



Graduate Nursing Program Student Handbook

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Chief Nursing Officer's Welcome

Welcome to Harrisburg University Nursing Program. I am very excited that you have made a commitment to continue your education and that you have chosen to partner with us! My name is Teresa Cating, DNP, MSN, A-G NP-C and I have the privilege of being the Chief Nursing Officer/Program Lead at Harrisburg University Nursing Program. I have a long nursing career in many areas, including those as a Nurse Practitioner. I have great respect for nurses and a strong commitment to excellence in nursing practice. I enjoy teaching, seeing patients, leading teams and thereby working to create the best nursing practice as well as assisting nurses to achieve their career ladder of success.

Our mission at HU Nursing Program is committed to excellence in healthcare by providing high-quality professional nursing education and practice that addresses both local and global health needs. Therefore, we believe in exemplary nursing habits, skills, and knowledge. Working to create best practice in nursing care and nursing education is what drives me every day.

What you will find in HU Nursing Program is dedicated professional faculty who are here to assist you in achieving your goals. Learning is transmitted in many different modalities and venues including on campus courses, hybrid courses and distant learning. Our friendly faculty is here to help you find your way in this program and complete your degree requirements.

As a nurse, you have chosen a field that encompasses a diverse range of patients and specialties, and you can work in various venues. This program will remind you to keep the patient at the center of your work, assist you in learning how to collaborate with other professionals in healthcare, and advocate for the patient. In addition, you will be planning for the next steps-- career goals, certifications, and even higher education. With this comes a responsibility from you to complete this program while doing your very best to learn new things and improve what you already know.

Again, welcome to the HU Nursing Program. I'm happy you're here! Let's get started by reviewing this student handbook which will answer many of your questions.

Acronyms and Definitions

AACN: American Association of Colleges of Nursing: This organization is the national voice for academic nursing.

ANA: American Nurses' Association: This is a professional organization that focuses on advancing and protecting the profession of nursing.

Advanced nursing practice: Nursing interventions that influence health care outcomes for individuals or populations (American Association of Colleges of Nursing [AACN], 2015).

Advanced Practice Registered Nurse (APRN): Title given to nurses who meet education, certification, and licensure requirements to practice in one of four roles: certified registered nurse anesthetist (CRNA), certified nurse-midwife (CNM), clinical nurse specialist (CNS), certified nurse practitioner (CNP).

CCNE: Commission on Collegiate Nursing Education: The accrediting body of AACN and recognized by the U.S. Secretary of Education as a national accreditation agency.

CNL: Clinical Nurse Leader: A nurse who has a master's degree in nursing and has a focus on leading and collaborating with others in healthcare.

Direct Care: Hours/time in which direct clinical care is provided to individuals, families, and groups, either face to face or via telehealth.

Health Insurance Portability and Accountability Act (HIPAA) of 1996: A federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge (Centers for Disease Control and Prevention, 2024).

Indirect Care: Care that is provided for a patient without direct face-to-face interaction.

NE: Nurse Educator: Nurses with a master's degree focused on educating patients, families, students and others in the healthcare community or academia.

Practicum Experience: Also referred to "Clinical Practicum" or "Clinical": A clinical immersion that the MSN student will gain experiential learning.

Simulation: A technique that creates a situation or environment to allow people to experience a representation of a real event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions (Lioce, et al., 2015).

Telehealth: The use of electronic information and telecommunication technologies to support clinical health care, patient and professional health-related education, health administration, and public health (Health Resources & Services Administration [HRSA], 2022). Includes synchronous care, defined as a live interaction between a provider and a patient, and asynchronous care, defined as communication or information shared between providers, patients,

and caregivers that occur at different points in time. The Graduate Nursing Program uses telehealth and telemedicine interchangeably. For direct care, telehealth is limited to HIPAA-compliant live video conferencing with a patient and supervised by a licensed approved preceptor. Students are responsible for complying with the laws of telehealth in the state they are accruing practicum hours in.

About the Handbook

This MSN student handbook is updated annually and as needed and is made available in electronic form on the Harrisburg University Sharepoint website ([MSN-Student-Handbook.pdf](#)). This handbook is an adjunct of the HU Graduate Catalog. The MSN website as well as the Graduate Catalog also contains updated lists of courses, course descriptions, textbook adoptions, and other important information. Should you require a paper copy of the catalog, please contact Records and Registration at the RegHelp Student Portal (<https://reghelp.harrisburgu.edu/>) or 717-901-5136.

Harrisburg University MSN Nursing Program has made every effort to make this handbook accurate; however, all policies, procedures or charges are subject to change at any time by appropriate action of the faculty, administration, or Board of Trustees. Each edition of the University's catalog is archived in the library.

Questions not covered by this handbook should be directed to the HU student handbook and graduate catalog. If students do not locate the answers in the HU Graduate or HU student handbook, students should utilize office/contact information listed in this handbook. In addition, if a student has questions related to courses, contact the instructor of that course.

Offices/Contact information

<p>Chief Nursing Officer 717-901-5100 tcating@harrisburgu.edu</p>	<p>Office of the President 717.901.5104 President@HarrisburgU.edu</p>
<p>Harrisburg University of Science & Technology 326 Market Street Harrisburg, PA 17101 www.HarrisburgU.edu 717.901.5100 717.901.5150 (fax)</p>	<p>Additional Locations: 500 1Spring Garden Street, Suite 101 Philadelphia, PA 19130 717.901.5100, ext. 0127</p>
<p>Graduate Program Faculty</p>	<p>Teresa Cating, DNP, MSN, A-G NP-C Tcating@harrisburgu.edu</p> <p>Tajuane Dockery, DNP, MSN tdockery@harrisburgu.edu</p> <p>Teresa Gaston, DNP, MSN tgaston@harrisburgu.edu</p> <p>Candice Frey, MSN, RN cfrey@harrisburgu.edu</p> <p>Robert Hardy, DNP, MSN, RN bhardy@harrisburgu.edu</p> <p>Taqiyyah Betties, MSN, RN Tbetties@harrisburgu.edu</p>
<p>Graduate Admissions 717.901.5101 GraduateAdmissions@HarrisburgU.edu</p>	<p>HU Online Program Admissions 717.901.5109 HUOnlineAdmissions@harrisburgU.edu</p>
<p>Professional Development 717.901.5190 ProfessionalEd@HarrisburgU.edu</p>	<p>Financial Aid 717.901.5115 FinancialAid@HarrisburgU.edu</p>
<p>International Student Office 717.901.5154 ISOHelp Student Portal (https://isohelp.harrisburgu.edu/)</p>	<p>Information Technology 717.901.5106 OISHelp Student Portal (https://ithelp.harrisburgu.edu/)</p>
<p>Records and Registration 717.901.5136 RegHelp Student Portal (https://reghelp.harrisburgu.edu/)</p>	<p>Advancement Office 717.901.5103 Connect@HarrisburgU.edu</p>
<p>Undergraduate Student Services 717.901.5102 Undergraduate Student Services Portal (https://undergradhelp.harrisburgu.edu/)</p>	<p>Finance & Administration 717.901.5105 Business Office Student Portal (https://businessoffice.harrisburgu.edu/)</p>
<p>Graduate Student Services 717.901.5102 Graduate Student Services Student Portal (https://gradhelp.harrisburgu.edu/)</p>	<p>Career Services & Experiential Learning 717.901.5100 ext. 1714 Careerservices@harrisburgU.edu</p>
<p>Harrisburg University Security 717.901.5180 HUSecurity@HarrisburgU.edu</p>	<p>Veterans School Certifying Official 717.901.5136</p>

Compliance Compliance@HarrisburgU.edu	
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HU Nursing Program GENERAL INFORMATION

Enrollment Agreement

Every student must have an enrollment agreement signed. Please contact admissions for this enrollment agreement.

Academic Calendar

Consult the academic calendar here [Academic Calendar and Key Dates | Harrisburg University](#) for important dates (registration dates, semester beginning and ending dates, holidays, etc.).

Parking

When students come to Executive on campus classes, students may park in the adjacent parking deck on campus. When students go to a practicum site, students are to park where employees park unless it is a gated entry. If the practicum facility's employee parking is gated, park in the visitor parking. Students should verify with their preceptor on appropriate parking.

Name and Address Changes

If a student has any name or address change while in the Nursing Program, please contact your instructor as well as the Office of Records and Registration.

Technology Support

Computer and other technological support are provided for the HU IT department. Contact IT at <http://ithelp@harrisburg.edu>.

RESOURCES (HU UNIVERSITY)

For general resources, see the contact page in this handbook. Students may also go to the HU SharePoint website to review student resources.

HU Nursing Program GENERAL INFORMATION

Student Identification Badges (ID badge)

Students are required to obtain an HU ID badge before the first practicum/clinical day. This is a requirement of practicum sites and students are required to always wear The ID badge while at a practicum site.

MSN Program

Graduate education focuses on individualized career advancement in areas of study within the science, technology, engineering, and mathematics disciplines. The University's approach is based on an experiential model that allows the student to gain and apply knowledge and skills at an advanced level and to focus on an area of need or interest particular to the student. Faculty combine corporate and academic perspectives in the design, development, and delivery of graduate programs and courses. Programs are designed for working professionals focused on career advancement who can apply what is learned back to their workplace. Therefore, each course has multiple applied projects, work-related assignments, and each degree has a practicum requirement of all students. Harrisburg University's graduate programs are based on the following model:

- All M.S. degrees are granted for 36 semester hours of graduate work.
- Each M.S. track has 5 or 6 required courses that uniquely define the specific graduate program.
- There are a variety of graduate-level courses that the students in any M.S. program may take as electives. This pool of electives may consist of a wide range of courses from different graduate-level programs.
- There is a 6-credit practicum over one or two semesters that includes a final project that is required of all graduate degrees in the MSN program. This practicum synthesizes the key concepts of the program and extends/applies these concepts to real-life practical problems or research investigations. The final project is completed during the last one or two practicum courses. The courses leading up to this practicum experience combined with the practical work experience for students are required to complete the final project.

See Graduate Catalog for graduation requirements.

The MSN program at Harrisburg University was started in 2020. The program has grown over the past five years and expanded enrollment by 2000%. The MSN program accepts both domestic and international students (see Graduate Catalog). The MSN nursing program has two tracks: Clinical Nurse Leader and Nurse Educator.

MSN Program Mission Statement

The Nursing Program at HU is committed to excellence in healthcare by providing high-quality professional nursing education and practice that addresses both local and global health needs. Guided by the principles outlined by Benner et al. (2010), the program employs a three-pronged apprenticeship model encompassing knowledge acquisition, clinical reasoning, and ethical practice. This approach prepares nurses to become leaders in clinical care and health system transformation.

Upon completion of this program, the MSN student will be able to:

- Utilize evidence-based research to guide healthcare clinical and operational decisions.
- Adhere to regulatory practices associated with the healthcare industry.
- Demonstrate collaborative practice expected of all healthcare professionals.
- Produce a life-long learning plan specific to career advancement and maintaining credentials.
- Generate frameworks required to implement healthcare initiatives.

In addition, the student will be eligible to sit for the certification exam for either Nurse Educator or Clinical Nurse Leader.

Nursing Program Philosophy

The MSN Nursing Program supports HU's mission and vision of serving adult learners and organizations through its programs to prepare diverse student populations who want to pursue a career in the science of nursing using student-centered, technologically advanced, and experiential learning designs that emphasize student success, with a sharp focus on specific interdisciplinary competencies and strong linkages to career development. In addition, the nursing program supports HU core competencies: civic engagement, written and oral communication, critical thinking, entrepreneurship, ethical awareness and reasoning, global awareness, information literacy, teamwork and collaboration.

The Essentials of Master's Education in Nursing (AACN, 2024) serve as the framework for designing and guiding nursing educational programs. In addition, other important professional nursing guidelines that support the curriculum design are the following: The Guide to the Code of Ethics for Nurses: Interpretation and Application (American Nurses Association, 2015); The Code of Ethics for Nurses with Interpretive Statements (American Nurses Association, 2015); Scope and Standards of Practice (ANA, 2015) and, the educational competencies of the various levels of nursing education (AACN, 2024, NLN, 2012). These professional standards and guidelines provide a strong foundation for the Nursing Program that will prepare professional nurses as educators and leaders in a variety of settings. The faculty members serve as mentors, role models, and guides to facilitate the student's successful journey through the chosen specialty track. They are committed to providing a high-quality nursing education that recognizes previous knowledge and experience to promote an advanced learning environment and appreciation for reflective nursing. This comprehensive approach results in graduates prepared to practice evidence-based nursing, effective communication, quality interprofessional collaboration, leadership, and ethical decision-making. The intent of this MSN program is to prepare nursing graduates to improve health outcomes for diverse populations.

Accreditation

The master's degree program in nursing at Harrisburg University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The MSN nursing program is in an accreditation year. The program will be reviewed by CCNE in November 2025.

Student Responsibility Statement

A student has the responsibility to engage fully in assigned work, to be interactive in academic discussion, and to develop professional competencies both in the classroom and at internship practicum sites. The student should be a partner in the endeavor of learning, now and in the future. It is the student's responsibility to be engaged in the University's community of learners and to develop a strong professional and ethical foundation as a community member. Failure to uphold HU's rules and policies, as well as federal, state, or local laws and/or regulations, may result in disciplinary action by HU Code of Student Conduct.

Admissions

The University has a centralized Admissions Office to serve all prospective student applicants. This centralized structure honors the University's commitment to lifelong learning and to offer a more fluid and comprehensive service for those seeking access to a quality educational experience.

Admission Process and Requirements

Graduate Admission Process

There is no application deadline. Graduate program applicants are encouraged to apply at least two months prior to the start of any semester. This application process allows ample time to be accepted, develop an academic schedule, and to process financial aid applications (if applicable). The University uses a portal system for the secure transmission of documents.

Graduate Admission Requirements:

Each applicant's candidacy will be evaluated once all admissions materials have been received. The graduate admission process requires the candidate to:

- complete the application online at www.HarrisburgU.edu/Apply.
- submit final official undergraduate transcript(s) from the college or university at which a baccalaureate degree was conferred, and unofficial or official from any other institution of higher education attended (whether academic credit was earned);
- if the applicant earned the undergraduate degree at a non-U.S. institution, the transcripts must be evaluated by WES/ECE to show the degree is equivalent to a four-year undergraduate degree in the U.S. The evaluation can be sent directly from WES/ECE to Gradtranscripts@Harrisburgu.edu.
- submit a personal goal statement including
 - identify career/professional goals.
 - leadership or group contributions
 - describe examples of leadership experience in which you have significantly influenced others, helped resolve disputes, or contributed to group efforts over time.
- submit a resume.
- see programs for additional admission requirements, if any.

Additional Admission Requirements for MSN Program

- Completion of a bachelor's degree in nursing
- Transcripts from school that shows BSN Degree Completion
- Current United States issued RN License Number

International Students (Harrisburg and Philadelphia Locations)

An international student planning to attend the University on a student (F-1) visa must satisfy the appropriate admissions requirements and procedures, demonstrate proficiency in the English language, and provide an affidavit of financial support (bank statement of \$27,040 USD or affidavit of support if applicable; applicants with dependents and children must show additional financial support of \$5,000 for the first dependent, and \$2,500 for each additional dependent).

