

Norwich University
Master of Science in Nursing
and Post-Master's Nurse Practitioner Certificate
Student Handbook
2021-2022



Publication Date: October 2021

Table of Contents

Accreditation.....	2
Disclaimer	2
Mission of the College of Graduate and Continuing Studies.....	3
Statement of Guiding Values	3
Mission of the School of Nursing.....	4
Our Purpose.....	4
Program Outcomes	5
Diversity, Equity, and Inclusion.....	6
Student Services	6
Disability Services.....	6
Policies/Procedures	7
Curriculum and Admissions.....	7
Progression and Dismissal.....	7
Reinstatement in Nursing Programs.....	8
Code of Professional Conduct.....	9
Technology Standards	10
Academic Integrity	12
Examinations.....	12
Written Assignments.....	13
Evaluations.....	13
Clinical Experiences.....	13
Roles and Obligations for Clinical Experiences.....	16
Obtaining a Clinical Site	19
Clinical Sites	19
Clinical Grading	20
Clinical Requirements/Policies	20
Malpractice Insurance	21
Clinical Suspension.....	21
Clinical Placement Requirements	22
Technical and Professional Standards.....	25
Residency.....	26
Honor Society.....	27

Norwich University
College of Graduate and Continuing Studies

158 Harmon Drive
Northfield, VT 05663-0367
Phone: 1-866-684-7237
Fax: 1-802-485-2533
Email: learn@norwich.edu

Norwich University
School of Nursing
158 Harmon Drive
Northfield, VT 05663
Phone: (802) 485-2600
Fax: (802) 485-2607

Paulette Thabault, DNP, APRN, JD, FAANP
Director and Professor, School of Nursing
pthabaul@norwich.edu
802-485-2600

Norma Mann, MSN, FNP-BC
Nurse Practitioner Program Coordinator
FNP Specialty Track Coordinator
nmann@norwich.edu
802-485-2730

Janice Hansen, RN, MSN, MA
MS in Nursing Program Coordinator
jhansen@norwich.edu
802-485-2729

Deborah Rosenbloom PhD, AG-ACNP
AG-ACNP Track Coordinator
drosenbl@norwich.edu

Anna Leavy MSN, PMHNP-BC
PMHNP Track Coordinator
aleavey@norwich.edu

Louise Rosales DNP, PMHNP-BC
PMHNP Track Coordinator

lrosales@norwich.edu

Dana Silverman MSN, APRN CPNP- BC
Graduate Clinical Placement Coordinator
dsilverm@norwich.edu

Rija Ramahatra, MBA
Associate Program Director
ramahatr@norwich.edu
802-485-2316

Amy Immen, MA
Student Support Advisor
aimmen@norwich.edu
802-485-2204

Dear Norwich University Graduate Nursing Student:

Congratulations on your acceptance to Norwich University and welcome to the Master of Science (MS) in Nursing or Post-Master's Nurse Practitioner Certificate program.

The College of Graduate and Continuing Studies (CGCS) and the School of Nursing strive to support every student in the successful achievement of academic and professional goals. Our team of dedicated faculty and program staff are here to support your success. The program and the curriculum are designed to build upon your academic and clinical practice foundation and to help you develop the skills and gain the knowledge necessary to practice as a master prepared Nurse Practitioner, Nurse Educator, or Nurse Leader in Healthcare Systems.

The faculty and staff are committed to working with you and to help you on this journey. Our vision of excellence is achieved through an intellectually rigorous environment that challenges and supports accomplished and committed students like you. Nursing requires leadership, communication, and teamwork, and here at Norwich, you will experience a dynamic triad of nursing excellence formed by faculty, students, and clinical partners.

This Handbook has been prepared to help you understand some of the important policies at Norwich University and highlights those specific to the MS in Nursing programs. This Handbook should be used in conjunction with the University's Academic Regulations and the Norwich University catalog.

Periodically the policies and practices presented in this Student Handbook change. As new information becomes available, it is your responsibility to update your Handbook with those changes. The Student Handbook is reviewed and updated annually.

Again, on behalf of the faculty and staff, welcome to Norwich and best wishes for your success in your program. We look forward to working with you.

Sincerely,

Paulette Thabault, DNP, APRN, JD, FAANP

*Professor and Director
School of Nursing*

Janice F. Hansen MSN MA RN

*Associate Professor/Program Coordinator
Master of Science in Nursing Program*

Norma Mann, MSN, FNP-BC

*Assistant Professor/Nurse Practitioner Program Coordinator
FNP Specialty Track Coordinator*

Accreditation

Norwich University is regionally accredited by the New England Commission of Higher Education (NECHE), formerly known as New England Association of Schools and Colleges (NEASC), through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, #100
Burlington, MA 01803
cihe@neasc.org
(781) 541-5414

The Master of Science in Nursing program at Norwich University is accredited by the:

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW, Suite 750
Washington, DC 20001
202-887-6791

The Master of Science in Nursing program at Norwich University is approved by the:

Vermont State Board of Nursing
89 Main St., 3rd Floor
Montpelier, VT 05620-3402
(802) 828-1505

Disclaimer

The information in this publication is accurate as of the time of publication. The provisions are subject to change without notice and do not constitute a contract with Norwich University. The University is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of this publication. Norwich University reserves the right to change or withdraw courses; to change the fees, rules, and calendar for admission, registration, instruction, and graduation; and to change other regulations affecting the student body at any time.

