



**STUDENT HANDBOOK FOR GRADUATE NURSING
2021 - 2022**

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A Message to Cox College Graduate Nursing Students

Congratulations on becoming a graduate nursing student at Cox College. At Cox College we take our mission of excellence in educating students and the healthcare community very seriously. You will find excellent faculty members who care deeply for our students. They live out the core values of the college every day. I am proud to welcome you to a college where excellence is the standard and the faculty strive daily to exceed that standard.

This student handbook, along with the college catalog, will help acquaint you with the policies and processes here at Cox College. If you need any additional information, please consult with your faculty or advisor. They are happy to assist you as you progress through the program toward your chosen career.

We look forward to watching you learn and grow.

Dr. Amy Townsend, EdD, MSN, RN, CNE
Vice President of Student Nursing

Current editions of handbooks and catalog are posted here: <https://coxcollege.edu/academics/college-catalogs-handbooks/>

Accreditations and Notice

Cox College is accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440, www.ncahigherlearningcommission.org.

Cox College is a single-purpose specialized private college and affiliate of CoxHealth. The college provides integrated, comprehensive educational programs that prepare graduates for a changing health care environment.

The Missouri State Board of Nursing (MSBN) 3605 Missouri Blvd, PO Box 656, Jefferson City, MO 65102-0656, 573-751-0681, TU<http://pr.mo.gov>UT has granted full approval for both the Associate and Bachelor of Science in Nursing degree programs.

The Associate of Science in Nursing degree program at Cox College is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000, www.acenursing.org (*previously National League for Nursing Accrediting Commission*)

The Bachelor of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC, 20001, 202-887-6791.

The Master of Science in Nursing degree at Cox College is accredited by the Commission on Collegiate Nursing Education (CCNE) <http://www.aacn.nche.edu/ccne-accreditation>

Notice: Successful completion of the program will confer a degree of Masters of Science in Nursing, with a focus in the specialty area for which the student enrolls (Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner). Upon graduation, the student will be qualified to sit for the ANCC and/or AANP nurse practitioner certifying boards. Students should note that these are National Qualifying Standards but that each individual state has their own standards for qualifying nurse practitioners to practice in their state. There may be requirements beyond an MSN and the board exams to qualify as an NP in some states. Students should thoroughly research the requirements of their state by visiting their state board's website and other resources such as <https://www.nursinglicensure.org> to determine their plan of action for becoming an NP. Additionally, students in Cox College's MSN program must abide by the Missouri Nurse Practice Act as well as the Nurse Practice Act of their state, which can be found at <https://www.ncsbn.org/npa.htm>. Information by state is listed at the end of this handbook.

GENERAL INFORMATION

The policies and procedures contained in this handbook are subject to change without notice at the discretion of the Program Chairs with the approval of the Chief Nurse Administrator. Any changes made will be communicated to students in a timely manner. This handbook is not intended to be construed as a contract, either explicit or implied. It is the responsibility of each student to be acquainted with all requirements, policies, and procedures for his or her degree program and to assume responsibility for meeting those requirements.

It is the student's responsibility to become familiar with these documents and abide by all policies while enrolled at Cox College. Cox College policies can be found in the college catalog and in the Student Portal.

Please contact the Program Chairs, Academic Advisors, or Vice President of Student Nursing with questions regarding the information in this Handbook or general Cox College policies and procedures.

HANDBOOK PURPOSE

This handbook has been prepared to serve as a reference to assist you by centralizing essential information about the MSN program. Within, students will find important policies, guidelines, and resources. Students are strongly encouraged to read this handbook in its entirety at their earliest convenience and to keep this throughout their association with the MSN program. Ultimately, students are responsible for the information contained in this handbook. This handbook is intended to be utilized in conjunction with the current Cox College Catalog as well as with other college publications.

Cox College website: <https://coxcollege.edu/>

Cox College catalog and other important publications: <https://coxcollege.edu/academics/college-catalogs-handbooks/>

Cox College academic calendar: <https://coxcollege.edu/academics/academic-calendar/>

Master of Science in Nursing (MSN) Program

The Master of Science in Nursing (MSN) Program is designed for a bachelor's-prepared nurse to continue their education, and can be completed in 18-22 months of full time study. Course work is online with on-site clinical practicum experiences. The MSN degree offers 36-42 credits and upon completion of the degree, the graduate is eligible to take a national certification exam as a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner.

The MSN program at Cox College offers post-master certificates with a certificate focus of Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner.

Mission, Vision, Core Values, Goals, and Philosophy

Mission

To provide excellence in educational programs that prepare nurses at the master's levels.

Vision

Provide leadership using innovative approaches to advance the practice of nursing.

Core Values

Student First: We believe in providing a learning environment that promotes student inspiration, support and academic achievement.

Highest Quality: We believe in providing an educational experience utilizing cutting edge technology and evidence-based curriculum.

Communication: We believe in shared, transparent communication that is respectful and responsible.

Nothing is Impossible: We believe in working together, taking reasonable risks and daring to change so that the impossible becomes possible.

Lifelong Learning: We believe that professional curiosity develops over a lifetime based on self-evaluation, effective questioning and critical analysis of information.

College and Program Goals

- To provide quality educational programs
- To provide a quality customer experience
- To provide a quality workforce experience
- To achieve quality business practices
- To collect data and utilize systematic assessment practices

Philosophy

The faculty of Cox College has chosen the following concepts to be included in the philosophy: human beings, society, health, nursing, learning and nursing education.

Human beings are unique holistic individuals with intrinsic value, having the right to be treated with respect and dignity from conception to end of life. Humans influence and are influenced by two interrelated forces, the internal and external environments. The internal environment consists of biological, psychosocial, and spiritual factors, whereas the external environment consists of socio-cultural, political, economic, physical and technological factors. Humans have rational power and personal values that affect self, others and environment, and have a right to be treated with respect and dignity. Human beings are social beings who constitute groups, with groups forming societies.

Society, characterized by cultural norms, beliefs and mores, defines the rights and responsibilities of its citizens and communities. Social organization allows procurement of benefits and resources for individuals and groups that might not be otherwise realized. Social organization addresses distribution of limited resources such as health care seeking to provide the highest benefit for greatest number as an ongoing imperative.

Health is a dynamic state in which the individual is constantly adapting to changes in the internal and external environment. A state of health is viewed as a point existing on a continuum from wellness to death. The meaning of health varies with the perception of each human being. The purpose of the health care delivery system is to assist individuals in achieving their optimal wellness and a state of being, by utilizing a multidisciplinary approach that is sensitive to both environmental resources and constraints.

Nursing is a synergy of art and science. The science of nursing is based on principles and theories of nursing, behavioral, and natural sciences, which embody knowledge, skills and professional values, which are applied in a caring manner. The art of nursing, grounded in the humanities, is exemplified by the characteristics of caring that include commitment, authenticity, advocacy, responsiveness, presence, empowerment and competence. Nurses accept and respect cultural differences and develop skills to provide ethical, compassionate care.

The goals of nursing practice are to promote wellness, prevent illness, restore health and facilitate healing. Nursing process provides the framework for decision making and problem solving. Recipients of nursing care may be individuals, families, groups or communities. Nurses practice within legal, ethical and professional standards in the health care delivery system. A variety of nursing roles and practice settings offer nurses the opportunity to collaborate within a complex system while making a unique contribution. As a vital humanitarian service within society, nurses function in the interrelated roles of provider, manager, leader and research scholar.

Learning is a lifelong process influenced by conditions in the environment. Evidenced by changes in behavior, learning involves development in the cognitive, affective and psychomotor domains. Students are expected to be self-directed, goal-oriented and actively involved in the learning process. Faculty members facilitate the learning process by creating a flexible environment and planning goal-oriented experiences. Respect for individuality, freedom of expression, shared decision making and mutual trust promote reciprocal relationships and create an optimal learning environment. Faculty members accept responsibility for acting as role models and stimulating intellectual curiosity, critical thinking, self-awareness and promoting lifelong learning.

Nursing education prepares individuals to perform at various levels of decision making, which range from those based on accepted nursing knowledge, skills and values to those that require a complex organization of these components. Nursing knowledge which is further supported by evidence is foundational to professional nursing and is emphasized at all levels of nursing education. Each level of nursing education is valued for their contributions and collaborative work to achieve unity of effort. Faculty members value educational mobility and individual choice in educational pathways.

Associate degree education in nursing prepares practitioners for making decisions in the care of individuals and members of a family, group or community with common well-defined nursing diagnoses. Associate degree nurses are prepared to function in structured health care settings and to provide nursing care under established policies, procedures and protocols. Graduates of associate degree education recognize the value of accessing professional literature and applying interpreted research.

Baccalaureate degree education in nursing prepares practitioners capable of decision making in the care of individuals, families, groups and communities with complex interactions of nursing diagnoses. Baccalaureate nurses are prepared to function in structured and unstructured settings that may or may not have established policies, procedures and protocols. In addition, graduates are prepared to assume leadership roles in the provision of health care. Graduates of baccalaureate education critically integrate research findings to provide and/or improve nursing care. (Revised 10/2011)

Graduate education in nursing further prepares registered nurses who have professional

knowledge and experience in leadership, advanced practice and education. The graduate program builds upon a foundational baccalaureate education by providing opportunities for professional registered nurses to develop expertise in the role of family nurse practitioner (FNP) or psychiatric mental health nurse practitioner (PMHNP). These advanced practice roles provide a portal for meeting the needs of an evolving health care delivery system. Core graduate coursework facilitates dialogue within the interrelated context of clinical practice and education (Revised 10/2011).

Master of Science in Nursing Conceptual Framework

Master of Science in Nursing Conceptual Framework

Cox College MSN Program

AACN/CCNE Core Courses

NONPF: 7 Domains

FNP

PMHNP



FNP

- Management of Patient Health/Illness Status
- The Nurse Practitioner-Patient Relationship
- The Teaching/Coaching Function
- Professional Role
- Managing and Negotiating Health Care Delivery Systems
- Monitoring and Ensuring the Quality of Health Care Practice
- Cultural Competence



PMHNP

- Management of Patient Health/Illness Status
- The Nurse Practitioner-Patient Relationship
- The Teaching/Coaching Function
- Professional Role
- Managing and Negotiating Health Care Delivery Systems
- Monitoring and Ensuring the Quality of Health Care Practice
- Cultural Competence

The Cox College Master of Science in Nursing (MSN) faculty designed the conceptual framework as a visual context for understanding the dynamics and congruency with national standards for the graduate-level program, consistent with nationally-recognized core role and population-focused standards and competencies. The framework serves as a guide to program development, implementation, and evaluation.

Cox College MSN Program is the first phrase at the top of the framework; we chose to include the college name prominently, reflecting deliberate integration with the mission, goals, and expected outcomes of our parent institution.

The second layer of the framework refers to the APRN core courses (advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology) which all graduate level nurses must complete satisfactorily in order to meet the requirements of AACN/CCNE to hold a masters degree in nursing, regardless of track. The integration of all tracks into these courses promotes understanding of each advanced practice role and encourages interprofessional dialogue as students address challenges in nursing education and practice.

