care provider (MD, DO, CNP).

What conditions generally do not qualify for a COVID-19 vaccination exemption?

- A history of vaccine side effects over the 24-72 hours after receiving a non-COVID-19 vaccine, such as a low-grade fever, chills, headache or body aches, will **not** be considered for exemptions to this recommendation.
- The U.S. Centers for Disease Control and Prevention recommends that individuals with allergies to foods, oral medications, animals/pets, venom, latex or other environmental allergens be vaccinated. A history of these types of allergies will **not** be considered for exemptions to this recommendation.
- Other examples of conditions that are **not** eligible for a medical exemption include:
 - A history of COVID-19 infection.
 - A history of receiving monoclonal antibody infusion for COVID-19 prior to 90 days before the deadline.
 - Presence of a positive COVID-19 antibody on a blood test.
 - A history of immune-compromising conditions in which vaccines may be less effective in some patients.

- Because our clinical agency requirements related to vaccination status *must* be met first and foremost, University approval of an exemption request will not serve as a guarantee that an Agency will permit an unvaccinated student's participation in clinical experiences.
- Students who are not vaccinated and do not have an *Agency*-approved exemption will not be able to complete their clinical course requirements; inability to participate in clinical experiences due to COVID-19 vaccine status will deter progression in the education program. Instructional faculty who are not vaccinated and do not have an *Agency*-approved exemption will not be able to fulfill their contractual obligations, which may affect their status as an employee of Malone University. **Further, the University will not seek to provide students or instructional faculty with an alternate site that does not require vaccination or that allows exemption.**

How, where, and when do I submit my request for exemption from the COVID-19 vaccination requirement?

For medical and religious exemption requests, submit the necessary supporting documentation (request plus letter from medical provider or the religious accommodation form) to the nursing department chair, c/o Regula Hall 200 (Nursing Administration Office). Students can request one or both of these forms from the nursing department Administrative Assistant. All requests and corresponding documentation for exemptions must be submitted before the first class day of the fall semester to allow time for review by both the department and the corresponding Agency, with vaccination timelines noted above in mind.

How will I be informed about the outcome of my COVID-19 vaccine exemption request?

Individuals requesting an exemption from the COVID-19 vaccination requirement will receive an email message from the nursing department chair informing them of whether the request was approved, declined, or if more information is necessary to approve the exemption.

What do I have to do if my exemption request is approved and then approved by the Agency?

If an individual's exemption request is approved by the department chair and subsequently approved by the Agency, the individual will be required to conform to all Agency-stipulated requirements. Any costs associated with complying with such requirements will be paid for by the exempted individual. Failure to comply with all requirements will be considered a violation of the university's Community Agreement and the Academic Integrity policy, thus subjecting the individual to disciplinary measures.

What if I do not get either a COVID-19 vaccine or an exemption by the deadline to engage in clinical education experiences?

A student will not be allowed to attend clinical rotations at any Agency requiring the vaccine until the compliance is met or an approved and approved exemption is on file; the *University will not seek to provide students or instructional faculty with an alternate site that does not require vaccination or that allows exemption.*

Failure to comply with this policy by the stated deadline will hinder the student's ability to complete clinical course requirements and progress in the program. In this case, the program director and the student's academic advisor will reach out to work collaboratively with the student in creating an alternate plan of study, which may include changing majors or transferring to another university.

Revised 5/22

**MALONE UNIVERSITY DEPARTMENT OF NURSING
SPECIAL CONSIDERATIONS REGARDING CLINICAL PERFORMANCE**

I. CONTAGIOUS ILLNESS

Any student with Herpes simplex or symptoms of any infectious disease will not be permitted to participate in clinical experiences.

II. PREGNANCY

Students who are pregnant are requested to inform the clinical faculty about the pregnancy as soon as they are aware of the pregnancy. This assists the faculty to avoid an assignment to patients with infectious diseases which cross the placental barrier or treatments which jeopardize the health of the student or the unborn baby. Confidentiality will be maintained. In addition, students who are pregnant are required to submit a healthcare provider release each trimester and after delivery to participate in classroom and clinical experiences.