Mission of the College of Graduate and Continuing Studies

Through relevant academic programs, engaged faculty, and a personalized educational experience, Norwich University's College of Graduate and Continuing Studies has created a dynamic learning environment that empowers adult learners to effect positive change in their lives, the organizations in which they work, and the communities where they live.

Underlying our mission is a set of shared values and beliefs that both informs our teaching and drives our growth as an institution:

Leadership and service - We believe that positive change begins with those who lead, and to be an effective leader, students must be willing and committed to serve a purpose greater than themselves. All our programs emphasize the development of core leadership qualities: a strong ethical foundation, a strategic mindset, a global perspective, the ability to communicate with clarity and impact, and an overriding commitment to service.

Thinking and acting - Knowing what to do is important. Knowing how to do it is just as essential. Through a curriculum that balances theoretical knowledge with real-world experience and practice, we help our students become in-depth thinkers and strategic doers who bring tangible value to their workplaces and communities.

Lifelong learning - We believe the pursuit of knowledge should be an ongoing endeavor and offer a wide range of academic programs that meet students at various stages of their careers and lives. Whether students are seeking professional advancement or personal fulfillment (or both), our programs are designed to facilitate lifelong learning and continued self-improvement.

Challenge and support - We believe that most things worth doing require hard work - a belief summed up in our institutional motto: Expect challenge. Achieve distinction. Our goal as a college is to push our students to their personal best while providing them with the support needed to be successful. They will experience this support as a student and beyond as a member of our Norwich alumni community.

Statement of Guiding Values

Norwich University was founded in 1819 by Captain Alden Partridge, US Army, and is the oldest private military college in the country. Norwich University is a diversified academic institution that educates traditional age students in a Corps of Cadets or as civilians, and adult students. Norwich identifies the following as our guiding values:

1. We are men and women of honor and integrity. We shall not tolerate those who lie, cheat, or steal.
2. We are dedicated to learning, emphasizing teamwork, leadership, creativity, and critical thinking.
3. We accept the right to diverse points of view as a cornerstone of our democracy.
4. We encourage service to nation and others before self.
5. We stress being physically fit, and drug-free.
6. We live the Norwich motto, "I will try!" — meaning perseverance in the face of adversity.
7. We stress self-discipline, personal responsibility, and respect for law.
8. We hold in highest esteem our people and reputation.

Mission of the School of Nursing

The mission of Norwich University's School of Nursing is to prepare our students to be globally minded nurse leaders and scholars through innovative and diverse experiential education and research.

Our Purpose

The purpose of our graduate nursing programs is to prepare visionary nurse leaders and scholars who demonstrate advanced critical thinking, communication, and decision-making skills to ensure quality outcomes within the complex systems of the health care continuum. Graduates are prepared to initiate and effectively utilize research findings to improve outcomes, as well as utilize knowledge of health promotion, health care policy and systems, change and finance to effectively manage available resources in the changing health care environment.

Masters prepared nurses utilize this knowledge integrated with theories from nursing and related disciplines to create and implement ethical practices and policies to improve the environment in which health care is delivered.

The Masters prepared nurse engages in an expanded scope of practice that is characterized by critical analysis of problems and creative problem solving, and application of theories in the decision-making process. The graduate manages change effectively and utilizes effective communication skills and

technologies to create collaborative partnerships within nursing and across health care disciplines across a variety of practice settings as a Nurse Practitioner, Nurse Leader, or Nurse Educator. Graduate education prepares the nurse to identify and evaluate personal and organization values and to implement ethical decisions and strategies to improve outcomes.

The program is designed to achieve the following academic goals:

1. Prepare graduates with education and experience to meet eligibility for successful completion of national Nurse Practitioner certification examinations or national certification as Nurse Executives or Nurse Educators.
2. Provide a curriculum of study with logical course sequencing and concurrent didactic and clinical experience.
3. Provide high quality clinical track distance-learning opportunity for BSN prepared nurses to advance to Master’s-level/advanced practice competency.
4. Provide didactic and clinical population-focused education experiences meeting national education standards for advanced nursing education and core competencies.

Program Outcomes

At the completion of the program, graduates will be able to:

1. Integrate knowledge from nursing, science, humanities, theory and research into evidence based, population focused advanced nursing practice.
2. Demonstrate advanced practice nursing skills and clinical reasoning in providing evidence-based population focused health care for patients, consistent with the ANA’s Scope and Standards of Practice for advanced practice nurses.
3. Manage population focused patient care within transforming and complex health care systems
4. Implement effective communication skills to create collaborative partnerships within nursing and across health care disciplines.
5. Contribute to advancing nursing research and quality improvement through evidence-based practice and leadership in practice, policy, and education.
6. Plan and manage change effectively.
7. Integrate knowledge from social determinants of health in providing ethical and culturally competent population-focused care across a spectrum of health care environments.

8. Integrate knowledge of health promotion, health policy, and systems, change, and finance to effectively manage available resources in the nursing environment.
9. Incorporate the knowledge and skills related to informatics and technology to improve nursing practice effectively.

Diversity, Equity, and Inclusion

Norwich University is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the University's academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. A student who encounters sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability, should contact Danielle Slauzis, NU Title IX Coordinator, at dslauzis@norwich.edu or 802-485-2144.

<https://online.norwich.edu/about-us/non-discrimination-statement>

Student Services

Students in online education programs require many of the same services as students in brick-and-mortar institutions. The need to dialogue with staff about program content and expectations, admission requirements, registration, transfer credits, and learning resources are consistent across students in higher education. CGSC's model focuses on providing students with advisement and seamless technical support to facilitate the educational process. Each program has a team to assist students with various aspects of their academic experience. This team, including our Master of Science in Nursing Program Coordinator and the MSN-NP Program Track Coordinator, Student Support Advisor, Associate Program Director, and our IT specialists, provides academic support, administrative support and technical support.