The third and fourth layers of the framework divide the graduate programs into the various tracks of study and provide a context for understanding the competencies upon which they are built. The family nurse practitioner (FNP) and psychiatric mental health nurse practitioner (PMHNP) tracks are informed through the National Organization of Nurse Practitioner Faculties (NONPF), building outcomes upon the 7 domains for NP core competencies.

As a supplement to the framework, the NONPF competencies are provided below their respective tracks of study.

Scope of Practice

Students in the MSN program practice under their state Nurse Practice Act. They also practice by the ANA Code of Ethics.

Program Tracks

The Family Nurse Practitioner track prepares baccalaureate registered nurses seeking to become Advance Practice Nurses who provide primary health care to clients across the life span. Admission for this track is in the fall and spring semesters. This track includes didactic coursework and clinical practicums.

The Psychiatric Mental Health Nurse Practitioner track prepares baccalaureate registered nurses seeking to become Advance Practice Nurses who provide holistic care to clients across the life

span, which bridges the common gap between physical and mental health care. Admission for this track is in the fall and spring semesters. This track includes online didactic coursework and clinical practicums.

Outcomes

Assessment of programmatic and graduate outcomes is an on-going process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain and improve performance.

MSN Program Outcomes

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

- Integrate knowledge and skills acquired throughout the didactic and clinical practicum experiences in the MSN program.
- Understand and account for practice outcomes.
- Practice collaboratively within an inter-professional model.

Graduate Outcomes

At the conclusion of the MSN program, graduates will be able to demonstrate the following:

- The graduate will demonstrate ethical conduct and decision making within their specific healthcare practice area.
- The graduate will integrate role specific practice expertise in the advancement of nursing science.
- The graduate will communicate effectively with multidisciplinary professionals within healthcare and educational systems, while adhering to the ethical use of communication technologies.
- The graduate will implement team-building strategies that utilize evidence-based research to create partnerships, improve patient care, and fully collaborate within nursing and across disciplines.
- The graduate will be able to analyze current and emerging technologies to support safe practice environments and to optimize quality care outcomes.
- The graduate will recognize cultural diversity and create a climate of patient-centered care (within the context of family and community), built upon mutual respect, empathy and collaboration.

- The graduate will understand the role of health policy and integrate that knowledge in improving the health of the public and the profession of nursing.

Professional Conduct Statements

NSNA CODE OF ACADEMIC & CLINICAL CONDUCT

The NSNA Code of Academic and Clinical Conduct was adopted by the NSNA House of Delegates in Nashville, TN. Administration, faculty and students, shall recognize the *Code of Academic and Clinical Conduct* and any violations of such may be brought to the attention of the dean of nursing who will act as a liaison among faculty and students.

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

- Advocate for the rights of all clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate and professional manner.
- Communicate client care in a truthful, timely and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.

- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

NURSING STUDENT CODE OF CONDUCT

In addition, students who have been admitted into the program are expected to consistently exhibit the following behaviors:

Respect for the inherent worth and uniqueness of an individual by demonstrating caring, trust, and empathy. (This behavior is demonstrated by being accessible and prompt in meeting the needs of those under your care, encouraging and motivating individuals with whom you come in contact and respectful of those you come in contact with in the classroom and clinical settings.)

Commitment to nursing and an attitude of enthusiasm, cooperation and self-direction. (This behavior is demonstrated by appearing to enjoy nursing, timeliness of duties and paperwork, being accountable for your behavior, presenting a willingness to learn and expand your nursing knowledge.)

Commitment to standards of confidentiality with regard to disclosure of information regarding clients, their families and others. (Students are obligated to keep client-related matters confidential and are not permitted to make photocopies, faxes, audiotapes or reproductions of any kind of any portion of a client record.)

Students are accountable as members of the health care team to report any communication suggesting harm to self or others to appropriate individuals.

Commitment to safe/appropriate behavior. Examples of unsafe laboratory / clinical behavior includes behavior that:

- Violates or threatens the physical safety of the client
- Violates or threatens the psychological safety of the client
- Violates or threatens the microbiological safety of the client
- Violates or threatens the environmental safety of the client
- Assumes inappropriate independence in action or decisions
- Fails to recognize own limitation, incompetence and/or legal responsibilities
- Fails to accept legal responsibility for own actions
- Fails to interact effectively with health team members
- Demonstrates lack of preparation for the care of assigned clients

All assignments are expected to be the work of the individual student unless directed otherwise. Cheating or plagiarism will result in an automatic zero for the assignment and may result in dismissal from the College.

Academic dishonesty in the learning environment could involve:

- Having a friend complete a portion of your assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student
- Using information from online information services without proper citation
- Submitting your own work from another class without prior approval of the faculty.

MSN Students agree to abide by the Missouri Nurse Practice Act as well as the Practice Act of their respective state (links at the back of this handbook for reference).

APA Format

All graded papers should be written and cited in APA format as summarized in the *Publication Manual of the American Psychological Association* (7th ed.). In addition, appropriate APA citations should be given in student posts to reflect sources used for classroom discussion. If any of the above behaviors are not adhered to, it may result in discipline.

The CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS can be found at http://nursingworld.org/DocumentVault/Ethics_1/Code-of-Ethics-for-Nurses.html

Policies and Guidelines

Admission to and Enrollment in the Program

Requirements for application, admission, and continued enrollment in the MSN program are outlined in the Cox College Catalog, found here: <https://coxcollege.edu/academics/college-catalogs-handbooks/>. Questions may be directed to the program chair at amanda.cole2@coxcollege.edu.

Application deadlines are noted on the academic calendar each year.

Please note that there are a number of immunizations, drug screening requirements, admissions forms, and other requirements which must be maintained in order to maintain enrolled status at the college. Students may be dismissed from the program if they fail to maintain these requirements as outlined in the catalog and handbook.

Applying to the MSN program

To apply to the MSN program, a candidate must:

1. Complete a Cox College Graduate application.
2. Submit a nonrefundable application fee of \$50.00. If you are a Cox College or Burge graduate, you are not required to pay the application fee.
3. Complete your FAFSA application at www.fafsa.ed.gov. Our school code is 013877. Contact the financial aid department if you need assistance.
4. Submit official transcripts from all accredited post-secondary institutions attended.
 - a. If transferring credits from an international college or university, the transcript must be evaluated by World Education Services. The evaluation must provide the following:
 - i. Certifying the degree is the equivalent of a U.S. bachelor's degree.
 - ii. English translation (if applicable)
 - iii. GPA
 - iv. Detailed report of courses completed
 - v. Course by course evaluation
5. Have a cumulative GPA of 3.0 or greater on professional component courses (BSN-level work). Students with a GPA <3.0 and >2.5 may be granted provisional acceptance for one semester or for six credit hours upon discretion of the department chair.
6. Applicants must be a U.S. Citizen or hold a Permanent Residency Card.
7. Submit a copy of current RN licensure, unencumbered. (A PDF from Nursys will be sufficient). **You must have an unencumbered RN license to register for any clinical course; no exceptions will be made.**

8. Submit a copy of your updated Curriculum Vitae (CV) or resume.
9. Our admissions specialists can advise you on our current application deadlines for Fall and Spring admissions. These can also be found on the college's academic calendar here: <https://coxcollege.edu/academics/academic-calendar/>
10. Once accepted, proof of immunizations, background check, BLS certification, a non-refundable acceptance fee, and other requirements as noted in the catalog will be required. After these are received, students may register for classes with their advisor according the academic calendar.

To apply to a post-master's certificate program, a candidate must:

1. Complete all graduate application requirements listed above (#1-10)
2. Complete a Master's of Science in Nursing (MSN) degree from an accredited institution.
3. Post-master's students are subject to a gap analysis process which determines which, if any, extra courses in the program you may need to take due to gaps in your education from your previous MSN to the requirements for our program's course work. Board examinations may require you to submit a copy of your gap analysis as a prerequisite to testing. Your advisor and the program chair will work with you on this process.

Student Residence

When applying to the MSN program, students give a state of residence. It is understood, unless communicated in writing otherwise, that the student will intend to complete their clinical experiences in the state where they reside at the time of application. **If at any time during the program the student intends to move to another state, the student must communicate this information to the advisor, the clinical coordinator, and the MSN chair.** Moving out of the state of initial residence has potential implications for clinical approval and Cox College cannot guarantee that the student will be allowed to complete clinical experiences in all 50 states.

Notice of Practice Requirements

Successful completion of the program will confer a degree of Masters of Science in Nursing, with a focus in the specialty area for which the student enrolls (Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner). Upon graduation, the student will be qualified to sit for the ANCC and/or AANP nurse practitioner certifying boards. Students should note that these are National Qualifying Standards but that each individual state has their own standards for qualifying nurse practitioners to practice in their state. There may be requirements beyond an MSN and the board exams to qualify as an NP in some states. Students should thoroughly research the requirements of their state by visiting their state board's website and other resources such as <https://www.nursinglicensure.org/> to determine their plan of action for becoming an NP. Additionally, students in Cox College's MSN program must abide by the Missouri Nurse

Practice Act as well as the Nurse Practice Act of their state, which can be found at <https://www.ncsbn.org/npa.htm>. A list of information by state is found at the end of this handbook.

Transfer of Credit

In addition to the Cox College credit transfer policies which can be found in the catalog, please note the following:

The MSN Program limits the number of courses that can be accepted to nine (9) credit hours of transfer credit. Graduate courses will be reviewed on an individual basis by the Department Chair and admissions/advising team. Only coursework with a grade of "B" or better earned from a regionally accredited institution will be accepted as transfer credit. A course transfer form must be completed with the advisor and the transferred course will be evaluated against the course it will replace for similarity.

RN-BSN Students

Students accepted into the RN to BSN track have the opportunity to elect to take core courses in the graduate program as dual credit for the required professional component elective courses. These dual credit courses result in fulfilling elective requirements in the undergraduate program and some core requirements in the graduate program. Students may earn up to 9 credit hours of dual credit. Students who select this option will be designated as RN to MSN students, indicating their intention to apply to the graduate program. This designation does not guarantee a place in the graduate program. Application for admission to the MSN program will occur the semester prior to graduation from the BSN program, or as dictated by deadlines for the application to a designated track in the MSN program.

Course Numbers

Courses numbered 500 to 649 are master's level graduate courses and may be used on a master's candidacy with permission from both the student's academic advisor and the MSN Chair. No courses below 500 may apply to a master's degree.

Other requirements

To remain enrolled in the program, students must provide/maintain the following:

- Verification of immunizations, vaccinations, background checks, etc. as outlined in the catalog must be provided by all MSN students prior to the start of the first graduate course and maintained as required throughout the program. Up-to-date vaccinations must be maintained and documented while in the program.
- Current and maintained unrestricted RN license in the state where clinicals are

- conducted.
- Attendance/Participation in the MSN program orientation course in Canvas, including submission of all required work within (such as education in SafeColleges) as required.
 - Students must log every clinical practicum patient encounter into Typhon as directed.