III. LIMITATIONS

Students who have (or develop) factors or limitations which may influence their ability to meet the Core Performance Standards Policy or may place the student, or persons whom the students come in contact with at risk, whether in class or clinical experiences, are required to disclose this information promptly. At a minimum, such factors or limitations must be disclosed at the time of occurrence and prior to scheduled class or clinical experience each semester. Students should refer to the Limitation Disclosure Form and Core Performance Standards Policy. Students are responsible for compliance with any identified restrictions or accommodations. The student may be requested to provide documentation from health official(s) regarding abilities in a practice setting. While every effort will be made to facilitate student success, there is no guarantee that compliance with restrictions or accommodations will result in satisfactory completion of a course. Malone University Department of Nursing holds no responsibility for any occurrence resulting in injury related to the limitation.

Revised/Reviewed: 7/14, 7/16, 8/18, 4/20, 5/22

RESOURCES

NURSING LITERATURE

Resources Available in the Library

A wide variety of nursing journals, books, and electronic resources are available in the Everett L. Cattell Library. Students can access these through the library website at <http://www.malone.edu/library>. Search the Malone Library Catalog (OPAL) for resources in a variety of formats (physical books, DVDs, CDs, electronic books, etc.). Searches can be limited to Malone only or expanded to include all OhioLINK libraries. Materials from other Ohio institutions can be conveniently ordered online for delivery to Malone's library in just a few days using the barcode on the Malone student ID.

Databases – Access to Nursing Journal Articles

Malone's library offers access to thousands of articles through our own individual subscriptions, through databases such as CINAHL and MEDLINE, and through our affiliation with OhioLINK resources such as the Electronic Journal Center. Search through all databases at once (Search Everything), select an individual database (Search Databases), or go to a specific journal title (Search Journal Titles) from the library's main web page. Use your Malone Xpress/Online learning log in to access library resources from off campus. If you need any journal articles that are not available through one of the library's resources, the library's interlibrary loan specialist can search a world-wide database to find a copy for you.

Find additional help and more nursing resources on the Nursing Course Guide which is available through the Course/Research Guides tab.

General Guidelines

Classroom texts, library resources, and refereed journals should be utilized in the preparation of written work, e.g., formal papers, care plans, and learning activities. Journals which are not refereed are not generally acceptable in the preparation of written work. Generally, references should not be older than five years and should present current knowledge. An exception would be an assignment needing historical review and/or seminal works by a particular author. You can limit your search to refereed journals within a certain date range from the advanced search on the Search Everything tab. Assistance with APA documentation is found on the Nursing Course Guide

Help ~ Our Reference Librarians love to help! AND, they're great at it 😊 To connect with one, you can:

- Come to the library to talk to one of our reference librarians,
- Call the library 330- 471-8317,
- Use the chat option from the library web page, or,
- Contact us through email at libraryservices@malone.edu.

**DEPARTMENT OF NURSING
NURSING ACADEMIC & CLINICAL SUPPORT SERVICES**

The Centers for Clinical Learning, Nursing Exploration, and Study & Testing

The Department of Nursing is uniquely invested in nursing students' success and demonstrates that investment through the Nursing Academic & Clinical Support Services (NACSS), which is composed of the Center for Clinical Learning (CCL), the Center for Nursing Exploration (CNE), and the Center for Study and Testing (CST). By coming alongside our students as they develop psychomotor clinical skills, proficiency in clinical reasoning and critical thinking, and identify as a professional nurse, these centers provide students valuable resources and the opportunity to engage with faculty, staff, and peers – modeling the professional and collaborative practice known as nursing.

- Hours are posted for these areas each semester. Times will vary each semester; students are polled periodically to identify the best schedule for them. Students are expected to maintain a quiet and orderly environment. The NACSS are to be used **only** by students in the Department of Nursing.
- The CCL and CNE are open to and used by all nursing students but are often reserved for scheduled sessions at the sophomore, junior, and senior levels. Similarly, any nursing student may utilize the CST during open hours, but it is sometimes reserved for certain test-taking sessions. Students are referred to the following Guidelines as well as to staff members and the Resource Lists located in these areas for center-specific information and questions.
- For safety reasons, children are **not** allowed in the NACSS.

GUIDELINES for use of the CENTERS FOR CLINICAL LEARNING and for NURSING EXPLORATION

Purpose

The CCL and CNE are utilized for simulated clinical learning experiences. They are furnished with bed units, study areas, and equipment necessary for the practice of nursing skills.