Norwich offers a wide range of student support services. Students are encouraged to use these resources to enhance their learning and support them through the program. Contact information can be found in the beginning of this handbook and at the link below.

<https://online.norwich.edu/current-students/getting-help>

Disability Services

Norwich University is committed to serving all students in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the

Rehabilitation Act. To request an accommodation, please contact our ADA Representative in the College of Graduate and Continuing Studies:

Jennifer West, MA
College of Graduate and Continuing Studies
Norwich University
158 Harmon Drive Northfield, VT 05663
Email: jwest@norwich.edu
Phone: 1-802-485-3306
Fax: 1-802-485-2533

<https://online.norwich.edu/student-experience/accessibility-services-and-ada-information>

Policies/Procedures

Policies and procedures of Norwich University and the College of Graduate and Continuing Studies are designed to assist students and maintain the integrity of the program. Students are responsible for knowing all information provided in this Nursing Handbook, including material linked to other sources. Students are also expected to meet all requirements outlined in these documents.

The program reserves the right to change professional requirements without prior notice to reflect advances in the profession. These changes will be communicated to students when they are made.

Students are expected to follow and adhere to all policies and procedures of Norwich University as written in the Course Catalog. The catalog contains University academic regulations as listed.

<https://catalog.norwich.edu/onlineprogramscatalog/academicpolicies/>

Curriculum and Admissions

Curriculum plans and admission criteria for the MS in Nursing Program concentrations can be found online at:

<https://online.norwich.edu/academic-programs/masters/nursing/>

Curriculum plans and admission criteria for the Post-Master's Certificate in Nursing Program concentrations can be found online at:

<https://online.norwich.edu/academic-programs/masters/nursing/post-masters-nursing-certificates>

Progression and Dismissal

To be eligible to enroll for classes, without restrictions, a graduate student must be in Good Academic Standing. To maintain Good Standing, students in the Master of Science in Nursing and Certificate programs must maintain a grade point average of 3.0, achieve a minimum of B in all clinical nursing courses, and a grade of Satisfactory in clinicals.

Testing:

Students are expected to adhere to Norwich University testing policies and procedures, including proctoring processes. MS in Nursing courses utilizing exams as the primary assessment method requires a minimum exam grade average of 80 before the addition of other graded assignments to the final course grade.

Progression Requirements:

Students must achieve a minimum average grade of B on all examinations to pass the following courses:

- NR 548, 552, 553 (Advanced Pathophysiology, Advanced Pharmacology and Advanced Physical Assessment)
- NR 611, 613, 615, 617
- NR 621, 623, 625, 627
- NR 631, 633, 635, 637

Students must achieve a grade of Satisfactory in clinical practicum courses.

Graduate students who have been placed on Academic Probation or Academic Suspension are not considered to be in Good Academic Standing. Graduate students placed on Academic Warning have no restrictions. Suspended students are eligible to enroll for classes only after approved readmission.

Master of Science in Nursing students may be suspended or dismissed for violations of the University Honor Code, violation of the ANA Code of Ethics, the MSN Code of Conduct, violation of the Academic Integrity or Academic Dishonesty policies, or for unsafe practice in a clinical practicum.

Students wishing to challenge a progression issue or dismissal, must follow the University grievance procedure:

<https://online.norwich.edu/about-us/complaint-process>

Reinstatement in Nursing Programs

Any student separated from the MS in Nursing program or the Post-Master's Certificate in Nursing for reasons other than dismissal from the program or University, including those unable to progress for academic reasons, may

petition the Program Director to be reinstated in the program if the following criteria for reinstatement have been met:

<https://catalog.norwich.edu/onlineprogramscatalog/academicpolicies/acaddishonesty/>

Nurse Practitioner students are required to demonstrate competency in previously learned didactic content and clinical skills before progressing in the program. Any student who does not demonstrate competency in class content or clinical skills will be required to repeat prior courses. Core competency courses (Advanced Pharmacology, Advanced Physical Assessment, and Advanced Pathophysiology) must also have been completed within five (5) years.

Code of Professional Conduct

Students in the Master of Science in Nursing programs assume an obligation to conduct themselves in ways that are compatible with professional standards and reflective of Norwich University's Guiding Values. Behavior standards are based in academic integrity, personal integrity, and respect for others. Students are expected to conduct themselves in a civil manner that represents professional behavior and contributes to a positive learning environment for all. Unprofessional or disrespectful behavior is uncivil and will not be tolerated. Uncivil behavior will result in a review of a student's behavior for determination of appropriate action. This action may range from a warning to dismissal from the program.

Students are expected to:

- Comply with reasonable requests or directions of a University official acting in the performance of his/her duties.
- Demonstrate honesty, integrity, trustworthiness and respect in all interactions with faculty, program staff, colleagues and practicum site staff.
- Demonstrate accountability for own actions.
- Be respectful and professional in all correspondence and communication including verbal, non-verbal, and written. To do otherwise is uncivil behavior and will not be tolerated. Examples of uncivil behavior may include, but are not limited to:
 - use of profanity or unprofessional offensive language.
 - use of sarcasm.
 - use of language that threatens or teases anyone in any way.

- use of language that is racist, homophobic, misogynistic, hateful, or otherwise offensive.
- Adhere to the American Nurses Association Code of Ethics for Registered Nurses.

