



COLORADO STATE UNIVERSITY PUEBLO
School of Nursing

GRADUATE NURSING
STUDENT HANDBOOK

Academic Year
2025/2026

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COLORADO STATE UNIVERSITY PUEBLO

School of Nursing

Dear Nursing Students,

It is my privilege to welcome you to the Colorado State University Pueblo School of Nursing. Whether you are beginning your journey as a new student or continuing your studies with us, you are now part of a community dedicated to advancing the profession of nursing.

Nursing is more than a career—it is a calling that demands compassion, critical thinking, and unwavering commitment to improving the lives of others. Our program is designed not only to provide you with the clinical skills and theoretical knowledge essential to nursing practice, but also to cultivate the leadership qualities and ethical foundation that will serve you throughout your professional life.

At CSU Pueblo, we are committed to fostering academic excellence through hands-on learning. Our state-of-the-art simulation laboratories, clinical partnerships with leading healthcare facilities, and comprehensive curriculum will prepare you to meet the evolving challenges of modern healthcare. You will be ready.

Nursing is not for the faint of heart. You will be challenged at every turn. You will need perseverance, dedication, and above all, other people to get to the finish line. You can trust that our experienced faculty and staff will be right beside you coaching you and cheering for your success. I encourage you to build lasting relationships with them and with your classmates. Remember that our support services, including academic advising, tutoring, and student organizations, are here to help you succeed. You are never in this alone.

I look forward to watching you grow and celebrating your achievements in the months and years ahead. Please know that my door is always open, and I encourage you to reach out whenever you need guidance or support.

Welcome to the Pack, and welcome to your future in nursing.

Kristine Morris, PhD, RN, CNE, EBP-C
Dean and Director, School of Nursing
Colorado State University Pueblo

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General Information

Introduction:

The *Graduate Nursing Student Handbook* contains general information and policies/procedures that you will need as you progress through the graduate program. It is to be used as a resource in conjunction with other official documents prepared by Colorado State University Pueblo. The graduate nursing program expands the knowledge and skills of the baccalaureate-prepared nurse for advanced practice, nursing education, translational research, healthcare management, and leadership roles. The School of Nursing (SON) reserves the right to change, delete or add information in the handbook without previous notice and at its sole discretion. All updates to this handbook will be communicated to students electronically via their official university email address and posted via the designated student portal (BlackBoard). Minor revisions or clarifications will be incorporated into the next annual (Fall) edition of the handbook. In the event of a significant change in policy or procedure that materially affects students, the university will issue an immediate notification and publish a revised version of the handbook to reflect the change. Please review the *Graduate Nursing Student Handbook* and complete the *Nursing Program Enrollment Agreement Form (Appendix D)*. **You must submit your signed and dated Copy to your CastleBranch account by September 30th. (Must be completed yearly)**

- **NOTE for Nurse Educator and Nurse Manager Leader students:**
Online courses may have a different start time than on-campus courses. All NE and NML students have **30 days** from program their start date to sign and upload the Nursing Program Enrollment Form.

History of the School of Nursing Program.

The nursing program at Colorado State University Pueblo was established in 1964 (then Southern Colorado State College) as an associate degree program. The first class graduated two years later. With graduation of the first class, the program was accredited by the National League for Nursing (NLN).

In 1974, the nursing faculty recognized the need for a baccalaureate program in nursing. The School of Nursing received authorization for an upper division degree-completion baccalaureate program for registered nurses. In 1975, the state legislature granted the college university status, and the college name was changed to the University of Southern Colorado. The first graduates from the degree-completion program were awarded baccalaureate degrees in May of 1977. NLN granted initial accreditation to the degree-completion program in 1981. In 2003 the university became Colorado State University – Pueblo. The National League for Nursing Accrediting Commission (NLNAC) granted continued accreditation in 2011.

In 2003, the Colorado State University System confirmed approval of the Master of Science with a major in Nursing (MS) at Colorado State University Pueblo. The graduate nursing program was initially accredited in 2006 by the National League for Nursing Accrediting Commission (NLNAC) and reaccredited 2019. The following master's program emphasis areas are offered:

- Adult/Gerontology Acute Care Nurse Practitioner
- Adult/Gerontology Acute Care / Family Nurse Practitioner

- Psychiatric-Mental Health Nurse Practitioner
- Nurse Educator
- Nurse Manager and Leader

In 2018, Colorado State University Pueblo received approval from the Higher Learning Commission, Colorado Department of Education for the Doctor of Nursing Practice for both BSN and MS entry points. In 2019, the Accreditation Commission for Education in Nursing (ACEN) granted Candidacy for the clinical doctorate in nursing program. Initial accreditation for the DNP Program was granted in April 2022.

- BSN to DNP Adult/Gerontology Acute Care Nurse Practitioner
- BSN to DNP Adult/Gerontology Acute Care / Family Nurse Practitioner
- BSN to DNP Psychiatric-Mental Health Nurse Practitioner
- MS to DNP Population Health

The CSU Pueblo School of Nursing graduate program is approved by Colorado Board of Nursing, 1560 Broadway, suite 1350 Denver, CO 80202 and accredited by Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326. The phone number is (404) 975-5000 and internet address is <https://www.acenursing.org/>

Family Education Rights and Privacy Act (FERPA)

The SON adheres to the Family Education Rights and Privacy Act (FERPA). FERPA governs requests for access to and release of information from student records. Refer to Registrar's office for release forms. Students must maintain current contact information with the university and the SON. If changes occur to personal contact information, students must notify CSU Pueblo Records Department. THE SON is not responsible for the delay or failure in receiving information due to incorrect contact information. <https://studentprivacy.ed.gov/faq/what-ferpa>

Philosophy, Mission, Goals and Organizing Framework

Philosophy

Colorado State University Pueblo shares the mission and philosophy of the University, which focuses on education, scholarly activity, and service. The SON philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences, and humanities.

Mission Statement

The mission of the School of Nursing is to prepare graduates for professional positions as safe, competent, and caring nurses to meet the healthcare needs of diverse populations.

Caring is considered the central concept of the nursing curriculum. The nursing faculty of CSU Pueblo is committed to modeling caring behavior to students on the belief that when students experience caring, they learn to care for others. Caring has been defined as the "essence of nursing" (Leininger, 1988), a process and a behavior that can be taught and learned. Caring requires the "offering of self" (Scotto, 2003); intellectually, physically, psychologically, and spiritually. The faculty ascribes to the core competencies for nurse practitioners and nursing education identified by the National

Organization of Nurse Practitioners (NONPF), National League for Nursing (NLN) The National Academy of Medicine, and the Quality and Safety Education for Nurses (QSEN) project. Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan and fosters the development of the nurse's professional identity, integrity, and leadership. Patient-centered care includes respect for individual dignity and consideration of cultural and ethical beliefs and values. The nurse advocates for patients and families to promote mutual respect and patient self-management.

Nursing care is provided in collaboration with the patient, family, and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety, and improve patient outcomes. Nursing judgement is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means are essential to nursing care.

The American Association of College of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education (2021)* provide the curricular content and foundation for graduate nursing student learning outcomes. Student centered learning results from the engagement of teacher, learner, and environment in interactive experiential processes. Varied educational experiences allow the learner to integrate the knowledge, skills, and attitudes required for contemporary professional practice. The faculty is responsible for facilitating, maintaining, and evaluating the learning process. Learners are expected to be self-directed, active inquirers responsible for their own learning and participate in evaluation of educational experiences. The curriculum helps learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner.

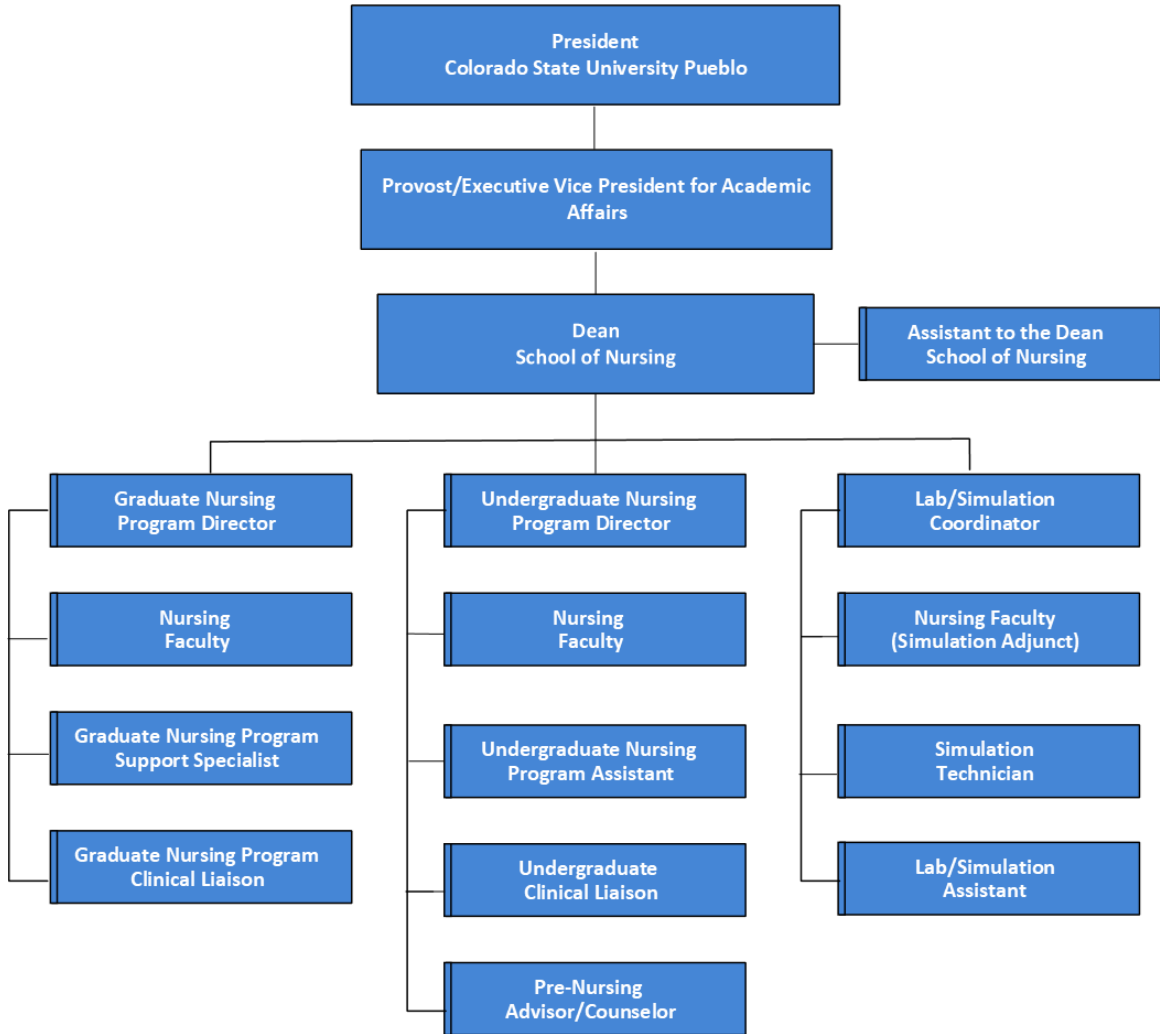
Goals

- Provide quality learning experiences: This will prepare graduates for entry level baccalaureate nursing practice, advanced nursing practice in a culturally diverse community, and advanced careers in the health care industry.
- Provide multiple degree entry paths: The pathways are based on previous education and academic entrance criteria that support student achievement at a professional level.
- Serve as a regional nursing education center for Southern Colorado: This is achieved by close collaboration with local and regional health care agencies to provide nursing programs.
- Maintain educational excellence: This is to be demonstrated by a program status consistent with the Colorado Board of Nursing, national accrediting agency criteria and educational emphasis on professional nursing standards.
- Provide a supportive and caring learning environment: We plan to address the learning needs of a diverse student population.
- Support role development: This will help graduates be responsive to the changing health care environment by redefining and maintaining competencies throughout one's practice.

Organizing Framework



School of Nursing Organizational Chart



Outcomes

Program Outcomes

1. Fifty percent (50%) of graduates will:
 - a. Complete the program on time, starting the first day of enrollment in their nursing major and concentration (emphasis) option.
2. Eighty percent (80%) of graduates will:
 - a. Express satisfaction with the program
 - b. Pass the national certification examination the first time.
 - c. Be employed in role-related professional practice within six months to one year.
3. Eighty percent (80%) of employers will express satisfaction with the program.

Specific student outcomes for each concentration (emphasis) track are based on national competency expectations.

Master's End-of-Program Student Learning Outcomes

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

1. Integrate evidence-based practice, ethical decision making and technology into the advanced nursing role.
2. Utilize inter-professional collaboration to provide safe, quality, patient-centered care.
3. Analyze quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

Doctorate End-of-Program Student Learning Outcomes

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

1. Integrate evidence-based practice, ethical decision making and technology into advanced nursing role
2. Conduct scholarly inquiry to influence health outcomes of individuals, aggregates, and populations.
3. Organize inter-professional collaboration to provide safe, quality patient-centered care.
4. Demonstrate leadership role in transforming health care systems, policies, and standards of care.

Professional Standards

Students are expected to comply with the current CSU Pueblo, School of Nursing, Colorado State Board of Nursing, and national professional policies, standards, and competencies. Students are expected to comply with the current provisions published by the American Nurses' Association (ANA) Code of Ethics for Nurses, the Colorado Nurse Practice Act, and the ANA Principles of Social Networking.

Find more information in the links below.