Technical Standards and Functional Abilities for Admission and Graduation

All students entering and continuing at Cox College must meet all of the following technical standards, with reasonable accommodation if necessary, and each student will be expected to sign a form certifying that he or she has read, understands, and is able to meet the standards, with or without reasonable accommodation. In the event a student is unable to fulfill the technical standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through, the College. The College may require that a student undergo an evaluation to ascertain whether these technical standards can be met with reasonable accommodation, if necessary. NOTE: The use of an intermediary, including, but not limited to, personal aids, assistants, caregivers, readers, and interpreters, that would require a student to rely on someone else's power of selection, detection, observation, and communication will not be permitted.

Issue	Standard	Examples*
Critical Thinking	Critical thinking sufficient for clinical judgment. Analytical thinking sufficient to transfer knowledge from one situation to another, to problem solve, to prioritize tasks and to use long-term and short-term memory.	Competent assessment of patient in timely manner, correct interpretation of assessment, readily respond with appropriate interventions and treatment plans, ability to work alone and to make correct, independent decisions as needed. Identify cause-effect relationships in clinical situations. Ability to recognize and evaluate inconsistencies, discrepancies, and inaccuracies in medical dictation and appropriately edit, revise and clarify report without altering the meaning or changing the dictator's style.

Issue	Standard	Examples*
Communication	Communication abilities sufficient for verbal and written interaction with others. Ability to speak, comprehend, read, and write English at a level that meets need for accurate, clear and effective communication.	Can follow verbal and/or written instructions. Can communicate and receive information from multiple sources simultaneously (e.g. receiving information from doctor on telephone while reviewing computer screen). Must communicate patient responses to therapy to health care providers, document therapeutic procedures performed on patient, initiate health teaching, and consult with other health care providers in a professional manner. Knowledge and use of appropriate English punctuation and grammar to effectively respond to discrepancies in medical dictation.
Mobility	Physical abilities sufficient to move from room to room, walk in hallways, maneuver in small spaces and includes the strength necessary to lift patients as needed.	Walking to and from departments to patient rooms via stairs and room to room to take care of patients on a team: assisting in patient transport.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care. Accurately operate office equipment simultaneously.	Perform vital signs, CPR, transporting patients, physical assessment, and manipulating equipment. Be able to pick up, grasp and manipulate small objects with hands and writing with a pen or pencil. Versatility in use of a Dictaphone, foot pedal and computer keyboard while listening and transcribing.
Hearing	Auditory ability sufficient to monitor and assess health needs. Hearing acuity sufficient to accurately interpret and record patient data into medical reports. Hearing acuity sufficient to accurately interpret information from multiple sources.	Auscultation of BP, breath sounds, heart sounds, bowel sounds, hearing alarms in units, call bells, telephones, converse with patients, family and staff. Communicate clearly in telephone conversations. Communicate effectively with patients and with other members of the health care team.

Issue	Standard	Examples*
Visual	Visual ability sufficient for accurate observation and assessment necessary to provide nursing care and to obtain and discern accurate recording of patient data information.	Read computer screens, patient charts/flow sheets, monitors, read prescriptions and administer medications, assess patient skin color, reading thermometers. Proofread the medical report while transcribing to edit and revise without altering the meaning of report.
Tactile	Tactile ability sufficient for physical assessment and to provide nursing intervention.	Perform palpation, give injections, start IVs, perform sterile and non-sterile dressing changes and urinary catheterization; assist patient with daily activities. Perform keystrokes with accuracy and speed.
Smell	Detect odors.	Detect smoke, client odors such as alcohol on breath and excretions.
Health stamina	Health status level which permits the student to meet classroom and clinical objectives. Ability to meet physical demands of prolonged sitting and coordination of hands and feet.	Stamina sufficient (i.e. diabetic allows for snacks) to participate in continuous clinical activities for length of time required by course. Sitting for 75% of time with use of foot pedal and hand control of keyboard and dictaphone.

(Derived from *Functional Abilities Essential for Nursing Practice, National Council of State Boards of Nursing*)

**These are not all-inclusive.*

Student Health Policy

Prior to caring for clients, students have the right to receive information regarding the transmission of disease; mechanisms of protection while delivering care to persons infected; instructions in standard precautions; and occupational health and safety issues.

Students with potentially life-threatening illnesses, including but not limited to, cancer, heart disease and HIV/AIDS may wish to continue to engage in as many of their normal pursuits as their health allows, including school. *As long as these students are able to meet standards and functional abilities (see Student Handbook, Americans with Disabilities Act Standards), and*

medical evidence indicates that their health is not a threat to themselves or others, they may continue through the program.

It is the responsibility of students to inform the faculty member about any health conditions or changes in health status that could place them or their clients at higher risk for acquiring an infection, including but not limited to, a change in HIV, HBV or TB status. Students may not care for clients while demonstrating contagious symptoms of any infectious process. In addition to any infectious illness diagnosed by a health care provider, nausea, vomiting, fever, rash and/or purulent or draining lesions could indicate infectious processes, which could put clients at risk. In cases of infectious disease, a health care provider's statement may be necessary to assure the clinical instructor/health care facility that the student is able to participate in clinical activities without harm to themselves or others.

It is the responsibility of students to inform faculty members about conditions of limited functioning (e.g. crutches, surgery) or pregnancy, which could require accommodation of clinical assignments. A health care provider's statement may be necessary to assure faculty that the student is able to participate in clinical activities without harm to self.

Recommendations

The following actions are strongly recommended for student success:

- 1. Students should reduce work commitments to part time or PRN while in school, especially if enrolled full time.**
2. Wherever possible, students should devote extra study time to each course. The *required* amount of study is calculated as 3 hours per week for each credit hour taken. For example, if you take a 3-credit hour course, you must devote at least 9 hours of study time per week for that course. For best success in the program, we encourage extra time where it can be arranged.
3. Students should seek associate (student) membership in AANP.
4. Students should attend professional NP activities (APNO, etc.).

Graduate Nursing Policies and Guidelines

Grading Scale

Grades are assigned using the following scale:

Grading Scale:

Grade	Quality Points	Grading Scale
A	4.0	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3.0	85-86%
-----*		
B-	2.7	80-84%
C+	2.3	77-79%
C	2.0	75-76%
C-	1.7	70-74%
D+	1.3	67-69%
D	1.0	65-66%
D-	0.7	60-64%
F	0.0	0-59%
P		Passing
W		Withdraw
WP		Withdraw Passing
WF*		Withdraw Failing*
WN*		Withdraw Not Progressing*

*Grades below 85%, WF, and WN do not meet the degree requirements for students in the MSN program. See details below.

MSN Degree Requirements and Plans of Study

Degree requirements and plans of study for each program track can be found in the college catalog: <https://coxcollege.edu/academics/college-catalogs-handbooks/>. Students may work on individual plans of study as appropriate with their advisor.

MSN Grade and Progression Requirements

To successfully progress through the graduate nursing program, students must demonstrate safe, responsible and professional conduct and meet the following academic standards:

- A final course percentage grade of 85% or better in all graduate nursing courses must be earned in order to progress in the graduate nursing programs.
- A course with a grade of 84.99% and below (or a WN or WF) will not be sufficient to progress and the course must be repeated.
- Only *one* nursing course in the graduate nursing degree program may be repeated upon earning a grade of less than 85% (or upon a WN or WF) to attempt a higher grade.
- If a student withdraws from a class after the withdrawal (W) period, they will receive a grade of WP, WF, or WN, based on their exam average and/or course grade. A grade of WF or WN equates to a graduate nursing course failure for progression purposes.
- A student may be dismissed from the graduate nursing program if a grade of less than 85% (or a WN or WF) is earned in a second course. Please note the Graduate Nursing Department uses your *percentage grade*, not your letter grade in determining progression. Grades in the MSN program will not be rounded.
- The cumulative GPA must not fall below 3.0.
- If a student earns a failing (F) or withdraw-failing (WF) grade in a *clinical* course, they may be dismissed from the MSN program at that time, regardless of if they had a previous (F) or (WF) in any other course.
- Clinical grades as pass-or-fail - at time of (WP/WF), at midterm, and/or at final grade time - are based on a number of factors, including a combination of preceptor, faculty, and adjunct feedback and discretion, as well as whether the majority of hours, SOAP notes, and any other required coursework are completed to passing standard.

Students will be officially notified of their current grade at mid-term according to the calendar in the College Catalog. Mid-term and final grades will be assigned according to the published grading scale. Students are encouraged to keep a close eye on their grades in Canvas as the semester progresses and create plans for academic success in collaboration with their teachers when needed.

Retaken courses with credit awarded are indicated on the student's transcript with an "R" notation.

Incomplete Course Grades

A student may receive a grade of “I” (incomplete) in a course if, in the faculty’s estimation, there has been sufficient progress in the course to justify a grade of incomplete: The schedule for the completion of incomplete grades is as follows:

- Fall – Final grade is due by Friday of the 2nd week of Spring term
- Spring – Final grade is due by Friday of the 2nd week of Summer 1 term
- Summer – Final grade is due by Friday of the 2nd week of Fall term

Coursework not successfully completed by the scheduled timeframe may result in a failure (“F”). A final grade will be entered into the student’s academic record and may affect program progression and enrollment in prerequisite and corequisite courses.

Under extenuating circumstances, students may request an extension. Extensions must be approved by the course instructor and the department chair. If an extension is approved, the course instructor will communicate to the Registrar the expected completion date not to extend beyond the subsequent semester.

*Refer to the Catalog for program specific course incomplete details.

Other Progression Requirements

Once a student has been admitted into a graduate nursing program, enrollment must be maintained during each subsequent semester until completion. If the student withdraws from the college, it will be necessary for the student to reapply for admission into a nursing program.

If a student will be unable, for any reason, to maintain enrollment during each subsequent semester, the student must communicate with their academic advisor. The advisor can counsel them as to whether they will need to fill out a leave of absence (LOA) form and any implications of delaying a semester.

If progression in the MSN track beyond one year is interrupted for any reason, the student may be required to apply for readmission to both the college and the desired program. Readmission to the program is on a *space available basis*.

Students dismissed from the MSN program are not eligible for re-admission to the program.

Dropping (“Withdrawal from”) a Course

Responsibility for withdrawing from a course rests with the student. An official *Change of*

Schedule form, obtainable from the reception desk, registration office or academic advisor, must be filed with the registration office. Failure to officially withdraw from a class may result in a grade of “F” for the course. Withdrawals may not occur during the last two weeks of a 16-week semester.

If a course is listed as a corequisite to another course in which the student is enrolled, withdrawing from the corequisite course requires withdrawal from the concurrent nursing course. Corequisite courses must be completed at Cox to monitor student enrollment and related policies. If a student is taking courses at another institution, they must submit a transcript from the institution showing courses “in progress” and an official transcript upon completion of the course.