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 provide optimal patient 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 principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD: Retrieved from:<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-ofEthics-For-Nurses.html>

Technology Standards

Students in the Master of Science in Nursing program are expected to be proficient in the use of technology. This is necessary for success in the healthcare environment where nurses need to be able to utilize and interact with technology in the workplace.

- Quizzes, tests, and examinations will be in the virtual classroom (*Moodle* Learning Management System). This is imperative in preparing students for the various computer based National Certification Exams after graduation.
- All exams are remotely proctored. Students are expected to adhere to all guidelines provided by the remote proctoring company used by the Nursing program.

- Students must be able to access learning modules and resources that are assigned and available online.
- Students must be able to use electronic health records in the clinical setting.
- Students are expected to turn in all assignments by the due date specified in the syllabus.
- Students are accountable for all communications sent from program faculty and staff through the virtual classroom and via email.
- Students are expected to check Norwich email regularly and respond to faculty and staff in a timely manner.
- All program communication takes place via the Norwich email. The use of personal email for program related communication is not permitted.
- All written communication, including email, must be professional and respectful.
- If students need technical support, they are expected to reach out to the appropriate support services. This may include Norwich helpdesk and customer service/tech support for the program being used.

Web and Email Etiquette:

All students using email should adhere to standard and professional behavior when communicating on the Internet. Some rules to remember:

- Be safe—never give sensitive personal information online, like your user ID or password.
- Be polite—always use an appropriate salutation and the person’s name to personalize your message; always use a digital signature at the end of an email to validate the message.
- Be clear—always use a descriptive subject header or title so recipients can easily identify the focus of your email.
- Be courteous—never defame, send insults or respond to these types of emails; do not forward SPAM, chain letters, or other unsolicited advertising or messages.
- Be brief—if your email needs to be longer than several paragraphs, identify that in the opening lines so the recipient can be prepared to read a longer email, or save the email for later.
- Be smart—represent yourself intelligently by proof-reading and checking your spelling and grammar before sending your message.

- Be appropriate—do not use foul or inappropriate language; if you have a question as to whether your language is too strong or emotional, don't send your message.
- Be legal—obey copyright laws, and don't use other's content or images without permission.

Academic Integrity

Upon entering a program of study to become a masters prepared nurse, whether Nurse Practitioner, Nurse Educator, or Nurse Leader, each student assumes the responsibility and trust which society places in the nursing profession, as well as the obligation to adhere to those values, standards, and ethical behavior set forth by the profession.

A basic principle of nursing practice at all levels is respect for the dignity and worth of each individual and the individual's right to privacy and confidentiality. Masters prepared nursing students are accountable for the care or other activities they provide within the context of the program.

Truthfulness in all matters is necessary to ensure professional standards of nursing care. In addition, accepting responsibility for one's own actions and seeking consultation and direction from the faculty and or preceptor is expected.

Freedom from illegal, mind-altering, or addictive substances which can impair judgment is an imperative if the health, welfare, and safety of persons within the health care environment are to be protected.

All students are expected to carry out their academic responsibilities, both in the classroom and clinical practice, in a manner consistent with standards of the nursing profession, the Mission of the School of Nursing, and legal guidelines according to the Nurse Practice Act in the state in which they practice.

Examinations

Assessment of student learning in the program will occur through a testing process. This provides the opportunity for the student to prepare for taking national certification examinations. Examinations must be taken within the time frame established in the course syllabus. Students are expected to adhere to University testing policies and procedures including proctoring processes.

If a student has an emergency situation, he/she must consult with the instructor to see if there is a possibility of a makeup exam. This will be evaluated on a case-by-case basis.

Any student suspected of giving or receiving information during an examination will be reported to the Academic Integrity Committee in accordance with the University's Academic Regulations.

Written Assignments

Written assignments are uploaded to the virtual classroom as a word document (.doc or .docx) by the date/time specified in the course syllabus. Students should retain an electronic copy of all written assignments. Students requiring an extension of the due date must submit a request to the professor a minimum of 24 hours before the assignment is due to be considered for an extension. Unexcused late assignments may be subject to point deductions for every day the assignment is late per the policy in the syllabus.

All written assignments must conform to guidelines of the Publication Manual of the American Psychological Association, current edition. Faculty expect that all required papers prepared by students are carefully proof-read before submission, and that papers are well-written in terms of composition, grammar, and spelling. The proper citing of references, quotations, etc., is essential to satisfactorily complete written assignments.

Grading rubrics which detail these expectations appear in each course syllabus.

As a graduate student in the Norwich program, you are expected to fully understand the Research and Quality Improvement process and you are expected to develop and disseminate scholarly work. To reach this outcome at the master's level, you will take courses in research and quality improvement. Your assignments will include designing a research or QI project and your scholarly work will center on demonstrating your understanding of the research process and design components. You are not expected to conduct research or implement a QI project. You will develop a poster to disseminate your scholarly work. In the NP track, the scholarly work will include a case study presentation at the level of a Grand Rounds. Conducting research and implementing QI projects would be expected at the DNP or Ph.D. level. Some students may be working in research or QI at their workplaces and utilize the IRB at their workplace location. In that case, the scholarly project in the program may overlap with that work.

care occurs in a variety of inpatient and outpatient settings including routine well care, episodic health problems, and management of acute and chronic conditions. Concepts from previous courses in advanced pharmacology, advanced pathophysiology, advanced health assessment as well as nursing theory and research contribute to the basis of decision making in the clinical environments. The didactic course that is concurrent with the clinical course provides necessary knowledge for students to integrate new concepts into their practice and patient care.