Academic records should include courses studied, grades earned, diplomas, certificates, and results of comprehensive national examinations. International students must request an evaluation of their international transcripts through the World Education Services (WES), Educational Credential Evaluators (ECE), or AACRAO's Electronic Database for Global Education (EDGE) to determine authenticity and degree.

A demonstration of English language proficiency is required of any student who is not a United States citizen. Acceptable demonstrations would include one of the following:

- completed an undergraduate college degree program from a regionally accredited United States institution of higher education.
- completed a full-time semester of graduate studies from a regionally accredited United States institution of higher education with a 3.0 or higher GPA.
- scored above average on the Analytical Writing section of the Graduate Record Examination (GRE).
- earned a TOEFL score of 80 or higher on the web-based version, 200 on the computer version, or 520 on the paper version.
- earned an IELTS score of 6.5 or higher.
- earned an overall score of 115 or higher on the Duolingo English Test; or
- earned a score of 59 or higher on the Pearson Test of English (PTE). Harrisburg

University of Science and Technology is authorized under federal law to enroll non-immigrant alien students. This approval allows an international student to apply for entry into the United States for study on an F-1 visa only after a complete application package is received and financial documents are deemed sufficient by the University. HU requires a tuition deposit payment of at least \$1,000 toward the first semester's tuition to issue an I-20. The SEVIS I901 fee of \$350 is then paid by the student directly to SEVIS prior to attending a Consulate visit for the F1 visa. Following entry into the United States and arrival at the University, the student will be required to provide a copy of the passport, F-1 visa, I-20, and I-94 arrival/departure record all identification information in SEVIS. An international student is obligated to notify HU should their status change during enrollment from F-1 to any other immigration status. HU will terminate a student's SEVIS record for failure to remain eligible as required by the terms of the F-1 visa. An international student does not qualify for Federal or State financial aid. Private education loans through participating lenders may be available, if eligible. If a student is

transferring a SEVIS record, the record must arrive at least one day before the start of the semester. Otherwise, Registration will withdraw the student from classes and defer the student to the subsequent semester. Submit an online SEVIS transfer recommendation request at <http://www.HarrisburgU.edu/SEVISTransfer>. It is imperative that the student contact the International Student Office at the SEVP-certified institution where the student's SEVIS record currently resides. The student must notify a DSO/ International Student Advisor at their current school and let them know that the student would like to have their SEVIS record transferred to HU. Every school has its own way of processing such requests, so the student should abide by their school's policy when requesting to be transferred out. The student will need to provide a copy of their HU letter of acceptance to the International Student Advisor at their current school and let them know that they will be receiving an electronic transfer form via email.

Readmission Graduate Readmission

The Readmission Application Form is available at Records and Registration and must be completed and submitted to that office at least two weeks before the start of the semester. A student who was in good academic standing, had satisfied all financial obligations to the University at the time of withdrawal and had no disciplinary sanctions imposed will be readmitted. A student who left the University on academic probation or dismissal can only apply for readmission after an absence of one year. The application will be reviewed by a committee appointed by the Provost, who will make the readmission decision. Readmission for F1 students must also be approved by the International Student Office. Students must demonstrate compliance with F1 regulations. A student who leaves the University and returns from an absence of one year or more will be subject to the Catalog edition in effect during the year of return.

Computer Requirements

All programs involving face-to-face or in-class instruction require a laptop computer to be obtained prior to the first day of class. For any fully online programs or for any secondary machine, students are free to use desktop computers that meet the requirements listed on the University's website at <https://harrisburgu.edu/hu-experience/it-resourcecenter/>. Please note, these are the minimum requirements for the Office365 desktop software. There may be additional degree program software requirements. Some program software may be operating system dependent. Check with your advisor or program director for more information before you make any computer purchasing decisions.

Textbooks

Textbooks and other supplies (if specified for a course) must be obtained by the student prior to the first day of class. Textbooks may include bound books, eBooks, journals, or software. Supplies may include a laboratory coat, goggles, gloves or any other required item specified. Students can find textbook information in the course syllabus. Some courses have textbooks or learning materials embedded in the course structure, provided at no additional cost.

Prior Learning Assessment Charge

A student who applies for prior learning assessment is charged per semester hour amount of \$350 for the number of semester hours of the course equivalent sought. This charge is imposed at the time of application. No refund will be made if the application is unsuccessful.

See Graduate Catalog for additional fees.

Add/Drop Period and Course Withdrawals

The Add/Drop Period begins on the first day of the semester and ends after 6 days of classes have occurred (this includes Saturday). A student may make schedule adjustments during the Add/Drop period on MyHU, or in the Records and Registration office. No course may be added after the end of this period. If a student withdraws from any course after the conclusion of this period and up until the last day to withdraw from a course with a "W", a final grade of "W" will appear on the permanent record. After that period, a "WF" will appear on the permanent record. The withdrawal deadlines appear on the Academic Calendar for both semesters and subterms. F1 students wishing to drop or withdraw from a course must first consult with the International Student Office to determine eligibility. F1 students must remain enrolled for a minimum of 6 credit hours per semester. A minimum of 3 credit hours must be in-person format classes. Falling below 6 credit hours or failing to meet in-person class requirements is a violation of F1 status and will result in SEVIS record termination.

Withdrawal Policy

Full Withdrawal Refund Schedule

A student who fully withdraws from all courses at the University may qualify for a credit of the unearned portion of the tuition charge. For refund purposes, the semester begins on the first day of the semester, subterm, or session, regardless of the student's first class day of attendance during week one. The period of time used to calculate the tuition refund is the first day of class of the semester to the University's determination date of official or unofficial withdrawal. The refund policy applies to tuition charges and does not apply separately to the various payments credited to the student's account. Please see the Academic Calendar at <https://harrisburgu.edu/academic-calendar> for specific semester start dates and withdrawal deadlines.

- 14 Week Semesters There is a 100% tuition refund when a student fully withdraws during the add/drop period and a refund schedule for withdrawals occurring in the first three weeks of the semester.
- Prior to the first day of the semester 100%
- Prior to the end of add/drop 100% During the second week 50%
- During the third week 25%
- After the third week 0%

Administrative Withdrawal for Reasons of Conduct

Involuntary withdrawal (dismissal) from the Nursing Program can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance. Prior to any dismissal, the Chief Nursing Officer will investigate the issue and determine the course of action.

Nursing students who exhibit harmful, potentially harmful, or disruptive behavior due to apparent medical or psychological distress and who do not voluntarily request a leave of absence, may be subject to involuntary administration withdrawal from the Nursing Program if their behavior renders them unable to effectively function in the University community. Such behavior includes, but is not limited to, that which:

- poses a significant threat of danger and/or harm to members of the University community; and/or
- interferes with the lawful activities or basic rights of other students, University employees, or visitors; and/or
- poses a threat or suspicion of threat to patient safety.

The faculty and/or Chief Nursing Officer will also address all reports of impaired or possibly impaired performance of students to assure the safety of patients, coworkers, and other students. In the presence of reasonable suspicion, students may be required to undergo drug testing or other professional evaluations. Health difficulties impairing performance can result from physical and/or mental/behavioral problems, including but not limited to issues such as illegal drug use, misuse of legal drugs, or alcohol abuse. Investigations, assessments and evaluations shall be confidential under the Family Educational Rights and Privacy Act (also known as FERPA or the Buckley Amendment) except as limited by regulation, ethical obligation, and/or threat to patient safety. Additional behaviors warranting potential involuntary administrative withdrawal include, but are not limited to unethical behaviors, personal misconduct, or professional misconduct or any other behaviors against the Harrisburg University Policy, professional standards of care, the Code of Ethics for Nurses, and regulations governing nursing practice through the individual state or district Nurse Practice Acts.

Student Violations & Disciplinary Actions

Students are subject to disciplinary actions if any university, program, or institutional violations occur during the clinical practicum rotation. Violations may include, but are not limited to, lapses in ethical conduct, unsafe performance, inability to meet compliance standards for the clinical practicum placement, loss or restriction of the student's nursing license, or unprofessional behavior as defined by either the clinical practicum site staff or the graduate nursing faculty. Disciplinary actions and disciplinary appeals processes are outlined in the HU Graduate Program Policies and Procedures and the Graduate Nursing Program Student Handbook. Disciplinary actions may include, but are not limited to, expulsion from the clinical site, course failure, and/or program dismissal.

See Graduate Catalog for additional information regarding withdrawal from the University and academic discipline and dismissal protocol.

Tuition Add/Drop Policy

If a student adds or reduces the number of courses and/or semester hours during the published add/drop period, tuition will be recalculated based on the adjusted number of semester hours. There is no tuition refund when a student withdraws from one or more courses after the add/drop period but remains enrolled in one or more other scheduled courses.

See Graduate Catalog for additional information on tuition, financial aid and academic standing.

Enrollment Status Determination

A student's enrollment status is determined at the end of the Add/Drop Period. The student is charged the applicable tuition rate for the number of semester hours in which the student is enrolled on the census date.

See Graduate Catalog for Student Support Services, including health and mental health services, library services, textbook services, accessibility support services, and technology services.

Academic Advising

Academic advising can be a critical component of a student's education. Each student is assigned an advisor upon entering the nursing program. The advisor helps the student explore academic goals and assists in course selection for the academic program. The advisor will guide the student's academic activities and course of study, in accordance with the student's clinical and professional interests. Advisors will be available to answer questions that the student may have.

The Office of Student Services supports the faculty role in advising. In addition, it assists the student in accessing resources and developing strategies when non-academic factors affect a student's ability to succeed.

The Nursing program reserves the right to change a student's advisor as needed. Students may request a change of advisor by contacting the nursing program office.

Academic Policies

Calendar, Credit System and Final Examinations

The University operates on a semester calendar and uses the semester hour credit system. There are three semesters per twelve-month period: (Fall, Spring, Summer) in the MSN Nursing Program.

See Graduate Catalog for additional information on credit hours.

Enrollment Status

The student is expected to maintain consecutive enrollment, which is defined for certification purposes as either full-time or part-time. Full-time student enrollment is six or more semester hours in a semester. Part-time student enrollment is fewer than six semester hours in a semester. A student is limited to six semester hours for the first semester of enrollment. A student cannot pursue more than one degree at a time. Consecutive enrollment is expected throughout the program; however, the one-semester break is permitted. F-1 students must meet their status eligibility requirements to take a break. Program lead approval is required if a student requests a second break due to extreme circumstances. Under normal circumstances, if more than one consecutive break is requested, the student would need to withdraw from the program and reapply when ready to return. A student who does not return following a semester break will be unofficially withdrawn and must reapply.

F1 students must remain enrolled for a minimum of six credit hours per semester. There are two on-campus classes in which attendance is mandatory. Falling below six credit hours or failing to meet in-person class requirements is a violation of F1 status and will result in SEVIS record termination.

See Graduate Catalog and SharePoint for additional information on registration process.

Course Delivery Modes

The MSN Nursing Program offers courses in multiple delivery formats: campus courses, hybrid courses, and asynchronous online courses with a weekly synchronous chat session. Course formats are defined as follows:

- **Executive Courses** - Students will meet on campus two Saturdays each semester. Students will also meet in a weekly online synchronous class via TEAMS.
- **Asynchronous Online (OA)** - Courses are entirely online, with no required synchronous course meetings (either in person or virtual). Online courses consist of instructor-designed, student driven, interactive modules of instruction delivered via Canvas that are virtually available on the Internet. Online courses may or may not have a synchronous component (planned activities at specific times when students and/or faculty interact – for example, in an online chat or through a teleconference) -- or may be fully asynchronous.
- **Synchronous Online (OS)** - Required course meetings are delivered synchronously at a pre-determined time using virtual classroom technology.
- **In-Person (IP)** - Required course meetings are delivered in person at a predetermined time and location.
- **Hybrid (HB)** - A combination of in-person meetings at a predetermined time and location and synchronous meetings at a predetermined time using virtual classroom technology. The ratio of in-person to virtual instruction is flexible but should be pre-determined.

Notes:

- All required meeting times, both in person and virtual, should be communicated at the point of registration.
- Instructional meetings outside the course modality, if offered, must be optional and/or flexible for students.
- Asynchronous instructional elements may be used in combination with the other three modes without impacting the course delivery definition.

Communication between Harrisburg University and Students

Electronic mail (e-mail) is the official medium by which Harrisburg University communicates policies, procedures, and items related to course work or degree requirements to students enrolled at the university. All HU Nursing Program students are assigned a Harrisburg University e-mail account upon acceptance of an offer of admission. It is the student's responsibility to check this e-mail account regularly and to respond promptly to requests made by e-mail. No other e-mail account may be used for official communication with the school.

Use of Social Media Overview

Harrisburg University Nursing Program recognizes and supports the professional use of social media by faculty, staff and students. This policy covers the use of social media and internet activities that associate the Harrisburg community with all institutions who support HU Nursing Program through practicum placements. Since social media often spans traditional boundaries between professional and personal relationships, additional vigilance is required to ensure that one is protecting personal, professional, and university reputations. All faculty, staff and students within the Harrisburg community are expected to observe professional standards for communication in all interactions and exercise wisdom and caution in using social media. Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity. Bear in mind that people have been denied employment because of information posted on social networking sites.

In using social media, students have an obligation to conduct themselves in accordance with all clinical institutional social media policies, Harrisburg University and the Harrisburg University Academic Integrity and Professionalism Policy.

Social Media Defined:

Social media refers to any online network, which connects and engage people, and where user generated content is publicly shared. Examples of social media include technology tools, online sharing platform sites and networks (e.g., Facebook, Twitter, LinkedIn, Pinterest), photo and video sharing sites (e.g. Instagram, Facebook Watch, Snapchat, TikTok, YouTube, blogs, listservs), audio platforms (e.g. Clubhouse, Anchor, Spotify), message boards or discussion forums (e.g. Reddit, Quora, Allnurses.com), closed/private community platforms (e.g. Slack, Facebook Groups, Microsoft Teams) and similar online sharing sites that feature user-generated content, which may arise in the future.

While new technologies create new opportunities for communication and collaboration, they also create vulnerabilities for individuals and institutions, especially those involved in the health care environment. This information is to promote the safety and privacy of faculty, staff, students, patients and their families, and visitors through the protection of sensitive and confidential information.

HU Nursing Program recognizes and supports professional use of social media and recognizes that the workforce participates in social media for personal use. This information covers the use of social media and internet activities that associate the Harrisburg community with all institutions who support HU Nursing Program through practicum placements. Since social media often spans traditional boundaries between professional and personal relationships, additional vigilance is required to ensure that one is protecting personal, professional, and university reputations. All faculty, staff and students within the Harrisburg community are expected to observe professional standards for communication in all interactions and exercise wisdom and

caution in using social media. Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity. Bear in mind that people have been denied employment because of information posted on social networking sites.