Designated dates for withdrawing (Withdraw, Withdraw-passing, Withdraw-failing, Withdraw-non-progressing) are published yearly in the academic calendar, which is posted on the college website. Students are responsible for noting these dates. Withdraw Passing (WP) has no effect on grade point average. Withdraw Failing (WF) will be computed into the grade point average as an “F” in the course. Withdraw Non-Progressing (WN) will be treated as an “F” in regards to the progression standards for the program (see progression requirements above).

Repeating a Course

No more than *one* nursing course in the graduate nursing degree programs may be repeated. A student will be dismissed from the college if a grade of less than 85% (or a WN or WF) is received in two MSN courses. If a student does not meet progression requirements in any graduate nursing course, that student can repeat the course only once. Enrollment in the repeated course will be on a space-available basis. The student’s GPA will reflect the grade received when the course is repeated. If a student withdraws prior to the last day to drop without receiving a grade (see academic calendar), then that withdrawal is not counted as a repeat of the course.

A student who withdraws or does not achieve progression requirements in any co-requisite course will NOT be allowed to progress to the next nursing course(s) until the corequisite requirement is successfully completed. If withdrawal of a corequisite course occurs, withdrawal in the concurrent nursing course will also be required. If progression in the nursing program is interrupted for this or any other reason, enrollment will be resumed only on a space-available basis. Space-available basis is determined by the number of seats remaining in the course after all new and progressing students have been registered. After registration has been completed, if there are more students repeating than slots available, a ranking process will be used to register those students.

Change of Schedule

Instructions for adding, dropping, or otherwise changing a course on the schedule are outlined in the college catalog. Students are encouraged to speak with an advisor and make note of deadlines outlined in the academic calendar.

Technical Requirements

The graduate nursing program operates virtually, and students in the graduate nursing program are required to provide and maintain their own technical equipment according with the school technical requirements. The technical requirements can be found on the college website: <https://coxcollege.edu/academics/technology/online-technical-requirements/>

The virtual access policy sets standards for professionalism for students while working/interacting with professors and other students in an online environment such as Zoom, Teams, or Conferences in Canvas. Note that a neat and professional appearance is required. The virtual access policy can be found in the College Catalog: <https://coxcollege.edu/academics/college-catalogs-handbooks/>

MSN students must enter the program with a basic level of computer and technical proficiency, including knowledge of common software programs and online etiquette.

Behavior

Attendance

Regular online attendance and participation are considered essential in meeting the objectives of the program. We believe there is a direct correlation between attendance/participation and success in the course. Students are expected to attend and participate in all online classroom and scheduled clinical educational sessions. Absence for any reason does not relieve the student of responsibility for all course requirements. The student needs to make an appointment with the appropriate faculty and is responsible for obtaining information, announcements and assignments covered during absences. The faculty keeps records of attendance/participation in all regularly scheduled courses at Cox College.

For Financial Aid purposes, if a student misses any class for **15** consecutive working days, (***or three consecutive weeks***) the faculty will report this in writing to the office of the Enrollment Management.

The attendance/participation record is significant to the total record and is useful in guidance and counseling. When absences/nonparticipations are excessive, the professor will report the fact to the office of Student Services, and they will in turn counsel with the student. The total number of absences/nonparticipations in class will be reported to the office of the Records and Registration along with the final grade at the end of the semester. Students should be aware that absences/nonparticipations from some program-specific courses invariably have a built-in penalty of lower academic achievement. Excessive absences/nonparticipations usually result in failure to achieve the course goals.

Additional attendance/participation requirements are addressed in course syllabi.

Classroom Academic and Behavioral Expectations

Along with the learning of theoretical concepts, students in the health sciences programs at Cox College are engaged in preparation for professional practice. Students in a professional program are held to these standards. Therefore, it is expected that the student demonstrates professional behaviors in all aspects of health sciences courses. Academic integrity and professional conduct are also expected of all students. The use of another student's work or the incorporation of work not one's own without proper credit may result in disciplinary action. Similarly, inappropriate behavior or behavior judged by faculty to be disruptive to the educational environment will not be tolerated.

Policy on Classroom Decorum

Learning is a social activity. We integrate new experiences and alternative viewpoints with our previous understanding to develop new understanding and perspective. Accordingly, much emphasis is placed on active participation, sharing of ideas and the use of critical thinking skills in each course. Attendance/participation in class is highly encouraged. Learning activities are planned for each class module. Students who are prepared for class will gain the most benefit from lectures and discussions and will experience greater success in the course. The faculty are committed to facilitating the success of each student in each program. Please do not hesitate to speak with the faculty in order to have concerns addressed or questions clarified.

There is a large amount of content to be covered in a semester which can be challenging. You will be best served if you keep current with the readings and participate actively in each of your learning opportunities. It is expected that you will:

- Be prompt and regular in attending/participating in classes each week
- Be well prepared for classes
- Submit required assignments in a timely manner
- Meet the course and behavior standards as defined by the instructor
- Make and keep appointments when necessary to meet with the instructor
- Call the faculty member and leave a voice mail/phone message, or e-mail, or utilize Canvas inbox in the event of an anticipated absence/nonparticipation from class
- Turn off your cell phone during synchronous web meetings
- Be respectful of the faculty member and classmates
- Treat your colleagues, the agency staff, and the faculty with respect; always address the faculty member by their title: Professor or Doctor
- Demonstrate ethical and professional behavior in all aspects of this course
- Be respectful of all communications to students and faculty
- Not bring a guest or children to synchronous web meetings
- Not violate any HIPAA and/or FERPA rights within social media discussions

Faculty reserve the right to report: students who fail to respond to faculty's directions, incivility, disruptive behavior or behavior otherwise distracting from the learning environment.

There is no tolerance for disrespectful communication or incivility towards faculty or other students. Behaviors considered disruptive, unruly or behavior that interferes with the ability of the instructor to teach effectively may include:

- Intimidating behavior
- Behavior that interferes with the ability to teach effectively, for example; disruptive behavior, persistent argumentation, refusal to comply with a direct request, and disrespectful behavior during synchronous web meetings such as yelling, eye rolling, etc.
- Gross and/or inappropriate behavior such as foul and/or inappropriate language

Any threats made against faculty or disrespectful conduct will be reported to the VPAA which may result in penalties to the student.

Preparation for Clinical Courses

Planned clinical experiences with competent mentoring and support are essential components toward your learning necessary clinical skills for the nurse practitioner role. We expect that under careful and thorough supervision from your clinical preceptor, you will apply what you learn while working with clients in actual primary care settings. Under course faculty and preceptor guidance, you will be expected to integrate clinical experiences with theoretical content learned from the core and support courses and from clinical class discussion, readings, clinical rounds, evidence-based practice standards and practice guidelines. In addition to your assigned course readings, you will need to spend additional time preparing for clinical by reviewing current textbooks, relevant professional journals and web-based information sources.

In order to begin clinical courses, you must establish a preceptor and clinical site relationship. The process for establishing preceptor relationships and clinical site identification is explained below. **Please note: this process can take up to six months to complete, so do not wait to establish your clinical contacts. The establishment of new clinical site/preceptors or sites may require lead-time of six months to complete the contract arrangements.**

Relocation may prevent completion of the program due to individual state nursing regulations. It is the student's responsibility to determine if they will be able to complete clinical requirements within the chosen state.

It is important for you to read, understand and follow these directions upon entry into the MSN program so plans may be made well in advance to locate an experience that will be of benefit to you as you progress through the program.

The due dates for completed paperwork submission into Typhon are:

CLINICAL PLACEMENT PAPERWORK DEADLINES

- May 1st for fall semester rotations
- October 1st for spring semester rotations.

Failure to have paperwork completed by the deadlines may result in the need to withdraw from the course, which may extend your graduation date. Additionally, if you or your preceptor are unable to meet the clinical hour distribution requirement, you must notify your instructor, as it may affect your progression and ability to complete the course.

Students should not be front or back loading their semester with clinical hours. If your paperwork is not complete by the start of the semester, you need to reach out to your course instructor immediately and let them know where you are at in the process. Students who reach week three of a course without clinical placement will be withdrawn from the course.

Clinical Placement Policy

The Masters of Science in Nursing (MSN) student is highly encouraged to actively participate in securing their preceptors for each clinical course during their program of study. In doing so, the student will gain the skill of professional networking, while maintaining participation in the selection of their practicum site and geographical location.

The student is responsible for submitting their clinical requests by the set deadlines:
May 1st for fall semester rotations and October 1st for spring semester rotations.

The above deadlines will be strictly enforced to allow for a timely and efficient process. The MSN Clinical Coordinator and clinical site require at least ninety days to secure clinical affiliation agreements. Additionally, the student will require time to fulfill any clinical site requirements and/or orientation activities. Failure to submit clinical requests by the above deadlines may result in delayed clinical clearance. Email will be the primary mean of communication between the student and MSN Clinical Coordinator. Therefore, it is imperative the student monitors their Cox College email at least twice per week, including during school breaks. Clinical clearance letters will be emailed to the student via their Cox College email address at the beginning of each semester. If a student has not received clinical clearance by the beginning of the third week of the semester, the student will be withdrawn from the clinical course and corequisite didactic course, consequently delaying the student's program graduation date. Cox College has processes and resource in place to support the student in securing clinical placement – see “assistance with clinical placement” below.

Clinical Placement Assistance Program (CPAP)

It is in the student's best interest to secure their own preceptor – this will not only allow the student to control the selection of the person and location where they will learn, but it will also ensure that the student does not experience any delays in their program plan of study. However, if a student is unable to secure a preceptor, Cox College does have a placement assistance program to help. Please read the following information very carefully if you wish to participate in the CPAP.

To participate in the CPAP, the student must notify the MSN Clinical Coordinator via email of their need for assistance no later than one month prior to the clinical request deadline above.

CPAP Request Deadlines

- **September 1st for the spring semester**
- **April 1st for the fall semester**

Once notification from the student is received requesting assistance with clinical placement, the

MSN Clinical Coordinator will email the student the Preceptor Search Counseling Record form and schedule a phone call to discuss the efforts put forth by the student thus far.

It is the responsibility of the student to complete the Preceptor Search Counseling Record form and email it back to the MSN Clinical Coordinator within 2 weeks:

CPAP Search Record Deadline

- **September 15th for the spring semester**
- **April 15th for the fall semester**

If the student has demonstrated a strong effort on the Preceptor Search Counseling Record form, they may elect to **forfeit their right to select their preceptor/clinical site**. After this time, the student will be assigned a clinical preceptor by the College. Cox College cannot guarantee the assigned preceptor will be located near the student's geographical location. Therefore, the student may have to travel and/or relocate for the clinical rotation. The student will be responsible for any and all relocation costs/inconveniences.