Faculty and staff in the CCL and CNE will:

- Provide a caring atmosphere for student learning.
- Provide individual instruction and assistance for students learning various skills in a simulated patient care environment.
- Demonstrate the use of various materials and equipment to students.
- Observe and evaluate student performance of skills and procedures.
- Record data relating to the utilization of the CCL.

Guidelines for Use of CCL, CNE, and equipment

- Wash hands prior to all CCL experiences.
- Sign “in” and “out” when using the CCL at times other than class times
- Regard the manikins as human beings and treat them with respect and dignity.
- Respect the rights of others using the CCL.
- Preschedule a time for competency check offs with CCL staff or faculty. There are times when the student will need to preschedule times for practice in the CCL. Students are expected to be prepared prior to competency check offs. This includes completion of reading assignments and independent practice.
- Report damaged equipment or educational materials immediately to faculty or CCL staff.
- Upon leaving the CCL please return equipment to appropriate storage area and leave the CCL in a neat and orderly condition.

Equipment Loan Policy

Equipment is to be used in the Center for Clinical Learning. Occasionally equipment may be loaned. This is ONLY with faculty/staff approval. The following rules are to be followed if the borrowing of equipment is necessary and approved:

- Students borrowing equipment must be knowledgeable in the use of the equipment to be borrowed.
- Equipment must be handled with care and appropriately stored.
- Equipment must be signed out with approval of a CCL Staff RN, CCL Student Lab Assistant, CST Staff RN, or a member of the Nursing Faculty. Students borrowing equipment must sign equipment out on the Equipment Loan Sheet at the front desk in the CCL.
- Individuals other than the student borrower are not permitted to use the borrowed equipment.
- Equipment may be signed out for overnight use only Monday through Friday. It should be signed out after 8pm and returned by 11AM the following day. There may be times when equipment is not available for sign-out. This will be up to the discretion of the CCL staff.
- Equipment that is checked out over the weekend may be checked out after 4:30pm on Friday and returned by NOON on Monday.
- The condition of the equipment is to be checked by the student and the CCL staff prior to signing it out and upon its return to the CCL. Equipment must be returned in the same condition as when it was borrowed.
- Students assume responsibility and accountability for reporting and paying for equipment damaged or lost while in their possession.
- Failure to return equipment at the designated time will result in the loss of privileges for the borrowing of equipment in the future.
- Any equipment not returned will be charged to the student account.

There are limited supplies available. We strive to make sure all students have what they need to facilitate their learning. Be respectful of the equipment, it is very expensive and difficult to maintain in good working condition. If you know of a piece of equipment that is not in good working condition, please report this to CCL staff.

Incident Reports

An unusual occurrence relating to the practice of skills in the CCL or CNE or other use of these areas which results in physical injury will necessitate the writing of an incident report. Refer to the Incident Report Form.

If an injury occurs, the student may be referred to the Student Health Center or other appropriate health care center. The faculty are not responsible for consequences of said incident if the student elects not to follow the faculty referral.

GUIDELINES for use of the CENTER FOR STUDY & TESTING

The Center for Study and Testing (CST) provides nursing students with a quiet environment conducive to independent, effective learning. All teaching learning materials will be located in the CST whereas all skills and related equipment will be located in the Center for Clinical Learning (CCL). The CST is not a duplicate or scaled down model of the University Library. Rather, it is a center which can support and provide students with: independent viewing of assigned videos or webinars, taking or retaking quizzes and exams, and, for select topics, tutoring. Materials generally are not available for loan unless duplicate copies are available or if the materials are used for certification exam preparation.

Students are expected to maintain a quiet and orderly environment. The CST should only be used by nursing students. Policies in the syllabus in regards to test taking will apply to any students taking a test in the CST.

7/89 Revised 8/92, ... 7/14, 8/18, 5/22
Reviewed 5/90, 8/91, ... 7/16, 4/20

NURSING ORGANIZATIONS

**MALONE UNIVERSITY DEPARTMENT OF NURSING
MNCF, MNSA, and GNSA**

There are two campus organizations specifically available for Malone nursing students: the Malone Nurses Christian Fellowship (MNCF) and the Malone Nursing Student Association (MNSA). Each of you is encouraged to be an active member and to use these organizations to assist you with your professional and spiritual growth and development.

Please refer to the MNCF Bylaws and the MNSA Bylaws and to the elected student officers for further information (<http://ncf-jcn.org>).