The following guidelines apply to the Harrisburg community who identify themselves as part of HU Nursing Program on professional and personal social media sites:

- Protect confidential and sensitive information. Do not post confidential information about the university, staff, students, clinical facilities, patients or others with whom one has contact in the role as affiliated with HU Nursing Program.
- Students and faculty/practicum instructors in practicum settings should familiarize themselves with the social media policies of those agencies.
- Faculty, staff or students will not initiate or accept friend requests (or the like) from patients or patient families except in unusual circumstances when there is an established relationship prior to the date of treatment.
- Faculty, staff and students will not participate in online conversations with patients, patients' families, and others regarding patient information.
- Activities that occur during the practicum experiences will not be shared through social media. Sharing information includes, but is not limited to posting pictures of patients, families, patient records, healthcare workers, interiors of clinical sites, faculty, fellow students, etc.
- Adhere to copyright laws and intellectual property rights of others and of the university.
- HU logos or graphics/images are not to be used on personal social media sites or to promote/endorse a product, cause, political party or candidate.

Consequences

HU Nursing Program will investigate potential violations of this policy. Consequences for failure to abide by any component of this policy may result in disciplinary action, including but not limited to formal reprimand, suspension, course and/or practicum failure, dismissal from the program based on the type and seriousness of the violation. HU Nursing Program may have mandatory reporting obligations to licensing and credentialing bodies. Breaches of the social media policy may be submitted to the state Board of Nursing, which may affect licensure or

eligibility for licensure. Students should also be aware of the social media policies of non-HU facilities and adhere to these. Breach of these policies may result in additional penalties from the facility.

Class Attendance

Attendance is critical to academic success, and we encourage all students to attend every scheduled class session. Regular attendance is essential for students to fully engage with course materials, participate in classroom discussions, and collaborate with classmates. By attending class consistently, students demonstrate their commitment to their education and are more likely to achieve their academic goals. Therefore, we strongly recommend that all students prioritize attendance and make every effort to attend every class session. All students are expected to regularly demonstrate academic engagement within each class. It is the instructor's responsibility to set forth, in writing, any special conditions regarding absences from the course at the beginning of a course and the impact on student grades. In many classes, participation in class constitutes a substantial part of the work of the course. Faculty should clarify in the course syllabus how students are expected to demonstrate academic engagement.

Online Courses

Students in an online course must participate in the course weekly, either by submitting assignments or doing discussion posts, quizzes, tests, chats, or team sessions, to be considered in attendance. Logging in and viewing course material is not considered participation. Students that do not participate in their online course within any 14-day period may be administratively withdrawn from their courses.

Discussion Boards

All students are expected to actively participate in discussion boards as directed on the Syllabus and in Canvas.

Synchronous On-line classes

All students are expected to attend and be fully engaged in synchronous online classes. These classes are mandatory, and attendance will be taken. Poor attendance may affect your grade in the course.

Practicum Hours

Experiential learning (i.e., Practicum hours) is an important piece of the MSN Nursing Program. Students who miss Practicum hours due to sickness, emergencies or other will need to make up ALL Practicum hours. See Practicum policy for additional information.

Excessive Absences

When a student fails to participate to such an extent that their own progress or that of the class or group is seriously impaired, they may be at risk of being academically withdrawn from the course. If, in the judgment of the instructor, a student is absent consecutively from class for more than two weeks and fails to complete the requested participatory assignments:

1. the instructor will notify the student of this determination.
2. the student will have one week to meet with the instructor to address the situation; and
3. if the student fails to do so, the instructor will notify Records and Registration to recommend withdrawing the student from the course.

F1 Students

HU international graduate students in F-1 immigration status are required by United States immigration laws to be continually enrolled in a full-time status. At HU, this requires maintaining a six-credit course load in every semester of enrollment. Per SEVIS guidelines, F-1 students must attend their classes for every scheduled executive session in which they are registered (as well as maintain satisfactory academic progress as defined by HU's graduate catalog). An F-1 student who misses any classes of an executive format session during a semester will be marked absent and reported to the International Student Office (ISO).

Verification of Enrollment

At the beginning of each term, Records and Registration verify the course enrollments of all students. Only students officially registered for a course may attend class. Any student attending class but not appearing on the roster must be added to the class before the end of the add/drop period. Faculty should notify Records and Registration if a student is in attendance but does not appear on the course roster. Students must demonstrate academic engagement during the add/drop period. Failure to participate, may result in the courses being dropped and the student exited from the program.

Grading

Grades are awarded to each student for academic credit completed at the University. A grade is assigned by the instructor responsible for the course in which the student is enrolled, using the following grading scale to indicate the quality of the student's academic work.

Master's degree Grading Scale:

Grade	Description	Numerical Value
A	Superior achievement	4.00
B	Average achievement	3.00
C	Minimum achievement	2.00
F	Fail-Disciplinary	0.00
See Graduate Catalog for additional grading codes and grade point averages		

Academic Standing Policy

A graduate student with a cumulative grade point average (CPGA) of 3.00 or higher is in satisfactory academic standing. A student whose CGPA falls below 3.00 is not in satisfactory academic standing and will be placed on academic probation. A student who fails to make satisfactory academic progress at the end of a semester is subject to warning, probation, or dismissal according to the following policy:

First Occurrence - Warning Following the first semester in which the student does not meet the satisfactory academic progress standard, the student will automatically be placed on academic warning for the next semester. A letter will be issued advising the student of their academic warning status. No appeal is needed, but in consultation with the Office of Student Services, an academic plan may be required.

Second Consecutive Occurrence - Probation If, by the end of the warning semester, the student is not able to achieve satisfactory academic progress status, a letter will be issued placing the student on academic probation status for the next semester. The student should work with the Office of Student Services to determine an academic plan to improve the student's CGPA.

Third Consecutive Occurrence - Dismissal If a student, after three consecutive semesters, has a CGPA that remains below 3.00 or fails to meet the program pursuit percentage, a letter of dismissal will be issued.

Failure to Make Academic Progress - A student that fails to make any academic progress and has a cumulative GPA of 0.00 after two semesters will be dismissed and have the opportunity to appeal as outlined below.

Students are encouraged to reflect critically on their academic performance each semester and to maintain the required satisfactory grade point average (GPA). Satisfactory academic standing is defined as both a semester GPA of 3.0 or higher, and a cumulative GPA of 3.0 or higher. All F grades are counted in the computations of the grade point average unless the student repeats the course and earns a passing grade.

Students who receive an F in any graduate course required for their major must retake and pass that course. If the course is a prerequisite for another course, it must be retaken and passed before the student enrolls in the subsequent course. A student who receives a second F in any graduate course will be administratively withdrawn (dismissed) from the Nursing Program effective at the end of the semester in which the second F was received.

See Graduate Catalog for grade appeal information.

Repeated Courses

A master's student may repeat a course in which a final grade of "C" or below, "W", "WA", "FD", or "WF" has been received. See Graduate Catalog for grading codes. The original grade will remain on the student's academic record. After the course has been repeated, the most recent grade will be used in the calculation of the student's cumulative grade point average. A student cannot repeat a course for the sole purpose of improving the overall GPA if the degree requirement has already been met. No more than two courses can be repeated in the MSN program.

Use of AI in Course Work

Artificial Intelligence (AI) is a broad field of computer science that focuses on machines to do the work of a human. Some examples of AI in a university setting include recommending specific resources, providing support for students with certain concepts, identifying key concepts in research, providing feedback on writing, data analysis, simulations and interactive learning experiences.

AI may be useful in nursing students' studies in this Nursing Program; however, students should take caution in over-reliance on them for assignments. AI may be allowed to be used in a writing assignment; however, AI should only be used to begin researching ideas and identify key concepts in research for example and in no way should AI write the paper for the student. Students should always write their own ideas and if paraphrasing another's work, the student should cite the works.

Students should be diligent about using AI tools. Instructors will let the student know when AI is acceptable to use for an assignment and when AI is not permitted, tools such as Turnitin will be used by the instructor to check for AI use in writing. Even if Turnitin does not detect AI usage, if an instructor recognizes the use of AI in a written paper, it will be discussed with the student and the student will need to re-submit the paper without the use of AI. If the student continues to use AI to write papers, the student's grade is in jeopardy.

If AI provides you with information, guidance, ideas you must cite the reference; otherwise, this may be considered plagiarism and is a serious academic offense.

Academic Conduct System and Procedures

A. When a faculty member suspects that an incident of academic dishonesty has occurred, the faculty member should communicate with the respondent in writing and promptly arrange a conference with the respondent to discuss the matter. The faculty member may consult with the Office of Student Success and/or the program lead (where applicable) on the issues involved. No one should discuss prior academic or disciplinary infractions of the respondent with the faculty member. At the conference, the faculty member will inform the respondent of the faculty's concerns, and the respondent will be given the opportunity to present their version of the facts. No counsel (e.g., parents/guardians, lawyers) will be present at this conference.

B. Once an allegation of suspected academic dishonesty has been communicated to the respondent, the respondent may not withdraw from the course or academic project in question until a final determination has been reached and the appeal process is complete, or the deadline has passed.

C. After an academic conference, or if the respondent does not respond in a timely fashion to the offer to confer one with the faculty member, the faculty member may conduct further

investigation regarding the matter as the faculty member deems appropriate. Based on the facts, the faculty member will decide whether an act of academic dishonesty has taken place.

D. Faculty will use the preponderance of standard evidence in the investigation. A preponderance of evidence means it is more likely than not that a violation of the policy occurred. This standard is often referred to as “50 percent plus a feather”.

E. If the faculty member concludes that the respondent more likely than not committed an act of academic dishonesty and consequently imposes a sanction, the faculty member will make a written record of the disposition of the matter, including the facts on which the faculty member relied. The faculty member will communicate this decision to the respondent and to the Office of Student Services to be recorded in the respondent’s conduct file. Faculty members must report through this public facing incident report link: https://harrisburgu-advocate.symplicity.com/public_report/index.php/pid927807 Faculty should report all students that were involved in the misconduct, if known.

F. Upon receiving the faculty member's decision, the Provost or designee may decide to increase the sanction. This decision may be based on the existence of prior conduct violations. The Provost’s Designee shall prepare a written decision, which states the conclusions and the facts upon which the Provost’s Designee relied. The respondent shall be informed in writing in a timely fashion of the decision.

Sanctions

Initial sanctions for academic dishonesty are imposed by the faculty member. Additional sanctions may be imposed by the Provost or designee consistent with the Student Code of Conduct. Faculty may impose the following sanctions or a combination thereof:

ACVS.1 – Warning No Violation Respondent is provided with a written warning that any further violation will result in more severe sanctions such as a record of misconduct, grade reduction, failure of assignment, or failure for course. If faculty request to assign this sanction, the violation will not be on the student’s conduct record unless there were prior violations. In this instance, the Office of Student Services will review and sanction appropriately. The warning can and will be used in consideration of any further violations of HU’s policies. Respondents will be provided with access to remedial training.

ACVS.2 - Revision and resubmission of an assignment: Respondent is permitted to revise and resubmit the assignment, but with written record of the violation of conduct. The faculty member is responsible for the evaluation of the resubmission.

ACVS.3 - Educational assignment or reflection assignment: Respondent is responsible for completion of an educational or reflective assignment that is assigned and evaluated by the faculty member.

ACVS.4 - Remedial training and assessment: Plagiarism Module Respondent is responsible for the completion of an online training module offered through the Office of Student Services; assigned for all first instances of founded academic misconduct.

ACVS.5-Remedial training and assessment: Time Management Module Respondent is responsible for the completion of online training module offered through the Office of Student Services.

ACVS.6 – Grade Reduction: Reduction of an assignment grade by a percentage or points as determined by the faculty member. 27

ACVS.7– Zero (0) Grade: Assignment of a grade of zero (0) for the assignment, test, quiz, presentation, etc.; and/or ACVS.8 - Failure of course: The student will be administratively withdrawn from the course with a grade of an "FD".

Note: Submissions of student work with an elevated Turnitin AI detection score (>20%) will require a recorded Teams meeting with instructor along with resubmission by an updated deadline.

Technical Standards for MSN Degree Completion

Harrisburg University is committed to providing equal access to qualified students with disabilities. A qualified student is a student with a disability who, with or without reasonable accommodations, meets the technical standards requirements for participation in Nursing program and activities. Nursing Program applicants and students who need reasonable accommodation to meet these requirements due to functional limitations caused by a disability should contact The Student Services office at the earliest opportunity to discuss available options. Students requesting disability accommodations must register with the Office of Student Support Services prior to the start of their program, or as soon as possible if their personal situation changes and they need disability accommodations.

If students require accommodation to complete any of the technical standards, it's their responsibility to contact the Office of Student Support Services to determine if reasonable accommodation can be provided. There may be certain essential physical requirements and standards of performance that the Nursing Program cannot accommodate.

To successfully complete the MSN program, students must possess all the abilities and technical standard requirements, with or without accommodation, in the areas outlined below (examples are not all-inclusive).

Students must master the outlined essential and technical skills, produce positive academic outcomes, and conduct themselves within the guidelines of Harrisburg University Code of Conduct and in compliance with applicable professional practicum regulations. Students who cannot meet the technical standard requirements, produce positive academic outcomes, and socialize in the value structure of the profession, with or without accommodation, are encouraged to speak to their student advisor regarding a potential educational path where such technical standard requirements and professional standards are not essential to patient safety and care.

Students are advised that their success in their chosen program may be dependent on an ability to meet these technical standards.

Motor and Mobility Function

Students must be able to perform the following functions:

- Observe patient condition and responses to health and illness.
- Administer CPR.
- Ability to take vital signs, including temperature, pulse, respiration, and blood pressure.
- Coordinate both gross and fine motor muscular movements, maintain equilibrium, and functionally use the senses of touch and vision.

- Execute movements reasonably required to provide general medical and emergency treatment to patients. These skills require the coordination of gross and fine motor movements, equilibrium, and sensation.
- Maintain stamina and physical ability required to participate in classes, practicum learning experience and activities that are part of the curriculum.
- Execute movements sufficiently to communicate effectively in a written format.
- Manipulate equipment and instruments (e.g., needles, stethoscope, laryngoscope, ophthalmoscope, intravenous and intra-arterial equipment) to perform basic laboratory tests and procedures as required to attain curricular goals.
- Obtain and interpret data from assessment techniques, such as observation, palpation of anatomical structures, percussion, noting surface characteristics, assessment of tone, temperature, depth, and other diagnostic procedures.
- Travel to practicum/experiential learning sites.
- Push, pull, stoop, kneel, bend, carry equipment, lift, and operate medical equipment as required for individual practicum experiences to achieve learning outcomes.

Behavioral/Emotional Function

Students must be able to perform the following functions:

- Maintain mental acuity and professional demeanor in stressful environments or during impending deadlines.
- Maintain mental acuity and professional demeanor sufficient to complete timed written and/or oral examinations and laboratory practical assessments within established time limits, especially when speed of performance or speed of decision making is a critical component.
- Maintain emotional and physical endurance in a high-stress, fast-paced setting.
- Respond to challenging situations in a respectful and professional manner, accept responsibility and accountability for one's own actions, and act in a manner that minimizes any disturbance which might impact patient care and / or the academic learning process.
- Tolerate physically – and mentally-taxing workloads, and function effectively under stress without exhibiting disruptive behavior in patient care and academic settings.
- Provide self-care and manage personal stress to effectively care for patients in keeping with academic and professional practicum guidelines.