During the clinical experience, students demonstrate knowledge and competence through clinical performance and discussions of the professional role of the nurse practitioner. Students continue to formulate comprehensive patient assessments and make decisions regarding appropriate interventions for the advanced practice provider. Management plans are research-based and designed to promote optimal psychological well-being, physical health, and functioning. Thorough documentation of care, with use of appropriate rationale for the diagnosis and treatment, are stressed throughout the experience.

Nurse Educator Clinical Experience - Direct Care Practicum:

The competent Nurse Educator must be competent at the advanced nursing practice level. The Nurse Educator completes the Direct Care Practicum during the NR 561: The Scholarship of Teaching, Learning & Evaluation.

The practicum begins in week 5 and concludes in week 10 and consists of 36 hours.

Building on the student's undergraduate level of nursing practice, this clinical practicum provides the opportunity for the nurse educator student to apply advanced clinical knowledge, promote innovative thinking, and test new potential solutions to clinical/practice issues. Working in collaboration with a master's or doctoral prepared nurse with advanced clinical knowledge and skills, the student will develop and apply advanced clinical practice, knowledge and proficiency in the selected area of clinical practice.

The student will self-select a practice setting which may include acute care, long term care, home health, or community-based settings to further their professional development. The student will develop three (3) professional goals for this practicum experience related to developing competency as advanced practice nurses. Focusing on learned concepts from the program's advanced sciences and teaching/learning principals, the student will develop a comprehensive plan of care for patients (individuals or families) to achieve specific health goals or achieve selected health outcomes.

Practicum placements must be approved and require affiliation agreements and preceptor agreements. Students are to communicate with course faculty and the Clinical Placement Office to obtain the necessary approvals.

Nurse Practitioner Clinical Experience:

Each Nurse Practitioner track has four clinical courses in which students will complete 165 hours per term for a total of 660 clinical hours.

Family Nurse Practitioner	Adult Geriatric Acute	Psych/Mental Health
NR 612 FNP I Clinical	NR 622 AGACNP I Clinical	NR 632 PMHNP I Clinical
NR 614 FNP II Clinical	NR 624 AGACNP II Clinical	NR 634 PMHNP II Clinical
NR 616 FNP III Clinical	NR 626 AGACNP III Clinical	NR 636 PMHNP III Clinical
NR 618 FNP IV Clinical	NR 628 AGACNP IV Clinical	NR 638 PMHNP IV Clinical

It is recommended that students schedule 16 clinical hours per week with their preceptor to meet the required hours per course.

The 165 hours must be completed for each clinical course for a student to progress to the next clinical course. These hours are required; there will be no carry-over of extra hours or a deficit of hours.

Students are expected to maintain a professional appearance in the clinical site and to adhere to the dress and grooming policies of the site.

Students are paired with preceptors from a wide range of settings as they develop skills for managing patients and clients from their chosen population focus area. These supervised clinical experiences include settings for care across the continuum for each population. The clinical experiences provide supervision and mentoring as students develop skills in clinical reasoning, inter- and intra-professional communication, collaboration, leadership, quality improvement, evidence-based research, and health policy.

Adult Gerontology Acute Care experiences include supervised experiences addressing complex high acuity and complex chronic health problems across the adult population. Clinical preceptors will be from a variety of sites including acute care, critical care, emergency departments, specialty services, and long-term care.

Family Nurse Practitioner experiences include supervised experiences in settings addressing primary and acute/episodic care across the lifespan. These experiences include newborn care, well exams and episodic exams across the

lifespan, women's health including maternal- child care, and adult and geriatric acute and chronic illness.

Psychiatric Mental Health Nurse Practitioner experiences include supervised experiences in settings addressing mental health care across the lifespan. Such experiences include inpatient and outpatient settings and address psychiatric intakes and evaluations, crisis management, medication management, substance use disorder, seriously mentally ill, continuity of care, individual and group therapy, supervision, and specialty care.

Roles and Obligations for Clinical Experiences

Norwich:

- Provides experienced faculty to serve as instructor and facilitator of the clinical experience.
- Maintains student-faculty ratios consistent with national guidelines.
- Defines competencies as a foundation for each clinical course.
- Oversees clinical requirements and makes sure students are compliant.
- Facilitates the Preceptor Agreement and the Affiliation Agreement for each site.
- Obtains necessary documentation about the site and preceptor to ensure consistency with school guidelines. This may include, but not be limited to license, certification, resumes, site description, site specific demographics, etc.
- Maintains a directory of sites that are used by students in the clinical program.
- Investigates and responds to complaints from the clinical site preceptor or student.
- Maintains students' educational records.
- Refrains from unlawful discrimination based on age, race, color, national origin, religion, sexual orientation, political affiliation or belief, or disability.
- Ensures Norwich faculty attend teleconferences with clinical preceptors and students as needed.
- Maintains ongoing communication with Course Faculty, Clinical Faculty, Preceptors and Students.

Students work with a variety of Norwich University faculty and staff in both classroom and clinical courses. These include:

Nurse Practitioner Program Coordinator

NP Specialty Track Coordinator
Didactic and Clinical Faculty
Clinical Placement Coordinator
Regional Site Visitor

NP Specialty Track Coordinator:

The NP Specialty Track Coordinator for each population focus area oversees the course and clinical experiences for students in that track. This includes approving specialty track clinical sites and preceptors.