1. University CSU Pueblo Catalog and Graduate Programs - <https://catalog.csupueblo.edu/school-of-nursing/>
2. Student code of Conduct - <https://www.csupueblo.edu/student-conduct/index.html>
3. Colorado Board of Nursing - <https://dpo.colorado.gov/Nursing>
4. Colorado Nurse Practice Act - <https://dpo.colorado.gov/Nursing/Laws>
5. American Association of Colleges of Nursing (AACN) 2021 The Essentials: Core

- Competencies for Professional Nursing: <https://www.aacnnursing.org/essentials>
6. American Nurses' Association (ANA) Code of Ethics for Nurses - <https://codeofethics.ana.org/home>
 7. **ANA Principles of Social Networking** - <https://community.ana.org/anursespacebootstrapupdate/viewdocument/principles-of-social-networking?ssopc=1>
 8. Graduate-level QSEN Competencies - <https://www.qsen.org/competencies-graduate-ksas>
 9. APRN Consensus Model - <https://www.nursingworld.org/certification/aprn-consensus-model/>
 10. National League for Nursing (NLN) Novice Nurse Educator Competencies with Task Statements (2023) - <https://www.nln.org/news/newsroom/nln-position-documents/novice-nurse-educator-competencies-with-task-statements>
 11. NONPF 2022 NP competencies https://www.nonpf.org/page/DNP_NPCompetencies

Professionalism

Students are expected to comply with 2021 AACN professionalism competencies demonstrating “a commitment to carrying out professional responsibilities and an adherence to ethical principles”. All students will dress appropriately and behave in a professional manner at all times in classrooms, laboratory, practicum, and clinical sites. While representing CSU Pueblo Graduate Nursing, students in the clinical setting should wear school insignia and/or student identification.

Name badges will be ordered the summer prior to your first semester in clinical. They will be charged to your student account. The Graduate Nursing Program Support Specialist will notify you when they are ready to pick up in the School of Nursing office. School insignia are obtained in the CSU Pueblo bookstore. Student photo IDs are obtained in the Occhiato Student Center, second floor.

A consistent natural hair color is required in all clinical settings. The student must comply with any specific clothing, hair, tattoo, and body piercing restrictions for all clinical settings. Student Nurse Practitioners should wear business casual clothing with a hip-length white laboratory coat, unless the clinical site specifies the dress code. Lab coats are to have the college insignia sewn on the right shoulder. Laboratory coat is not required for the Psychiatric Mental Health Nurse practitioner, Nurse Manager Leader, or Nurse Educator.

Students will address faculty, preceptors, and other academic and clinical contacts using the proper title and last name for the contacts degree, profession or otherwise such as “Dr...” or “Professor.” If you are uncertain about the appropriate title, ask the individual how you should address them in an email, personal face to face, or other types of communication. Unprofessional behavior may result in disciplinary action (CSU Pueblo Student Code of Conduct, p. 30).

Communication

Effective learning requires communication between faculty, administration, and

students. Bias-free language that addresses all people inclusively and respectfully should be used in all verbal and written communication. Bias-free language guidelines can be found at <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language>. CSU Pueblo School of Nursing utilizes several tools to facilitate the communication process. Information will be disseminated verbally, electronically using university email accounts, and/or through Blackboard posting. All email communication should be sent via the university email system, and the subject line should include a course number or it could be deleted without response. Provide enough background information in the email to ensure accurate and timely responses. Students must check their school email daily during the week for campus and class announcements. To ensure timely receipt of important correspondence, students ensure there is space in their inboxes. Students should allow up to 48 hours (two weekdays) and up to 72 hours on the weekend (Friday evening to Monday morning) for faculty, administration and students responding to email communication during the academic semester. Students can expect a response during the summer from the faculty who are teaching during that session. Students are responsible for reviewing each course syllabi for any additional communication methods and timeframe responses. Students are not permitted to share passwords for email accounts. The clinical communication expectations can be found in the clinical portion of this handbook.

Health and Safety

When considering the health and safety of the campus community, the University requires that all students follow designated policies and protocols. It is the student's responsibility to know what these policies and protocols are and any changes that may occur with them. Students in need of accommodations, or those seeking an exception to this policy, will need to contact the Disability Resource and Support Center at <https://www.csupueblo.edu/disability-resource-and-support-center/index.html> Otherwise, students who fail to follow the protocol and policies will be referred to the Office of Student Conduct and Community Standards and prohibited from the classroom.

Mandatory Requirements for Enrollment/Continuation

CSU Pueblo School of Nursing utilizes the services of **CASTLEBRANCH/DISA HEALTHCARE TECHNOLOGIES**. The Compliance Tracker of CastleBranch provides secure, online storage for **required** documentation such as immunizations, screenings, vaccines, certifications, licensure, background check, and drug screens. ALL graduate nursing students are required to have a CastleBranch account. Students must always maintain CURRENT documentation of mandatory requirements throughout the program. Students who are out of compliance are ineligible to perform clinical practicums until requirements are complete. ALL requirements for ALL Students must remain current in CastleBranch while the student is progressing in their graduate nursing program, whether or not the student is in clinical rotation. There are NO EXCEPTIONS, Every student must comply. All documents submitted must be in PDF format. Information collected through CastleBranch is secure, tamper-proof, and confidential. Students are responsible for all CastleBranch costs. Some requirements are listed below. See CastleBranch program document for a full list of requirements.

1. Current proof of Immunizations:
 - a. **Tdap**

- Must provide documentation of Tdap booster within the past 10 years.

b. Hepatitis B Vaccine (series of three)

- Must provide documentation of one of the following:
 - 3 immunization dates
 - Positive titer results showing immunity with either the lab results or verification by a physician.

c. Measles, Mumps Rubella (MMR)

- Must provide documentation of one of the following:
 - 2 immunization dates
 - Positive titer results for all three components showing immunity with either the lab results or verification by a physician

d. Varicella

- Must provide documentation of one of the following:
 - 2 immunization dates
 - Positive titer results showing immunity with either the lab results or verification by a physician.
 - ◊ History of the disease with **not** be accepted

e. Flu Vaccine

- Must annually provide documentation of a flu vaccine by October 25th of the current flu season, regardless of when the previous vaccine was administered.

2. Annual TB Screening

Proof of current (within the last 12 months) TB screening is required prior to attending any clinical experience and annually thereafter. There must be documentation of one of the following:

- Two-step TB Skin Test (TST). Do this if it is your first TST or more than a year has elapsed since your last TST. The two-step process entails the administration of one TST and having it read 48-72 hours later, followed by a second TST administered at least one week but no more than three weeks (7-21 days) after the first TST and having it read 48-72 hours later.
- At least two consecutive negative annual TSTs, the last TST being dated within the past 12 months.
- QuantiFERON[®]-TB Gold test (lab report required) dated within the past 12 months.
- T-SPOT[®].TB Test (lab report required) dated within the past 12 months
- If positive for TB, provide a clear chest x-ray (lab report required) from within the past three years and a TB Questionnaire (available online under School of Nursing Student Resources). A new TB questionnaire is required annually.

3. Current Cardiopulmonary Resuscitation Certification (CPR)

- A Health Care Provider-C (or equivalent) certification is required.

- A copy of a certificate of completion or the front and back (signed) of card must be uploaded to CastleBranch and must be from American Heart Association BLS for Healthcare Providers. *Certification from a program other than the one listed above will not be accepted.*
- Students in the Adult Gerontology Acute Care concentration will also need to obtain and maintain their AHA ACLS and PALS certifications by May of the 2nd year of the program.

Resources

- American Association of Colleges of Nursing (AACN). Common advanced practice registered nurse doctoral-level competencies. Retrieved from: <https://www.aacnnursing.org/news-data/all-news/aprn-doctoral-level-competencies>
- American Association of Colleges of Nursing (AACN). *The essentials of doctoral education for advanced nursing practice* (2006). Retrieved from: <https://www.aacnnursing.org/DNP/DNP-Essentials>
- American Association of Colleges of Nursing (AACN). The Essentials: Core Competencies for Professional Nursing (2021). Retrieved from: <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>
- QSEN Education Consortium: Graduate- level QSEN Competencies: knowledge, skills and attitudes (2012). <https://www.qsen.org/competencies-pre-licensure-ksas>
- University CSU-Pueblo Catalog and Graduate Programs <https://catalog.csupueblo.edu/school-of-nursing/>
- University CSU-Pueblo Student code of Conduct <https://www.csupueblo.edu/student-conduct/index.html>
- Leininger, M. (1988). Leininger's theory of nursing: Cultural care diversity and universality. *Nursing Science Quarterly*, 1(4), 152-160. doi: 10.11
- National League for Nursing (NLN) Novice Nurse Educator Competencies with Task Statements (2023). <https://www.nln.org/news/newsroom/nln-position-documents/novice-nurse-educator-competencies-with-task-statements>
- National Task Force on Quality Nurse Practitioner Education. (2022). *Standards for Quality Nurse Practitioner Education* (6th ed.). National Organization of Nurse Practitioner Faculties. https://www.nonpf.org/resource/resmgr/ntfstandards/ntfs_final.pdf
- National Organization of Nurse Practitioner Faculties (2022). *Nurse practitioner role core competencies*. https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/np_competencies_&_ntf_standards/nonpf_np_role_core_competenc.pdf
- National Organization of Nurse Practitioner Faculties (2013). Population-focused nurse practitioner competencies: Psychiatric-mental health (pp. Retrieved from: <https://www.nonpf.org/page/14>
- Family educational rights and privacy act (FERPA). Retrieved from: <https://studentprivacy.ed.gov/faq/what-ferpa>

Academic Information

Academic Advising and Registration

Students are required to meet with a graduate academic advisor every fall and spring semester. Advising can be conducted in person, by phone, or electronically. The graduate academic advisor will assist the student in following the curriculum sequence and in planning their schedule. Online students are advised through Extended Studies. Students need to register for courses during the semesters advised (Fall advising for spring and summer/ Spring advising for Fall). Each student is responsible for knowing and completing all curriculum requirements, understanding degree requirements, contacting the academic advisor for an initial appointment and for degree plan review. The student is also responsible for meeting university graduate school deadlines and policies without registration restrictions before the first day of each semester to continue in the program.

Academic Advising, Degree Plan, and Name Change

Students must meet with their academic advisor every fall and spring semester during advisement periods to review their degree plan. Advising can be conducted in person, by phone, or electronically. Students are encouraged to contact their assigned academic advisor and/or the Graduate Nursing Program Director to discuss any course registration questions, concerns, or to request a change in their courses and degree plan. If a student has other concerns or needs clarification about a course, they should first make an appointment with the course instructor. If dissatisfied with the results of the meeting, or further clarification is needed, the next step is to make an appointment with the program lead instructor. If dissatisfied with the results of the meeting, or further clarification is needed, the student would then meet with graduate nursing program director. If a resolution is still not reached, the student would then meet with the dean of nursing. The student's academic advisor may also assist in clarifying issues or facilitating the process.

1. If a student wishes to withdraw from a nursing course for any reason, they must submit a letter of intent to the graduate faculty and meet with their academic advisor to discuss options. All course and degree plan changes must be approved by the Graduate Nursing Program Director beforehand. If the student completes any course changes without approval, **automatic dismissal from the graduate program will occur.**
2. If the student withdraws from all nursing courses for any reason, the student will be dismissed from the graduate nursing program.
3. If the student is dismissed, chooses to reapply, and is granted re-admission the student will schedule an academic advisement meeting to discuss course completion options and revised degree plan with the course instructor and the Graduate Nursing Program Director.
4. University enrollment policies must be met for readmission and all current program and university catalog requirements at the time of readmission will be included in the new degree plan.
5. Students must follow the graduate policies for enrollment status to maintain graduate nursing program and university active enrollment status. Any changes may result in dismissal. Please review the Continuous Registration Policy in the graduate policies section of the current academic year CSU Pueblo university catalog. The student must contact the Graduate Nursing Program Director every

semester for academic advisement for the next semester, or dismissal from the program will occur. Continuous registration maintains university enrollment, any deviations from the most recently approved degree plan on file in the SON, will result in dismissal.

6. Students must confirm their degree and concentration (emphasis) are correct before applying for financial services, grants, or scholarships. All post master's certificate (non- degree seeking) students do not qualify for financial aid. Students are encouraged to check with financial services prior to making any course or degree plan changes.
7. Students must notify the Graduate Nursing Program Director and the registrar's office of any legal name changes before the School of Nursing can change the student's name to avoid delays in clinical placement paperwork and other potential conflicts.

Attendance

The following section outlines the Graduate Nursing Department's general attendance policies and procedures. Individual faculty members and lead course instructors will have specific guidelines and requirements regarding grading policy and attendance in their syllabi. It is the student's responsibility to familiarize themselves with and follow those policies and procedures detailed here.

1. Students are expected to be present and on time for all scheduled classes and clinical practicum experiences. If a student is unable to attend, arrive on time, must leave early or otherwise misses any portion of a scheduled class or clinical practicum experience for any reason, it is their responsibility to notify the course assigned site visitor, and/or the clinicals facility's office manager prior to the scheduled time.
2. If a student cannot provide advance notification because the absence, late arrival, or early departure is due to an unexpected problem, illness, or emergency, then it is the student's responsibility to notify the lead instructor, clinical preceptor, assigned site visitor, and/or the clinical facility's office manager as soon as possible.
3. In the event of inclement weather conditions CSU Pueblo closures will be announced via media broadcast systems and on the University website home page. Further policies regarding the university's emergency closure plan are on the website under Campus Safety. CSU Pueblo Campus closure and class cancellations due to inclement weather do not necessarily mean that a clinical practicum is also cancelled and vice versa.
4. Cancellation of clinical practicums are at the facility and/or the clinical preceptors' discretion. If a student believes that inclement weather prohibits them from safely travelling to a clinical site, they must communicate with lead instructor, clinical preceptor, assigned site visitor, and/or the clinical facility's office manager prior to their decision not to travel.
5. Being a student is a recognized exemption from jury duty in Colorado. If a student receives a jury duty summons for a day or time that would cause them to miss scheduled classes and/or clinical practicum experience, they should follow the directions provided within the summons to request a postponement for a later day and time that does not interfere with their classes or clinical experiences.

6. Nursing faculty understand that occasional emergencies and unexpected problems that prevent a student from attending or arriving on time for a class and/or clinical practicum may occur. The most important thing a student should do when such events occur is communicate with their lead instructors, clinical preceptors, assigned site visitors, and/or the clinical facility's office managers as soon as possible.
7. Any illness/injury that requires treatment from a primary care provider and/or requires an activity restriction must have a medical release before the next clinical day per facility requirement.