Critical-Thinking and Cognition Skills

Students must be able to perform the following functions:

- Analyze and synthesize data from a variety of sources.
- Put research findings into practice.
- Exhibit a positive, interactive response to feedback.
- Use sound judgment and apply safety precautions as appropriate.
- Refrain from allowing the use of behavior- or mind-altering substances to impede professional functioning, includes prescribed or illicit substances.
- Read orders and administer medications by all routes.
- Effectively use technology.
- Critically think through complex problem solving for positive patient outcomes.
- Demonstrate higher-level cognitive abilities, which include:
 - Rational thought
 - Measurement
 - Calculation
 - Conceptualization
 - Analysis
 - Synthesis
 - Organization
 - Memory
 - Application
 - Clinical reasoning
 - Ethical reasoning
 - Sound judgment

Interpersonal and Professional Skills

Students must be able to perform the following functions:

- Demonstrate respectful, mature, and professional relationships with individuals and groups from a variety of social, cultural, and intellectual backgrounds.

- Recognize and problem-solve challenging professional relationships in a respectful manner, with the ability to know when to seek out assistance prior to escalation.
- Actively participate and contribute to group projects.
- Consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication.
- Promptly and accurately complete all assignments and responsibilities by due dates.
- Develop mature, sensitive, and effective relationships, not only with patients but with all members of the university community and other healthcare teams.
- Tolerate emotionally and mentally demanding workloads.
- Identify potentially violent or abusive situations with patients to safely withdraw from the interaction.
- Function effectively under stress and proactively make use of available resources to help maintain both physical and mental health.
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty.
- Take responsibility for themselves and their behaviors.
- Demonstrate awareness of ethical actions always as published by the University and professional nursing standards.
- Respect the privacy and confidentiality needs of others.
- Prioritize the welfare of patients, preceptor schedule, and academic schedule over self-interest when providing professional services.
- Maintain a flexible and open attitude towards change, new ideas, and new ways of learning. Accept constructive feedback openly and professionally.
- Fulfill obligations promptly, consistently, reliably, and according to expectations of program faculty, academic leadership, and preceptors.
- Maintain a professional appearance (including hygiene and attire) appropriate for the setting where you are representing Walden University as a student.

Communication Skills

Students must be able to perform the following functions:

- Effectively speak, write, hear, and read English.

- Communicate accurately and effectively in any applicable setting including communications with the university Faculty and staff, other students, and other healthcare professionals.
- Elicit, convey, and clarify information in a timely manner.
- Complete written work at a professional level in a timely manner.
- Document patient/client assessment/evaluation, intervention plans, and progress notations succinctly and in a time frame like clinical constraints.
- Achieve basic technical competency and accuracy required to function in the classroom and professional setting, including functionality in word processing, email, and use of the internet.
- Describe, effectively, perceived changes and perceive nonverbal communication.
- Possess the ability to speak, hear, and observe to elicit information from patients and team, describe changes in the patient, and perceive nonverbal communications.
- Demonstrate verbal language capabilities sufficient to communicate effectively and sensitively with patients, patient families, and teams regarding plan of care.
- Demonstrate sufficient writing and reading capabilities for record keeping, professional health care team interactions, and patient/family interactions.
- Respect the autonomy and beliefs of others and refrain from imposing one's own personal beliefs on others.
- Act with an awareness of how personal actions affect others.
- Communicate information truthfully and accurately.

Curriculum Overview

Characteristics of Learning Experiences

The goal of learning at Harrisburg University is to obtain the relevant knowledge, competence, and experiences to best be prepared for an enriching career. Learning is, therefore, a multi-faceted activity that occurs throughout and across the college experience; it integrates both academic learning (acquiring and applying new knowledge) and student development (learning about oneself). Competency-based learning outcomes with programs that are intentionally designed to be engaging, integrative, and experiential are emphasized.

There are five inter-dependent program characteristics that help define the Harrisburg University experience:

HIGHLY ENGAGED

Learners are not passive recipients of knowledge, but active participants in their learning. Learning experiences are built upon interactions that engage learners with content, other learners, and faculty. These engagement strategies support learners in mastering new content and skills while demonstrating their learning through multiple means and contexts.

- Courses provide diverse interactions with content using strategies such as hands-on laboratories, exercises, simulations, and games.
- Courses provide opportunities for learners to co-construct and clarify knowledge, as well as build a supportive class community, by collaborating with their fellow learners. Strategies include active learning activities such as group discussions, debates, roleplays, group projects, and group laboratory work.
- Courses provide opportunities for learners to ask questions and receive timely and meaningful feedback from faculty. Faculty presence is essential for learner success, especially in online environments.

HIGHLY AVAILABLE

HU serves a diverse community of learners. To support the needs of these learners, the University provides a variety of experiences and programs. Educational opportunities are available through multiple delivery methods (including face-to-face and online), in multiple modalities (synchronous and asynchronous), in multiple locations (including Harrisburg, Philadelphia, high schools across the region, etc.).

- Course policies, schedules, and expectations are learner-friendly and clearly communicated.
- Course design seeks to achieve Universal Design for Learning.

HIGHLY COLLABORATIVE

Learners develop knowledge and skills best through shared experiences, as opposed to learning in isolation or in competition with one another. Faculty create learning environments based upon the premise that knowledge can be gained from anyone.

- Coursework requires students to work together to solve problems using teamwork, thereby developing skills essential to their future careers.
- Coursework provides opportunities for learners to receive feedback from their peers.
- Learners' achievements are assessed against a common standard rather than against other learners' achievements, such as by grading on a curve.
- Learners have the advantage of learning from classmates, business mentors, and future employers.
- Faculty work together to develop and share learning resources, activities, materials, feedback, and innovative methods that promote student learning.

HIGHLY EXPERIENTIAL

The University deliberately ensures that learning is highly linked to both practical and professional experience. The students benefit from a robust learning model that deliberately prioritizes experience, both inside and outside the classroom.

- Experiential learning is emphasized through research, industry-related experiences, and practica.
- Course activities allow learners the flexibility to explore topics of interest and gain relevant professional experience.
- Courses encourage learners to reflect on their own learning.
- Learners' prior experiences are incorporated into the learning process.

HIGHLY APPLIED

Learning conversation focuses on the practical application of knowledge. The intention is to shift focus from "How do I remember this information?" to "How can I apply this information to create knowledge that is both useful and actionable?" In this way, learning becomes an exercise in both preparation for career and readiness for life.

- Courses provide practical, meaningful learning experiences that are relevant to the learners' current or future careers.
- Courses deliberately tie theoretical content to relevant, real-world cases and examples via authentic activities and assessments.

Learning Assessment at Harrisburg University

Harrisburg University's model for the assessment of student learning is structured to support learning goals. The goals of the programs and courses are clearly defined and are relevant to the mission of the University. Course syllabi establish specific learning objectives, articulates the

instructor's expectation of the student, and outline the standards against which the student's learning is measured. Learning assessment of coursework and experiential learning is creative, in that it goes beyond instructor-driven evaluation through examinations and papers in most cases and is done both inside and outside the classroom by faculty, business and academic professionals. Further, students' learning around each of the University competencies is a focus of assessment activities. The University is committed to improving its program offerings by comparing student assessment outcomes to the program and course goals.

University Competencies

Competency-Driven and Across-the-Curricula: A hallmark of the Harrisburg University experience is competency driven education. The student will be expected to demonstrate mastery of eight university-wide competencies:

CIVIC ENGAGEMENT

Definition: Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.). In addition, civic engagement is participation in personal and public activities that are both life-enriching and socially beneficial to the community.

WRITTEN AND ORAL COMMUNICATION

Definition: Written communication is the development and expression of ideas in writing. It involves writing in a variety of styles, genres, and technologies and mixing text, data, and images. Written communication abilities develop through repeated writing experiences across the disciplines.

CRITICAL THINKING

Definition: Critical thinking is the use of deliberative thought, characterized by the comprehensive exploration of topics, ideas, artifacts, or events before accepting or formulating an opinion or conclusion. Using reason and experience to form informed judgments, the critical thinker combines or synthesizes existing ideas, images, or expertise in original ways; and reacts to experience in imaginative ways, characterized by innovation, divergent thinking, and risk-taking. The critical thinker solves problems by designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal. Quantitative Literacy (QL) - also known as Numeracy or Quantitative Reasoning (QR) - is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative

evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

ENTREPRENEURSHIP

Definition: Entrepreneurship is the process of organizing tangible and intangible resources in order to pursue opportunities that generate value, meet an identified need, or satisfy an organizational or societal market (such as the creation of a business, organization, or laboratory). At Harrisburg University, entrepreneurship represents a "frame of mind" demonstrated by both thinking and action.

ETHICAL AWARENESS AND REASONING

Definition: Ethical decision making actualizes the realization and inclusion of the moral dimension for personal decision-making. "Reasoning about right and wrong human conduct requires students to be able to 1) assess their own ethical values and the social context of problems, 2) recognize ethical issues in a variety of settings, 3) think about how different ethical perspectives might be applied to ethical dilemmas, and 4) consider the ramifications of alternative actions." Ethical self-identity evolves both on individual and organizational (e.g., corporate) levels. * Source: AAC&U / VALUE rubric

GLOBAL AWARENESS

Definition: Global awareness is knowledge of the world citizenry's common interests in community, social, political, information, and financial systems of different scales; appreciation and respect for diversity, culture, and environment; and the interactions and impacts of individuals, global systems, and cultures.

INFORMATION LITERACY

Definition: Information literacy encompasses knowledge and familiarity with different media types, efficient data storage, retrieval methods, and research techniques. For the purposes of this rubric, "information" is not only text-based information, but also includes images, sounds, data sets, databases, artifacts, numerical and statistical data.

TEAMWORK AND COLLABORATION

Definition: Teamwork and Collaboration encompass the ability to work effectively with others in a concerted effort toward a common goal. "Behaviors under the control of individual team members" include efforts put into team tasks, manner of interacting with others on the team, and the quantity and quality of contributions to team discussions.

Structure of the Master's Degree Program

Graduate education focuses on individualized career advancement in areas of study within science, technology, engineering, and mathematics disciplines. The University's approach is

based on an experiential model that allows the student to gain and apply knowledge and skills at an advanced level and to focus on an area of need or interest particular to the student. Faculty combine corporate and academic perspectives in the design, development, and delivery of graduate programs and courses. Programs are primarily designed for working professionals focused on career advancement.

Master of Science Degree Model

The curriculum requires a minimum of 36 earned semester hours to fulfill the Master of Science degree requirements. The courses are distributed in the following required areas: Core, Experiential, and Electives. Each requirement is detailed as follows:

CORE COURSES - 15 OR 18 SEMESTER HOURS Each Master of Science program has Core semester hours that uniquely define the specific program.

CONCENTRATION COURSES - 12 OR 15 SEMESTER HOURS Each track, Nurse Educator or Clinical Nurse Leader has concentration courses that uniquely define the specialty area.

EXPERIENTIAL COURSES - 6 SEMESTER HOURS The experiential course sequence synthesizes the key concepts of the program extending and applying these concepts to real life practical problems or research investigations. It consists of two courses: a research methodology and writing course, and a Graduate Thesis or Applied Project.

MASTER OF SCIENCE DEGREE - TOTAL OF 36 SEMESTER HOURS

M.S. Nursing

The 36-semester hour Master of Science degree in Nursing consists of advanced training in research, evidence-based practices, quality improvement, process improvement, foundation in nursing education, leadership, and best practices in the field of nursing. The graduate program offers two tracks to choose from which include Clinical Nurse Leader track and Nurse Educator track. Course offerings in this program will give students a broad understanding of diverse topics in current trends in nursing. These include the promotion of evidence-based practice, the strengthening of interprofessional communication, and an overall mindset of professional development. The program will prepare nurses for careers in clinical and non-clinical healthcare settings.

Program Goals

A successful student of the program gains the following skills (vary according to the degree/concentration taken):

- Utilize evidence-based research to guide healthcare clinical and operational decisions.
- Adhere to regulatory practices associated with the healthcare industry.

- Demonstrate collaborative practice expected of all healthcare professionals.
- Produce a life-long learning plan specific to career advancement and maintaining credentials.
- Generate frameworks required to implement healthcare initiatives.

MSN Course Requirements

The following courses comprise the Master of Science in Nursing - 36 semester hours. The semester-hour value of each course appears in parentheses ().

Complete the following Core courses - 18 semester hours:

- HCIN 500 - Healthcare Informatics (3 semester hours)
- NURS 510 - Foundational Concepts for Master Prepared Nurses (3 semester hours)
- NURS 515 - Quality and Safety (3 semester hours)
- NURS 520 - Healthcare Policy (3 semester hours)
- NURS 540 - Advanced Research Methods and Evidenced-Based Practices (3 semester hours)
- NURS 550 - Advanced Pathophysiology/Pharmacology and Health Assessment (3 semester hours) Complete the following practicum courses - 6 semester hours: The practicum courses total 500 hours of experiential learning with a preceptor.

Complete the following practicum courses - 6 semester hours: The practicum courses for Nurse Educator totals 100 immersion hours in a clinical setting with a preceptor. The practicum courses for Clinical Nurse Leader totals 100 immersion hours in a clinical setting with a preceptor.

- NURS 695 - Nursing Practicum I (3 semester hours)
- NURS 699 - Nursing Practicum II (3 semester hours)

Complete one of the following Concentrations:

Two Concentrations are offered:

- Clinical Nurse Leader (12 semester hours)
- Nurse Educator (12 semester hours)

Clinical Nurse Leader Concentration (12 semester hours) Complete the following courses - 12 semester hours:

- NURS 605 - Foundations for the Clinical Nurse Leader I (3 semester hours)
- NURS 610 - Foundations for Clinical Nurse Leader II (3 semester hours)
- NURS 630 - Epidemiology in Action: Tracking Health & Disease (3 semester hours)
- NURS 635 - Clinical Nurse Leader Evaluation of Health Outcomes (3 semester hours)

Nurse Educator Concentration (12 semester hours) Complete the following courses - 12 semester hours:

- NURS 620 - Theoretical Foundation in Nursing Education (3 semester hours)
- NURS 625 - Curriculum Development (3 semester hours)
- NURS 640 - Nursing Research and Evidence-Based Teaching Models (3 semester hours)
- NURS 645 - Assessment and Evaluation in Education (3 semester hours)

Recommended Sequence for the Two-Year Master of Science in Nursing Program with a Clinical Nurse Leader Concentration

The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites.