You are also encouraged to seek membership in the Graduate Nursing Student Academy (GNSA; <https://www.aacnnursing.org/GNSA>). This academy exists to provide high value programs, services, and resources to graduate nursing students enrolled in master's and doctoral programs at AACN member schools, such as Malone University. The GNSA is committed to supporting graduate students preparing for careers as faculty members, researchers, advanced practice registered nurses, clinical nurse leaders, policy experts, and healthcare administrators, among other roles. Membership is free.

PI CHI CHAPTER – SIGMA THETA TAU INTERNATIONAL

The Pi Chi Chapter of STTI is Malone University's chartered organization within this nursing honor society. The purposes and development of leadership qualities foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. The chapter bylaws are in accordance with Sigma Theta Tau International and are included in the student and faculty handbooks.

Graduate students are eligible after completing approximately ½ of the MSN curriculum. Those eligible for membership are selected from among the highest 35% of the class in scholarship, with a minimum gpa of 3.5 on a 4.0 scale.

Notification and instructions are mailed/e-mailed to those eligible students in early Fall for the October induction. Students who would like more information about becoming an active member are encouraged to contact a Faculty Counselor of the Pi Chi Chapter.

Scholarly activities and programs provided through the Pi Chi Chapter are open to all nursing students and the community-at-large (membership is not required). For more information, see [Pi Chi Chapter at Malone University](#).

AMERICAN ACADEMY OF NURSE PRACTITIONERS

AANP formed in 1985 to provide NPs with a unified way to network and advocate for NP issues and was the first national organization created for nurse practitioners of all specialties. As the largest and only full-service national professional membership organization for NPs of all specialties, AANP represents the interests of the more than 192,000 NPs currently practicing in the U. S. and continually advocates at local, state, and federal levels for the recognition of NPs as providers of high-quality, cost-effective, and personalized healthcare

Any student currently enrolled in a program preparing nurse practitioners qualifies as an AANP Student Member and has all rights of membership with state level voting and office holding privileges. To qualify for student member rates, proof of enrollment in current academic year containing your full name must be received by AANP Membership Department within

15 business days of student application. AANP Membership can accept an unofficial transcript, copy of your schedule or tuition bill, letter from your registrar or program director, or an official transcript. However, any proof must contain your full name and verification that you are a student for the current academic year.

Students who are interested in the Nurse Practitioner role are encouraged to explore the American Academy of Nurse Practitioners website at <http://aanp.org/AANPCMS2>

OHIO ORGANIZATION FOR ADVANCED PRACTICE NURSES

The Ohio Organization for Advanced Practice Nurses ([OOAPN](#)) is a state-level organization whose mission is “to promote Advanced Practice Nursing through practice, education, advocacy, and leadership.” It is this group’s vision that members will, “be recognized as leaders in providing affordable, accessible, quality healthcare for all Ohioans.”

8/88. Revised 7/89, 8/91 ... 8/99, 9/11
Reviewed 5/90, 8/01, ... 7/14, 7/16, 8/18, 4/20, 5/22

PROGRAM OUTCOMES & EVALUATION

MALONE UNIVERSITY DEPARTMENT OF NURSING MSN PROGRAM OUTCOMES

Upon completion of the program, the graduate student will:

1. Demonstrate advanced knowledge and skills that build upon the undergraduate learning and equip the practitioner and clinician for all of the responsibility and accountability practices required in these advanced practice nurse roles.
2. Exhibit competence in advanced practice with selected populations including an in-depth assimilation of a specialized role, content, and related skills.
3. Integrate into one's personal and professional life the attributes needed for successful practice including the legal and ethical components required for holistic nursing.
4. Synthesize a body of knowledge whereby the inquiry skills are honed and used to conduct research, share research findings, and advance scholarly and professional goals.

EVALUATION AND STUDENT PERFORMANCE

Student evaluations are based upon course and level outcomes. Students are expected to embrace and increasingly manifest personal and professional responsibility and accountability as they progress through the program. Formal evaluation methods are presented for the student, course, level, and program outcomes in the Systematic Evaluation Plan.

Although attendance at meetings and scheduled appointments with faculty is not formally evaluated, it is an important aspect of the student's accountability, as is active participation in class and clinical sessions.

Students are expected to become self-directed regarding the identification and meeting of their individual learning needs.