Course Schedule

If the day, times, or classroom for a course must be changed or a clinical facility is closed unexpectedly, your lead instructor will notify you as soon as possible via a Blackboard Announcement and an associated email to students' university accounts. Similarly, if the campus is closed unexpectedly, students will be informed via university email. Therefore, it is an important responsibility that students check Blackboard and their university emails regularly.

Acceptance of Transfer Credit

Transfer credit is awarded based on university regional and nursing accreditation, credit hours, associated lab courses/ hours, course description, objectives, and an official transcript. Please see Acceptance of Transfer Credit per the current published *Graduate Program* section of the *Colorado State University Pueblo Catalog*. The student must submit an official transcript demonstrating a B or higher in the course(s) the student is requesting transfer credit(s). After admission to the program with a designated concentration (emphasis) area, the student will meet with the Graduate Nursing Program Director to develop and agree upon a degree plan to meet the university requirements.

DNP: Nursing

A maximum of nine (9) credits from an accredited graduate nursing program will be considered toward a DNP in nursing degree.

MS: Nursing

A maximum of nine (9) credits from an accredited graduate nursing program will be considered toward an MS in nursing degree.

Second Masters: Nursing

Transfer credits from a regionally and nursing accredited university considered for a second masters MS degree and Post MS Certificate in nursing varies based on the university, current program, and national certification exam requirements.

Post Masters: Nursing Certificate (Non-degree seeking)

Post-master's in nursing Certificate for post-master's students and currently licensed nurse practitioner applicants must meet the course, lab and clinical hour requirements for the designated concentration (emphasis) to complete program requirements. The academic post-masters nursing certificate graduation plan will be determined by the Graduate Nursing Program Director to meet the qualifications for the specific concentration (emphasis) national certification exam.

Time Limits

Courses completed six (6) or more years before the date of admission, either at CSU Pueblo or at another institution, will not be accepted as satisfying graduation requirements without the written approval of the Graduate Nursing Program Director. All official transcripts must be on file with the university and in the School of Nursing to confirm completion dates, any previous degrees, and a B or higher in each course to be considered and accepted for transfer credit(s). Students can schedule an appointment with the Graduate Nursing Program Director for a preliminary review of unofficial transcripts, syllabi, and any request to transfer credits prior to admission to the program.

All university and SON policies must be met to finalize acceptance.

Writing and Presentation Skills Course Waiver

NSG 504 Writing and Presentation Skills is a required course for all graduate students except for post-master's certificate. Students who provide evidence of graduate thesis, doctoral dissertation, graduate level summative scholarly paper, or peer reviewed publication may request a waiver for this course. Waivers will be reviewed by the Graduate Nursing Program Director and graduate faculty. All waivers will be approved on a case-by-case basis.

Degree Plans

Students develop degree plans with the Graduate Nursing Program Director before the first registered semester. If the student is unable to follow the required curriculum sequence during the degree plan period, they shall initiate a meeting with their assigned academic advisor to plan for progression through the program. All **degree plans and revised degree plans must be approved**, be signed by the Graduate Nursing Program Director, and meet the graduate nursing and university requirements. It is the student's responsibility to notify the advisor and/ or the Graduate Nursing Program Director with any degree plan change requests. Failure to complete this process for plan changes will result in **automatic dismissal from the graduate program**.

Academic Standards

Students are responsible for meeting all academic standards and policies per the published *Graduate Program* section of *Colorado State University Pueblo Catalog*. In addition to those policies, the following applies:

Grading, Dismissal and Readmission

1. A minimum grade of 84% (B or greater) or Satisfactory (S) is required in all graduate coursework, including required courses, electives, and transfer courses. If a student receives a grade of B- or below, **automatic dismissal from the graduate program will occur**.
2. Students must maintain a GPA of 3.0 or higher throughout the graduate program to continue graduate studies and graduate. If a student's GPA drops below a 3.0 (B-), **automatic dismissal from the graduate program will occur**.
3. Only grades of a B or better and satisfactory (S) fulfill graduation requirements

for the nursing graduate program.

4. A student dismissed from the program can petition in writing for readmission, within one year of dismissal (one time only). The petition letter will be sent to the Graduate Nursing Program Director. The decision to allow readmission is made by the graduate nursing faculty. There are no guarantees of readmission. University and program policies must be met for readmission. If readmitted, a new degree plan will be reviewed with the student by the Graduate Nursing Program Director and will be based on the current university catalog and program/degree requirements at the time of readmission.
5. If the student is found to be eligible for readmission, they must repeat both the failed course and any co-requisite course to progress in the program. Courses in which a grade of B (not a B-) or better was earned may not be repeated unless it is a required co-requisite for a course that needs to be repeated.
6. After readmission, the grade received in the repeated course will be recorded and used to calculate graduate program grade point average in accordance with the graduate student policies in the current CSU Pueblo catalog.
7. If a student receives a second grade below a B or Unsatisfactory after re-admission in any graduate nursing course, **automatic dismissal from the graduate program will occur and the student will be ineligible for re-admission.**

Course Evaluation Measures

The course instructor evaluates the student in the didactic, practicum, and/or clinical experience by observation, teleconference, or delegation in accordance with the course syllabus grading requirements. The course evaluation measures are detailed in the course syllabus. The syllabus will be posted in the Blackboard course by the first day of the class each semester. If any changes are needed during the semester, the student will be notified through university email and clearly identified changes posted in the Blackboard course.

Grading Scale(s)

Shaded areas are passing in the graduate nursing program.

Didactic (may apply to lab courses, see syllabus posted in Blackboard):

No A+	A	96 - 100	A- 93 - 95
B+ 90 - 92	B	84 - 89	B- 81 - 83
C+ 78 - 80	C	70 - 77	No C-
D+ 67 - 69	D	64 - 66	D- 60 - 63
F	Below 60		

Lab, practicum, and clinical courses:

Satisfactory	Unsatisfactory
S	U

Incomplete Grade Process

Students have the option of requesting an incomplete grade if/when necessary. The Incomplete Grade Agreement Form (Appendix A) must be completed by the student, signed, and submitted to the instructor at least 24 hours prior to the last day of the semester. If a student requests an incomplete grade for a course, the course instructor

will determine if the student meets the requirements for the incomplete process. The instructor and student will then discuss, agree, and document a specific time frame to complete course requirements. After the agreement form is complete, the instructor will submit an incomplete grade to the university registrar. The student must complete all agreed upon course requirements prior to the agreed-upon deadline. After all requirements are completed the instructor will submit the letter grade change request form to the university registrar. The course grade will be updated with the letter grade, to be recorded on the student's transcript.

Eligibility Requirements for an Incomplete

1. The student must have completed over 50% of the course requirements with a passing grade to be eligible for a grade of incomplete.
2. The student must not have more than one of the following in the same course: academic/clinical improvement plan, academic warning, or remediation process.
3. The student must demonstrate improvement for any previous academic warnings and compliance with any academic/clinical improvement plans or remediation processes.
4. The student must be eligible and maintain university and graduate nursing program enrollment requirements without a change in degree plan. The student must be enrolled in at least one course or apply for the continuous course enrollment option until the incomplete grade is cleared.
5. To initiate the incomplete process, first the student must contact the course's lead instructor to request one.
6. An Incomplete Grade Agreement Form (Appendix A) must be completed by the student, signed, and submitted to the instructor at least 24 hours before the last day of the semester.
7. The instructor sends a copy of the Incomplete Grade Agreement Form to the Graduate Nursing Program Director for review and approval.
8. Once approved by the Graduate Nursing Program Director, a copy of the Incomplete Grade Agreement Form is scanned to the student's electronic School of Nursing file. The student can request a copy.
9. The Graduate Nursing Program Director compiles a list of students who have received an incomplete and forwards this to the Dean of Nursing and graduate faculty committee.
10. If an incomplete occurs during the semester of anticipated graduation, the student will meet with the Graduate Nursing Program Director to discuss options to meet graduation requirements. If needed, a revised university graduation plan will be submitted after receiving approval by the Graduate Nursing Program Director. The Graduate Nursing Program Director will notify the Registrar's office through email regarding any delay in the anticipated graduation date.
11. The student must resolve the incomplete as agreed (See Appendix A). An incomplete course grade converts to an F on the student's transcript if the course requirements are not completed on or before the agreed-upon deadline. If the requirements are complete prior to the agreed-upon deadline (within university incomplete deadlines), the instructor will submit the final grade achieved within 30 days of the last requirement submitted by the student.
12. The student will contact the instructor at least every 2 weeks during the completion of the course work. The student is responsible for contacting the

- instructor to schedule appointments for questions, concerns, and for attending at least one meeting with the instructor during the incomplete period.
13. The student may have the option to withdraw from the semester per university guidelines. See Academic Standards Section for more details.
 14. Any student dismissed from the program who received an incomplete course grade on their transcript prior to dismissal may not complete the incomplete requirements. If the student chooses to reapply and is granted readmission prior to the university incomplete deadlines, the student will schedule an academic advisement meeting to discuss course completion options and revised degree plan with the course instructor and the Graduate Nursing Program Director.

Class and on Campus Lab Expectations

1. Students are always expected to behave in a professional manner in the classroom, laboratory, practicum, and clinical sites while representing CSU Pueblo. If any unprofessional or unsafe behaviors are demonstrated, a student may be asked to leave the classroom, laboratory, practicum, or clinical setting at the instructor or preceptors' discretion. If a student is asked to leave the academic or clinical setting, the student will email a written description of the incident to the Graduate Nursing Program Director within 24 hours of the incident and schedule a meeting to discuss the situation. The student may be dismissed from the graduate nursing program if the student does not email the Graduate Nursing Program Director requesting an appointment within 72 hours of the incident. The student may not participate in any classroom, laboratory, or clinical activities until approved by the Graduate Nursing Program Director.
2. Graduate courses are conducted using a hybrid format (On Campus and Online Teaching/ Learning Activities), and an online format. Classes may be provided using a distance classroom based on facility availability and technology capability. Review specific course syllabi and topic outlines in each course for details.
3. A personal laptop or tablet is required that meets the specified university specifications. A personal laptop or tablet is required for all course examinations and will be allowed in class for notetaking and class participation. The use of laptops during on-campus lectures for any other reason is unprofessional. Individuals may be restricted from using personal laptops or tablets during class if this privilege is abused.
4. Students are expected to purchase all required textbooks and resources such as ExamSoft and/or other portable software requirements for clinical/practicum sites as defined in each course syllabus. All procedure lab supplies must be purchased through the CSU Pueblo bookstore unless otherwise specified in the course syllabus. If required procedure lab equipment is not purchased at the CSU Pueblo bookstore, the student may not be able to participate in the lab and may fail this course.
5. All purses, backpacks, earbuds, smart phones, smart watches, and other personal electronic devices and belongings must be kept out of sight from the student and other students during the scheduled examination. If any electronic or other device is visible by the instructor during the exam, the student will receive a zero for the exam and schedule a meeting with the instructor and Graduate Nursing Program Director immediately following the end of all classes for the day.

6. If a computer does not have the proper hardware, Blackboard Learn may run slowly or may not run at all. Prior to using Blackboard Learn on a personal computer, contact the HELP desk at 719-549-2002 with questions. Computer system configuration and system requirements can be found at the listed link: <https://en-us.help.blackboard.com/Learn/Student>
7. Cell phones should be placed on vibrate or silent during class time. Phone calls may be answered by quietly leaving the classroom.
8. Students must adhere to all policies stated in the Colorado State University Pueblo Catalog and the most current Graduate Nursing Student Handbook. These handbooks are available in each Blackboard course. Both are updated annually, and any addendum changes will be communicated through Blackboard and student university email.
9. Disrespectful communication in email, class, or online **will not be tolerated**. Disrespectful communication consists of unprofessional behavior, disrupting class, and/or inappropriate written communication in discussion boards, wiki's, blogs, or other BB online tools. NETIQUETTE- Rules of Netiquette will be followed in courses and can reviewed at <http://www.albion.com/netiquette/>
10. Syllabi and class schedules are subject to change at faculty and agency discretion. Written and verbal notification of changes to syllabi will be provided to students at the earliest possible time after any change.
11. Academic dishonesty will **not be tolerated**. Academic dishonesty consists of cheating, fabrication, plagiarism, unauthorized collaboration, and facilitating academic dishonesty. See the Colorado State University Pueblo Catalog for a description of each. The nursing faculty will follow all policies set forth by the University related to Academic Dishonesty.
12. Late policies and accommodations regarding late assignments are decided by individual course instructors and can be found in each course syllabus. As a general rule, late assignments are not acceptable in the graduate program.
13. All submitted written papers and references will utilize **APA 7th edition** format except for the title page. The required title page format for all formal paper assignments can be found in Appendix B.

Requirements for Graduation with a Master of Science Major in Nursing Degree

Graduate degrees will be granted to candidates who meet all the published designated concentration (emphasis) area requirements plus the additional requirements below:

1. **Academic Performance:** Students must have a cumulative graduate GPA of 3.00, or better to graduate. All required courses must be passed with at least a grade of 84% (B) or satisfactory (S).
2. **Graduation Planning:** The student must develop a graduation plan using the Advisement Form for the Graduate Nursing Program before the beginning of the first semester of enrollment with the Graduate Nursing Program Director. The Advisement Form for the Graduate Nursing Program will be completed each fall and spring by the student and their assigned academic advisor. Changes in courses or the degree or graduation plan and/ or cohort must be approved by the Graduate Nursing Program Director. Any unapproved course changes will result in dismissal from the program.
3. **Comprehensive Exam or Research Requirement:**

- Successful completion of oral comprehensive exam (non-thesis), research, or thesis for the following concentrations:
 - Adult/Gerontology Acute Care Nurse Practitioner
 - Adult/Gerontology Acute Care/Family Nurse Practitioner
 - Psychiatric-Mental Health Nurse Practitioner
- For the **Nurse Educator** concentration, students must complete **either** an oral comprehensive exam, a **directed research project**, or a **thesis**.
 - If you choose to complete a directed research project or thesis you will need to contact the Graduate Nursing Program Director by the end of your second semester.