First Year

Fall

- NURS 510 - Foundational Concepts for Master Prepared Nurses (3 semester hours)
- NURS 520 - Healthcare Policy (3 semester hours)

Total Semester Hours: 6

Spring

- HCIN 500 - Healthcare Informatics (3 semester hours)
- NURS 515 - Quality and Safety (3 semester hours)

Total Semester Hours: 6

Summer

- NURS 540 - Advanced Research Methods and Evidenced-Based Practices (3 semester hours)
- NURS 550 - Advanced Pathophysiology/Pharmacology and Health Assessment (3 semester hours)

Total Semester Hours: 6

Second Year

Fall

- NURS 605 - Foundations for the Clinical Nurse Leader I (3 semester hours)
- NURS 630 - Epidemiology in Action: Tracking Health & Disease (3 semester hours)

Total Semester Hours: 6

Spring

- NURS 610 - Foundations for Clinical Nurse Leader II (3 semester hours)
- NURS 695 - Nursing Practicum I (3 semester hours) T

Total Semester Hours: 6

Summer

- NURS 635 - Clinical Nurse Leader Evaluation of Health Outcomes (3 semester hours)
- NURS 699 - Nursing Practicum II (3 semester hours)

Total Semester Hours: 6

Recommended Sequence for the Two-Year Master of Science in Nursing Program with a Nurse Educator Concentration

The sequence that appears below is based upon the availability of specific courses in each semester and the successful completion of course prerequisites.

First Year

Fall

- NURS 510 - Foundational Concepts for Master Prepared Nurses (3 semester hours)
- NURS 520 - Healthcare Policy (3 semester hours)

Total Semester Hours: 6

Spring

- HCIN 500 - Healthcare Informatics (3 semester hours)
- NURS 515 - Quality and Safety (3 semester hours)

Total Semester Hours: 6

Summer

- NURS 540 - Advanced Research Methods and Evidenced-Based Practices (3 semester hours)
- NURS 550 - Advanced Pathophysiology/Pharmacology and Health Assessment (3 semester hours)

Total Semester Hours: 6

Second Year

Fall

- NURS 620 - Theoretical Foundation in Nursing Education (3 semester hours)
- NURS 625 - Curriculum Development (3 semester hours)

Total Semester Hours: 6

Spring

- NURS 640 - Nursing Research and Evidence-Based Teaching Models (3 semester hours)
- NURS 695 - Nursing Practicum I (3 semester hours)

Total Semester Hours: 6

Summer

- NURS 645 - Assessment and Evaluation in Education (3 semester hours)
- NURS 699 - Nursing Practicum II (3 semester hours)

Total Semester Hours: 6

MSN Course Description

NURS 510 - Foundational Concepts for Master Prepared Nurses

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program

Description: This course is the first course in the core curriculum for Master of Science in nursing. It provides an overview of the theory in advanced nursing to prepare the graduate with a broad knowledge and practice expertise that builds and expands upon their entry-level nursing practice. The student is expected to have a deeper understanding of the discipline of nursing to engage an advanced level of nursing practice and leadership in a variety of settings with the commitment to the lifelong learning philosophy.

NURS 515 - Quality and Safety

(3 semester hours)

Prerequisites: B or higher in NURS 510

Description: This course will introduce the student to the quality and process improvement methodologies within different healthcare settings. The student is expected to have a deeper understanding of nursing's role in quality and processes improvement. The student delves into the foundations of quality and process improvement practice through different standpoints, histories, frames of reference and interpretations of different views of the best practices.

NURS 520 - Healthcare Policy

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program

Description: This course will explore contemporary issues in healthcare and how they are/or may be addressed through development, implementation, and evaluation of policy. Issues of economics, access, demand, and services are explored. The political issues underpinning public policy, decisions related to specific health services issues, as well as social determinants are examined. The societal and organizational contexts of the delivery of nursing services across various settings are explored with organizational, local, state, national, and global perspective.

NURS 540 - Advanced Research Methods and Evidenced-Based Practices

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program

Description: This course builds upon the nurse's knowledge of research theories and methods and evidence-based practices. This course has some strong focus and data analytics and evaluation.

Through readings, case studies and the application of data the student will have practical experience evaluating evidence-based solutions to improve the health outcomes of an individual or population.

NURS 550 - Advanced Pathophysiology/Pharmacology and Health Assessment

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program

Description: This course builds upon the nurse's knowledge of anatomy and physiology, pathology in the disease process, pharmacology, and health assessment associated with the human body systems. This course is an integrated approach to health assessment.

NURS 605 - Foundations for the Clinical Nurse Leader I

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program with the Clinical Nurse Leader Concentration

Description: This course provides a foundation for the implementation of the clinical nurse leader role. The student focuses on the role and its contribution to improve patient outcomes, ensure quality care and reduce health care costs. Concepts, theories, and issues related to nursing leadership and care environment management are investigated in depth. End of program competencies for the Clinical Nurse Leader role will be discussed.

NURS 610 - Foundations for Clinical Nurse Leader II

(3 semester hours)

Prerequisites: NURS 605

Description: The student applies elements of the CL curriculum with a select cohort of clients. This course facilitates the development of skills for advocacy and leadership in a microsystem to promote positive change in a healthcare delivery system while putting best practice into action. This course will include assignments that will fulfill 25 hours of non-preceptee hours, that is a part of the total clinical hours needed to fulfill program requirements.

NURS 620 - Theoretical Foundation in Nursing Education

(3 semester hours)

Prerequisites: Completion of all MSN Core Courses and B or higher in NURS 510

Description: This course prepares the prospective nurse educator with the foundational principles necessary for teaching in various settings: classroom, clinical, and college laboratories, and health care agencies.

NURS 625 - Curriculum Development

(3 semester hours)

Prerequisites: Completion of all MSN Core Courses

Description: The purpose of this course is to offer the student applications in nursing curriculum design, including the development of a teaching/ learning philosophy, mission statement, programmatic goals, learning objectives, teaching plans, and individual courses.

NURS 630 - Epidemiology in Action: Tracking Health & Disease

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program with the Clinical Nurse Leader Concentration

Description: The student will apply principles of epidemiology using public health and population health theories using data and other variables to determine the best possible clinical or population outcomes. This course includes assignments that will fulfill 25 hours of non-preceptee hours that is a part of the total hours needed to fulfill program requirements.

NURS 635 - Clinical Nurse Leader Evaluation of Health Outcomes

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program with the Clinical Nurse Leader Concentration

Description: The student will use quality improvement and process evaluation techniques to track and evaluate health outcomes to ensure the best possible clinical or population outcomes. This course will include assignments that will fulfill 25 hours of non-preceptee hours that is a part of the total clinical hours needed to fulfill program requirements.

NURS 640 - Nursing Research and Evidence-Based Teaching Models

(3 semester hours)

Prerequisites: Admission to the Master of Science in Nursing Program

Description: This course provides an overview of teaching methods utilized in nursing education to support the student learning in clinical, didactic and online learning environments. The student examines various teaching/learning technologies, including simulation, and integrates these technologies with select teaching methods in the design of coursework to support learning.

NURS 645 - Assessment and Evaluation in Education

(3 semester hours)

Prerequisites: Completion of all MSN Core Courses

Description: This course explores the theories, principles, and practices that underpin the measurement and evaluation of educational settings and programs. This course includes content on approaches to giving feedback, test construction, and psychometric evaluation, development, and grading of written assignments, evaluation of clinical performance and self-evaluation for personal teaching effectiveness.

NURS 695 - Nursing Practicum I*

(3 semester hours)

Prerequisites: Completion of all MSN Core Courses or taken with final MSN course

Description: This experiential course synthesizes the key concepts of the program extending and applying these concepts to real-life practical problems or research investigation.

NURS 699 - Nursing Practicum II*

(3 semester hours)

Prerequisites: NURS 695

Description: This course is a continuation of the experiential component. The course synthesizes the key concepts of the program extending and applying these concepts to real-life practical problems or research investigation.

* Practicum courses - 6 semester hours:

The practicum courses for Nurse Educator totals 100 immersion hours in a clinical setting with a preceptor. There is an additional 300 hours of experiential learning that will be obtained from concentration courses actively engaging with a nurse leader or nurse educator while completing experiential learning assignments. The remaining 100 hours will be obtained from work on the final quality improvement project.

The practicum courses for Clinical Nurse Leader totals 100 immersion hours in a clinical setting with a preceptor. There is an additional 300 hours of experiential learning that will be obtained from concentration courses with the student actively engaging with a nurse leader or nurse educator while completing experiential learning assignments. The remaining 100 hours will be obtained from work on the final quality improvement.

*A final project such as quality improvement project (QIP) must be completed during NURS 695 and NURS 699. During these courses, you will observe areas in the facility that need improvement and create a final project related to an area needing improvement. You will discuss your project ideas with your preceptor as well as your course instructor. Both your course instructor and preceptor will mentor you throughout the last two semesters and completion of your project.

CCNE examples of QIP include:

- 1) “Identify clinical and cost outcomes and their relationship to clinical/patient outcomes that improve safety, effectiveness, timeliness, efficiency, quality and patient-centered care.
- 2) Assess a microsystem’s resources, including human and physical resources, perform a gap analysis, prioritize the identified gaps/needs, and communicate these gaps/needs to appropriate stakeholders.
- 3) Develop and conduct a change process to implement a new or revised EBP protocol/guideline. a. Identify a gap in care or a targeted care outcome for an at-risk population, such as pain management, falls, or readiness for discharge. b. Compare existing practice protocols/guidelines for this at-risk population or cohort to current best EBP protocols. c. Using EBP methodologies lead a practice change to integrate a new or updated EBP protocol/guideline. d. Evaluate the impact of the change, and the process used to implement this policy, including patient needs/outcomes and institutional/staff factors (e.g. capacity and satisfaction.)
- 4) Participate in the assessment of a practice guideline or practice process. Recommend how processes or policies should be changed. Using this analysis, participate in the change process which leads to the development of a change in policy, practice guideline, or process.
- 5) Analyze actual and potential risks for a patient cohort or population within a specific care environment/setting. Based on this evaluation identify gaps in care and need for changes in practice.
- 6) Communicate to an audience in an informal setting (e.g. staff meeting in the microsystem, class) ideas or information regarding a practice issue, proposed policy change, etc.
- 7) Participate in a professional organization or agency wide committee/task force
- 8) Assess a microsystem’s processes for care transitions within and outside the system, including communication patterns and mechanisms, coordination, safety, and outcomes. Assess gaps and propose recommendations for change in the process(es).
- 9) Work with a collaborative team, designing, coordinating, and evaluating plans of care for a cohort of patients, including plans for care coordination and transition within and outside the institution.

- 10) Lead a multidisciplinary team meeting (e.g. huddle, team rounds). Including the client and/or family as part of the team meeting is recommended.
- 11) Present to leaders or other stakeholders outside of the academic setting regarding a healthcare issue and/or recommendations for a change.
- 12) Using patient information system data, assess relevant data, design and implement a plan of care for a cohort or select group of patients (e.g. CHF, stroke, or patients with a chronic disease, or at-risk cohort of patients.) “ (AACN, 2024)

Overview of Practicum Experiences

The Commission on Collegiate Nursing Education (CCNE) defines clinical practice experiences as “planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice” (CCNE Clinical Practice FAQs, 2016). CCNE (2016) further states that “Clinical practice experiences are not limited to clinical patient care settings. Clinical practice experience also refers to any nursing intervention that influences health care outcomes. Additionally, per AACN, direct care is an encounter between a nurse and a patient or family, either face to face or virtual (AACN, 2021).

According to The Essentials: Core Competencies for Professional Nursing Education (AACN, 2024), the primary goals of clinical learning experiences are the opportunities to demonstrate the advanced sub-competencies associated with the following 10 domains:

1. Knowledge for Nursing Practice
2. Person Centered Care
3. Population Health
4. Scholarship for Nursing Practice
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Information and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

Practicum Learning Objectives

- Utilizes advanced health assessment techniques to evaluate patients.
- Works collaboratively with interprofessional stakeholders, using communication skills, in the practice setting to determine a need for education change.
- Uses clinical judgement skills when assessing a patient.
- Demonstrate effective communication, collaboration, and interpersonal relationships with members of the care delivery team across the continuum of care.
- Incorporates current evidence-based practice in assessment and evaluation practices.
- Synthesizes clinical data, theoretical frameworks, and evidence when providing consultation.

In the HU MSN program, experiential learning is embedded in the concentration courses and QIP courses for each specialty: Nurse Educator and Clinical Nurse Leader. The practicum is completed during the last two semesters and requires immersion in a clinical setting with a preceptor. Practicum courses incorporate didactic as well as on-site-practice components. Students must be in the practice arena to apply new knowledge and demonstrate attainment of course and program outcomes. For each specialty track, students will select clinical and/or educational sites appropriate to course and program outcomes and will complete MSN Practicum Logs and upload to Canvas. These experiences may occur in the student's workplace (but not during work hours) or other health care/educational settings of choice and availability. Practice experiences will require that the student obtain a preceptor to oversee/work with them to complete the practice experience(s). The practicum site as well as preceptor must be approved by the course instructor or designee before starting the practicum. The course faculty is responsible for evaluating the student through a collaborative relationship with the preceptor and student.

The emphasis in the practicum course for the nurse educator track is two-fold. First, nurse educator students will provide direct care with a preceptor in a selected clinical nursing specialty area to demonstrate advanced practice nursing expertise. This requires a minimum of 100 immersion hours in a clinical setting with a qualified preceptor.

Similarly, in the nurse leader practicum, students will implement the role of a nurse leader in the practice setting. There is a minimum of 100 clinical immersion hours with a preceptor who is a nurse leader.

Moreover, practicum sites must provide the opportunity for the student to care for and obtain advanced learning for a diverse population. Examples of this may be a diabetic clinic in which the student learns about advanced diabetic monitoring and teaching; a medical/surgical unit in which the student can learn advanced nursing practices such as highly skilled wound monitoring and treatments and the emergency department in which the student is precepted by a charge/supervisor nurse who also provides direct patient care to a diverse population.

Students should identify their projected career path, professional goals, and areas of interest before identifying practice experiences for the practicum courses. Students should answer the following questions to assist in preparing for the practice experiences:

1. Describe the factors that led to your choice to be an MSN-prepared Nurse Educator or Nurse Leader. What is your motivation for that choice?
2. What would you like to do as an MSN prepared Nurse Educator or Nurse Leader? What would you like to do in 5 years? 10 years?
3. What professional nursing goals do you have? Remember to make the goals SMART – specific, measurable, achievable, relevant, and time-bound.

4. Identify areas in nursing, nursing education, and/or nursing administration that are of great interest to you. During your experience and education, what has been the most intriguing to you? Why?

Be sure to review the questions above as you plan for the last courses of the program. Completing a timeline for your practice experiences and project can be used to help you stay focused as you speed through these final two terms. No two timelines will look the same. Just as you get to drive your practice experience and project, you get to design the timeline you will use to help you achieve the outcomes.

NOTE: Additional Practicum information

- Before obtaining a preceptor for your practicum experience, all students must check the nursing webpage for information regarding which states students may complete their practicum experience.
- Students **MUST** notify the International Student Office **BEFORE** they begin their practicum hours.

Experiential Learning Courses

Course	Care Type	Setting	Hours for CNL/NE
NURS 695 & 695	Direct	Clinical	100
NURS 695 & 695	Indirect	Course work for QIP	100
NURS 605, 610,630,635	Indirect	Experiential Learning in Courses	300
NURS 620, 625, 640, 645	Indirect	Experiential Learning in Courses	300
Total Practicum Hours			*500

*A minimum of 100 of the total practicum hours must be in direct patient care in a clinical setting with a Preceptor. The remaining hours may be obtained from experiential learning related to assignments in which you are observing in a healthcare setting/active discussion related to course work.