Faculty:

Didactic and clinical courses are taught by University Nursing Faculty. These faculty maintain communication with the MSN Program Coordinator and the MSN-NP Program Coordinator and NP Specialty Track Coordinators to ensure student progression. Clinical course faculty and the Clinical Placement Coordinator communicate regularly with the students' clinical preceptors to ensure course goals are met. University Faculty are responsible for final evaluation of a student in a course.

Regional Site Visitor:

Students in the Nurse Practitioner and Nurse Educator concentrations have clinical practicum experiences as part of their program. The Regional Site Visitor works closely with the NP Specialty Track Coordinator and the Clinical Placement Coordinator to support the clinical process by visiting and evaluating clinical sites and preceptors, facilitating the preceptor agreement process, and facilitating discussion to ensure the experience is meeting student and program goals. Currently this is being done remotely due to the Covid- 19 pandemic.

Preceptor:

The Clinical Placement Coordinator and Regional Site Visitor assist students in identifying qualified preceptors and appropriate clinical sites as needed. Students are expected to actively participate in identifying qualified clinical preceptors in their specialty and geographic locations.

Preceptors may be nurse practitioners, physicians credentialed as MD or DO, or qualified physician assistants (some restrictions may apply based on Board of Nursing Regulations). All preceptors must hold unencumbered licenses in the states in which they practice.

Physicians must be Board Certified in their area of specialty. Nurse practitioners must hold current National Board Certification – AANP or ANCC and hold at a minimum a Master of Science in Nursing. All preceptors

must have a minimum of two years' experience in their current specialty. A preceptor:

- Collaborates with Norwich University program faculty and staff to promote student success in the clinical experience.
- Provides orientation for the student to the practicum site, policies, and procedures.
- Identifies suitable educational opportunities that align with course objectives and outcomes.
- Serves as mentor for students for their professional development.
- Ensures students are provided a learning experience and do not replace paid staff.
- Provides supervision of the student's clinical experience and provides constructive feedback to enhance learning.
- Contributes the performance evaluation form at the midterm and conclusion of each clinical practicum and verifies the number of clinical hours completed.
- Maintains confidentiality of disclosure of personal student identifying information or participation except as put forth by agreement or required by law.
- Refrains from unlawful discrimination on the basis of age race color, national origin, religion, sexual orientation, political affiliation or belief or disability.
- Attends a minimum of three teleconferences with clinical faculty and student as requested.
- Communicates and contacts clinical faculty with any concerns.

Student:

- Identifies potential clinical sites and preceptors.
- Meets deadlines for submission of clinical practicum site request applications for review and approval by the Clinical Placement Coordinator in conjunction with the NP Specialty Track Coordinator.
- Assists Norwich University as needed to complete the required Affiliation Agreement.
- Becomes familiar with the policies and procedures related to practicum experiences.
- Meets deadlines for all assignments and learning activities.
- Submits clinical hours in the Clinical Documentation System.
- Demonstrates competence in the clinical practicum which is determined by midterm and final evaluations by the preceptor and evaluation by course faculty.
- Abides by practicum site rules and policies.

- Conducts oneself in a professional manner during each practicum rotation.
- Maintains communication about the clinical experience with course faculty.
- Maintains patient log according to program guidelines.
- Maintains HIPAA regulations with relation to patients seen in the clinical environment.

Obtaining a Clinical Site

Student:

- Begins identifying sites at the onset of the program.
- Identifies sites to meet competency and hour requirements.
- Submits clinical practicum site and preceptor requests two terms prior to the start of the clinical term.
- Assists with the Affiliation Agreement and Preceptor Agreement submission and approval at least 30 days prior to the start of the clinical term.
- Meets all the health requirements and site prerequisites at a minimum of 30 days prior to the start of the clinical practicum.
- Understands that clinical practicum hours cannot be completed prior to the start of the course or over term breaks.

Clinical Placement Coordinator:

- Oversees student placement and compliance with health requirements. Administers Affiliation Agreement once approved by the Regional Clinical Visitor.

Clinical Sites

Adult Gerontology Acute Care experiences include supervised experiences addressing complex high acuity and complex chronic health problems across the adult population. Clinical preceptors will be from a variety of sites including acute care, critical care, emergency departments, specialty services and long-term care. These sites include hospitals, long term care facilities and community practices among others.

Family Nurse Practitioner experiences include supervised experiences in settings addressing primary and acute/episodic care across the lifespan. These experiences include newborn care, well exams and episodic exams across the lifespan, women's health including maternal- child care, and adult and geriatric acute and chronic illness. These sites include outpatient hospital

practice sites, long term care facilities, urgent care and community practices among others.

Psychiatric Mental Health Nurse Practitioner experiences include supervised experiences in settings addressing mental health care across the lifespan. Such experiences include inpatient and outpatient settings and address psychiatric intakes and evaluations, crisis management, medication management, substance use disorder, seriously mentally ill, continuity of care, individual and group therapy, supervision and specialty care. These sites include hospitals, long term care facilities and community practices among others.

Clinical Grading

- Given as satisfactory/unsatisfactory (S/U)
- Must meet clinical hour requirements including competency related clinical practicum hours
- Must meet clinical documentation requirements
- Must meet weekly patient case posting requirement
- Completion of clinical hours documentation using clinical tracking software:
 - Documentation of each patient visit includes the
 - type of visit
 - the student's involvement
 - diagnosis, treatment and outcome
 - competency
- Evaluation at midterm and course final
- Participation in site visits as required
- Clinical competency assessed using National Organization of Nurse Practitioner Faculty (NONPF) student assessment guidelines.