Non-Thesis Option: Graduate Oral Comprehensive Examination Policy

Purpose

The purpose of the OCE is to evaluate the student's ability to synthesize advanced clinical and theoretical knowledge based on the cumulative program curriculum in their registered concentration (emphasis) area of specialization.

Enrollment Requirements

The student is required to maintain graduate nursing course registration or continuous registration course enrollment in the master's program each academic semester during the comprehensive exam process.

Procedure

The student choosing this option will submit a multimedia video presentation before the designated due date. The graduate nursing faculty OCE committee will evaluate and provide feedback before a designated date. A student who is unsuccessful at meeting the OCE requirements through the multimedia video presentation will be required to complete an OCE defense on campus. If a student fails to meet the OCE requirements, in both the OCE multimedia video presentation and the OCE defense, the student will be dismissed from the program.

Chair

Students will be assigned an OCE faculty chair. Students must contact their chair to schedule an initial appointment. At the initial meeting, the student will bring their proposed timeline, OCE topic, draft PICO(T)/PSCOT question and discuss the current evidence and/or clinical or teaching practice issue related to the topic. The student can request feedback from the OCE chair through email during their multi-media presentation development; allow two weeks during the academic session for the chair to provide feedback.

Multimedia Video Presentation

Evaluation Criteria

1. Student Learning Outcomes:

- Integrate evidence-based practice, ethical decision making and technology into advanced nursing practice.
- Utilize interprofessional collaboration to provide safe, quality patient-centered care.
- Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services.

2. Required questions to be addressed in presentation by the student:

- How is this topic important to your role (after graduation) specific to your designated

- concentration (emphasis)/area of practice?
- b. How would you integrate practice inquiry (scholarly inquiry), evidence, and ethical, culturally sensitive, and evidence-based decision-making using technology in your anticipated advanced nursing practice role?
- c. How would you utilize interprofessional collaboration to provide safe, quality, patient-centered care to address the problem in your topic and improve patient outcomes?
- d. How do you utilize a theoretical framework in your practice? Describe this framework and how it guides you in practice?
- e. How would you utilize quality improvement initiatives in the delivery of advanced nursing practice and healthcare services?

3. Required Elements

- a. Multimedia presentations can include PowerPoint, poster presentation, Prezi, TED talk, etc.
- b. If using PowerPoint, font requirement: Slides-Times New Roman size 20;
 - Tables- Times New Roman size 18
- c. Presentations should be no less than 17 minutes and no more than 25 minutes.
- d. The student will prepare a multi-media presentation applying the advanced nurse's role to minimally include all elements of the three student learning outcomes, questions and the following requires elements:
 - PICO(T) Question/(PSCOT for Nurse Educators)
 - Case study to demonstrate clinical practice, patient, or education situation as approved by the chair.
 - Theory: Nursing //educational theorist, conceptual model, or as approved by chair
 - Evidence Based Practice (EBP) or Evidence Based Teaching (EBT): Practice Guideline appropriate for case study, when applicable.
 - Evidence Table: Reference to current evidence, level of evidence, patient population, variables, statistics, etc. Utilize this evidence to address the PCO(T)/PSCOT question.
 - Research Gaps: Identify any gaps in EBP application in current clinical or educational practice.
 - Advance Nursing Practice Implications: Integrate current evidence to support decision-making.
 - Summary: Answer the PICO(T)/PSCOT question by -synthesizing research, theory, and practice.
 - Quality improvement: address Significance of the problem, leadership for change, advocacy, ethics, technology,
 - Quality of the Presentation/APA Format

4. Multimedia Video Presentation Due Date

- 1) Anticipated graduation date:
 - **Nurse Practitioner Students**
 - August graduation: due the Friday of week eight at 12 pm in the spring semester.
 - December graduation: due the Friday of week six at 12 pm in the summer

- semester.
 - May graduation: due the Friday of week eight at 12 pm in the fall semester.
 - **Nurse Educator Students**
 - August graduation: due the Friday of week six at 12 pm in the summer semester.
 - December graduation: due the Friday of week six at 12 pm in the fall semester.
 - May graduation: due the Friday of week six at 12 pm in the spring semester.
- 2) Failure to submit by the deadline may result in the student being ineligible to graduate in the anticipated semester.
- The student must contact the Graduate Nursing Program Director within one week to schedule an appointment and discuss options.

Evaluation Process

1. The multimedia video presentation will be reviewed independently by an OCE committee. This committee will consist of the student's assigned chair and two graduate nursing faculty members. Nurse educator students will be assigned committee members who have an education background.
2. Each of the three graduate nursing faculty will use the student learning outcomes, required questions, and required elements as grading criteria.

Notification/Results

1. NP students will be notified of their results on the Friday the week before the end of the academic semester. Nurse educator students will be notified by the end of week 9 of the summer semester.
2. An *Unsatisfactory* attempt will result in failure to complete OCE requirements.
3. In order to complete graduation requirements, the student must schedule a meeting with their chair to review feedback from the OCE committee and schedule an **Oral Comprehensive Exam Defense** on campus.

Oral Comprehensive Exam Defense: On Campus

The OCE defense is a face-to-face opportunity of the OCE committee to ask the student questions to clarify the content of their multimedia presentation video related to the OCE requirements.

Nurse Practitioner Students who receive an unsatisfactory on the OCE multimedia video presentation, will have one more opportunity to successfully complete the OCE during the semester of their anticipated graduation.

Nurse Educator Students who receive an unsatisfactory on their OCE multimedia video presentation, will complete the Oral Comprehensive Exam Defense prior to the end of the semester of anticipated graduation.

Evaluation Process

1. The same OCE multimedia presentation committee will participate in the OCE Defense, or as assigned by the graduate nursing program Director.
2. The student will not present their OCE presentation during the OCE Defense.
3. The student should be prepared to answer questions specific to the content of their final OCE video submission.
4. Time Limit: Presentations should be no less than 17 minutes and no more than 25 minutes.
5. The OCE Defense will be video recorded.

Notification/Results

1. The student will be provided the result of either Satisfactory or Unsatisfactory based on the student's completion of the OCE requirements.
2. The student will be dismissed from the graduate nursing program following an unsatisfactory (failure) of oral comprehensive exam defense with no option to reapply to the program.

Directed Research Policy and Process

Directed research is a scholarly project that is significant to nursing and relates to the student's area of concentration (emphasis). This project is a culmination and synthesis of graduate-level learning. The setting for directed research can vary depending on the interest of the student. Directed research requires an oral presentation and defense.

Thesis Policy and Process

A thesis is a formal research paper prepared under the guidance of a graduate faculty committee in partial fulfillment of the requirements for the master's degree. An oral presentation and defense of the thesis is required. A thesis manual will be provided. The student is required to maintain university and course enrollment to complete the thesis process. If the student is unable to complete the thesis process according to the university policy and concentration (emphasis) degree plan, the student will: register for additional graduate nursing thesis course credits, or if the student meets university qualifications for continuous registration, enroll each academic semester to complete the thesis process. The student's thesis chair will develop a revised advising plan, and the student will submit a new/revised graduation plan to the registrar's office. If a student plans to do this in place of the OCE, they will need to let their advisor know the fall semester of your second year, or the fall semester one year prior to graduation.

BSN-DNP (NP Emphases)

Note: Students completing the BSN-DNP program must meet both the program and university requirements for the Master's and Doctor of Nursing Practice (DNP) degrees. All the published designated NP concentration (emphasis) area program, major and university graduation requirements for a Master of Science Major in Nursing and a Doctor of Nursing Practice (DNP) degree must be met simultaneously according to the student's approved degree plan. See the CSU Pueblo *Graduate Nursing Student Handbook* section titled "Requirements for Graduation with a Master of Science major in Nursing degree", "Requirements for Graduation with a Doctor of Nursing Practice degree" and the DNP Project Handbook for degree requirements.

Requirements for Graduation with a Doctor of Nursing Practice

Graduate degrees will be granted to candidates who meet all of the published designated emphasis area requirements plus the additional requirements below:

1. Students must have a cumulative graduate GPA of 3.00, or better to graduate. All required courses must be passed with at least a grade of 84% (B) or satisfactory (S).

2. The student must develop a graduation plan using the Advisement Form for Graduate Nursing Program before the beginning of the first semester of enrollment with the Graduate Nursing Program Director. The Advisement Form for Graduate Nursing Program will be completed each fall and spring by the student and their assigned academic advisor. Changes in courses or the degree or graduation plan and/ or cohort must be approved by the Graduate Nursing Program Director. Any unapproved course changes will result in dismissal from the program.

3. Successful completion of degree graduation requirements:
 - BSN-DNP (NP Program Options) – All the published designated NP emphasis area program, major and university graduation requirements for a Master of Science Major in Nursing and a Doctor of Nursing Practice (DNP) degree must be met simultaneously according to the student’s approved degree plan. See the CSU *Pueblo Graduate Nursing Student Handbook* section titled “Requirements for Graduation with a Master of Science major in Nursing degree”, “Requirements for Graduation with a Doctor of Nursing Practice degree” and the DNP Project Handbook for degree requirements.
 - MS-DNP (Population Health) - Must meet all the published program major and university graduation requirements for a Doctor of Nursing Practice (DNP) degree according to the student’s approved degree plan. See the CSU Pueblo Graduate Nursing Student Handbook section titled “Requirements for Graduation with a Doctor of Nursing Practice degree” and the DNP Project Handbook for degree requirements.

Clinical Information

This program meets Colorado State Board of Nursing requirements; reciprocity to other states is not guaranteed. Contact the Board of Nursing in the receiving state to discover if your APRN license will transfer. To help ensure that graduates' education and certification will transfer to other states, preceptors' education, certification, and licensure should match the student's program concentration (emphasis). For example: If the graduate wishes to work in acute care, the chosen preceptor's certification should be in acute care. Please note that in Colorado, licensed FNP's can work in an acute care setting, but this is not true for all states. Clinical hours with an FNP in an acute care role may not transfer to another state. **Clinical Practicum hours Must be completed in the State of Colorado.**

Nurse Practitioner Student

1. All clinical experiences must meet clinical course requirements. Any specialty clinical sites must be approved by the didactic/lead course instructor. If the student is unsure about a clinical site, consultation with the course instructor is required.
2. Minimum clinical practice experience requirement for NP, PA, or MD preceptor is 2 yrs of full-time practice
3. Students are encouraged to find their own preceptors and make 5 attempts before getting didactic or clinical liaison faculty involved. Students must copy "attempt" emails to the didactic or clinical liaison faculty. Students are advised to start planning for clinical placement 3 semesters in advance.
4. If you are planning to use a clinical site that a family member owns, please meet with your advisor and/or the Graduate Nursing Director to discuss options.
5. Students can only complete a maximum of 120 hours of practicum in a family-owned practice in the entire length of the program and cannot be precepted by significant other or a family member
6. Travel to and from clinical experience is the student's responsibility.
7. The number of hours each student spends in practice with his or her preceptor is individualized with each clinical course and the student's academic plan.
Clinical times are allowed only during the regular semester schedule unless prior authorization is obtained by the course instructor and Graduate Nursing Program Director. No clinical hours are allowed during the university recognized holidays, fall, winter, or spring breaks.
8. Clinical times are mutually set between the student and the preceptor.
9. Students are to share the course syllabus with the preceptor for a review of the course description, learning objectives, and course requirements. Students are responsible for developing daily objectives to review with their preceptors.
10. The student provides the preceptor with the website for the *Graduate Nursing Program Nurse Practitioner Preceptor Handbook*.
11. Students post and make corrections to their **weekly clinical plan** in the Blackboard course to coordinate the list of dates, times, places, the name(s) and contact information for preceptor(s).
12. All preceptors must complete and sign a **Clinical Preceptor Agreement Form for each semester**. Students (NP and Nurse Educator) are not allowed in the clinical setting without a clinical preceptor and a signed agreement. Students (NP and Nurse Educator) are not allowed to work with a preceptor without a signed preceptor agreement on file with the SON.

13. The Clinical Preceptor Agreement forms must be emailed to GradNursing@csupueblo.edu and the Microsoft Form must be submitted prior to or on the first day of scheduled clinical. The graduate program support specialist will enter all preceptors in the e-Log system, during the semester. (e-Logs is an electronic documentation system for tracking clinical or teaching hours.) Allow 24 to 72 hours for the preceptor's information to be updated in e-Logs. To avoid e-Log clinical documentation delays, please attempt to obtain the preceptor agreement prior to your first clinical day with each new preceptor and each preceptor every semester.
14. If you submit a preceptor agreement but do not work with the preceptor, the student must notify the graduate program support specialist and the course instructor to avoid an incomplete clinical paperwork delay.
15. If a preceptor is employed by an institution requiring a contract with the university, the student must verify with the graduate program support specialist or clinical liaison that a current contract is on file within the SON prior to scheduling. Although the SON maintains clinical contracts with the most common institutions preferred by students across Colorado, any new contracts can take 4-6 weeks to complete, and some organizations can take up to 12 months to obtain a complete agreement. If a preceptor is employed by an institution that uses My Clinical Exchange, the student purchases a My Clinical Exchange account and must maintain all the institution's compliance requirements throughout the scheduled clinical. The student must notify the Graduate Clinical Liaison if they secure a preceptor at a My Clinical Exchange site. The clinical liaison will advise of any required paperwork and place a rotation request in My Clinical Exchange.
16. Students are expected to attend every clinical activity as scheduled. If the student is unable to attend, to arrive on time, or misses any portion of the day prior notification is mandatory to the office manager, clinical preceptor, assigned clinical site visitor, and classroom instructor. If the change occurs within 24 hours of the scheduled time, the student will need to contact the clinical preceptor, clinical site manager (larger organizations), site office manager, clinical site visitor, and classroom instructor. The student will make corrections to the **weekly clinical plan** in the Blackboard course for the previous week in Blackboard and any clinical site scheduling systems as required by the clinical site. The student will post a cumulative and accurate **final weekly cumulative** (semester) clinical plan by the due date posted in the BB course.
17. The weekly cumulative plan must correlate with the course e-Log clinical documentation record within the concentration (emphasis) scope of practice defined in the course syllabus to receive a satisfactory grade.
18. All clinical paperwork (a. Preceptor agreement, b. Preceptor Evaluation of the NP student, c. Preceptor/ Site Evaluation by the NP student and d. Faculty Evaluation of the NP student) must be complete, accurate and submitted prior to posted deadlines to meet the course and any co-requisite requirements with a passing grade.
19. Students must meet all course requirements and enrolled semester's clinical hours to receive a satisfactory grade. Students may not complete more than five hours in excess of the enrolled clinical hours.
20. Required clinical hours for NP synthesis:
 - Clinical experiences in each area are approved by the instructor using

the course objectives.