In the final two semesters, MSN students must take NURS 695, followed by NURS 699. These courses provide the opportunity to review research skills, complete a final project and complete 100 practicum hours for CNL or NE. A minimum of 100 of the total practicum hours must be completed in a clinical setting with a Preceptor, preferably a CNL or NE who is providing direct care to a patient or family member.

Practicum Specialty Practice Experience:

Nurse Educator Specialty Track:

For this requirement, Nurse Educator students will have the opportunity to build upon the advanced nursing foundation of the three P's (Advanced Pathophysiology, Physical Assessment, and Pharmacology) as they participate in planned direct care clinical activities in a selected nursing specialty area. This experience is overseen by preceptors who must be delivering advanced patient care in a specialized field. This typically includes management of complex disease processes in a specialty beyond the basic bedside nursing care to a specific group of patients. Examples of student experiences may be learning the management of complex nursing care delivery involving the work of a clinical nurse specialist, experiences with a wound specialist, or hospice care. To achieve these learning experiences, students must propose a practicum site that allows them direct contact with patients. Planning for this clinical practice experience is essential to your successful attainment of The Essentials (AACN, 2024) and the MSN program outcomes as a nurse educator, a direct care provider role. The Practicum experience is overseen by preceptors who must be delivering advanced patient care in a specialized field.

Moreover, practicum sites must provide the opportunity for the student to care for and obtain advanced learning for a diverse population. Examples of this may be a diabetic clinic in which the student learns about advanced diabetic monitoring and teaching of children and adults; and a

medical/surgical unit in which the student can learn advanced nursing practices such as highly skilled wound monitoring and treatments.

During the practicum, students will have the opportunity to demonstrate attainment of program outcomes and culminate in a final project. During this process, students will work collaboratively with interprofessional stakeholders in the practice setting to determine a need for education delivery to nursing staff, patients or families. Students develop, implement, evaluate, and present their final project during the final semester. The project reflects and demonstrates synthesis of the student's knowledge from all courses and unique practice experiences in the student's specified area. The selected project should benefit the facility as well as the students' learning and must be approved by the course faculty. To ensure mutual benefit, students will assess their needs as well as the needs of the facility.

Clinical Nurse Leader Specialty Track

For this requirement, Clinical Nurse Leader students will have the opportunity to build upon the advanced nursing foundations they have learned in previous courses as well as evaluating patient outcomes. In addition, students will have a preceptor in a leadership position as they participate in leadership activities in a selected nursing specialty area. The major components of the Nurse Leader Practicum are implementing the role of a nurse leader in the practice setting. The Practicum experience is overseen by preceptors who must be delivering advanced patient care in a specialized field.

To achieve these learning experiences, students must propose a practicum site that allows them direct contact with patients. Planning for this clinical practice experience is essential to your successful attainment of The Essentials (AACN, 2024) and the MSN program outcomes as a clinical nurse leader.

Students will complete the practicum requirement with implementation of the nurse leader role by identifying a leadership need, planning a change agent/leadership activity, and implementing the activity in the practice setting. This will culminate in the final project.

During the practicum, students will have the opportunity to demonstrate attainment of program outcomes and culminate in a final project. Students develop, implement, evaluate, and present the scholarly project during the final semester. During this process, students will work collaboratively with interprofessional stakeholders in the practice setting to determine a need for a change or improvement, such as a quality improvement project in that area. The project reflects and demonstrates synthesis of the student's knowledge from all courses and unique practice experiences in the student's specified area. The selected project should benefit the facility as well as the students' learning and must be approved by the course faculty. To ensure mutual benefit, students will assess their needs as well as the needs of the facility.

Guide to Practicum Success for College of Nursing Students

It is critical to students' successful practicum experiences that they thoroughly and completely review the Harrisburg University Nursing Program Student Handbook designated for their program and specialty area in their first semester and throughout their program. Harrisburg University Nursing Program provides guidelines for identifying an appropriate preceptor and practicum site, and the policy outlines the practicum application submittal resources necessary to begin the practicum process.

Nursing Program Practicum Process Summary

- The process of selecting a site for placement begins with the student identifying a practicum site and initiating contact with a potential preceptor who meets the knowledge, education, skill, and certification qualifications necessary to support the outcomes as outlined in each field experience (i.e., practicum) course. Because Harrisburg students may be located across the nation, students have the flexibility to identify sites and nominate preceptors based on their region or location. Students will discuss potential facilities and preceptors with the course instructor.
- Students will verify that a clinical affiliation agreement is in place between the clinical practicum agency and HU. If there is not an affiliation agreement at a facility, the student's instructor will assist in obtaining one.
- Students will reach out to a potential preceptor to inquire about his/her interest in being a preceptor. Students will verify the preceptor has the qualifications as stated in this handbook.
- Harrisburg Nursing Program policy on practicum sites and preceptors is aligned with the Commission on Collegiate Nursing Education's (CCNE) Key Element III-H Standard (2024), which declares that the curriculum has planned practicum experiences that assist students with learning new knowledge, utilizing prior and new knowledge and demonstrating understanding and application of program outcome. In addition, Harrisburg Nursing Program aligned with CCNE Key Element IIG Standard that declares that preceptors should be academically and experientially qualified. Practicum sites should be diverse in nature and sufficient in number. Further, it is Harrisburg Nursing Program's policy to ensure adequate physical resources and practicum sites by collaborating with students, preceptors, and administrators to support the successful completion of each student's program of study, including the field experience and placements.
- Students are strongly encouraged to identify alternative practicum sites and preceptor nominees as back-ups and submit their application prior to application deadlines to increase their opportunity for placement during the students' desired term and to avoid practicum and academic delay.

- “Identifying” a practicum site and a preceptor means that the student has received confirmation from a site and preceptor that the site is willing to host the student.

Roles & Responsibilities of Graduate Nursing Students for Practicum

- Students should consider their career goals after graduation when they are choosing a practicum site. They must match their practicum setting and the preceptor who they nominate with their goals, within the specific guidelines of the course. To finalize their education, students must have an opportunity to apply their acquired knowledge, concepts, and skills. To do this, students may need to travel to a setting other than their own practice setting.
- Verify that a current affiliation agreement is in place between HU and the desired clinical organization (clinical site). An agreement is not established between HU and individual preceptors unless the individual preceptor is also the business owner. Contact your instructor for the most current list of contracted sites or to establish an agreement with a new clinical site. Note that it may take several months for an agreement with a new clinical site to be processed by HU. New agreements should only be initiated when sufficient time allows for agreements to be established prior to the beginning of the clinical course.
- In consultation with, and with approval from, course faculty, select a preceptor who meets the roles and responsibilities outlined in the following section. Students should select a preceptor who will maintain a professional relationship with the student. Family members, friends, supervisees, or supervisors are not appropriate to use as preceptors.
- Clinical course faculty are responsible for approving preceptors selected by students.
- The student will provide the preceptor with a copy of the course syllabus as well as preceptor responsibilities, student responsibilities and course objectives.
- The student will provide the preceptor with the following forms which the preceptor will complete and return to the course instructor no later than the first week of the semester.
 - Course syllabus with preceptor responsibilities, student responsibilities and course objective
 - Preceptor Resume (obtain from potential preceptor)
 - Preceptor Agreement Form (Appendix A)
 - Student Evaluation form (either NE or CNL) (Appendix C or D)
 - Preceptor experience evaluation form (Appendix E)
- Maintain ethical and professional nursing conduct throughout the clinical practicum. This includes arriving on time and communicating with preceptors and course faculty when schedules or experiences require modifications.

- Comply with all the institutional/agency, HU, and Graduate Nursing Program policies. Students in violation of institutional/agency, university, or program policies are subject to disciplinary actions including program dismissal.
- Never perform any task that is outside of your scope of practice. Performing tasks outside one's scope of practice or tasks performed without the preceptor's consent are subject to disciplinary actions. If the student is involved in any violation during the clinical practicum, he/she must contact course faculty immediately. Failure to contact faculty immediately may jeopardize the student's enrollment in the program.
- Maintain CPR certification, malpractice insurance, and unencumbered registered nursing (RN) license prior to and for the duration of the clinical practicum. Failure to maintain any of these will result in expulsion from the clinical practicum and clinical course failure.
- Wear a HU name badge clearly specifying the student role during all clinical practicum rotations. Comply with the personal appearance requirements of the institution/agency where the clinical practicum hours are accrued. Students must adhere to the requirements set forth by the Occupational Safety and Health Administration (OSHA). No sandals, open-toe shoes, jeans, or shorts are permitted. No midriff or low-cut clothing is allowed in any clinical practicum site. Lab coats are usually required in clinical settings, although agency/institutional requirements may vary.
- Avoid bringing valuables into clinical practicum sites. HU and clinical practicum sites are not responsible for lost or stolen items.
- Complete onboarding, if any, for the clinical practicum prior to the beginning of the clinical practicum course. Examples of onboarding include, but are not limited to, fingerprinting, institutional training (e.g. confidentiality, OSHA), and application for parking privileges.
- Bring all necessary supplies to perform roles and responsibilities. Supplies may include but are not limited to clinical supplies (e.g. stethoscope with a bell and diaphragm, wristwatch with a second hand, otoscope/ophthalmoscope) and hand-held electronic devices (for web-based applications).
- Complete the Clinical Practicum Time Log tracking tool and have preceptor verify hours performed by initialing each row, at least monthly (approximately weeks 4, 8, 12, 14).

Upload this tracking tool in Canvas every month during the practicum for instructor review.

- Provide evidence of immunization, vaccination, titers, a criminal background check and a drug screening as required by the practicum site (healthcare facility).

Preceptor Requirements and Responsibilities:

Preceptors are defined as qualified clinicians who collaborate with faculty to facilitate and supervise MSN practicum student clinical learning experiences in a faculty approved clinical setting. The preceptor meets eligibility criteria set by the faculty.

Prior to approval, the curriculum vitae or resume is reviewed; and the Preceptor Agreement Form is evaluated by the Nursing Program faculty. The Nursing Program gives final approval of preceptor nominees. Approval of the preceptor is based on the following criteria:

- The preceptor is willing to supervise the student in the practicum experience during a specific term.
- The preceptor nominee is currently a registered nurse with an active, unencumbered license to practice professional nursing in the state where the practicum will take place.
- The preceptor nominee holds a master's or doctoral degree in nursing.
- Practices in and has expertise in the substantive area covered in the clinical course (e.g. educator role / leadership role preferred).
- The preceptor nominee has a minimum of one year of postgraduate unsupervised experience and current job role relevant to the MSN specialization. The 1 year of experience is based upon the original date of licensure for licensed practitioners.
- The preceptor nominee is able and willing to commit to the preceptor role for the practicum experience.
- The preceptor nominee is employed at the practicum site where practicum takes place.
- The preceptor nominee is not the student's relative, family member, fiancé, roommate, significant other, friend, or primary care provider, and does not have any other relationship that would create an actual or perceived conflict of interest.
- Has a minimum of one year of clinical experience in current role.
- The preceptor is not the student's direct or immediate supervisor and does not report directly to the student.
- The preceptor nominee must not be a current student in a Harrisburg MSN Specialty Program.

Possible Preceptor Choices: Nurse educators in a hospital, or clinic in the role of staff developer, or patient educator, leaders/managers/supervisors, nursing administrators.

NOTE: A preceptor that only supervises students during clinicals is not an appropriate preceptor for this course.

Important Note: If it is found that a student's preceptor is a supervisor, direct report, relative, family member, fiancé, roommate, significant other, friend, primary care provider of the student, or any other relationship that would be considered a conflict of interest, the practicum hours will be rejected and not counted toward the practicum hour requirement. If a student utilizes a preceptor inappropriately, as noted above, this may lead to an academic integrity violation that

could result in a sanction up to and including dismissal from the university. Students are responsible for nominating preceptors that fully meet all requirements for preceptors.

Note: Approval of the preceptor must occur prior to the student starting the practicum course and logging hours. Students cannot begin logging practicum hours until their practicum application is fully approved, and they have been registered for the course.

Preceptor Responsibilities

- Sign and return the Preceptor Agreement Form.
- Submit curriculum vitae or demographic form at the beginning of the practicum.
- Review the students' course objectives.
- Ensure that the student can complete the designated number of clinical practicum hours under the preceptor's supervision.
- Orient student to clinical setting, organizational policies, and key personnel.
- The preceptor provides input into student's QIP, including setting achievable goals.
- The preceptor is a mentor to the student and supports the student in the practicum site.
- Facilitate learning activities for no more than two students each day.
- Respond to the faculty's email requesting information on the student's hours or evaluation.
- Assist the student in planning experiences based on course objectives and the student's articulated learning needs. Students should not be shadowing. Instead, students should be actively engaged in the clinical practicum.
- Provide feedback to the student regarding meeting course objectives and practicum performance.
- Verify student's practicum hours in the tracking tool by initialing/signing off, no less than weekly.
- Review all student documentation in the clinical record. Preceptors should co-sign their names to any student documentation.
- Communicate with the course instructor regarding the student's progress. Contact the faculty via email if a concern arises. Respond to faculty email(s) requesting information on student progress, hours, etc.
- Evaluate the student at the midterm and the end of the rotation or semester using the Clinical Evaluation Tool.
- Submit Preceptor Course Evaluation Form to student at the end of the practicum.

Clinical Practicum Sites

- Be an affiliated site with HU prior to the student's start of the clinical rotation. Questions about the organizational affiliation process should be directed to the course instructor.
- Provide educational and/or clinical opportunities for graduate nursing students that are congruent with course outcomes and the purpose of the practicum.
- Provide a safe place for the student to achieve the student's learning objectives.
- Students may complete the practicum where they work, assuming the location is appropriate to their area of specialization. (e.g., hospital, nursing home, health organization, public health department, college, or university health department). However, their practicum experience must be:
 - In a different setting than their usual assigned employment role or work (recommended)
 - Completed outside of their normal working hours
 - Under the direction of a preceptor who is not their immediate supervisor and who does not report to them
 - Students' employment at their nominated practicum site does not guarantee that an Affiliation Agreement can be reached between Harrisburg University and the site. Regardless of employment status, an Affiliation Agreement and onboarding are required for all practicum sites.
 - Students will receive written approval from the clinical course faculty when the student is approved to begin clinical practicum hour accrual. No hours can be accrued prior to the instructor's approval.
 - Students should follow the appropriate procedure at the practicum site to secure a practicum rotation and to understand the practicum site requirements prior to beginning the practicum.
 - Students will receive written approval from the clinical course faculty when the student is approved to begin clinical practicum hour accrual. No hours can be accrued prior to the instructor's approval.

Possible Site Choices: hospital, clinic, or other community-based facility that has health education needs for patients and staff.