Clinical Requirements/Policies

Students in all concentrations have precepted practicum in their specialty concentration or in their population focused coursework. Nurse Practitioner and Nurse Educator students have direct care coursework as required to meet our accreditation standards. Students in the Healthcare System Leadership and Nursing Informatics also have practicum in clinical sites that support completion of program objectives. All Graduate nursing students must be prepared to meet the technical and professional standards as well as the clinical rotation requirements identified below.

In collaboration with faculty, students select a clinical placement site and preceptor that will fulfill the goals of the course and program. **All clinical placement sites and preceptors must be approved by the Norwich University Clinical Placement office. Please note: Norwich neither vets nor recommends any preceptor placement service, and any preceptor secured through a service will still be required to meet Norwich University's approval.**

Clinical placements may occur across a variety of healthcare settings. Appropriate placements depend on the course and program in which the student is enrolled. It is imperative that the clinical placement ensures that students can meet the course and program objectives.

Preceptors are skilled providers with preferably a minimum of two years of experience. They should be viewed as experts in the field with experience in the focus area of the clinical practicum. Preceptors may be advanced practice nurses, physicians, or physician assistants. The preceptor serves as a resource to help students achieve the course and program outcomes during the clinical practicum.

Clinical placements and preceptors are established to provide student learning without conflicts of interest. Preceptors cannot be a family member, relative, or personal friend of the student. Additionally, preceptors cannot be in a supervisory role over the student as an employee. Conversely, a student cannot be in a supervisory role over the preceptor in the work environment.

Malpractice Insurance

The University carries malpractice liability insurance that covers the student during the clinical experience. If a clinical site requires coverage beyond the University levels, Nurse Practitioner students may need to carry their own liability insurance in addition to the University's policy.

Clinical Suspension

When students have acted or performed in an unsafe or inappropriate manner, at the discretion and judgment of the clinical course instructor, they will be removed from the clinical setting. These situations include, but are not limited to, evidence of recent alcohol or substance use that could impair judgment, patient or agency request, inadequate preparation for assignment, inability to demonstrate technical competence in a skill (previously certified in the laboratory setting), inappropriate dress, illness that may be considered

contagious or could impair student's judgment, client endangerment, or violation of the ANA Nurses Code of Ethics.

Clinical Placement Requirements

Requirement #1:

Establish Clinical Placement Tracking Account in *Project Concert* and upload all required documentation.

- ✓ Ensure all required documentation is uploaded into the Clinical Placement Tracking System:
 - RN license in state of clinical placement
 - Immunizations
 - Background check
 - Urine drug test, if required by the clinical site
 - Basic Life Support (American Heart Association)
 - Health Insurance Card

- ✓ Required Health Documentation:
 - Measles, Mumps & Rubella (MMR): 2 MMR vaccines AND a positive titer for Rubella OR positive antibody titers for all three components
 - Varicella (Chicken Pox): Positive antibody titer (history of disease is *not acceptable*).
 - Hep B titers: Titers must show immunity, OR, if "in series", documentation is required.
 - Meningococcal Vaccine (mandatory for students living on campus): Documentation of a meningococcal vaccine received within the past *5 years*.
 - Tetanus, Diphtheria & Pertussis (Tdap): Documentation of a Tdap booster administered within the past *10 years*
 - Tuberculosis (TB) –Annual Renewal: Submit documentation of one of the following:
 - Negative one-step tuberculin skin test administered within the past 12 months OR
 - T-SPOT Blood test OR
 - QuantiFERON Gold Blood test ORIf positive, submit a clear chest x-ray report AND physician clearance documented on letterhead following the last positive test result within the past 12 months.

- ✓ Upon annual renewal, submit one of the following:

- Tuberculosis (TB) –Annual Renewal: Submit documentation of one of the following:
 - Negative one-step tuberculin skin test administered within the past 12 months OR
 - T-SPOT Blood test OR
 - QuantiFERON Gold Blood test OR
 - If positive, submit a clear chest x-ray report AND physician clearance documented on letterhead following the last positive test result within the past 12 months.
- Current Annual Flu Vaccination: Current flu season vaccination. Must be updated by November 1 of each year.
- Other vaccines, such as COVID-19 vaccine according to Norwich or practicum site policies.
- Documentation of health insurance (yearly): Upload proof of health insurance through private means or the University.
- CPR Certification (good for 2 years): Basic Life Saving (BLS) through the American Heart Association must include adult, child, and infant CPR. Check expiration dates as BLS must be valid throughout the clinical rotation. *Please complete the course listed above – do not take this course through another organization such as the Red Cross.
- Background Check: Upload and share all required background checks.
- Child Abuse Registry and Vulnerable Adult Registry: Complete the Vermont Registry Request form and return to Clinical Placement Administrator.
- Drug Screen: When required by the clinical site. Screening must be done through the Clinical Placement Tracking system requirements. The drug screen tests for the following substances: Amphetamines, Barbiturates, Cocaine, Cannabinoids, Methaqualone, Opiates, Phencyclidine, Benzodiazepines, Methadone, Propoxyphene, Buprenorphine, Morphine.

NOTE: Students are responsible for establishing an account and ensuring all required health records and clinical placement requirements are current in the Project Concert Clinical Administrative Tracking System Students will not be cleared to attend clinical without all required records submitted. Students must keep a copy of these records.