- **FNP**- 780 hours total over 4-7 semesters clinical experiences across the lifespan and approved by the instructor using the course objectives.
- **AGACNP/FNP** 1560 hours total over 5-6 semesters required for graduation. Clinical experiences are across the lifespan and approved by the instructor using the course objectives.
- **AGACNP 780** hours total over 4 - 7 semesters required for graduation. Adult clinical experiences approved by the instructor using the course objectives
- **PMHNP**- 780 hours total over 4 - 7 semesters. Clinical experiences are across the lifespan approved by the instructor using the course objectives.

Students may request a limited number of faculty-approved indirect patient care clinical time. It is highly recommended with frequent national requirements changes to complete as many direct patients care hours as possible out of the total number of required clinical hours for their registered degree concentration (emphasis) area. No conference is required in the graduate nursing program. If a student chooses to attend a conference or certification review course, the student is responsible for all associated costs for attending a conference, **not** the university or the School of Nursing.

Recommended breakdown of clinical hours

1. AGACNP (Adult/Gero/Acute Care NP):

Over 5 semesters; 780 hrs.

Breakdown:

- a. Hospitalist/Intensivist: 180 hrs.
- b. ER/Urgent Care: 180 hrs. (UC hrs. require approval)
- c. Specialist medicine groups: 180 hours (distributed across 2-4 specialties)
- d. Hospital Units 180 hrs. (can be distributed to multiple Units such as ICU, oncology, Neuro, Immediate care / telemetry, PACU, hospice and palliative care teams covering critical care)
- e. Rural Health: 60 hrs.

2. AGACNP/FNP (Family NP)/Dual Program:

Over 5 semesters; 1560 hrs. total

780 hrs. for FNP **and** 780 plus for AGACNP

a. *Recommended breakdown AGACNP hrs.*

- 1) Hospitalist/Intensivist: 180 hrs.
- 2) ER/Urgent Care: 180 hrs. (UC hrs. require approval)
- 3) Specialist medicine groups: 180 hours (distributed across 2-4 specialties)
- 4) Hospital Units 180 hrs. (any ICU, oncology, Neuro, Immediate care / telemetry, PACU, hospice and palliative care teams covering critical care)
- 5) Rural Health: 60 hrs.

b. *Recommended breakdown FNP hours*

- 1) Family Practice Clinics - Management of acute and chronic illnesses for all

ages – 200 hrs.

- 2) Internal medicine – Management adult and geriatric populations with complex conditions - 100 hrs.
- 3) Pediatric Primary Care – Well-child visits, immunizations, common childhood illnesses – 120 hrs.
- 4) Geriatrics – Nursing homes, assisted living, home health, chronic disease management – 120 hrs.
- 5) Women's Health Clinics – Prenatal care, contraception counseling, menopause management – 120 hrs.
- 6) Specialty group - 60 hrs.
- 7) Urgent care / walk in clinics = 60

3. PMHNP (Mental Health NP):

780 hrs. over 4 semesters to these areas to provide experience across lifespan

- 1) Outpatient Mental Health Clinics –
- 2) Inpatient Psychiatric Hospitals & Units –
- 3) Substance Abuse & Addiction Treatment Centers
- 4) Telepsychiatry & Virtual Mental Health Services
- 5) Correctional Psychiatry
- 6) Military & Veteran Mental Health Clinics
- 7) Pediatric & Adolescent Psychiatry

* Students must meet all course requirements and enrolled semester's clinical hours to receive a satisfactory grade. Students may not complete more than five hours in excess of the enrolled clinical hours.

** Up to 30 hours of faculty-approved indirect patient care clinical time is accepted with lead instructor's approval except for PHMNP program

Nurse Educator Student

1. Teaching Practicum:

A teaching practicum consists of experiences that aspiring teachers have in the classroom before they take on the full range of responsibilities of a nurse educator. Transitioning from the academic to the professional world can be daunting. By participating in a practicum, the student can ease into this transition, gaining confidence before assuming the full responsibilities associated with the instructor role.

2. Goal of the Teaching Practicum:

The goal of the practicum is to observe how experienced teachers perform their job duties, integrate academic learning with actual practice, become involved in classroom, lab, and clinical activities, and reflect on evidence-based teaching experiences. The practicum is an immersion experience to give the student the opportunity to put what they have learned throughout the program into action. By putting course work into action, the student will be prepared to step seamlessly into new responsibilities after graduation as a master's-prepared nurse educator.

3. Site Selection for the Teaching Practicum:

It is important to begin thinking about the teaching practicum now and begin searching for a setting in which to complete the practicum. The setting of the practicum should allow the student to demonstrate high-level communication,

professionalism, evidence-based teaching practice, quality improvement, and ethical behaviors. The student can complete the practicum at one's place of work, or a setting in the community. Examples of practicum sites include:

- A hospital
- An outpatient clinic
- A public health agency or community health organization
- A simulation facility
- A stand-alone nursing school or one in a technical or community college, four-year college, or university.

4. Affiliation Agreement/Preceptor Agreement:

Affiliation agreements are required, so the student should begin the search and selection early. The site must be selected and approved 30 days before beginning the practicum. No teaching can begin until the affiliation agreement has been signed. A preceptor agreement must also be signed by both the preceptor and the student before any teaching can be done.

5. Teaching Hours:

The practicum consists of 135 clock hours of preparation time, researching, planning, implementing, evaluating, and reflecting on teaching. Most teaching situations in a technical or community college, 4-year college, or university nursing program will include the following hours for a total of 135 clock hours:

- Classroom: Approximately 50 hours observation of the role of the academic educator, lecture preparation, classroom lectures/presentations, exam activities, online activities, reflection on activities.
- Clinical Environment: Approximately 50 hours observation of the roll of the clinical educator, simulation/skills lab teaching, clinical evaluation, post-conference observation and teaching, reflection on activities.
- Faculty Development: Approximately 35 hours faculty meetings, workshops, curriculum, and other committees, office work, learning to function in the educational environment, reflecting on quality improvement, and learning to be a change agent.

Teaching in settings other than a formal teaching institution requires the student to develop personal goals to achieve during the practicum. The student and preceptor will work together to achieve those objectives in that teaching situation (135 teaching hours required).

6. Preceptors:

Preceptors can be identified in the community, professional organizations, places of employment, or educational settings. They cannot be relatives or personal friends. The student should interview the potential preceptor and share objectives for the practicum. Discussing personal teaching goals with the potential preceptor enables the student to see if the preceptor's responses fit with the student's learning needs, and if they are comfortable with the potential preceptor. More importantly, the student should determine if they are comfortable making a mistake and taking feedback from this person. The success of the practicum may be directly related to the preceptor selected and how the student works with that person. Students should not hesitate to thank a prospective preceptor for their time but should not select them as their preceptor if they do not feel it is a good fit. All preceptors must be approved by the course instructor. The student must not make a final commitment to their potential preceptor until

they have approval.

7. Nursing Educator Preceptor Requirements:

- Holds an unencumbered and current Colorado nursing license.
- Holds a master's degree in Nursing.
- Has a minimum of 2 years current work experience in a clinical or academic setting.
- Has a minimum of 3 months at their current employer.
- Able to provide an educational experience that will help meet overall practicum objectives and personal learning objectives.
- Is willing and has time available to serve as a resource during the practicum time.

8. To successfully complete the teaching practicum, the student will:

- Contact potential preceptor.
- Share objectives of the experience and the Preceptor Guidelines with the potential preceptor. Work with course instructor to ensure that the preceptor agreement is signed, and the affiliation agreement is in place.
- Work with the preceptor to determine how practicum hours will be achieved
- Enter teaching hours in e-Logs.
- Reflect on the teaching experience using reflective journaling. – One entry/week reflecting on your development as a nurse educator. Record activities, issues, concerns, problems, and positives that occur during the teaching practicum.
- Complete a self-evaluation, preceptor evaluation, and site evaluation at the end of the practicum.

Nurse Manager and Leader Student Practicum

Leadership Practicum – Field Experience and Capstone Project

1. Required Practicum hours for NML students.

- NML students will complete a total of 270 practicum hours for their Field Experience and Capstone Project.
- The following courses contain practicum hours (these hours are included in the total required hours):
 - a. NSG 594: 90 Field experience practicum hours (2 cr.)
 - b. NSG 688: 180 Capstone Leadership Practicum hours (3 cr.)

DNP Student Practicum

1. Required Practicum hours for DNP students total 1080 hours including up to 500 transferred NP or MS clinical hours.

- Progression to 809L is dependent upon completion of all core courses. You will not be allowed to enroll in 809L without completion of core courses.
- DNP students will complete a total of 540-945 practicum hours for their DNP Project Practicum; depending on the number of credits accepted for
- The following courses contain practicum hours (these hours are included in the total required hours). The courses are taken as pre-requisites BSN-DNP or as co-requisites to MS-DNP Project:
 - a. NSG 716: 45 practicum hours (1cr) in the community

- b. NSG 718: 45 practicum hours (1cr) in the community
 - c. NSG 748: 45 practicum hours (1cr) in the community
2. Refer to the DNP Project Handbook for more details about the DNP Practicum Requirements

Student Injury at a Clinical Site

Worker's Compensation Claim Forms are available CSU-Pueblo website:

<https://www.csupueblo.edu/human-resources/all-employees/workers-comp.html>

Students must notify the lead instructor, designee, or Graduate Nursing Program Director of any injury within 24 hours.

Clinical Site Screening Policies

Drug Screen Policy

Because of the profound effect that the use of certain drugs has on the performance of individuals, the School of Nursing is legally and ethically obligated to protect patients and others in the health care setting from students who are under the influence of drugs/alcohol that may affect coordination, behavior, judgment, and decision-making ability. Health care facilities where students attend clinical rotations may require a negative drug screen before students can provide care for patients.

Annual Background Checks and Drug Screens

1. A background and drug screen are required prior to considering graduate nursing program applicant for admission and annually while enrolled in the program. The expense of the background check and drug screen are the student's responsibility.
2. The health care facilities may require additional preclinical (negative) background checks and/or drug screens. They may also require additional testing if there is reasonable suspicion. The student must follow the facility requirements before they are allowed to provide care for patients. The expense of any required testing is the student's responsibility.
3. All drug screen results are reviewed by a graduate nursing staff designee and any positive results are reported to the Graduate Nursing Program Director.
4. If a currently enrolled student has a positive result, the Graduate Nursing Program Director will review the information with the School of Nursing Dean to determine if the student is eligible to continue in the program. Eligibility will be based on the findings, the Colorado State Board of Nursing and public patient safety regulations, clinical site requirements, restrictions and options to complete program. If a student is dismissed, it is the student's responsibility to contact the Registrar's offices to discuss the university 'withdraw' option.

Policy: Substance Abuse Testing

1. Students scheduled to attend a clinical rotation in a facility that requires a drug screen will comply with the facility's requirements for drug screens, which may

include the cost of the testing.

2. If the drug screen is negative, the student may attend the assigned clinical rotation.
3. If the drug screen is positive for a substance not covered by a legitimate prescription the student will not be allowed to continue in the clinical course and is considered ineligible for *any* clinical experiences during that semester. The student must withdraw from the clinical course, or a grade of “F” will be assigned. In addition, the student will be dismissed from the nursing program with no opportunity for readmission.
4. Faculty may require a student to complete a blood alcohol test, drug screen and/or other substance abuse screen if there is reasonable cause to believe that the student is under the influence of drugs or alcohol during a clinical experience, off-campus and on-campus classes, lab classes and/or simulation (SIM). Reasonable cause can be defined as a personal observation of inappropriate behavioral conduct, inappropriate speech, body odors, or impaired task functioning. See Reasonable Suspicion of Impairment section for more details.

Policy: Reasonable Suspicion of Impairment

1. The student will be immediately removed from direct patient care by the preceptor or from class/lab/SIM by the lead instructor.
2. The preceptor will notify the lead instructor.
3. The student will be required to immediately report to a testing facility. Transportation arrangements must be made by the student, the student is not allowed to drive. Transportation costs and required testing will be at the student's expense.
4. The lead instructor will notify the Graduate Nursing Program Director.
5. If the result of the drug/alcohol test is negative, the student will be allowed to continue in the clinical course.
6. If the result of the drug/alcohol test is positive for a substance not covered by a legitimate prescription, the student will receive a failing grade in that graduate nursing course and will be dismissed from the nursing program with no opportunity for readmission. In addition, this is a reportable event to the Colorado State Board of Nursing.
7. If a student refuses to submit to a drug screen and/or blood alcohol test, the result will be assumed positive, and the student will be dismissed from the graduate nursing program with no opportunity for readmission.
8. If a drug screen is reported as “dilute,” the student must repeat the drug screen within 24 hours. If a second “dilute” is reported, the drug screen will be considered positive, and the student will be dismissed from the graduate nursing program with no opportunity for readmission.
9. If a test result shows evidence of a legal, mood-altering drug, students will be required to offer proof that the drug has been prescribed by a health care provider specifically for their use. A positive test for a substance with an accompanying prescription will be viewed as a negative screen. However, if the student is not able to perform safely in the clinical arena due to medication effects, he/she must meet with the Graduate Nursing Program Director. The Graduate Nursing Program Director will discuss possible options to

successfully meet clinical course requirements. It is possible that the student will not be allowed to continue in the clinical course while under the effects of this medication.

