DEPARTMENT OF NURSING
COLLEGE OF HEALTH & HUMAN SERVICES

Graduate Program in Nursing
Direct Entry Master’s in Nursing Handbook

UNIVERSITY OF NEW HAMPSHIRE
WELCOME

The faculty and staff welcome you to the University of New Hampshire, College of Health and Human Services, and the Department of Nursing. This handbook has been prepared to provide you with specific information related to the master’s programs. The information in this handbook is up-to-date and as accurate as possible at the time of printing. It is, however, subject to change during the academic year. It is important, therefore, for you to check the announcements on the nursing Blackboard web site often and keep in close contact with your adviser and other faculty members.
INTRODUCTION

The purpose of this handbook is to bring together important information, and to tell you about other sources of information that are either essential or helpful. It is intended to complement, not replace, the rules and regulations as set forth in the *Bulletin of the University of New Hampshire Graduate Catalog*. You should use this as a guide when questions arise regarding any policies governing graduate students. It is your responsibility to become acquainted with the Graduate School and departmental degree requirements and to fulfill these requirements in a timely manner. You should be familiar with and understand the policies as referred in the *Bulletin of the University of New Hampshire Graduate Catalog* and *Student Rights, Rules and Responsibilities Handbook*.

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Revised 8/09
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I. DEPARTMENT OF NURSING

Accreditation

The nursing programs are nationally accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036-1120.

The department of nursing vision and mission statements derive its overall purpose and philosophy from the mission and goals of the university and CHHS, both of which emphasize academic excellence, research, and public service. This congruency is evident in the references to a “center of excellence” and generating and transmitting knowledge to “improve nursing practice” and thus, client care. The department of nursing vision and mission statements were adopted in 1999 as part of the restructuring of faculty governance and revised at the annual faculty retreat in May 2000. Achieving this vision and mission of excellence demands students, faculty, and staff work together to continuously monitor program quality and institute action when change is needed.

In October of 2004, the department values, mission and philosophy were reviewed for congruence with the university and with professional nursing standards. The mission and values statements remained unchanged, but a new philosophy was adopted to reflect the Essentials of Nursing Education and is as follows:

Vision

The vision for the department of nursing is to be a center of excellence for education, research, and service grounded in evidence-based nursing.

Mission

The mission of the department of nursing is to enhance the health of individuals, families, groups, and communities by preparing nurses who are:

- skilled, knowledgeable, and reflective practitioners and leaders;
- generating, disseminating, and applying evidence-based nursing knowledge to improve nursing practice; and
- influencing public policy, participating in professional activities, and providing consultation.

Statement of Philosophy

The philosophy of the nursing department is reflected in the American Association of Colleges of Nursing’s Essentials of Baccalaureate Education for Professional Nursing Practice and Essentials of Master’s Education for Advanced Practice Nursing and faculty beliefs about nursing education.
Organizing Framework

The organizing framework of the nursing curriculum is derived from the philosophy and built on the four meta-paradigm concepts of professional nursing: person, environment, health, and nursing. Nursing has a central concern for maintaining the dignity and intrinsic worth of people. In order to influence person, environment, and health, nursing practice must be addressed by professional nurses who function in independent, interdependent, and interdisciplinary roles. Nurses utilize a set of processes integral to their role of professional nurse: knowing, caring, critical thinking, decision-making, empowering, advocating, and collaborating. Nurses use these processes during interactions with individuals, families, groups, and communities. These interactions promote optimal levels of health during periods of transition. This organizing framework provides the basis for curricular development for all the UNH nursing programs.

Beliefs about Person, Environment, Health, and Nursing

The faculty believe that each person is a self-determining, developing, dynamic human being who has the potential for freedom of creative choice and action. The person is viewed as holistic in nature possessing both dignity and intrinsic worth. Every person is capable of perceiving and interacting with other individuals, families, groups, and communities. Inherent in this interchange among people is the constant connectedness with an ever-changing environment.

The environment is the context in which a person exists including that which is internal to the person and that which is external. The internal environment includes the biologic, anatomic, and physiologic aspects of one's physical, psychological, and spiritual person. The external environment has physical, social, cultural, political, and economic dimensions. There are no rigid boundaries between the external environment in which one exists and the internal environment of the person. People interpret their context and direct their actions in ways that have meaning to them. In this manner, they are capable of constructing reality.

The concept of health is relative. It derives its meaning from the world-view of health espoused by the individual, family, group, or community within a given environmental context. Nursing supports the goal of optimal health envisioned as a dynamic state of well-being. However, the nurse must respect each individual's personal interpretation of health.

The faculty believe that nursing is an art and a science. It is a professional discipline that has special value to society. Nursing practice draws from the understanding of the four fundamental patterns of knowing. Its practice involves the appraisal and enhancement of the health status, health assets, and health potentials of individuals, families, groups, and communities. Nursing practice bases its organizational structure on the nursing process and integrates a situation-based, interpretive approach, taking into account the context and content of nursing actions.