Responsibilities of Course Faculty teaching NURS 695 and NURS 699

- Verify that a contract is in place with the clinical practicum site by contacting the Chief Nursing Officer and receiving verification in writing (e.g., email).
- Verify that the preceptor has an unencumbered clinical license in the state where the clinical hours are being accrued by checking with the state licensing board.
- Oversee all clinical practicum experiences performed by the graduate student, including the assessment of the practicum site's suitability, the preceptor's academic preparation and expertise to meet the practicum course's objectives.
- Discuss the program and/or course requirements and objectives as needed with the preceptor and student.
- Communicate with the preceptor regarding the student's progress.
- Review the student's Clinical Practicum Time Log at least monthly. Communicate with the preceptor to verify that the log accurately reflects the hours reported by the student.
- Schedule remote visits (e.g., conference calls, Zoom meetings) with students and/or preceptors at least twice during the semester.
- Approve students' record of clinical hour completion on tracking tool in Canvas.
- Ensure preceptors have access to student's record and evaluation forms.
- Evaluate the student incorporating input from the preceptor.
- Assigns final grade in course.

Clinical Practicum Hour Tracking & Verification

- No clinical practicum hours can be accrued prior to the first day of the course. All hours must be completed by the last day of course NURS 699.
- Students should schedule their hours in conjunction with their preceptors. Once the schedule of hours is established, record the planned schedule on the Practicum hours tracking form. All preceptors and course faculty should be notified by the student of any changes to this schedule.
- As the student completes the planned hours each day, the student should enter the hours on the tracking form corresponding to the date and time. The preceptor should also verify hours and initial hours on the tracking form. The student will upload the tracking form into Canvas each month. The completed Clinical Practicum Time Log with student and preceptor initials will be reviewed by Instructor at least monthly.
- Students have two semesters to complete all the required clinical practicum hours in a clinical setting with a preceptor. Clinical Practicum hours will be completed during the final two semesters in courses NURS 695 and NURS 699. There are other courses in which in-direct practicum hours are earned: NURS 605, 610, NURS 630 and NURS 635 (for Leadership) and NURS 620, 625, 640, 6455 (for Nurse Educator) as these courses hold experiential learning assignments in preparation for your clinical practicum as well as build up to the final QIP that is due at the end of the last semester.
- Students are responsible for uploading proof of the following if required by the practicum site:
 - a. Contact information (phone number, email).
 - b. RN license and CPR certification.
 - c. Vaccinations/immunizations/titers. If students claim exemption from any vaccination, they must complete and upload the approved vaccine exemption form [Vaccine exemptions | Department of Public Health & Environment.
 - d. Evidence of completed background check
 - e. Evidence of completed drug screening
 - f. Signed confidentiality form.
 - g. Additional documentation required by the clinical practicum site or course instructor.

Preceptor & Practicum Site Evaluation

Students complete an evaluation of preceptors and clinical practicum sites following every clinical practicum rotation or semester. The evaluation forms will be uploaded into Canvas. Students are expected to complete the survey to communicate to the program's faculty the quality of the preceptor, clinical practicum site, and overall experience. Students' feedback is important so that we can identify preceptors and clinical practicum sites that best provide students with rich clinical practicum experiences.

MSN Student Portfolios

During the practicum courses (NURS 695/699), students will work on and complete their portfolio. A portfolio is a collection of examples of work that showcases the students' achievements in the program as well as a list of specific skills/knowledge they have acquired.

See Course 695 for additional information on student portfolios.

Appendix



Appendix A

Preceptor Agreement Form

This form must be completed and signed by the student and the preceptor and returned to the Professor at the School of Nursing to obtain clearance to begin the practicum experience.

Deadline for submission: before beginning practicum

All the information requested on this form must be provided and completed before submission. The student must upload the completed form on Canvas for the instructor to review.

I. Student Information (Please print or type the following)

Student Name: _____

Instructor Name: _____

Semester/Year: _____

I understand that I may not begin practicum hours with this preceptor until I have received notification from my instructor AND my Preceptor Form has been submitted and approved by the appropriate administrators in the School of Nursing. I understand that it is my responsibility to make sure that all required forms are on file and that I am cleared to begin my practicum experience. I also understand that if the facility where I intend to complete my practicum experience does not have an approved contract or affiliation agreement with the HU School of Nursing, then a Facility Contract Request Form must be submitted.

Student Signature _____

II. Preceptor Information (Please print or type the following)

Preceptor Full Name: _____

Include all credentials that apply (RN, APRN, BSN, MSN, DNP, MD, etc)

Present Job Title: _____

Health Care Provider License & State of Issue: _____

Preceptor Phone Number: _____ Email: _____

Facility Name: _____ Address:

Preceptor Educational Background (please list all degrees conferred)

College/University Degree Earned Major area of Study/Degree

I certify that the information provided above is accurate and truthful to the best of my knowledge. I agree to precept the student identified above according to the guidelines provided to me in the course syllabus and instructor. In addition, I agree to serve as a role model, resource person and consultant to this assigned student, assist in coordinating their practice experience with the assigned faculty of Harrisburg University, recommend activities and direction to assist the student in meeting the course outcomes/objectives, verify by signature the presence of the student at agreed upon onsite dates and times, assist the student and faculty with determining the degree to which the student has met the learning outcomes for the practicum, notify the University and student at least two weeks in advance if unable to complete this contract, notify the faculty, as well as the facility, of any incident requiring formal report or complaint.

*Preceptors—please provide a copy of your resume/CV to the student.

Preceptor Signature Date



Appendix C

MSN Program

Nursing Student Confidentiality Agreement

I understand that I may have access to confidential patient information and confidential information about the business and financial interests of the facilities where I am completing my clinical practicum. I understand that Confidential and Private Information is protected in every form, such as written and/or electronic records and correspondence, oral communications, and computer programs and applications.

I agree to comply with all existing and future policies and procedures of the clinical agencies to protect the confidentiality of Confidential and Private Information. I agree not to share confidential information through electronic means, such as texting, Facebook ©, Twitter ©, Instagram ©, Snapchat ©, and other such sites. I agree not to use, copy, make notes regarding, remove, release, or disclose Confidential and Private Information with another individual. This includes patient/family information provided to me during practicum experiences.

I agree not to share or release any authentication code or device, password, key card, or identification badge to any other person, and I agree not to use or release anyone else's authentication code or device, password, key card, or identification badge. I agree not to allow any other person, except those authorized by the clinical agency, to have access to the clinical agency information systems under my authentication code or device, password, key card, or identification badge. I agree to notify the appropriate administrator immediately if I become aware that another person has access to my authentication code or device, password, key card, or identification badge, or otherwise has unauthorized access to the clinical agency's information system or records.

I agree that my obligations under this Agreement continue after my role as a student ends.

Student Signature: _____ Date: _____

Print Name: _____

Appendix D
Harrisburg University MSN Nursing Program
Evaluation of Nurse Educator Student
(To be completed by Preceptor)

Student Name: _____ Preceptor Name: _____ Date: _____

Course Number Title: _____ # of Hours Completed: _____

Facility: _____

Overall Performance: Meets Objectives: _____ Does Not Meet Objectives: _____

Competencies	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self-directed in meeting competency goals	Not Observed	Not Applicable
Implements a variety of teaching strategies appropriate to content; setting; learner needs; learning style; desired learner outcomes.						
Demonstrates teaching strategies based on educational theory.						
Modifies teaching strategies and learning experiences based on consideration of learner's cultural background, past clinical experiences, and past educational and life experiences.						
Practices skilled oral and written (including electronic) communication that reflects an awareness of self and relationships with learner (e.g., evaluation, mentorship, and supervision).						
Models critical thinking and applies problem investigative strategies to improve patient outcomes.						
Demonstrates awareness of culture, gender and previous experiences on teaching and learning.						
Demonstrates personal attributes that facilitate learning (e.g., caring, confidence compassion, integrity, respect and flexibility).						

Develops working relationships with clinical agency personnel to promote positive and collaborative learning environments.						
Applies knowledge of evidence-based practice to instruct learners.						
Demonstrates ability to teach clinical skills.						
Applies a variety of strategies to assess and evaluate learning in these domains: cognitive; psychomotor; affective.						
Incorporates current evidence based practice in assessment and evaluation practices.						
Utilizes evaluation tools in assessing clinical practice and educational outcomes.						
Applies advanced nursing skills when reviewing patient treatment and medications.						
Synthesizes clinical data, theoretical frameworks, and evidence when providing consultation.						
Facilitates the effectiveness of a consultation by involving the patient in decision-making.						
Applies advanced knowledge during the assessment of a patient.						
Uses clinical judgement skills when assessing a patient.						
Analyzes current ethical/legal issues that affect the patient.						
Applies advanced nursing knowledge of the patient's disease process.						
Demonstrate the ability to coach, delegate, and supervise healthcare team members in the performance of nursing procedures and processes with a focus on safety and competence.						

Appendix E

Harrisburg University MSN Nursing Program

Evaluation of Clinical Nurse Leader Student--(To be completed by Preceptor)

Student Name: _____ Preceptor Name: _____ Date: _____

Course Number Title: _____ # of Hours Completed: _____

Facility: _____

Overall Performance: Meets Objectives: _____ Does Not Meet Objectives: _____

Competencies	Considerable guidance needed	Moderate guidance needed	Fairly consistent in meeting competency goals	Consistent & Self- directed in meeting competency goals	Not Observed	Not Applicable
Assumes a leadership role of an interprofessional healthcare team with a focus on the delivery of patient-centered care and the evaluation of quality and cost-effectiveness across the healthcare continuum.						
Communicates to the interprofessional healthcare team, patients, and caregivers current quality and safety guidelines and nurse sensitive indicators, including the endorsement and validation processes.						
Collaborates with healthcare professionals, including physicians, advanced practice nurses, nurse managers and others, to plan, implement and evaluate an improvement opportunity.						
Utilizes evidenced-based practice to implement quality improvement strategies based on current evidence, analytics, and risk anticipation to improve clinical outcomes.						
Demonstrates professional and effective communication skills, including verbal, non-verbal, written, and virtual abilities.						

Uses a variety of technological modalities and media to disseminate healthcare information and communicate effectively with diverse audiences.						
Works collaboratively with interprofessional stakeholders in the practice setting to determine a need for education change.						
Articulate the contributions and synergies of the CNL with other nursing and interprofessional team member roles, to policy makers, employers, healthcare providers, consumers, and other healthcare stakeholders.						
Applies advanced nursing skills when reviewing patient treatment and medications.						
Synthesizes clinical data, theoretical frameworks, and evidence when providing consultation.						
Facilitates the effectiveness of a consultation by involving the patient in decision-making.						
Applies advanced knowledge during the assessment of a patient.						
Uses clinical judgement skills when assessing a patient.						
Analyze current ethical/legal issues that affect the patient.						
Facilitate collaborative, interprofessional approaches and strategies in the design, coordination, and evaluation of patient-centered care.						
Demonstrate a leadership role in enhancing group dynamics and managing group conflicts.						
Applies advanced nursing knowledge of the patient's disease process.						
Demonstrate effective communication, collaboration, and interpersonal relationships with members of the care delivery team across the continuum of care.						
Demonstrate the ability to coach, delegate, and supervise healthcare team members in the performance of nursing procedures and processes with a focus on safety and competence.						



Appendix F

Preceptor's Evaluation of the Preceptor Experience

Name: _____

Date: _____

Course: _____

Semester: _____

Facility: _____

How many semesters have you precepted students in this course? _____

Student(s) precepted this semester? _____

Please provide feedback on your experience as a preceptor for this course facilitated by Harrisburg University. We will use this information as we continue to strive for rewarding experiences for our preceptors and students.

1. Did you receive an orientation to the course objectives?
2. Did the course faculty effectively communicate with you during the course?
3. Did you have any concerns during the semester that were not addressed?
4. Do you have any suggestions for the faculty of this course to make this a more rewarding experience for you and/or the student?
5. Would you precept again?



Appendix G

Harrisburg University Program of Nursing

Student Clinical Site Evaluation

Facility: _____ **Facility/Unit:** _____ **Semester and Year:** _____

Purpose: This tool is used to assess the students' clinical learning experience. Please respond to each statement using the following scale:

0 (N/A) = Not applicable, 1 (SD) = Strongly Disagree, 2 (D) = Disagree, 3 (N) = Neutral, 4 (A) = Agree, 5 (SA) = Strongly Agree

	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)	0 (N/A)
The clinical site provides experiences necessary to attain professional objectives.						
The nursing staff functions as positive role models for the students.						
Students have access to patient records.						
Clinical facility promotes a safe environment.						
The personnel on the unit respond to students in a positive manner.						
Current policies and procedures are available for student use.						
The agency provides conference space.						
The agency provides areas for personal belongings.						
The agency provides cafeteria facilities (if applicable).						
The agency provides parking.						

1. What are the strengths of the agency as a clinical site? Identify items about usefulness, appropriateness, distance, staff, etc.
2. What are the weaknesses of the agency as a clinical site?



Appendix H

Harrisburg University Program of Nursing

Student Evaluation of Preceptor

Course: _____

Semester: _____ Date: _____

Preceptor's Name: _____

Facility: _____

Please rank the preceptor using the following scale:

4	3	2	1
Always	Usually	Sometimes	Rarely

Preceptor Responsibilities

1. Provided mechanisms for meaningful experiences that facilitated the student in meeting course objectives.
2. Provided student feedback on site.
3. Acted as a role model, allowing the student to observe or work directly with the preceptor.
4. Acted as a resource person.
5. Provided input and evaluation of student performance.
6. Please provide any comments that you feel would be beneficial such as suggestions or strengths, weaknesses of preceptor.
7. Would you recommend utilizing this preceptor in our program again?



HU:	Harrisburg University of Science and Technology (HU)
FACILITY:	(PARTNER NAME)
EFFECTIVE DATE:	

**MSN Nursing Program
PRACTICUM AFFILIATION AGREEMENT**

THIS PRACTICUM AFFILIATION AGREEMENT ("Agreement") is made and entered into as of the Effective Date set forth hereinabove, by and between HU and the Facility (as such term is defined hereinabove) (each a "Party", and collectively, the "Parties").

WHEREAS, the purpose of this Agreement is to establish an affiliation between HU and the Facility to provide a quality on-site Practicum Experience for HU's students (individually a "Student", and collectively, the "Students") for the **MSN NURSING PROGRAM**;

WHEREAS, the Facility is a provider of nursing care to its patients; and

WHEREAS, HU maintains a curriculum in the MSN nursing program above that prepares its Students for a Practicum Experience with the Facility.

NOW, THEREFORE, the Parties mutually agree as follows:

1. GENERAL PROVISIONS APPLICABLE TO THE FACILITY AND HU.

- 1.1. The determination of the number of Students, their schedules and the Facility's ability to designate a clinic location of the Facility ("Clinic Location") for each participating Student to be assigned for a Practicum Experience will be made by mutual written agreement between HU and the Facility.
- 1.2. The Students' Practicum Experience will complement the service and educational activities of the Facility, but the students will not be used in lieu of professional or staff personnel and will be under the supervision of a practicum preceptor employed or contracted by the Facility.
- 1.3. Each HU Representative (as such term is defined in Section 3.4 hereof) maintains the privilege of visiting a Practicum Location before, during and after a Student's Practicum Experience, but HU Representative shall not interfere with the clinical operations of the Clinic Location during such visit.