10. Students are encouraged to inform the clinical instructor if taking medications and provide a medical note stating they are safe to make clinical patient care decision while taking prescribed medications that could affect performance, keeping in mind that patient safety is at the forefront of our priority.

Deadlines

The student must meet all deadlines and meet current clinical/practicum site requirements in CastleBranch and any required clinical site scheduling programs such as My Clinical Exchange (at the student's expense) while enrolled in the graduate nursing program. If this requirement is not met, automatic dismissal from the program may result.

Clinical Site Technical Requirements

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

Technical Standards include, but are not limited to the following:

1. **Observation/Sensory motor:** Students must have sufficient sensory abilities of sight, hearing, smell, and touch to be able to observe demonstrations and learn from experiences in the basic sciences, including but not limited to, physiology and pharmacology, microbiology, and pathophysiology laboratory/simulation situations. Students must be able to observe and learn from experiences in the clinical nursing laboratory such as the following examples: accurately determine gradients/calibrations on a syringe; measure medications accurately; accurately recognize color changes on chemical reactions strips; accurately assess heart, breath, abdominal sounds; and accurately assess normal and abnormal color changes in the skin, pupil size, and digital or waveform readings.
2. **Communication:** Communication includes speech, reading, writing, and computer usage, including handheld digital devices. Students should be able to communicate in a bias-free language that addresses all people respectively in both orally and in writing, elicit information from patients, describe changes in mood, activity, and posture, and perceive nonverbal communication. Students must be able to communicate effectively and sensitively with patients and their families. Students also must be able to communicate effectively and efficiently, and work cooperatively with all members of the health care team for patient care. Students must also be able to gather information appropriately, explain information in a patient-centered manner, listen effectively, recognize,

acknowledge, and respond to emotions, and exhibit sensitivity to social and cultural differences.

3. **Psychomotor:** Students must have physical dexterity to master technical and procedural aspects of patient care. They must have enough strength to perform essential tasks, and adequate physical stamina and energy to carry out taxing duties over long hours. Students should be able to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Students should be able to collect specimens and perform basic tests (such as glucose finger stick, urine dipstick). Students should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of nurses are cardiopulmonary resuscitation, administration of intravenous medication, and application of pressure to stop bleeding. Such actions require coordination of both gross and fine muscular movements, equilibrium, and using tactile and other senses.
4. **Intellectual-Conceptual, Integrative, and Qualitative:** Students must be able to read and understand documents written in English. They must be able to comprehend and learn factual knowledge from readings and didactic presentations, gather information independently, analyze and synthesize learned material, and apply that information to clinical situations. Students should have cognitive abilities including measurements, calculation, reasoning, analysis, and synthesis. Critical thinking is the ability to synthesize knowledge and integrate the relevant aspects of a client's history, physical exam finding and diagnostic studies. Problem solving, the critical skill demanded of nurses, requires these intellectual abilities. In addition, the student should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures in order to understand normal and abnormal anatomy and physiology.
5. **Behavioral and Social Attributes:** Students must possess the emotional maturity and stability required to utilize their intellectual abilities fully, exercise good judgment, complete all responsibilities attendant to the nursing diagnosis and care of patients promptly, and the development of mature, sensitive, and effective relationships with patients and their families. Students must be able to tolerate strenuous workloads and to function effectively under stress. They must learn to function the face of uncertainties inherent in the clinical problems of many patients. Compassion, empathy, integrity, concern for others, altruism, responsibility, effective interpersonal communication skills, interest, tolerance, and motivation are all personal qualities that should be assessed during the education process. As a component of nursing education, a student must demonstrate ethical behavior including adherence to the professional nursing and student honor codes.

Clinical Progression in the Graduate Nursing Students Areas of Concentration

1. All graduate nursing students are required to complete clinical and/or practicum hours in their respective concentration (emphasis) areas (See section on Clinical

experience and/or the DNP Project Handbook).

2. All graduate nursing students will register for the planned clinical courses after academic advisement and during the preregistration period. Orientation and membership to a clinical scheduler (such as My Clinical Exchange) may be required for certain clinical sites prior to starting actual clinical experiences (at the student's expense).
3. To participate in clinical, all students must update personal data and clinical requirements in CastleBranch (See section on Mandatory Requirements for Enrollment). Additionally, a facility specific clinical site scheduler (such as My Clinical Exchange) must be kept current with all clinical rotation requirements. All clinical site requirements must be current while in the program. Malpractice insurance, drug screens, and background checks **must** be completed annually.
4. All students will submit e-Logs according to requirements set forth in each clinical/teaching or DNP practicum course to be monitored and evaluated by the assigned faculty member.
5. Nurse practitioner student must demonstrate readiness for certification in all clinical settings as document on the Evaluation Nurse Practitioner Student by Preceptor Survey. The student will email a request to gradnursing@csupueblo.edu at least one week prior to completion of their clinical rotation.
 - a. **Include in each email request:**
 - Student's Name
 - Preceptor name
 - Preceptor Email Address (Both work and personal in case one email comes back undeliverable).
 - Last date scheduled for clinical hours with preceptor.
 - Course number
 - Year and Semester

The student is responsible for providing the correct information to the Graduate Nursing Program Assistant on the preceptor agreement form on or prior to the first date with each preceptor.
6. The students will request clinical performance feedback each scheduled clinical day from the preceptor. The preceptor will discuss with each student any identified deficiencies submitted in their clinical preceptor evaluations for the graduate student. The student can request an appointment with the lead instructor to review the clinical evaluation submitted.
7. By the end of the last clinical course, students must obtain a rating of readiness for certification in all areas of interest on the education tool to be eligible for graduation from the Nurse Practitioner Program. See Appendix C to review the questions asked on the electronic survey.

Role of the Student

The NP student will:

1. Establish a collegial relationship with the preceptor.
2. Establish the student's preceptorship objectives.
3. Clarify the role, expectations, and responsibilities of both parties.
4. Provide course instructor with a signed **Clinical Preceptor Agreement** form for each preceptor, each semester on or before the first day of clinical scheduled.
5. Provide the instructor, site visitor, preceptor, and clinical site with date and times for clinical date agreed upon.
6. Request an orientation to the clinical site, if not completed before first day at each clinical site.
7. Act and dress professionally and wear a CSU Pueblo name tag. (See Dress Code section)
8. Be responsible to know, meet and communicate course objectives to the preceptor.
9. Identify personal and professional educational needs, interest, and agreed-upon individual *daily* learning objectives with each preceptor to structure the student clinical experience.
10. Arrive on time and adapt to the usual work pattern of the practice.
11. Complete the designated number of clinical hours as agreed upon with each preceptor and required in the course syllabi.
12. Review the planned patient schedule with the preceptor each clinical day. Discuss pertinent patient information. Plan time for each patient, documentation, and preceptor feedback.
13. Identify, evaluate, and manage common acute conditions, emergent, stable chronic, and complex conditions.
14. Determine health promotion and disease prevention knowledge and practices to identify patient and family risk factors.
15. Develops health education and health promotion interventions.
16. Evaluate psychosocial factors related to patient condition.
17. Identify health care needs within the context of the sociocultural environment. Recognize the influences of cultural diversity in health care and provide care to vulnerable populations.
18. Recognize the influences of cultural diversity in health care and provide care to vulnerable populations.
19. Collaborate with other health care professionals in the plan of care and make appropriate referrals.
20. Present findings clearly and concisely, focusing on the reason for the contact. Document using legible notes when recording data in the patient's records.
21. Maintain all clinical program requirements (pre-clinical orientation, ACLS, PALS, CPR, immunizations, etc.). All certification requirements (CPR, ACLS, PALS, etc.) requirements must be updated and complete before the first day of any clinical rotation. Annual drug and background screen must be completed annually on or prior to the renewal due date.
22. Contact the preceptor and faculty immediately regarding problems during the preceptorship.
23. Complete clinical schedule update and additions to the weekly clinical plan

- and e-Log clinical documentation each week, or as directed by course syllabus. **Only the Graduate Nursing Program Specialist or clinical Liaison faculty permitted to enter preceptors into e-Logs.**
24. DO Not alter or change e-Log records after the end of each semester. This is considered academic dishonesty (See University Catalog: Academic Dishonesty).
 25. Remain at the site until the work is completed.
 26. Adhere to all clinical and program policies and procedures outlined in the graduate student nursing handbook and university policies.
 27. Email electronic preceptor evaluation request to gradnursing@csupueblo.edu at least one week prior to planned final scheduled clinical date with preceptor.
 - a. **Include in each email request:**
 - 1) Student's Name
 - 2) Preceptor name
 - 3) Preceptor Email Address (Both work and personal in case one email comes back undeliverable).
 - 4) Last date scheduled for clinical hours with preceptor.
 - 5) Course number
 - 6) Year and Semester
- The electronic evaluation link will be sent to the preceptor's email.
28. All clinical paperwork must be complete by Friday at 5 pm prior to finals week (fall and spring semesters) and the last week of the summer semester.

Nurse educator student will:

1. Be prepared for the teaching experience.
2. Demonstrate knowledge of teaching and learning strategies
3. Practice effective oral, written, and electronic communication skills.
4. Show enthusiasm for teaching and learning.
5. Use feedback from students, preceptor, and faculty to improve teaching effectiveness.

Role of the Preceptor

The NP preceptor will:

1. Collaborate with faculty and students to select patients and to provide learning activities appropriate to the clinical course objectives.
2. Establish the student's preceptorship objectives, clarifying expectations of both parties.
3. Orient student to clinical site's resource policies and other processes.
4. Observe the students directly and provide feedback on planned and actual management.
5. Is available for consultation and review of patient history and physical examination, differential diagnosis, laboratory findings, working diagnoses and treatment plans.
6. Provide ongoing feedback regarding the student's clinical progress, strengths, and weaknesses, and modifies clinical learning experiences.
7. Maintain a collegial relationship with student and faculty by communicating the student's progress.
8. Contact faculty about actual or potential problems during the preceptorship.

9. Introduce the student to professional colleagues and provide an orientation to clinical site.
10. The preceptorship experience should involve as much patient-student interaction as possible.
11. Allow the student to independently interview and assess patients, validating the student's findings and evaluating and correcting evidence-based planned patient management.
12. Inform patients that supervised nurse practitioner student is seeing them. (Patients maintain the right to refuse.)
13. Review entries in the medical record, provide feedback and ensure corrections.
14. Must document to demonstrate active involvement in the care of the patient with the Nurse Practitioner Student.
15. Allow the student to participate in home visits, nursing home rounds, and hospital rounds as appropriate. Night call is a reasonable part of their rotation. The student is to have the opportunity to observe the professional demands of a nurse practitioner, physician and other interprofessional collaboration partnerships.
16. Agree to facilitate student learning in accordance with course objectives.
17. Agrees to provide clinical supervision for the student in the Master of Science Nursing Program at Colorado State University Pueblo.
18. The preceptor and clinical facility shall always retain ultimate control and responsibility for patient care.
19. Agrees to complete evaluation of the NP student with 5 days of clinical hour completion, each semester. Validate student's progress through electronic evaluations using the **Evaluation of the Graduate Nursing Student by Preceptor** weblink that will be emailed to the address listed on the preceptor agreement before the last scheduled clinical day. Students will not pass the clinical course without a completed preceptor evaluation prior to the end of the regular semester (Friday prior to Finals week of the current semester). If the student qualifies, an incomplete agreement form can be completed between the student and the instructor. If the incomplete is not cleared by the agreed upon dates, the student will be dismissed from the program.

The nurse educator preceptor will:

1. Sign the preceptor agreement form.
2. After the preceptor Agreement form is signed, preceptor activities include:
 - Orient student to the nursing program or other placement site.
 - Review course syllabus, course objectives, student evaluation forms for classroom, lab, and clinical teaching, review Final Teaching Practicum Evaluation form.
 - Clarify procedures, assignments, due dates.
 - Tour classrooms, labs, and clinical facilities, and discuss protocols.
 - Supervise and guide the student teacher in the classroom, clinical and lab teaching experiences.
 - Collaborate with the student on planning assignments (lecture, clinical post-conference, simulation, faculty development activities, and so on).
 - Monitor and evaluate teaching and provide immediate feedback to the

- student.
- Collaborate on writing, editing, and selecting test questions. Assist in item and test analysis.
- Provide opportunities for students to participate in role work committees and faculty development activities.
- Communicate (text, email, phone) weekly with course instructor on student progress.
- Evaluate the student using evaluation form for lecture, lab, clinical, and the final practicum evaluation.
- Complete evaluation forms for classroom, clinical, and laboratory teaching.
- Contact the course instructor for any questions or concerns.

The course instructor will assign the final grade in consultation with the preceptor.

The DNP practicum course faculty and/or Project Committee members will:

1. Complete forms and activities according to the DNP Project Handbook.

Role of the Faculty

The NP faculty will:

1. Post the clinical course syllabus with objectives for student learning experiences.
2. Monitor and evaluate the student's clinical experience with input from the preceptor and site visitor.
3. Serve as a role model for the student.
4. Minimize disruptions to the daily routine of the site and facilitate completion of the student's clinical experience.
5. Involve the site staff in integrating the students into daily activities at the clinical site.
6. Facilitate the process for the student and preceptor to discuss learning objectives in order to structure the student experience and evaluate student progress.
7. Encourage the student to work with interprofessional health care team members.
8. Provide a pre-clinical orientation that may include:
 - Philosophy and characteristics of various clinical sites
 - Role of the advanced practice nurse
 - Course syllabus and course objectives
 - Explanation of projects and course evaluation measures
 - Grading criteria
 - Student adaptation and etiquette in a busy practice
 - Legal limitations of activities
 - Precepting requirements
 - Self-learning skills
 - Student responsibilities
9. Available to communicate with the student and the preceptor regularly.
10. Monitor and evaluate the student's overall performance in conjunction with the preceptor.

Nurse educator faculty will:

1. Provide objectives for student learning experiences.
2. Attend some classes, clinical, and labs that the student is teaching (if possible).
3. Offer critiques of student's teaching.
4. Coordinate the teaching schedules.
5. Communicate with the student and the preceptor regularly.
6. Evaluate the student's overall performance in conjunction with the preceptor.