Failure of the student to notify the MSN Clinical Coordinator of the desire to participate in the CPAP by the stated deadlines (**September 1st for the spring semester and April 1st for the fall semester**) or to return the completed Preceptor Search Counseling Record form by the above deadlines (**September 15th for the spring semester and April 15th for the fall semester**) will absolve Cox College of their responsibility to provide a preceptor for the student for that semester. The college may place the student for a future semester based on which deadlines have not yet passed. Failure of the student to return phone calls and/or emails from the MSN Clinical Coordinator within 72 hours will absolve Cox College of their responsibility to provide a preceptor for the student for that semester. As a result, the student will be responsible for securing their own clinical placement for that semester, along with submitting their clinical request by the regular scheduled clinical request due dates (**October 1st for the spring semester and May 1st for the fall semester**). If the student cannot do this, then they will need to enter the placement program for a future semester based on which deadlines have not yet passed.

Preceptor Search Tips

Locating a preceptor can be a challenging task! Here are some tips to assist you:

1. Use your professional networking skills. Ask your friends/family if they know any preceptors and if they can get you a preceptor's number or email.
2. Try emailing the preceptor directly on their work email.
3. Use social media. Look up the preceptor on LinkedIn or Facebook and message them.

4. Join a local nurse practitioner organization as a student, such as APNO and/or AMNP. Not only does that demonstrate your commitment to the profession, but you will likely have access to a preceptor list and you can network at local meetings.

5. Review the potential preceptor list and clinical site list and try those sites.

6. Dress professional and visit the preceptor's clinical site. Make sure you bring your resume/CV. Cold calling offices or sending an email to someone you do not know rarely works.

7. Follow up with sites who said they would get back with you with a professional and kind email or phone call. Be sure to express your appreciation for their consideration.

8. Document the places you have contacted and their response.

Example Contact Log

Clinical Contact Log

Clinical Course: _____

	Date	Preceptor you attempted to contact	Name of Practice	How did you contact them? In person? Phone? Email? What phone number or email did you use?	Who did you speak with or leave a message with?	What was their response?	Did you follow up? What date and what format (phone call, email, on site visit)?	What was their final response?
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Preparation for Preceptor and Site Selection

Approval of a preceptor and site must be obtained prior to beginning the course in the form of the clinical clearance letter. Professor Collier, MSN clinical coordinator, will email the letter to you via your Cox College email. The student is responsible for identifying a preceptor who is appropriate for the experience. Since our students live in many cities throughout the United States, you must begin to locate a preceptor and site that best suits your geographical and educational needs. *Students must find a clinical site in the state where they resided at the time of admission unless otherwise communicated and agreed upon with the clinical coordinator.* You should begin interviewing and delineating appropriate preceptors and sites at least the semester prior to enrolling in the course. Once again, the due dates for completed paperwork submission into Typhon are **May 1st for fall semester rotations and October 1st for spring semester rotations.** Note that establishing a new clinical site (a site that has not been used by a student at our school before) is subject to review and approval. Allow three to six months processing for new clinical site contracts.

Student Responsibilities and Process for Clinical Placement

The Cox College MSN student is expected to:

1. Participate with the course faculty in the identification and design of specific objectives to facilitate the learning experience
2. Share personal and professional objectives for the learning experience with the course faculty and the preceptor
3. Maintain accountability and responsibility for own learning during the preceptor experience by demonstrating willingness to learn, flexibility, and self-direction
4. Maintain appropriate, professional appearance and behavior
5. Contact potential clinical sites/preceptors to explore opportunities for preceptor-ship.
6. Provide their preceptor with a copy of the MSN Preceptor Brochure & Preceptor Agreement Form. This form is to be completed by the preceptor & returned to the student for submission into Typhon.
7. Submit the following items to Typhon by applicable deadline: **May 1st for fall semester rotations and October 1st for spring semester rotations.**

- a. Completed Preceptor Agreement Form

- b. Copy of preceptor's C.V. or resume (either format is acceptable)
- c. Verification of professional licensure
- d. Additional site required items (when applicable)

8. Be current on all required immunizations and have a current AHA BLS for the Healthcare Provider certification card on file with the college before approval to begin clinical rotations will be given. The student may check the status of these requirements any time in Immunitrax.

9. The MSN clinical coordinator will utilize the preceptor agreement and other communication with the student to ensure that the proposed preceptor is appropriate for the class, verify student and preceptor licensure, etc. The coordinator will also check to see if a clinical contract is already in place with the proposed facility. If there is not a contract in place, the MSN clinical coordinator will begin the process to obtain a contract. Note: If the contract must go through the legal department, the process may take 90-120 days to complete.

11. Once a clinical contract is in place with the facility, the preceptor agreement is signed and completed, the preceptor resume is on file, and student health records and CPR expiration dates are reviewed, then the MSN clinical coordinator will email a clinical release letter to the student with a date that clinical hours may begin. The student then needs to complete the onboarding process or any required training for that clinical facility. Note: It is the student's responsibility to complete this.

12. **Once you have successfully completed all the above requirements you will receive a letter from the program releasing you to begin your clinical rotation. You may not begin your clinical rotation until this is complete and you have your letter.** Any hours that you work with your preceptor prior to the date of approval on your letter will not count toward the required clinical hours for that course; in addition, students who violate this policy may be subject to disciplinary action. Contact the Clinical Coordinator or your advisor at any time with questions or concerns.

Professor Kari Collier
 MSN Clinical Coordinator
 Email: kari.collier@coxcollege.edu

Criteria for Selection of Preceptor

Students are given a quick-sheet in their orientation course with specific up-to-date information about the preceptor criteria for each clinical course. **Examples of these are below under "Additional requirements..." but please refer to the sheet in the orientation course for the most current specific course requirements.** Additionally, individuals who serve in the role of preceptor will meet the following criteria:

Education and Experience

1. Preceptors must hold a degree at least equivalent to the degree being sought by students under their supervision.
2. Preceptors must have a current unrestricted licensure as a registered nurse, and MSN FNP-C/ FNP-BC and/or MSN PMHNP with at least one year of experience in the area of clinical specialty or education for which the preceptor is used.
3. Students may choose a physician preceptor with FNP/PMHNP faculty approval specific to course population. All physician preceptors must be currently board certified in their area of practice.
4. PMHNP preceptors can be board certified PMHNP or Psychiatric Clinical Nurse Specialist (who prescribe). Additionally, licensed MD or DO Psychiatrist can serve as a preceptor. A masters prepared Licensed Clinical Social Worker or a PsyD or PhD licensed psychologist can serve as a preceptor for psychotherapy experiences (MSN 645).
5. Preceptors must have a current knowledge base and expertise in the clinical specialty area.

Teaching and Supervisory Skills

1. Preceptors must have a demonstrated willingness to participate in the preceptor role by signing and returning an affidavit that they have received and read the Cox College of Nursing and Health Sciences Preceptor Guidelines.
2. Preceptors must have availability during the student's learning experience.
3. Preceptors must demonstrate effective interpersonal skills.
4. Preceptors must have a willingness to participate in evaluation of student performance by providing feedback to the faculty member.

Role and Setting

- Clinical experiences must be completed in a primary care setting. All preceptors/clinical sites will require final approval from the program.
- Preceptors must practice in a role that is appropriate for the objectives of the course for which they are serving as preceptor.

Additional Requirements: FNP

Course Hours Required	Sneak Peek of Clinical Expectations	Examples of Acceptable Preceptors	Acceptable Clinical Sites	What is NOT acceptable
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MSN 513 60 hours	Expand your assessment skills from nurse to provider.	FNP, MD, or DO	Family Practice Primary Care or Walk In Clinic. Must see pediatrics-geriatrics	<i>Urgent care/ER is not acceptable</i>
MSN 621 180 hours	Learn how to medically manage acute and chronic adult patients as well as coordinate health promotion activities.	FNP, MD, or DO	Family Practice, Primary Care, or Internal Medicine setting. You must see adults-geriatrics.	<i>Urgent care, ER, and nursing homes are not acceptable. No hospitalists during this rotation.</i>
MSN 623 60 hours	Learn how to medically manage acute and chronic health issues that affect women as well as coordinate health promotion activities.	WHNP, OB/GYN, or FNP	OB/GYN office or any site that provides Women's Health (health departments, Planned Parenthood). Must see women patients.	<i>A midwife is not acceptable. May not use a family practice site as you will not get the appropriate experience here</i>
MSN 625 120 hours	Perform well child checkups for children and medically manage acute and chronic illness.	Pediatric NP, Pediatrician, or FNP	Pediatric clinic. You must see pediatric patients from birth-18. You may be able to use a family practice clinic IF they see a large volume of children on a given day.	<i>Pediatric Urgent Care is not acceptable</i>
MSN 628 240 hours	Medically manage adult patients with acute and chronic illness and coordinate their health promotion activities. This includes diagnosis, diagnostics, treatment, and patient education.	FNP, MD, or DO	Primary Care setting **	** see below

**** A total of 60 specialty clinical hours may be completed in MSN 628 if desired by the student. This is your opportunity to go to Urgent Care or explore a specialty such as dermatology, cardiology or be with a hospitalist. You will still need to complete 180 hours in the Primary Care setting with an acceptable preceptor.**

- An NP **must** serve as preceptor for at least one of the following courses; MSN 513, MSN 621, or MSN 628.
- A student may use either the same provider **OR** the same clinical site a **maximum** of two times in the program.

Additional Requirements: PMHNP

Course Hours Required	Sneak Peek of Clinical Expectations	Examples of Acceptable Preceptors	Acceptable Clinical Sites	What is NOT acceptable
MSN 513 60 hours	Expand your assessment skills from nurse to provider.	FNP, MD, or DO	Family Practice Primary Care or Walk In Clinic. Must see pediatrics-geriatrics	<i>Urgent care/ER is not acceptable</i>
MSN 645 120 hours	Learn how to provide therapeutic counseling and psychotherapy sessions.	LCSW, PhD/ PsyD, Psych CNS, PMHNP, Psychiatrist	Inpatient psychiatric hospital, outpatient counseling and psychology centers, home care/hospice, emergency rooms.	<i>Preceptor must spend at least 80% of their time doing counseling/psychotherapy sessions.</i>
MSN 647 180 hours (90 of these hours must be pediatric)	Learn how to medically manage acute and chronic mental health issues.	PMHNP, Psychiatric CNS, Psychiatrist *Preceptor must be a prescriber	Inpatient psychiatric hospital, outpatient clinics, community mental health centers, residential treatment programs, emergency rooms.	
MSN 649 240 hours	Medically manage acute and chronic mental health issues including diagnosis, any diagnostics, formulate treatment plans and perform any counseling.	PMHNP, Psychiatric CNS, Psychiatrist *Preceptor must be a prescriber	Inpatient psychiatric hospital, outpatient clinics, community mental health centers, residential treatment programs, emergency rooms.	

**** A total of 40 specialty clinical hours may be completed in MSN 649 if desired by the student. You may do these hours with a LCSW or PhD/PsyD. *You will still need to complete 200 hours in a psychiatric setting with a prescribing preceptor as described above if you choose to do the specialty hours.***

- An NP **must** serve as preceptor for at least one of the following courses; MSN 513, MSN 647, or MSN 649.
- A student may use either the same provider **OR** the same clinical site a **maximum** of two times in the program.