STUDENT EVALUATION OF CURRICULUM

The faculty believe that student evaluation along with faculty evaluation of the nursing curriculum is an essential component of course and program development. The faculty believe students should have the opportunity to express their views concerning nursing courses and the way in which the courses were taught. At the conclusion of each nursing course, students will be asked to complete a Nursing Course Evaluation. Students' constructive ideas and views assist the faculty in making meaningful course and curriculum revisions. Student grades are not affected by completed evaluations.

Students also have input to the curriculum and the program through the Department of Nursing committee structure. Student Representatives are assigned to selected Department of Nursing (see the Department of Nursing Bylaws and Committee Structure). Student Representatives are responsible for communication between the entire student organization and the Department of Nursing committees and the nursing faculty organization.

A final evaluation is completed by each student prior to graduation. This is accomplished as each student completes (anonymously) a Program Evaluation Questionnaire and Survey.

PROBLEM RESOLUTION

MALONE UNIVERSITY DEPARTMENT OF NURSING

PRINCIPLES TO GUIDE PROBLEM RESOLUTION AND CONFLICT MANAGEMENT

These guidelines should be used in conjunction with policies and procedures described in this handbook and/or the Malone University Student Handbook and University Catalog <http://catalog.malone.edu/>. The following principles are suggested for use by nursing students when interpersonal problems occur. They are based on the Lord's commandments: "Love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the first and greatest commandment. And the second is like it. Love your neighbor as yourself" (Matt. 22:37, 38).

Relationship to God, Self, and Others

Communication with God is essential for spiritual growth and maintenance of spiritual health. Relating to God on a regular basis will prepare the individual to relate to self and others. Jesus also said, "If you love me, keep my commandments" (John 14:15).

Love for self and caring for self is necessary to be able to reach out to others. Caring about yourself enables you to discuss a problem with another student.

The following principles should be used in relating to others:

- "Love one another as I have loved you" (John 15:12).
- "Honor one another above yourselves" (Rom. 12:10).
- "Let nothing be done through strife or vainglory; but in lowliness of mind let each esteem other better than themselves. Look not every man on his own things, but every man also on the things of others" (Phil. 2:3,4).
- "Be merciful as your Father also is merciful" (Luke 6:36).
- "Wherefore comfort yourselves together, and edify one another, even as also you do" (I Thess. 5:11).
- "Finally, be ye all of one mind, having compassion one of another, love as brethren, be pitiful, be courteous" (I Peter 3:8).

Suggestions for Problem Resolution

It is recognized that even with the application of the above principles that there may be times when a person may transgress against you. In these instances Matt. 18:15-17 shall be used as the guiding principles in dealing with the transgressor.

The following steps are encouraged:

- First, go to the transgressor and calmly discuss the transgression. What was perceived by you to be a transgression may not have been intended by the transgressor. The transgressor may admit the transgression and ask for forgiveness.
- Second, if there was a true transgression and the transgressor does not admit his transgression, then you should discuss the transgression with the person in authority over the transgressor. You and the person in authority over the transgressor should meet with the transgressor to resolve the situation.
- Third, if the transgressor does not hear you and the person in authority, a committee will be selected to represent you and the transgressor. This committee will meet with you and the transgressor and will act upon the situation.

MALONE UNIVERSITY DEPARTMENT OF NURSING

NURSING ACADEMIC GRIEVANCE PROCEDURE, FILING A FORMAL COMPLAINT

The purpose of a grievance procedure is to provide students an opportunity to process grievances regarding academic issues (Class or Clinical). A student wishing to pursue an academic grievance should follow the procedure described in the Malone University Graduate Academic Catalog.

A formal complaint is a signed written document expressing a concern about the Department of Nursing. Formal complaints may also be received from a member of our constituency or a practice setting. This complaint would be addressed by utilizing a similar process to that described in the Malone University Graduate Academic Catalog for academic grievances. Formal complaints should be submitted to the Chair of the Department of Nursing.

ACADEMIC PROBATION, SUSPENSION, AND DISMISSAL

Students are expected to become familiar with the policies in the Malone University Graduate Academic Catalog that address academic grievance, academic probation, academic suspension, and academic dismissal.

8/88. Reviewed/Revised: 7/89, 5/90, 8/91, ... 7/14, 7/16, 8/18, 4/20, 5/22