Requirement #2:

Exposure to Blood-Borne Pathogens. During clinical experiences, students are expected to follow appropriate precautions to minimize exposure to blood-

borne pathogens. Students should report the incident to the clinical instructor and follow the facility policy and protocol.

(https://www.osha.gov/SLTC/bloodbornepathogens/gen_guidance.html)

Requirement #3:

Latex Allergies. Latex allergies involve any physical reaction from the exposure to latex products (including rubber products). The symptoms may range from localized skin reactions to non-localized reactions. Students who believe they have the potential to be latex sensitive should seek the attention of their healthcare provider.

Requirement #4:

HIPAA. Students are expected to adhere to all HIPAA provisions and standards related to patient privacy. This applies to all clinical, simulation, and laboratory settings. Failure to do so may subject the student to disciplinary action under the Norwich University Student Code of Conduct. Violation of HIPAA may result in dismissal from Norwich University's School of Nursing. (<https://www.hhs.gov/hipaa/for-professionals/index.html>)

Requirement #5:

Pregnancy. Pregnancy is recognized as a special health need. Early notification to the faculty and preceptor is recommended so that consideration for appropriate clinical rotation and patient assignments can be planned.

Requirement #6:

Grooming and Attire. An MSN student is expected to maintain a clean, neat, and well-groomed appearance in all clinical experiences.

- Students should dress in accordance to their clinical placement sites guidelines and in the same manner as their preceptor.
- All attire, regardless of type, should be clean and pressed.

Requirement #7:

Hygiene and Grooming. Students should follow the Hygiene and Grooming policies of the clinical placement. This may include but is not limited to:

- Hair style and color.
- Jewelry – rings and earrings.
- Piercings – face or tongue
- Tattoos
- Fingernails – length and color
- Perfumes, colognes, aftershaves and scented lotions

Technical and Professional Standards

Graduate nursing students must have abilities and skills in the following areas: communication, observation, evaluation, motor function and endurance, and behavioral. Reasonable accommodation may be made for students with documented disabilities in accordance with state and federal law requirements. Students needing accommodation should contact Jennifer West for more information at jwest@norwich.edu or phone 802-485-3306.

Students must be able to perform minimum technical standards in a reasonably independent manner, with or without reasonable accommodation.

Communication:

- Must be able to communicate effectively with patients, families, and members of the healthcare team through oral, written, and interpersonal means.
- Must be able to obtain information, describe patient situations, and perceive both verbal and non-verbal communication.
- Must be able to speak, comprehend, read and write in English at a level that meets the need for accurate, clear, and effective communication; examples include but are not limited to: giving clear oral reports, detecting the passage of time to the level of seconds, interpreting graphs, understanding documents printed in English, communicating legibly in printed English, discriminating subtle differences in medical terminology.
- Must be able to utilize information technology-based systems in the classroom and clinical environment, including computers, iPads, electronic health records, electronic monitoring systems and other internet and technology-based equipment and systems.
- Must be able to write orders and patient documentation, under the supervision of a preceptor.
- Must be able to communicate with all members of the interdisciplinary team involved in the patient's care.

Observation:

- Must be able to observe a patient accurately; examples include but are not limited to: detecting heart and breath sounds; interpreting the appearance of a surgical wound; detecting bleeding, unresponsiveness, or other changes in patient status; detecting the presence of foul odor; and palpating an abdomen.
- Students are expected to notify preceptor of any abnormalities noted during patient interview or physical examination.

- Must be able to detect and respond to emergency situations, including alarms (e.g., monitors, call bells, fire alarms).

Evaluation:

- Must be able to evaluate subjective and objective patient data and develop a plan of care under the direction of a preceptor.
- Must be able to identify patient diagnoses, under the supervision of a preceptor.
- Must be able to identify appropriate treatments and interventions for patients based on evidence.

Motor Function and Endurance:

- Must have sufficient strength and mobility to work effectively and safely with patients.
- Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts (including days, evenings, nights, weekends, and selected holidays).
- Must be able to respond at a speed sufficient to carry out patient assignments within the allotted time.

Behavioral:

- Must possess mental and emotional health required for total utilization of intellectual abilities.
- Must be able to tolerate physically taxing workloads.
- Must be able to respond and function effectively during stressful situations.
- Must be capable of adapting to rapidly changing environments and respond with flexibility in uncertain situations.
- Must be able to interact appropriately with others (patients, families, members of healthcare team) in various healthcare contexts and settings.

Physical Requirements in Clinical Setting:

- Clinical agencies may have additional or agency-specific technical standards, which take precedence over Norwich University's School of Nursing technical standards. If a student meets School of Nursing standards, but not those of the clinical agency, the student may be moved to a comparable environment if one is available.

Residency

Post-Master's Nurse Practitioner Certificate program students are not required to attend residency for conferral of their degree, but they are welcome and encouraged to attend and participate.

Honor Society

Sigma Theta Tau International Honor Society for Nursing (STTI); Omega Mu At-Large Chapter

Omega Mu is the Norwich University and Vermont Technical College at-large Sigma chapter. Sigma, the only Honor society for Nursing, was founded to advance knowledge, learning, and service, and has over 135,000 members and more than 515 chapters around the globe. Becoming a member is an honor that provides students with many professional opportunities including leadership, service, and scholarship.

Master of Science in Nursing students with a GPA of 3.5 are invited to join and participate in the induction ceremony as well as all future chapter events. Nurse Leaders are also eligible to apply for membership. To learn more about Nurse Leaders, and the criteria for Nurse Leader membership, visit the Sigma website <https://www.sigmanursing.org>.