Conflict of Interest

A preceptor cannot be a member of the student's immediate family (spouses, children, parents, siblings, and in-laws), nor have a financial, business, or professional relationship that is in

conflict with the preceptor's duty to impartially supervise and evaluate the nursing student. This includes immediate supervisors or subordinates at the student's current place of employment. Reports of violations may be investigated; if a violation is discovered, a disciplinary process may follow (with consequences pursuant to the severity of the violation) and the student may be responsible for repeating the hours with an approved preceptor who does not violate this policy.

Telehealth Hours

For the Fall of 2021, students may complete a certain percentage of their clinical hours with a preceptor who sees patients via telemedicine. Up to 10% of clinical hours in MSN 628 may be completed in this manner, and in MSN 645, MSN 647, and MSN 649, up to 50% of the clinical hours may be completed in this manner. This policy was developed in response to the changing landscape of care but students should still endeavor to complete as much of their training in-person as possible, as the skills developed in person with clients are critical to your education and growth. Watch your Canvas courses for requirements for Spring 2022, as these are yet to be set at time of handbook publication.

Scheduling Clinical Hours

The student should schedule clinical practicum hours that prioritize the preceptor's schedule and availability rather than the student's schedule or convenience. Prior to beginning the clinical practicum, students and preceptors need to agree on the days and times that the student will be in the clinical agency.

The student's personal and work schedules are expected to accommodate participation in the required number of clinical hours specified by the clinical course. **Students may not begin clinical practicum hours before the first official day of the semester that the course begins, and may not begin practicum hours without having first been cleared by the coordinator with a clearance letter (see above).** Hours completed without approval may not be accepted in the course and may have to be repeated. All required supervised practice hours must be complete by the date set forth in the course calendar.

Number of Clinical Hours Required

Information regarding specific numbers of clinical hours required per clinical course is discussed in the course syllabus, which is sent to preceptors by the Course Faculty prior to the start of the academic semester. The student will notify the clinical supervising faculty regarding how clinical time will be scheduled, e.g. twelve-hour shifts, one day per week, or blocks of time, following discussion with the preceptor.

Students are may be permitted to be in the clinical site during weekends, holidays, or other times when Cox College is not in session, but this will require written approval by the lead course

faculty. Any hours completed during these dates without permission will not count toward the required clinical hours for that course.

The total required hours in the Cox College FNP program is 660 clinical hours and the total required hours in the Cox College PMHNP program is 600 clinical hours. No student may graduate from the MSN program with fewer than the minimum of 500 clinical hours completed and logged in Typhon, per CCNE requirements.

Clinical Preparation

The student should prepare for the clinical practicum as recommended by the preceptor, course instructor, and clinical supervising faculty. This preparation includes understanding and meeting course learning objectives, conferring with faculty on areas of weakness that need to be refined, and seeking independent learning experiences that will promote self-confidence and competence. It is further recommended that prior to starting the practicum the preceptor will discuss with the student and supervising clinical faculty the patient population and most common health problems the student can expect to encounter at the clinical site. The student is expected to prepare for the clinical practicum by reviewing reference materials that are relevant to the patient population and anticipated health problems.

On the first day of the clinical practicum, the preceptor will orient the student to the clinical practice setting, facility policies and procedures, and required safety and learning modules.

Clinical Documentation

Students are required to keep a log of all patient encounters and clinical hours throughout their clinical experience. Students will maintain a clinical log in an electronic format. For this purpose, TYPHON Clinical Tracking Systems is utilized. The use of TYPHON enables students to track the number of patient encounters, procedures, diagnoses and ICD codes, diagnostic testing ordered, and medications prescribed. Students enter their clinical data into TYPHON following each patient encounter or at the end of their clinical day. It is the responsibility of the clinical supervising faculty to routinely evaluate the clinical case and time logs.

Patient confidentiality, consistent with the Health Insurance Portability and Accountability Act (HIPAA) must be observed. Specifically, the information in TYPHON will disclose no patient identifiers. Students will receive information and instructions on the use of TYPHON during orientation to the program.

Evaluation of the Student and Preceptor

Following the clinical practicum, the preceptor and student will give feedback to the faculty

regarding their satisfaction with the quality of their learning experience. Preceptors and students will complete an evaluation of the one another. This evaluation will be available and completed in TYPHON. Preceptors receive a log in and password from TYPHON, reminders are sent out via the preceptor email address on record when evaluations are due to be completed.

Clinical Site Visit

Clinical site visits are to be arranged and completed by the student's clinical faculty throughout the student's clinical rotation experience(s) both at designated intervals and on a per need basis for evaluation of student's overall clinical performance. Clinical site visits are to be coordinated between the clinical faculty and the clinical preceptor based on the clinical practicum rotation hours schedule submitted to the clinical faculty. Clinical site visits are intended to provide the clinical faculty with the opportunity to evaluate the student's clinical performance via direct observation of the student's clinical skills and provides students with the opportunity to demonstrate the attainment of APN competencies; as well as with the opportunity to discuss clinical performance status and role development with the clinical faculty member. Clinical site visits further allow clinical preceptors with the opportunity to pose any questions (potentially not answered during phone and email preceptor-faculty interaction), share their experiences regarding the student's performance and their role as a clinical preceptor. Clinical site visits may be in-person or virtual/remote depending on the specific student needs and state of practice.

In relationship to clinical site visits, the clinical faculty is responsible for:

- Contacting the clinical preceptor prior to the clinical site visit to arrange day and time for encounter. Both student and preceptor MUST be present at the clinical site during clinical site visit.
- Notifying the student of the designated clinical performance evaluation site visits scheduled with preceptor and reminding students that other clinical visits may occur throughout the semester based on provided clinical rotation schedule.
- Observing the student during at least 1 (one) clinical rotation days. This can include any component of the following:
 - observing student's assessment and interaction
 - verbal discussion of the client's evaluation and any subsequent client management.
- Observing the student's interactions with the preceptor, clinical staff, support staff, clients and their support persons, as well as the student's use of resources and technology at the clinical site.
- Conferencing with the preceptor regarding the student's abilities and progress, learning goals, and suggested learning strategies to strengthen student's attainment of core and population-specific competencies.

- Providing constructive feedback and recommendations to facilitate attainment of core and population-specific competencies.
- Completing the site visit evaluation, student clinical performance evaluation, and sharing the results of the clinical performance evaluation with the student.

The preceptor is responsible for:

- Facilitating the coordination of clinical site visit(s) with clinical faculty.
- Providing appropriate client-encounter opportunities for the student to be evaluated by clinical faculty.
- Providing the faculty with objective feedback on the student's performance with client visits, attendance, professionalism, and other components of the APN role.

The student is responsible for:


- Introducing the faculty member to the preceptor and support staff, providing a "tour" of the facility if appropriate, and discussing documentation procedures and client-encounter processes followed at the clinical setting.
- Reminding the preceptor that the clinical faculty will be arriving for a site visit and that the clinical faculty member will need several minutes of their time to discuss the student's progress.

Clinical Improvement

If a student is found to have an unsatisfactory clinical performance, they may be placed on probation and a performance improvement plan developed:

- A meeting between the student and faculty will occur to review and discuss the specific clinical concerns.
- The student and faculty will outline a specific plan for success that addresses each area of concern.
- The faculty will meet with the preceptor and student again to ensure that all areas of concern have been completely resolved.
- If the faculty determines that the student does not meet criteria to pass the clinical course, the student may receive a failing clinical grade. Refer to the progression policy for details regarding academic progression.

Example Preceptor Agreements



MSN Preceptor Agreement FNP Track

Semester/Year: _____

Preceptor's Name: _____ Contact Number: _____

Preceptor's Email Address: _____ Educational Degree: _____

License Number and State: _____ Board Certification Status: _____
**All physician preceptors must be currently board certified*

Employer: _____ Employer Contact Number: _____

Name of Clinic and Clinic Address: *(Where you will actually be at in clinic)* _____

I agree to act as a preceptor for _____ who is enrolled at Cox College in the following course: _____
(Student Name)

MSN 513 Advanced Physical Assessment

- 60 clinical hours
- Primary Care or Walk in Clinic

MSN 621 Adult through Aging

- 180 clinical hours
- Primary Care setting

MSN 623 Women's Health

- 60 clinical hours
- Women's Health setting

MSN 625 Newborn to Adolescence

- 120 clinical hours
- Pediatric setting

MSN 628 Advanced Practice Practicum

- 240 clinical hours
- Primary Care setting

I can provide the following learning experiences (please check all that apply):

History/Physicals Patient Education Health Promotion Activities

Disease Management Other (please list): _____

Use of the following equipment (please check all that apply)

Otoscope Ophthalmoscope Slit Lamp ~~Cryo~~ Vaginal spec.

~~Scolometer~~ Audiometer Vision Chart Microscopy Other (please list)

I understand this will involve observing and evaluating the student's ability to perform these activities. This will be done in collaboration with a Cox College faculty member.

Signature of Preceptor

Date

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MSN Preceptor Agreement PMHNP Track

Semester/Year:

Preceptor's Name:

Contact Number:

Preceptor's Email Address:

Educational Degree:

License Number and State:

Board Certification Status:

**All physician preceptors must be currently board certified*

Employer:

Employer Contact Number:

Name of Clinic and Clinic Address: *(Where you will actually be at or clinical)*

I agree to act as a preceptor for _____ who is enrolled at Cox College in the following course: _____
(Student Name)

 MSN 513 Advanced Physical Assessment

- 60 clinical hours
- Primary Care or Walk in Clinic-Note: Urgent Care is not acceptable

 MSN 647 Psychiatric Management Across the Lifespan

- 180 clinical hours
- Psychiatric service setting

 MSN 645 Counseling and Psychotherapy

- 120 clinical hours
- Psychiatric service setting

 MSN 649 PMHNP Practice Practicum

- 240 clinical hours
- Psychiatric service setting

I can provide the following learning experiences (please check all that apply):

- History/Physicals Patient Education Disease/Illness Management
 Mental Health Management Counseling/Psychotherapy Other (please list):

Use of the following equipment (please check all that apply)

- Otoscope Ophthalmoscope Slit Lamp ~~Coxo~~ Vaginal spec.
 ~~Seclimeter~~ Audiometer Vision Chart Microscopy Other (please list)

I understand this will involve observing and evaluating the student's ability to perform these activities. This will be done in collaboration with a Cox College faculty member.

Signature of Preceptor

Date

- I have precepted for Cox College in the past and my current resume/CV should be on file there.
 I have not precepted for Cox College before. I will need to provide the MSN student with a current resume or CV.

3/25/19 KR

Dress Code and Professional Conduct

Professionalism is a central concept in health care practice. In both virtual classroom and clinical settings, professionalism is demonstrated by appropriate behavior and appearance. The following guidelines are to be followed for appropriate attire in the virtual classroom and clinical setting.