DNP faculty will:

1. Provide course, project, and committee activities per guidance of the CSU Pueblo Faculty Handbook and/or the DNP Project Handbook.

Site Evaluations

Clinical/Practicum Site Evaluation by Faculty

Site Evaluations are planned at the preceptor's convenience. Site evaluations are conducted periodically by the faculty to:

1. Touch base with the preceptor
2. Observe the student in the practicum, clinical or educational site
3. Gather information about the practicum, clinical or educational experience and about student progress toward meeting the course objectives.

The faculty evaluates the clinical site using the Faculty Evaluation of Clinical Site electronic form.

Preceptor/Site Evaluation by the Student

Students are required to complete an evaluation for each of their clinical sites utilizing the online survey *Student Evaluation of a Clinical Site*. The evaluation link will be accessible in Blackboard clinical courses.

The questions that will asked include:

1. The clinical site provided opportunities for growth as an advanced practice nurse.
2. I provided a copy of the course syllabus, and my preceptor was receptive to review the course objectives frequently with me during the clinical rotation.
3. This clinical site has resources to support a student practicum.
4. This clinical site has procedure and protocol manuals, educational materials, and personnel to adequately support a student in advanced practice nursing.
5. I was able to recognize how theoretical models can guide my practice decisions in this clinical site with little or no difficulty.
6. The clinical preceptor was sensitive to my need for guidance.
7. The clinical preceptor was able to allow for latitude for my developing autonomy.
8. I was supported by the clinical preceptor to confront new problems and situations to prepare me for advanced practice.
9. The clinical site manager (if applicable) and preceptor assisted me to fulfill the objectives of the course of study for which the practicum was organized.
10. The clinical site personnel did not utilize my services as a worker except as

- contracted for my NP clinical course requirements.
11. I requested feedback and evaluation of my knowledge and clinical performance each day during the clinical practicum experience.
 12. When I requested feedback and evaluation from my preceptor, I was fairly and objectively provided constructive feedback.
 13. I would recommend this clinical site to my peers for practicum experience.
 14. Patients are variable in age, diagnosis and numbers.
 15. Diagnostic test results are readily available.
 16. The philosophy of the personnel was directed toward quality care, health promotion and disease prevention.
 17. Opportunities were readily available for my participation in management of care for patients.
 18. How often were you able to document in the patient's chart or electronic health record during your clinical rotations? (0, 25, 50, 75 or 100%)
 19. My overall evaluation of this clinical practicum site is: Would not recommend, Poor, Fair, Good, Excellent

Faculty Evaluation of the Student in a Clinical/Teaching Site

Each semester during the second year, each student enrolled in the AGACNP, and Dual NP program will be evaluated on course objectives with and by a faculty member in a designated clinical/teaching site. The course instructor will provide a schedule early in the semester to agree upon a scheduled date for the faculty evaluation. A preceptor agreement is required as needed.

Success and Disciplinary Process

Nursing Student Success Plan Policy

The School of Nursing believes in incorporating remediation/retention strategies to support student success, Remediation is the process of re-teaching content or skills using evidence-based strategies to assist the student to meet academic goals. The goal and philosophy of the nursing program is to assist the student to be successful as they progress through the program.

A Student Success Plan will be initiated if a student is demonstrating suboptimal classroom or clinical performance, unsafe practice, unprofessional conduct in a School of Nursing class, clinical, lab, simulation course, and/ or suboptimal clinical skill performance.

Process for initiating a Student Success Plan (following second critical behavior incident):

1. A Student Success Plan can be initiated by the course instructor, clinical/ lab faculty clinical instructor, clinical liaison, graduate-lead instructor (clinical preceptor, site visitor), Simulation instructor or coordinator.
2. The Undergraduate Program Director or the Graduate Nursing Program Director, and the student's advisor are notified of the initiation of the success plan by the instructor.
3. The initiating instructor will complete all elements of the Success Plan
4. The instructor will review the Student Success Plan with the student, discuss identified performance or behavior concerns, and develop a collaborative plan, to include expected behavior, timeframe for re-evaluation, and desired outcomes.
5. After discussion, both the instructor and student sign the plan. The student's signature documents that the student has had a chance to read, review, and ask questions regarding the plan. The student signature indicates acknowledgment of collaborative plan.
6. The Student Success Plan is active for the duration of the student's program. This date will be acknowledged on the individualized Student Success Plan.
7. The student will be responsible for scheduling monthly meetings with the instructor to review/monitor progress. The instructor updates the advisor on progress and desired goal outcome.
8. All meetings, interventions and identified outcomes will be documented on the original Student Success Plan.
9. Success Plans will be maintained in the student's academic file.

Disciplinary Actions

Disciplinary Process: Academic

Graduate nursing faculty will execute professional judgment in the implementation of disciplinary actions related to nursing professional standards. The severity of the disciplinary action will directly correlate with the severity of the student's performance and may or may not follow the sequence of actions listed below. Disciplinary actions include:

- Nursing Professional Standards
- Student Success Plan
- Dismissal from the academic setting
- Dismissal from the nursing program

Dismissal from the Academic Setting/Program

Grounds for academic dismissal action include but are not limited to the following:

1. Receiving a grade of less than "B" in any nursing course(s) in a single semester.
2. Failure to maintain professional standards, such as behavior contrary to generally accepted ethical and professional nursing standards.
3. Violation of Colorado State University Pueblo Student Conduct Code and

Academic Dishonesty Policies. See CSU Pueblo Catalog.

4. At the discretion of the course instructor, students may be dismissed from the academic setting for behavior that is not conducive to a learning environment. University policy and Colorado state law prohibits all form of disruptive or obstructive behavior in academic areas during scheduled periods or any action which would disrupt scheduled academic activity. See *Colorado State University Pueblo Catalog, Classroom Behavior*. Further disciplinary action will proceed following a request for a student to leave the academic setting.

Students who are dismissed from the CSU Pueblo nursing program will receive written notice from the Dean of the School of Nursing or designee.

Disciplinary Process: Clinical

If a CSU Pueblo graduate student is dismissed from the clinical/practicum site by the faculty, or the preceptor, the student may not return to the clinical/practicum site until they meet with the Graduate Nursing Program Director, and the course instructor. The decision to return will be based on the nature of the incident and the student's ability to obtain clinical experiences to meet the program requirements. This meeting will be based on the availability of a clinical site and qualified preceptor. Returning to the clinical setting/practicum is at the discretion of the clinical site, Graduate Nursing Program Director and will be determined at a regularly scheduled graduate faculty meeting. Graduate nursing students completing a clinical/practicum course requirement at another site are subject to the policies of that clinical site. Students restricted from participating at clinical /practicum sites and unable to obtain adequate clinical /practicum experiences to meet the course objectives or other program requirements will receive an unsatisfactory in the clinical course and be dismissed from the program.

Students who are dismissed from the CSU Pueblo nursing program will receive written notice from the Dean of Nursing, or designee. If a student is dismissed from the program, they may make an appointment to meet with the Dean of Nursing, Graduate Nursing Program Director, and the course instructor. The student's right to the academic decision appeal process is explained in the CSU Pueblo Catalog. Students dismissed from other nursing programs should follow the policies of that program. Students must notify the Graduate Program Director of any known potential barriers to completing the CSU Pueblo program requirements.

Appendices

Appendix A

Incomplete Grade Agreement Form

NAME OF STUDENT _____ Net ID _____
(Last) (First)

For reasons beyond his/her control the student listed above was unable to complete the requirements of the course listed below within the regular time limits.

COURSE _____
(Call number) (Course number and title) (Sec. No.) (Cr. Hrs.)
COURSE INSTRUCTOR _____ SEMESTER _____ YEAR _____

Reasons for course requirements not being completed:

If these course requirements, as stated above, are completed on or before (Month) _____ (Day) _____ (Year) _____ they will be evaluated. These evaluations will then be combined with previously completed course work evaluations, and a final semester grade will be recorded for the student by the instructor with the School of Nursing. Such grade change will be recorded by the instructor within one month after receiving the completed course requirements, as listed above, from the student. If the course work assignments as listed above are not completed and turned in to the instructor by the this same date (Month) (Day) _____ (Year) _____, the temporary grade of "incomplete" will be removed and the alternate grade (F) or U (Unsatisfactory) originally assigned by the instructor will be placed on the permanent record as a final letter grade of whatever grade is earned upon completion.

I have read the requirements and stipulations of this document and agree to abide by its provisions.

STUDENT: _____ Date: _____
(Signature)

COURSE INSTRUCTOR: _____ Date: _____
(Signature)

GRADUATE DIRECTOR: _____ Date: _____
(Signature)

Appendix B:

Title Page

Title of the Paper
Student Name
Colorado State University
Pueblo
NSG Course Number: Course Name
Professors Name
Date

Appendix C

Preceptor Evaluation Questions

The following questions will be answered using an electronic survey by each NP preceptor:

1. Approximately how many hours of clinical time did you complete with this student?
2. Did the Nurse Practitioner student make appropriate clinical judgements regarding safe prescribing using decision support tools to prescribe pharmaceutical agents? (Such tools may include, but are not limited to: electronic prescribing databases, clinical practice guidelines, evidence-based prescribing guides, pharmaceutical reference guides, professional journals, and textbooks).
3. Was the student consistently on time and professional (punctual, prepared, appearance)?
4. Was the student able to differentiate between variations of normal and abnormal findings?
5. Did the student demonstrate respect for the inherent dignity of every human being, regarding age, gender, culture, religion, socio-economic class, sexual orientation, and ethnicity?
6. If you are completing this form for observational experience (30 hours or less), STOP HERE. All synthesis course (greater than 30 hours) preceptors are required to complete the remaining questions.
7. Did the student integrate evidence into an advanced nursing practice role using technology to make ethical decisions for safe patient-centered treatment plans?
8. Did the student develop interprofessional treatment plans as influenced by the patient's needs (ethical, legal, advocacy, etc.) utilizing available resources to participate in the improvement of health outcomes?
9. Did the Nurse Practitioner student check for allergies and use resources to suggest appropriate, safe patient-centered pharmacologic and non-pharmacologic treatments?
10. If there was an opening in your organization, would you hire a CSU-Pueblo Nurse Practitioner graduate?
11. If you answered "No" to the previous question, your opinion is important to us. Please describe why would you not recommend a CSU-Pueblo NP graduate student?
12. Did the student provided you with their syllabus listing the clinical objectives?
13. This is the most valuable part of your evaluation of the student, and we appreciate the time you take to do this. Comments are especially important for any marginal or exceptional ratings.
14. Required Comments: Strengths
15. If you felt this student to be ready for certification, please provide examples as to why.
16. Required Comments: Areas Needing Improvement
17. Please include at least one area needing improvement.
18. Did you have a chance to sit and review this information with the student?

Appendix D

Preceptor Evaluation

**School of Nursing
NSG 583 L Nurse Educator Practicum
Final Teaching Practicum Preceptor Evaluation**

Please rate the nurse educator practicum student's performance on the following scale (All ratings must be 2 or above in order for the student to pass the course).

4= Excellent- Teaching is independent, accurate, complete; contributes to students' learning.

3= Above Average- Teaching contributes better than average to students' learning; requires some assistance from preceptor.

2= Average- Teaching contributes to students' learning at an acceptable level, but skills need strengthening.

1=Below Average- Teaching contributes only minimally to students' learning; requires step-by-step assistance from preceptor. Cannot identify areas needed for improvement; does not benefit from special guidance.

Course Objectives/Practicum Application	4	3	2	1
<p>Course Objective 1: Demonstrate nurse educator competencies in a variety of settings.</p> <ol style="list-style-type: none"> 1. Practical Application: <i>Verbalizes understanding of role of the nurse educator, and demonstrates ability to prioritize key aspects of the role.</i> 2. SLO 1 & 2 3. Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. 4. Utilize interprofessional collaboration to provide safe, quality, patient-centered care. <p>Essentials Domains: 1,9,10 Nurse Ed Competencies: 5,6,7</p>				
<p>Course Objective 2: Implement evidence-based teaching techniques appropriate to the adult learner.</p> <p>Practical Application: <i>Develops appropriate teaching strategies that engage students in the classroom & lab settings.</i></p> <p>SLO 1 & 3 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Utilize interprofessional collaboration to provide safe, quality, patient-centered care.</p>				

<p>Essentials Domains:1,2,8 Nurse Ed Competencies: 1,3,6</p>				
<p>Course Objective 3: Synthesize knowledge from nursing research into the instructional process. Practical Application: <i>Uses research to develop evidence-based teaching and evaluation methods. Demonstrates awareness of how nursing education contributes to nursing practice.</i> SLOs 1 & 3 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services Essentials Domains: 4,5,6,8,9 Nurse Ed Competencies: 3,5,6,7,8</p>				
<p>Course Objective 4: Practice effective communication skills that convey ideas in a variety of situations. Practical Application: <i>Communicates clearly and concisely.</i> SLOs 1, 2, 3 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Utilize interprofessional collaboration to provide safe, quality, patient-centered care. Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services. Essentials Domains: 1,2,5,6 Nurse Ed Competencies: 4,6,8</p>				
<p>Course Objective 5: Maintain positive interpersonal relationships with students and colleagues. Practicum Application: <i>Demonstrates courtesy and respect for students and colleagues.</i> SLO 2 Utilize interprofessional collaboration to provide safe, quality, patient-centered care. Essentials Domains: 2,3,5,9,10 Nurse Ed Competencies: 2,6,8</p>				
<p>Course Objective 6: Provide timely,</p>				

<p>constructive feedback to students. Practical Application: <i>Responds to students' needs within 24-48 hours. Provides immediate corrective actions, and immediate praise as warranted.</i> SLO 3 Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services. Essentials Domains: 2,5,7,10 Nurse Ed Competencies: 5,6,8</p>				
<p>Course Objective 7: Use feedback from students and colleagues to improve effectiveness as a nurse educator. Practical Application: <i>Alters behavior to reflect use of feedback. Welcomes suggestions for improvement.</i> SLO 3 Explore quality improvement initiatives that affect delivery of advanced nursing practice and health care services. Essentials Domains: 1,2,5 Nurse Ed Competencies: 6,8</p>				
<p>Course Objective 8: Integrate the American Nurses Association's <i>Scope and Standards of Practice and Code of Ethics</i> into nursing education. Practical Application: <i>Consistently role models safe, ethical, and effective clinical practice for students learning professional nursing.</i> SLO 1 Integrate evidence-based practice, ethical decision-making and technology into advanced nursing practice. Essentials Domains: 2,9,10 Nurse Ed Competencies: 2,3,4,7,8</p>				

Comments:

Preceptor Signature and Date

Student Signature and Date

Appendix E:

Nursing Program Enrollment Agreement Form

Nursing Program Enrollment Agreement Form – Fall 2025, Spring 2026, and Summer 2026

The following statement confirms that you, the student, agree to the requirements and policies of the Nursing Program as written in *Graduate Nursing Student Handbook*. This is found on the nursing website at: <https://www.csupueblo.edu/school-of-nursing/student-resources/index.html>

I have read Colorado State University - Pueblo School of Nursing: *Graduate Nursing Student Handbook* and agree to comply with the policies and requirements. Furthermore, I understand that unexpected and needed changes in policies and requirements may occur in clinical and/or academic settings. I will be notified in writing of these changes through the university email and Blackboard announcements. I agree to comply with these changes.