- 1.4. Each Student is expected to perform with high standards at all times and comply with all policies, procedures and regulations of the Facility and the Clinic Location to which the student is assigned. On or before the first day of the Student's Practicum Experience, the Facility and/or the Clinic Location will provide the student with all policies, procedures and regulations the student is expected to comply with during their Practicum Experience.
- 1.5. HU or the Facility may require the withdrawal or the dismissal of any Student from their Practicum Experience whose performance record or conduct does not justify their continuance of the Practicum Experience with the Facility. Established HU policy will be followed in this regard; provided, however, the Facility reserves the right at any time to: (i) take immediate action to correct a situation where a Student's or HU Representative's actions endangers patient care and/or (ii) terminate any Student where necessary to maintain the Facility's operations at a Clinic Location free of disruption and/or to ensure quality patient care.
- 1.6. HU and the Facility agree that it is the student's responsibility to provide their own transportation to and from the Clinic Location assigned to the Student for their Practicum Experience.
- 1.7. No Student shall be deemed to be an employee or agent of either the Facility or HU unless the student was employed by either Party prior to and remains continuously employed by such Party through the Practicum Experience. Notwithstanding the foregoing, the Parties acknowledge that each Student is placed at a Clinic Location of the Facility to receive clinical experience as a part of his or her academic curriculum only and shall receive no compensation regarding the Practicum Experience.

2. **RESPONSIBILITIES OF THE FACILITY.**

- 2.1. The Preceptor will be licensed/certified as required in their respective profession/discipline, as well as having a minimum of a master's degree, as applicable, for the students assigned to each Clinic Location. Each student will be assigned to a Preceptor responsible for their Practicum Experience. The Preceptor shall possess sufficient experience to safely and effectively supervise participating Students. The Facility agrees to notify HU of any change in the Preceptor to assure continuity in a Student's Practicum Experience.
- 2.2. The Facility will adhere to best practices for Practicum Experience as outlined in addendum.
- 2.3. The Preceptor will submit to HU evaluations of each student's progress based upon their performance during the Practicum Experience. Prior to the start of a student's Practicum Experience, the format for the evaluation shall be established by HU and provided in writing to the Facility.

- 2.4. The Facility will, as appropriate, provide instruction in procedures which are considered specialty areas of the Facility and in the use of equipment located at the Clinic Location as needed.
- 2.5. The Facility will require each student to attend such meetings and clinics at the Clinic Location as directed by the Preceptor responsible for the Student's Practicum Experience.
- 2.6. The Facility will participate, if requested by HU, in such reasonable program review activities of HU which are directed toward continuing improvement of a Student's Practicum Experience contemplated by this Agreement.
- 2.7. The Facility shall obtain and maintain professional liability insurance with coverage limits not less than \$1,000,000 per occurrence, \$3,000,000 annual aggregate and commercial general liability insurance with coverage limits not less than \$1,000,000 per occurrence, \$2,000,000 annual aggregate that will cover itself and its employees and agents who perform services pursuant to this Agreement.
- 2.8. The Facility will indemnify and hold HU, its board members, trustees, officers, agents and employees harmless from any liability, loss or damage they suffer as a result of any third-party claims, demands, costs or judgments (including reasonable attorneys' fees) against any one or more of them arising out of negligence or willful misconduct of the Facility or any of its members, directors, officers, employees or agents carried out pursuant to this Agreement. This provision shall survive the termination or expiration of the Agreement.

3. RESPONSIBILITIES OF HU.

- 3.1. HU will only send Students who have successfully completed their pre-practicum curriculum and who are prepared for the Practicum Experience at the Clinic Location to which they are assigned by the Facility. Students shall abide by the code of ethics applicable to their respective profession/curriculum of study and the Facility's policies and procedures not in conflict therewith.
- 3.2. Prior to acceptance of a Student by the Facility for placement at a Practicum Experience, HU will provide the Facility with a summary of the student's education and practicum experience.
- 3.3. HU will notify the Facility, in writing and in advance, if any Student requires accommodation by the Facility during their Practicum Experience.
- 3.4. HU will designate a faculty member (or faculty members if more than one specialty program is the subject of this Agreement) (each, a "HU Representative") to coordinate scheduling with the Students and the Practicum, provide course

information and objectives to the Students and the Preceptors and assist in resolving any problems and/or difficulties which may arise.

- 3.5. HU will coordinate with the Facility and the assigned Preceptor on the curriculum to be provided to each Student during their Practicum Experience.
- 3.6. HU will communicate to the students of their responsibility to notify their designated Preceptor of the date of their initial arrival to the assigned Clinic Location, and upon arrival at the Clinic Location, to report directly to their designated Preceptor.
- 3.7. HU will make a copy of this Agreement available to each Student participating in a Practicum Experience with the Facility.
- 3.8. HU will send to the Facility only those Students who have submitted proof to HU that they have obtained health insurance, required immunizations as specified by the Facility, and a basic cardiopulmonary resuscitation certification. If the HU student is already employed by the facility, there will be no need to address health insurance, required immunizations and cardiopulmonary resuscitation certification.
- 3.9. HU will ensure that all Students have completed a criminal background check (“CBC”) to the level specified by the Facility prior to the start of the learning experience or series of experiences. A comprehensive CBC, if required, includes home state CBC, Social Security Alert, Residency History, Nationwide Criminal Database Search w/Nationwide Sex Offender; and Nationwide Healthcare Fraud & Abuse (OIG, GSA, OFAC, SDN, and DPL). HU will verify results with Facility no later than one month prior to the scheduled start of the learning experience upon request and direct Students to release personal results to the appropriate Facility representative. If HU student is an employee of facility, there will be no additional need for a CBC.
- 3.10. HU will ensure that Students have successfully completed training in Standard Precautions, patient confidentiality, and HIPAA regulations annually.
- 3.11. HU will indemnify and hold the Facility, its members, directors, officers, agents and employees harmless from any liability, loss or damage they suffer as a result of any third-party claims, demands, costs or judgments (including reasonable attorneys' fees) against any one or more of them arising out of any negligence or willful misconduct of HU or any of its board members, trustees, officers, agents, employees or Students carried out pursuant to this Agreement. This provision shall survive the termination or expiration of the Agreement. Notwithstanding anything to the contrary, HU’s indemnification obligations shall apply only to the extent permitted by Pennsylvania law and only to losses proximately caused by the negligence or willful misconduct of HU. HU shall not indemnify the Facility for claims arising out of patient care decisions, the acts or omissions of Facility personnel, or the Facility’s own failure to supervise Students.

4. COMPLIANCE WITH LAWS.

- 4.1. The Facility and HU will take every reasonable effort to protect patient information. HU will direct its students to comply with the policies and procedures of the Facility and each applicable Clinic Location, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 C.F.R. Parts 160 and 164. Solely for the purpose of defining the Students' role in relation to the use and disclosure of the Facility's patients' Protected Health Information, the Students are defined as members of the Facility's "workforce" as the term is defined by 45 C.F.R. § 160.103, when engaged in activities pursuant to this Agreement; provided, however, the Students are not and will not be considered employees of the Facility.
- 4.2. The Facility and HU each warrants to the other that it is in compliance with all state and federal laws and regulations applicable to it in its performance under this Agreement, including, but not limited to, to the extent applicable to it, all requirements imposed by or pursuant to Title IX of the Education Amendments of 1972 (P.L. 92-318), as amended, 20 U.S.C. §§ 1681, 1682, 1683 and 1685, and all applicable implementing regulations of the Departments of Health and Human Services and Education, as now or hereafter amended, (45 C.F.R. Part 86) to the end that no person will, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any education program or activity receiving federal financial assistance.

5. NOTICE.

Any notice required or permitted under this Agreement shall be delivered to the respective Party at its address in the signature blocks below, or to such other address as shall have been provided by notice pursuant hereto, by any of the following methods: (i) hand delivery; (ii) certified mail, return receipt requested; or (iii) overnight courier delivery service. All notices required by this Agreement shall be effective: (a) if by certified mail or overnight courier delivery service, within two (2) days of sending or when actually delivered whichever occurs earlier; or (b) if by hand delivery, when delivered. Either Party may change its notice address by communicating its new notice address to the other Party in writing.

6. TERM AND TERMINATION.

This Agreement is effective for three (3) years beginning on the Effective Date, and unless terminated by either Party, shall thereafter automatically be renewed for one (1) year periods. Either Party can terminate the Agreement by giving ninety (90) days' prior written notice to the other Party; provided, however, any Student who has previously started its Practicum Experience with the Facility prior to the date of termination shall be allowed to complete the same.

7. MISCELLANEOUS PROVISIONS.

- 7.1. This Agreement contains the entire understanding of the Parties and shall not be altered, amended or modified, except by agreement in writing executed by the duly authorized officials, officers and/or representatives of both Parties.
- 7.2. This Agreement does not create any rights for a non-party. The Parties hereby acknowledge that they are independent contractors, and in no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the Parties hereto.
- 7.3. Neither Party may assign or otherwise transfer its rights or obligations under this Agreement without the prior written consent of the other Party, which consent shall not be unreasonably withheld, conditioned or delayed; provided, however, the Facility shall have the right, without HU's consent, to assign this Agreement to an entity that: (i) controls the Facility; (ii) is controlled by the Facility; (iii) is commonly controlled by the Facility's parent company; or (iv) is the surviving entity after a merger or establishment of a joint venture/partnership with the Facility or acquisition of all or substantially all of the Facility's assets. Any purported assignment in violation of the preceding sentence will be void and of no effect.
- 7.4. If any provision of this Agreement, or of any other agreement, document or writing pursuant to or in connection with this Agreement, is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining parts or provisions of this Agreement. Neither the waiver by any of the Parties hereto of a breach of or a default under any of the provisions of this Agreement, nor the failure of either Party, on one or more occasions, to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will thereafter be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any such provisions, rights or privileges hereunder.
- 7.5. The parties acknowledge that the Facility is a covered entity as defined in the privacy regulations promulgated pursuant to the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"). To the extent that Students and HU faculty have access to protected health information by virtue of their participation in the learning experience at the Facility, the parties agree that Students and HU faculty are deemed to be part of the Facility's workforce for HIPAA compliance purposes and subject to the Facility's policies and procedures governing the use and disclosure of protected health information, as defined in HIPAA and by the Facility. The parties agree the sponsorship of a clinical/practicum learning experience as contemplated by this agreement does not constitute a business associate agreement under HIPAA.
- 7.6. To the extent Facility generates or maintains educational records related to the participating Students, Facility agrees to comply with the Family Educational Rights and Privacy Act ("FERPA"), to the same extent as such laws and regulations apply to HU and shall limit access to only those employees or agents with a need

to know. For the purposes of this Agreement, pursuant to FERPA, HU hereby designates Facility as a school official with a legitimate educational interest in the educational records of the students to the extent that access to HU's records is required by Facility to carry out responsibilities outlined within this Agreement. Facility shall return or securely destroy all educational records upon completion of the Practicum Experience unless retention is required by law.

- 7.7. This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania. Any action arising out of or relating to this Agreement shall be brought exclusively in the Court of Common Pleas of Dauphin County, Pennsylvania, or the United States District Court for the Middle District of Pennsylvania, and the Parties consent to the personal jurisdiction of such courts.
- 7.8. This Agreement may be executed in counterparts, and if executed in counterparts, each such counterpart shall constitute one and the same instrument. The execution of this Agreement by any of the Parties may be by means of a facsimile copy and/or electronic transmission of such Party's signature, and the same shall be deemed to constitute the original signature of such Party. This Agreement shall replace and supersede any prior agreements between HU and the Facility (including the affiliates identified in footnote 1 above) governing the subject matter addressed herein.

ADDENDUM; Clinical/ Practicum Best Practices:

1. The Facility will retain full responsibility for the care and management of all patients/clients under the care of the Facility and its employees and representatives throughout the episode of care and will maintain supervision of Students insofar as their presence and practicum assignments affect the operation of the Facility and its care, direct and indirect, of patients/clients.
2. The Facility will ensure that patients/clients of the Facility fully understand and maintain the right to refuse Student participation in their episode of care, without personal recourse.
3. The Facility will communicate Facility requirements, including completion time requirements, to Facility coordinator and Student at least three (3) months in advance of scheduled learning experience, whenever possible to allow timely completion of required drug screens, background checks beyond home state, immunization verification beyond immunization records, interview, resume, etc.
4. Provide an organized learning experience plan for Students, under mentorship of designated qualified CIs/SPs/preceptor. The Facility shall designate a Facility coordinator as liaison to HU. A current copy of the curriculum vitae/resume of the Facility coordinator and the designated CI/SP/preceptor should be submitted to HU prior to Student placement. The Facility shall notify HU of a change in the availability of learning opportunities in a timely manner.
5. The Facility will allow Students to practice only under the direct supervision of an appropriately licensed preceptor in conformity with state licensure laws or applicable profession accreditation guidelines.
6. The Facility will provide information regarding expected or anticipated learning opportunities, the facilities, room and board (if applicable), transportation and/or parking, expected dress and other policies that the student needs to be familiar with prior to arrival for the learning experience.
7. The Facility will provide the student(s) prior to or upon arrival with a Facility orientation including, but not limited to, a review of applicable and site-specific policies, procedures, and protocols regarding Standard Precautions, patient/client confidentiality, and HIPAA regulations.
8. The Facility will provide appropriate facilities and learning experiences for Students at the Facility.
9. The Facility will remove a student from a learning experience if the student fails to abide by the stated policies and procedures of the Facility, or if the student's performance in the learning experience is deemed unsatisfactory and attempts to remediate in conjunction with the HU Coordinator, HU's faculty, and Facility coordinator prove unsuccessful.

10. The Facility will regularly, fairly, and objectively evaluate Student performance (cognition, psychomotor skills, and affect), and report results to the HU Instructor in a timely manner.
11. The Facility will provide or facilitate access to emergency medical care for the Student at the Student's expense as needed during their learning experience.

IN WITNESS WHEREOF, the duly authorized officials, officers and/or representatives of HU and the Facility have executed this Agreement as of the Effective Date hereof.

Harrisburg University of Science and Technology

By: _____
Teresa Cating, DNP, AG-NP-C

Date: _____

Address for Notice:

_____ 326 Market St.
_____ Harrisburg, PA 17101

Attn: Teresa Cating
E-mail: tcating@HarrisburgU.edu

FACILITY:

By: _____
Print Name: _____
Title: _____

Date: _____

Address for Notice:

Attn: _____
E-mail: _____

For any academic or non-academic policy that is not listed in this handbook, please refer to the Harrisburg University Graduate Catalog and the general HU student handbook.

References

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- Lioce, L., Meakin, C., Fey, M., Chmil, J., Mariani, B., & Alinier, G. (2015). Standards of best practice: Simulation standard IX: simulated design. *Clinical Simulation in Nursing*, 11(6), 309-315.
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- Shumway, J. M., & Harden, R. M. (2003). AMEE Guide No. 25: The assessment of learning outcomes for the competent and reflective physician. *Medical Teacher*, 25 (6), 569-584. <https://www.tandfonline.com/doi/abs/10.1080/0142159032000151907>