General Information

Professional attire and one's presentation of self adds to one's credibility and inspire others' (e.g. clients and members of the college community). Thus, students are expected to convey an image of competence, confidence and professionalism at all times when they are on the Cox College campus, when attending synchronous online sessions, and in the clinical setting. Student appearance must also comply with clinical agency dress codes. Appropriateness is at the discretion of the preceptor and site. Clinical site employees reserve the right to dismiss a student from a clinical site based on unprofessional or inappropriate dress/behavior. Student identification must be visible at all times in chest area.

Smoking at CoxHealth Sites: Cox Health policy states that tobacco use will not be permitted on hospital grounds. Furthermore, Cox Health will not employ individuals who smoke. Facilities shall include all of the following areas owned and/or operated by the hospital: the physical campuses, parking facilities and adjacent offices, including administrative and physician offices and offices affiliated with the hospital but not physically adjacent to the hospital. This also includes personal vehicles on the physical campuses and hospital vehicles no matter where they are operated. Students with an offensive smoke odor on or in their clothing may be asked to change into a set of hospital issued scrubs or sent home on their own time to change clothes. Failure to comply may result in the application of formal sanctions.

Language (words, tone, and delivery) and behavior are to be appropriate, non-confrontational and respectful at all times.

The student represents Cox College in the clinical agency; therefore attire, appearance and conduct are to be appropriate and professional at all times. The client is the focus of attention and any behavior, dress or conduct that does not place the client first will be addressed by faculty. The following guidelines are to be followed:

General Hygiene

All students should bathe or shower regularly and use an effective body deodorant and breath freshener.

Appropriate Virtual Classroom Attire

Attire seen in the virtual classroom is to be appropriate for attending a professional educational setting. If clothing items are found to be distracting to the learning environment, the individual will be asked to leave and/or the media may be removed.

Appropriate Clinical Attire

Attire is to be appropriate for attending a professional educational setting. If clothing items are found to be distracting to the learning environment, the individual will be asked to leave.

Students need to convey an image of competence, confidence, and professionalism. To assure a professional appearance is maintained, students will be instructed in additional dress policies relevant to specific settings. Sweats, blue jeans, and shorts are not acceptable attire. No attire that exposes the midriff is to be worn in the clinical setting. Closed toe shoes, one stud earring per ear, no tattoos visible to clients, mid length contained hair, and approved picture ID are required.

Clothing appropriate to the clinical site: Business attire or business casual as directed by site. A white lab coat with current student ID badge worn in the chest area.

Students that do not adhere to dress code outlined above may be dismissed from the clinical setting. Frequent disregard for the dress code policy may result in a clinical contract with remediation up to and including dismissal from the program. If you have questions regarding the dress code ask your clinical instructor.

Role Identification

While in the clinical setting, if a student is misidentified as a physician, they are to courteously explain that they are a 'Nurse Practitioner Student'. Additionally, students are to sign their documentation as name, NP student and identify themselves as an NP student, working with preceptor's name.

Role Competencies

The National Organization of Nurse Practitioner Faculties (NONPF) has established a set of performance expectations for the nurse practitioner. These competencies form the basis of the nurse practitioner track and guide the clinical course evaluations. It is a Cox College MSN program expectation that all nurse practitioner students are aware of and can discuss these competencies.

Clinical and Classroom Course Requirements

Course requirements will be given in each course syllabus. Several nursing courses are composed of a theory and a laboratory component. In these courses, the theory component is assigned a letter grade and the laboratory component is evaluated as Pass (P) or Fail (F). To receive credit for the course, a grade of 85% or better must be received for the theory component and a “P” for the laboratory component. In the event an “F” is received in the laboratory component of a nursing course, an “F” will be recorded on the transcript as the course grade (see grading scale and policies above). Transfer credits are included in the earned hours to meet graduation requirements. Credit by examination and/or validation (with the exception of math proficiency) is included in cumulative credit hours to meet graduation requirements.

Communication of Policy Changes

Situations may occur during the academic year that faculty feel requires an immediate policy change within the program. These changes are communicated to the student in the following manner:

1. Canvas announcement of the policy change in classes by faculty
2. E-mail distribution of the policy change to students
3. Announcements on the Student Portal as appropriate
4. Displayed on the electronic message board in the college lobby as appropriate

Student Rights in Delivery of Care

- Students may be excused from participation in certain procedures (e.g., administration of blood and blood products, etc.) in the provision of direct patient care in situations where the prescribed treatment presents a conflict with the student’s cultural values, ethics or religious beliefs. Please communicate these needs to the chair at time of admission.
- In no instance will the mission of the college, or that of any clinical agency/facility, be compromised.
- Students are expected to provide care to all persons in need, regardless of race, national origin, creed or religion.
- Excusing students from *performing* certain procedures during clinical laboratory experiences in no way affects any *required demonstration of competency* in that procedure or skill.

Health Risk for Nursing Programs

General Information

Certain risks and dangers to students’ physical, psychological and/or emotional well-being may

occur during enrollment in the academic programs. Students entering the graduate programs should be aware that they will be in close contact with other individuals having a variety of health problems in which the etiology (cause) may or may not be known. In providing care to ill people, students may be exposed to infectious disease such as Hepatitis B (HBV), Human Immunodeficiency Virus (HIV), and other communicable diseases and pathogens. Clinical sites have specific precautionary requirements based on the type of exposure and/or clinical agency policies. It is the responsibility of each student to know and follow the clinical site guidelines for necessary standard precautions against contracting and transmitting disease. Personal protective equipment should be available in health care facilities where students are conducting clinical experiences. It is the student's responsibility to know the location of this equipment and to follow good health practices for their own protection as well as that of the general public that they are or will be serving.

The faculty of the college endorse and follow the standard precaution policies of the institutions where clinical experience occurs. *Standard Precautions*, as outlined by the Centers for Disease Control and Prevention (CDC) were developed to protect health care workers from blood-borne pathogens. All clients must be considered as having the potential to transmit infectious diseases. Students must take measures to protect themselves, their coworkers, and the community at large from possible exposure to blood-borne pathogens.

Students are to have certain health records complete and up-to-date **before** being allowed in the clinical setting. The current requirements follow:

Cox College Immunization Requirements

	Cox Health
TB	Required Tspot
Hepatitis B	Positive Hep B Titer/Series of 3 vaccinations or a signed declination
MMR	Positive Measles Titer or MMR (one or two MMR's depending on the lab value) Positive Mumps Titer or MMR (one or two MMR's depending on the lab value) Positive Rubella Titer or MMR
Varicella	Positive Varicella Titer or (one or two varicella vaccinations depending on the lab value)
Tdap	Required Vaccination
Influenza	Required Vaccination Annually
UDS	Required 10 panel- negative AFTER initial date of program enrollment
Background check	Required
Hep A	Required Vaccination (food service only)

Additionally, it is important for students to note that they will be required to meet any other vaccination/immunization requirements of their clinical placements, which vary by location.

COVID-19

COVID-19 policies tend to evolve rapidly due to community and health system changes. In anticipation of the beginning of the 2021/2022 academic year, please watch the Cox College website, Canvas announcements, your Cox College email, and other forms of college communication for the most up-to-date information and policies. Program-specific COVID19 information will come through these channels. Again, students will be required to meet any vaccination/immunization requirements as well as to adhere to any COVID19-specific policies of Cox College *as well as* their clinical location.

Student Discipline

Probation, Suspension, Dismissal

Cox College reserves the **right to place on probation, suspend or dismiss students** from the college whose conduct or performance is detrimental to the interests of the college or program-specific profession. **Probation may or may not precede dismissal.** Examples of behavior that would violate college standards **include but are not limited** to the following:

1. Acting in a manner which is disruptive to an educational or extra-curricular activity.
2. Intentionally damaging, destroying or defacing college property or property of any member of the college community.
3. Committing sexual offenses or harassment.
4. Harassing, exploiting or intimidating any member of the college community.
5. Using or threatening to use force in order to intentionally inflict bodily harm upon any person on the college premises.
6. Possessing, storing or using firearms, dangerous weapons, explosives or fireworks in any area of the college premises or on premises used by the college.
7. Making a false report of a fire or any report of false emergency in a college building or on premises related to college activities.
8. Stealing, assisting or attempting to steal college property or the property of any member of the college community.
9. Knowingly misrepresenting facts to any official of the college.
10. Breaching standards of confidentiality.
11. Purposely misleading others or misrepresenting themselves.
12. Distributing copyrighted materials without the owner's permission through print, illegal

- downloading, via web pages, e-mail or peer-to-peer distribution of intellectual property.
13. Inappropriate behavior or information verbally, electronically or on social media sites.
 14. Violation of *Student Code of Conduct* or program-specific professional standards.

Academic Probation

1. A student is placed on academic probation when the semester GPA falls below 3.0 at the end of any semester, or upon probational admission into the program.
2. Students may remain on academic probation for no more than two semesters while enrolled at the college; conditions of probational admission are outlined in the initial admission letter.
3. If a student is dismissed from the program, they must wait one calendar year before reapplying.

Disciplinary Probation

A student may be placed on disciplinary probation for:

1. Unsatisfactory laboratory/clinical performance (including but not limited to lack of preparation and irresponsible, unsafe, or unprofessional conduct).
2. Scholastic misconduct (including but not limited to plagiarism or dishonesty).
3. Non-academic misconduct in violation of published standards described in this handbook including those specifically addressed in the *Student Code of Conduct*, *Standards of Ethics* and the *Drug-Free Schools* policy, which includes sexual offenses or harassment.

Procedures for Disciplinary Probation

When a student is placed on disciplinary probation the student will be informed verbally and may receive written counseling which would include steps for remediation and the length of the probationary period, to be signed by the appropriate individuals and the program chair/Chief Nurse Administrator. During the probationary period, the appropriate individuals may meet with the student regularly to evaluate progress toward meeting conditions of probation and these meetings will be recorded on the student conference record.

At the end of the designated probationary period, appropriate individuals will review the student's progress and a decision made determining whether the student has met the steps of remediation. At this time, the student may be removed from probation, receive a failing grade in a course, or be dismissed from the program.

Suspension

A student may be suspended for:

1. Unsatisfactory laboratory/clinical performance including but not limited to lack of preparation and irresponsible, unsafe or unprofessional conduct; or
2. Non-academic misconduct in violation of published standards described in the handbook and catalog, including those specifically addressed in the *Student Code of Conduct* and the *Drug-Free Schools* policy, which includes sexual offenses or harassment.

Academic Dismissal

A student may be dismissed from the program for any of the following reasons:

1. Achievement of a grade of less than 85% (or a WN or WF) in any repeated course within a college degree or certificate program.
2. Academic performance that would result in academic probation for more than two semesters.

If a student is dismissed from the college for unsatisfactory academic progress the student may reapply for admission after one academic year. Generally, however, a student is not readmitted after academic dismissal. If a student is dismissed from the college due to academic dishonesty or another behavioral problem that student will not be readmitted to the college at a later date. A student who has been dismissed will remain responsible for all financial obligations to the college.