I accept the responsibility for payment of lab fees, clinical site scheduling program fees, for personal transportation, faculty recommended conferences and for purchase of technology, hardware, software, books, supplies, lab coats, and any additional drug tests and background checks required by clinical sites. Psychiatric mental health nurse practitioner students and nurse educators do not wear lab coats but must wear professional/business attire.

I consent to having my picture/video tapings produced and utilized by Colorado State University- Pueblo School of Nursing for training, evaluation, research, and public relations purposes.

I am aware that failure to adhere to the nursing program policies and requirements as outlined in this handbook and the university catalog, and the course requirements/expectations identified in course syllabus courses may result in my dismissal from the nursing program.

I have read this handbook. I agree to abide by these policies and requirements during my enrollment in the nursing program. My signature indicates my acceptance of this agreement.

Name (Printed Name): _____

Signature: _____ Date (MM/DD/YY): _____

Appendix F:

Standards of Professional Conduct

Standards of Professional Conduct

Colorado State University- Pueblo School of Nursing faculty believes standards of professional conduct are an inherent part of professional socialization and expect students enrolled in the nursing program to adhere to these standards. Students practice within the boundaries of the Colorado State Board of Nursing policies, the ANA Code of Ethics for Nurses, the student handbook of the CSU-Pueblo nursing program and the policies and regulations of the healthcare agencies where they are assigned for clinical learning. These standards of Professional Conduct apply to all undergraduates and graduate nursing students.

Standards of Professional Conduct are those behaviors, along with nursing discipline specific skills or knowledge that is vital for successful completion of the undergraduate or graduate nursing program. The expectation is that students will adhere to the Standards of Professional Conduct in all settings – the classroom, skills lab, simulation center, clinical facilities, the University, and the community when representing CSU-Pueblo.

Standards of Professional Conduct include:

Accountability: Accepts responsibility and answers for one's actions and resulting outcomes; seeks out constructive feedback to improve skills and interpersonal interactions.

Active Learner: Seeks and utilizes sources of learning to improve and grow knowledge, skills and understanding

Civility: Practices professional, courteous and empathetic behaviors when interacting with peers, faculty and staff, clinical agency personnel, patients, and their families.

Communication: Utilizes various methods of communication effectively to interact professionally with constituents.

Confidentiality: Respects the privacy of patients and respects privileged information.

Critical Thinking and Problem Solving: Recognizes and defines problems in a logical and thoughtful manner; develops evidence-based solutions and effectively evaluates outcomes.

Dependability: Displays reliability and is trustworthy.

Ethical and Legal Behavior: Adheres to the ANA Code of Ethics and operates within the standards of care established for the role of the student nurse.

Integrity: Behaves ethically and does the right thing, even behind closed doors.

Professional Appearance: Adheres to established dress code in all clinical and professional settings. Refer to student handbook.

Punctuality and Promptness: Presents oneself on time and ready to begin at prescribed times for classroom, skills lab, simulation center, and clinical rotations. Assignments and required documentation must be submitted on time.

Respectfulness: Treats others with consideration and courtesy; reads and adheres to policies and procedures set by the University and clinical agencies.

Responsibility: Fulfills commitments and executes duties associated with the student nurse role.

Safety: Prevents or minimizes risks for physical, psychological, or emotional harm, injury or damage.

Veracity: Exhibits truthfulness; adheres to precision and honesty.

Critical Behavior Policy

Students are expected to always practice safely and professionally. Any variation from safe and professional nursing

practice is called a Critical Behavior. Faculty will review all critical behaviors. A student may be subject to dismissal from the nursing program if receiving three (3) critical behaviors over the course of the degree program. Critical Behaviors are defined as follows:

Unsafe Practice:

Behavior that places the patient, faculty, another student, self, or staff in either physical or emotional jeopardy. Physical jeopardy is the risk of causing harm. Emotional jeopardy means that the student creates an environment of anxiety or distress. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk.

Examples of Unsafe Practice **may include but are not limited to:**

- Any violation of current State Nurse Practice Act or Standards of Professional Conduct
- Any violation of Joint Commission [National Patient Safety Goals](#)
- Attempting/performing activities or procedures without adequate supervision
- Improper transfer/mobility procedures resulting in patient harm
- Does not follow the “rights” during medication administration
- Does not follow infection control policies and procedures
- Does not practice concepts or maintain a sterile field when indicated
- Neglects to dispose of contaminated articles in designated containers
- Fails to protect patient(s) from temperature extremes
- Fails to keep environment free of potentially harmful elements (spills, electrical hazards, unsecured medication, chemicals)
- Fails to maintain side rails per agency policy, as indicated by patient condition or circumstances
- Fails to report patient status changes to instructor and staff
- Fails to use appropriate fall risk precautions
- Fails to adhere to University or agency policies and procedures in the role of a student
- Fails to report any activity or occurrence that may lead to harm
- Fails to follow generally accepted standards of professional nursing practice

Unprofessional Behavior

Demonstrating such behaviors that can be considered disrespectful, unethical, illegal, or in violation of the Nurse Practice Act and the ANA Code of Ethics for Nurses.

Examples of Unprofessional Behavior **may include but are not limited to:**

- Any violation of ANA Code of Ethics for Nurses
- Breach of confidentiality or violation of patient privacy
- Acts of incivility/bullying to staff, faculty, students, agency personnel
- Falsifying or omitting documentation, including failure to read and adhere to agency and University policies
- Unauthorized use of cell phones in the class, skills lab, simulation center, or clinical site
- Inappropriate/Illegal professional boundaries in the patient/nurse relationship
- Inappropriate/Illegal professional boundaries in the student/faculty/agency personnel relationship
- Violations of dress code
- Any pattern of unprofessional behavior violations
- Abandonment/neglect
- Falsifying or omitting essential communication with patient, staff, faculty
- Engaging in behavior that is disrespectful
- Failure to take personal accountability for unacceptable performance or behavior
- Unprepared for clinical or simulation experiences
- Tardiness as defined in the nursing student handbook
- **Absences will be addressed per the course syllabus or the nursing student handbook**

Severe Behavior

Demonstrating behaviors severe enough to advance directly to the Student Review Committee.

Examples of Severe Behavior **may include but are not limited to:**

- Repeated failure to meet requirements of clinical agency or School of Nursing.
- Denied access to the clinical site due to actions or inactions by the student.
- Failure to adhere to School of Nursing or facility policies or procedures for safe, evidence-based care.
- HIPPA Violation
- Improper use of Social Media according to NCSBN.

Progressive steps of the Critical Behavior Policy are as follows:

1. **First Incident:** Write a Critical Behavior Report. Counsel with faculty.
2. **Second Incident:** Write a Critical Behavior Report. Initiate a Student Success Plan. See below for direction regarding who initiates the Student Success Plan.
 - a. **Class** – course instructor
 - b. **Clinical/Lab** – clinical instructors in collaboration with clinical liaison
 - c. **Simulation** – simulation instructor in collaboration with simulation coordinator
 - d. After reviewing with the student, the student signs and agrees to plan and is then placed on probation. The undergraduate or graduate program director and student’s advisor are notified of the initiation of the Student Success Plan by the course instructor, clinical liaison, or simulation coordinator, depending on who initiated the plan.
3. **Third Incident:** A third Critical Behavior Report is written and sent to student’s advisor. The advisor compiles all reports and initiates a committee meeting. The Student Review Committee (described below) will meet, and the decision is then sent to the undergraduate or graduate program director. The undergraduate or graduate program director will meet with the student to deliver the Student Review Committee’s decision.

Three critical incidents may result in course failure and/or dismissal from the nursing program. Terms of disciplinary measures/remediation are at committee discretion

*Severe behaviors or actions may result in course failure and/or dismissal from the nursing program upon committee review

*All incidents will be documented in the student record.

The Student Review Committee is comprised of 3 licensed RNs including:

First committee member - Advisor - coordinates information and committee review

Second committee member – graduate faculty member (if student is an undergraduate) or undergraduate faculty member (if student is a graduate)

Third committee member – current CSU-P School of Nursing faculty member (full-time faculty or adjunct faculty)

Every effort will be made to make the Student Review Committee as diverse as possible. Ideally, the committee will be comprised of a diverse group of individuals who are representative of our campus. Consideration for this committee will not be limited based on the age, race, gender, religion, sexual orientation, or any other protected class status recognized by the university and the state of Colorado.

Committee members will receive training via required virtual University Cultural Bias Training modules

Student Review Committee availability requirements:

Committee needs to meet within no more than 1 week and return completed committee decision form to undergraduate or graduate director within 24 hours after meeting. Undergraduate or graduate director to meet

with student within 3 business days. In certain circumstances the student may need to be restricted from clinical or simulation until a decision is rendered.

Critical Behavior Report # _____

Student Name:	Date of Occurrence:
Faculty:	Advisor:
Course:	Semester:
Critical Behavior Category	
<input checked="" type="checkbox"/> Substandard Clinical Performance (required skills remediation in lab, no Success Plan initiated) # hours of lab time _____	
<input checked="" type="checkbox"/> Unsafe Practice Behavior: _____	
<input checked="" type="checkbox"/> Unprofessional Behavior Behavior: _____	
Description of Occurrence:	
Student Comments	
Student's Identified Correction Plan	

Instructor Signature _____ Date: _____

Student Signature: _____ Date: _____

**To be placed in student's academic file

Appendix G:

Student Success Plan

Colorado State University-Pueblo Nursing Student Success Plan Policy

The School of Nursing believes in incorporating remediation/retention strategies to support student success. Remediation is the process of reteaching content or skills using evidence-based strategies to assist the student to meet academic goals. The goal and philosophy of the nursing program is to assist the student to be successful as they progress through the program. This policy applies to all undergraduates and graduate nursing students.

A Student Success Plan will be initiated if a student is demonstrating suboptimal clinical performance, unsafe practice, unprofessional conduct in a School of Nursing clinical, lab, simulation course and/ or suboptimal clinical skill performance during their final semester.

Process for initiating a Student Success Plan (second incident):

1. A Student Success Plan can be initiated by the course instructor, clinical/ lab faculty clinical instructor, clinical liaison, graduate-lead instructor (clinical preceptor, site visitor), Simulation instructor or coordinator.
2. The undergraduate program director or the graduate program director, and the student's advisor are notified of the initiation of the success plan by the instructor.
3. The initiating instructor will complete all elements of the Success Plan
4. The instructor will review the Student Success Plan with the student, discuss identified performance or behavior concerns, and develop a collaborative plan, to include expected behavior, timeframe for re-evaluation, and desired outcomes.
5. After discussion, both the instructor and student will sign the plan. The student's signature documents that the student has had a chance to read, review, and ask questions regarding the plan. The student signature indicates acknowledgment of the collaborative plan.
6. The Student Success Plan is active for the duration of the student's program. This date will be acknowledged on the individualized Student Success Plan.
7. The student will be responsible for scheduling monthly meetings with the instructor to review/monitor progress. The instructor updates the advisor on progress and desired goal outcome.
8. All meetings, interventions and identified outcomes will be documented on the original Student Success Plan.
9. Success Plans will be maintained in the student's academic file.

Student Success Plan

Student Name:	Date of Occurrence:
Faculty:	Advisor:
Course:	Semester:
Required Completion date:	
The student is at-risk for being unsuccessful due to actions in the following category (select all that apply):	
<input type="checkbox"/> Academic Resource Meeting – Courses: <input type="checkbox"/> Suboptimal Clinical Skills Performance during final semester Anticipated Graduate Date _____ <input type="checkbox"/> Unsafe Practice <input type="checkbox"/> Unprofessional Behavior <input type="checkbox"/> Severe Behavior – progress to Committee <input type="checkbox"/> Other _____	
Instructor's Description of Occurrence:	
Plan for Success: The skills, knowledge, attitude, and competencies that must be demonstrated to meet course objective(s), and interventions/resources required (i.e.; simulation, skills lab, written reflection, other specific assignment):	
<p>Goal 1.</p> <p>Intervention:</p> <p>Due date:</p> <p>Goal 2.</p> <p>Intervention:</p> <p>Due date:</p> <p>Goal 3.</p> <p>Intervention:</p> <p>Due date:</p>	
Desired Outcome Description	Date for Review:
Student Acknowledgment of Plan	
Student description of need for remediation, available resources, and desired outcome:	

--

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Documentation of Progress/Interventions		
Date Met:	Intervention Details:	#hrs
Student & Faculty Signature		
Outcome (Met/Not Met by completion date)		
Follow-up Conference (please check one of the following)		
<input checked="" type="checkbox"/> Has met listed desired outcome <input checked="" type="checkbox"/> Has not met listed desired outcome		
Instructor/Advisor Comments:		
<hr/> <hr/>		
Student Comments (optional):		
<hr/>		

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____