Disciplinary Dismissal:

A student may be dismissed from the college for any of the following reasons:

1. Failure to conduct oneself in a responsible, safe, and professional manner as described in this *Student Handbook*
2. Academic misconduct, including, but not limited to, plagiarism or dishonesty
3. Failure to follow the *Code of Conduct* as outlined in the Student Handbook and/or program-specific professional standards
4. Failure to meet disciplinary probation remediation requirements
5. Use of or being under the influence of alcohol and/or illegal drugs in the classroom, laboratory or clinical setting
6. Sexual offenses or harassment
7. Conviction of a felony

The student has the right to due process in any situation of discipline, probation or dismissal

through the *Complaint Resolution Procedure* (Grievance) identified in the college catalog. Students seeking more information regarding due process should refer to the catalog.

Confidentiality Policy

See the *NSNA Code of Academic and Clinical Conduct* and *Nursing Student Code of Conduct* policies in this handbook for further details. The college catalog also outlines a number of policies related to confidentiality.

Degree Requirements

Application for Graduation

Students should refer to their Advising Worksheet throughout their program to determine that they are on track to finish their program as planned. The semester before a student anticipates to graduate, the applicant should review the Advising Worksheet and will be directed to submit a graduation application. Graduation Applications for Spring Graduation are due by January 31st and Graduation Applications for Fall Graduation are due by August 31st.

If students do not complete the final course requirements as anticipated, a new Graduation Application will need to be submitted.

Post-graduation Surveys

Students are generally asked to complete a Graduation Survey around the time of commencement. A few months after graduation, students will be emailed a survey from the MSN department regarding their experiences in the program. This data is evaluated on a regular basis and used to improve the program operations. Students will also receive a survey which should be forwarded to their employers. The employer survey helps the department assess the overall quality of the program graduates in the time immediately post-graduation – these surveys are anonymous and have no bearing on academic status, employment, etc.

Graduation Requirements

Every candidate for a degree is responsible for meeting all of the requirements for graduation. The responsibility for understanding and meeting graduation requirements rests entirely with the student.

The *Masters of Science in Nursing* degree requires:

1. The satisfactory completion of all courses (at the 85%+ level) listed in the student's approved program.
2. A cumulative graduate GPA of 3.0 or greater.
3. Completion of all approved program courses within five years of admission to the MSN program.
4. Successful completion of any end of program assessments.

Students may participate in the next commencement ceremony (December or May) if they have one course yet to be completed, and have otherwise met all graduation requirements. Award of the degree or certificate, however, is not posted until all degree or certificate requirements are completed. Candidates may participate in the commencement ceremonies only once. Graduate students do not graduate with honors.

Practice and Licensing Information by State

STATE	LICENSURE INFO	STATE PRACTICE ACT INFO: https://www.ncsbn.org/npa.htm
Alabama	https://www.abn.alabama.gov/advanced-practice-nursing/	https://www.abn.alabama.gov/laws/
Alaska	https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofNursing/ApplicationsForms.aspx	https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofNursing/NursingStatutesandRegulations.aspx
Arizona	https://www.azbn.gov/licenses-and-certifications/apply-for-a-license	https://www.azbn.gov/laws-and-rules/statutes
Arkansas	https://www.healthy.arkansas.gov/programs-services/topics/arsbn-adv-practice-rn-initial	https://www.healthy.arkansas.gov/programs-services/topics/arsbn-laws-rules
California	https://www.rn.ca.gov/applicants/ad-pract.shtml	https://www.rn.ca.gov/practice/npa.shtml

Colorado	https://dpo.colorado.gov/Nursing/APNApplications	https://dpo.colorado.gov/Nursing/Laws
Connecticut	https://portal.ct.gov/DPH/Practitioner-Licensing--Investigations/APRN/Advanced-Practice-Registered-Nurse-Licensure	https://portal.ct.gov/DPH/Public-Health-Hearing-Office/Board-of-Examiners-for-Nursing/Board-of-Examiners-for-Nursing
Delaware	https://dpr.delaware.gov/boards/nursing/apnlicense/	https://delcode.delaware.gov/title24/c019/
Florida	https://floridasnursing.gov/licensing/advanced-practice-registered-nurse/	https://floridasnursing.gov/resources/
Georgia	https://sos.ga.gov/index.php/licensing/plb/45/authorization_as_an_apr_n	https://sos.ga.gov/PLB/acrobat/Forms/38%20Reference%20-%20Nurse%20Practice%20Act.pdf
Hawaii	https://cca.hawaii.gov/pvl/boards/nursing/application_publications/	http://cca.hawaii.gov/pvl/boards/nursing/statute_rules/
Idaho	https://ibn.idaho.gov/licensure/licensing-information/	https://legislature.idaho.gov/statutesrules/idstat/Title54/T54CH14/
Illinois	https://www.idfpr.com/profs/nursing.asp	https://ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1312&ChapAct=225%20ILCS%2065/&ChapterID=24&ChapterName=PROFESSIONS+AND+OCCUPATIONS&ActName=Nurse+Practice+Act.
Indiana	https://www.in.gov/pla/professions/indiana-state-board-of-nursing/advanced-practice-nurse/	http://iga.in.gov/legislative/laws/2019/ic/titles/025#25-23
Iowa	https://nursing.iowa.gov/licensure/advanced-registered-nurse-practitioner-licensure	https://nursing.iowa.gov/about-us/iowa-law-and-administrative-rules

Kansas	https://ksbn.kansas.gov/aprn-initial-application/	https://ksbn.kansas.gov/npa/
Kentucky	https://kbn.ky.gov/aprn_practice/Pages/aprn_update.aspx	https://apps.legislature.ky.gov/law/statutes/chapter.aspx?id=38813
Louisiana	http://www.lsbm.state.la.us/Licensure, Renewals/Applications.aspx	http://www.lsbm.state.la.us/NursingPractice/Laws, Rules.aspx
Maine	https://www.maine.gov/boardofnursing/licensing/advanced-practice-rn/index.html	https://www.maine.gov/boardofnursing/laws-rules/index.html
Maryland	https://mbon.maryland.gov/Pages/advanced-practice-index.aspx	https://mbon.maryland.gov/Pages/nurse-practice-act.aspx
Massachusetts	https://www.mass.gov/how-to/apply-for-aprn-authorization	https://www.mass.gov/service-details/laws-and-regulations-for-the-board-of-registration-in-nursing
Michigan	https://www.michigan.gov/lara/0,4601,7-154-89334_72600_92669_92670---,00.html	https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27542-295888--,00.html
Minnesota	https://mn.gov/boards/nursing/advanced-practice/advanced-practice-registered-nurse-(aprn)-licensure-general-information/	https://mn.gov/boards/nursing/laws-and-rules/nurse-practice-act/
Mississippi	https://www.msbn.ms.gov/licensure/advanced-practice-registered-nurse	https://www.msbn.ms.gov/nursing-practice-act
Missouri	https://pr.mo.gov/nursing-advanced-practice-apps.asp	https://pr.mo.gov/nursing-rules-statutes.asp

Montana	https://boards.bsd.dli.mt.gov/nursing/license-information/aprn	https://boards.bsd.dli.mt.gov/nursing/#8?2
Nebraska	https://dhhs.ne.gov/licensure/Pages/Nurse-Licensing.aspx	https://dhhs.ne.gov/licensure/Documents/Nursing-NursePracticeAct.pdf
Nevada	https://nevadanursingboard.org/faq-2/	https://www.leg.state.nv.us/NRS/NRS-632.html
New Hampshire	https://www.oplc.nh.gov/board-nursing-forms-and-other-documents	https://www.oplc.nh.gov/
New Jersey	https://www.njconsumeraffairs.gov/nur/Pages/Advanced-Practice-Nurses.aspx	https://www.njconsumeraffairs.gov/nur/Pages/regulations.aspx
New Mexico	https://nmbon.sks.com/advanced-practice-registered-nurse.aspx	https://nmbon.sks.com/nursing-practice-act.aspx
New York	http://www.op.nysed.gov/prof/nurse/np.htm#	http://www.op.nysed.gov/prof/nurse/nurselaw.htm
North Carolina	https://www.ncbon.com/licensure-listing-overview	https://www.ncbon.com/practice-registered-nurse
North Dakota	https://www.ndbon.org/NurseLicensure/APRN/Index.asp	https://www.ndbon.org/RegulationsPractice/NursePracticesAct.asp
Ohio	https://nursing.ohio.gov/licensing-certification-ce/rn-aprn-lpn/	https://nursing.ohio.gov/laws-rules/
Oklahoma	https://nursing.ok.gov/forms3.html	http://nursing.ok.gov/act4.html
Oregon	https://www.oregon.gov/osbn/Pages/advanced-practice.aspx	https://www.oregonlegislature.gov/bills_laws/ors/ors678.html

Pennsylvania	https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing/Pages/CRNP.aspx	http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Nursing/Pages/Board-Laws-and-Regulations.aspx#.VTAurP50xRA
Rhode Island	https://health.ri.gov/licenses/detail.php?id=231	http://webserver.rilin.state.ri.us/Statutes/TITLE5/5-34/INDEX.HTM
South Carolina	https://lir.sc.gov/nurse/Online/APRNUPDATELEAD.aspx	https://www.scstatehouse.gov/code/t40c033.php
South Dakota	https://doh.sd.gov/boards/nursing/CnpAll.aspx	https://doh.sd.gov/Boards/Nursing/nurseact.aspx
Tennessee	https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/nursing-board/applications.html	https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/statutes-and-rules.html
Texas	https://www.bon.texas.gov/applications_advanced_practice_registered_nurse.asp	https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp
Utah	https://dopl.utah.gov/nurse/index.html	https://le.utah.gov/xcode/Title58/Chapter31b/58-31b.html
Vermont	https://sos.vermont.gov/nursing/statutes-rules-resources/	https://legislature.vermont.gov/statutes/chapter/26/028
Virginia	https://www.dhp.virginia.gov/Boards/Nursing/ApplicantResources/ApplyforLicense/NursePractitioner/	http://www.dhp.virginia.gov/Boards/Nursing/PractitionerResources/LawsRegulations/

Washington	https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NurseLicensing	https://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/Laws
West Virginia	https://wvrnboard.wv.gov/licensing/Pages/default.aspx	https://wvrnboard.wv.gov/lawandscope/Pages/default.aspx
Wisconsin	https://dsps.wi.gov/Pages/Professions/APNP/Default.aspx	https://dsps.wi.gov/Pages/RulesStatutes/Nursing.aspx
Wyoming	https://wsbn.wyo.gov/licensing	https://wsbn.wyo.gov/board/regulation

Handbook Agreement – students must complete this page and submit to the program chair as a condition of their admission to the program. Students who choose not to agree to the Student Handbook Policies will not remain admitted to the Cox College MSN Program.



I agree to abide by the policies and procedures at Cox College as provided on the website and in the Cox College Student Handbook and the Cox College Catalog.

Print Student Name

Student Signature

Date

The Cox College Student Handbook and Catalog are updated annually and are posted each academic year on the Cox College website. Students are advised to access and download the updated handbook and catalog.

To access and view the Cox College Student Handbook and Cox College Catalog log into your Student Portal account.