Beliefs about Nursing Practice

The faculty believe that nursing must provide comprehensive health care to people of all ages from diverse and multicultural populations. Such a view necessitates that nurses function in independent, interdependent, and interdisciplinary roles. Furthermore, the rapidly changing and expanding health care system demands that nursing be responsive to societal health needs and that it assumes responsibility for the creation of a health-promoting environment. Practice for this broad and comprehensive health service to society requires commitment and accountability both to the profession and to the people it
serves. In particular, the faculty believe the nurse must act as an advocate, safeguarding autonomy and freedom of creative choice and action.

The faculty believe that nursing has a distinct body of knowledge which can be extended, verified, and expanded through scholarly endeavor and systematic study. Nursing knowledge evolves from the selection, integration, and expansion of knowledge from nursing practice and other disciplines; this knowledge serves as the framework for understanding health and nursing practice.

The faculty believe that professional nursing practice is based on knowledge synthesized from nursing, the psychosocial and biophysical sciences, and the humanities. This knowledge, supported by research findings and nursing theories, constitutes the nursing component.

Beliefs about Graduate Nursing Education
Graduate education in nursing builds upon and extends the knowledge base and practice skills acquired in baccalaureate education or pre-licensure nursing education. It is directed at preparation for advanced practice. Theoretical and conceptual formulations from other disciplines such as sociology, psychology, and the sciences provide the elemental knowledge in each area, but application of this knowledge, integrated with nursing perspectives, constitutes the nursing knowledge. Knowledge is acquired from inquiry. At the graduate level this includes examination and synthesis of knowledge from diverse fields, followed by application and testing of this knowledge in practice. This type of inquiry involves the questioning of assumptions on which present practice rests and the testing of research findings for relevance to nursing practice. It also requires the student to generate new questions and to pursue resolution of existing problems. The faculty believe that learning at the graduate level emanates from a collegiality among faculty and students. The dynamic interchange between faculty and students promotes openness in challenging nursing knowledge and theories, leads to critical analysis of practice modes, and generates questions in need of examination. The faculty believe nursing education prepares graduates to respond professionally to human diversity, to engage in civic life, and to value information, communication, and the use of technology in bridging distances to improve health in an ever-changing global society.

Graduate Program Outcomes

- Actualize leadership roles in health care delivery systems to ensure safe, cost effective, quality health care.
- Apply advanced nursing knowledge in professional practice.
- Embrace a nursing philosophy that provides a framework for advanced professional practice.
- Synthesize concepts and theories from nursing and other fields to enrich the art and science of nursing.
- Engage in scholarly inquiry and research appraisal as a foundation for advancing nursing practice and improving health care.
- Advocate for global health through advanced professional practice.
FNP/PM-FNP Outcomes

1. Provides primary care by assessing, monitoring, coordinating, and managing the health status of clients over time.
2. Uses physical examination, interpersonal, and cognitive skills to collect a focused, yet comprehensive, database.
3. Emphasizes health promotion, disease prevention, and early detection in the provision of primary care to clients.
4. Diagnoses and manages common acute illnesses while attending to the illness experience.
5. Prescribes appropriate diagnostic and therapeutic interventions and regimens with attention to safety, cost, invasiveness, simplicity, acceptability, and efficacy.
6. Communicates using appropriate terminology and format.
7. Provides anticipatory guidance for expected changes, potential changes, and situational changes.
8. Uses community resources in providing care to clients.
10. Collaborates and/or consults with members of the health care team.
11. Builds and maintains supportive and caring attitude towards clients.
12. Maintains confidentiality.
13. Facilitates client decision making by linking care to client’s concerns.
14. Assists client with goal setting for health promotion/maintenance.
15. Provides culturally sensitive care.
16. Takes initiative to develop independent practice knowledge and skills.

CNL Outcomes

1. Assumes the attitudes and behavior of a reflective clinician/educator and a self-directed life-long learner:
   - Interprets own professional strengths, role, and scope of ability to peers, clients, and colleagues.
   - Assumes accountability for practice outcomes.
   - Assumes responsibility for updating knowledge base and clinical competencies.
   - Develop an expertise in a focused area of study, practice, or teaching.
   - Ability to develop a comprehensive portfolio that reflects an individualized program of study.
   - Ability to integrate knowledge and skills acquired throughout the didactic and clinical educational experiences.

2. Demonstrates competency in the role of expert clinician/educator:
   - Develops capability in critical thinking and reflective practice/teaching.
   - Develops strong clinical judgment/teaching skills.
   - Able to evaluate the quality of evidence available for nursing actions.
   - Able to demonstrate appropriate teaching principles, strategies and evidence for these perspectives with clients, groups, students, or other health care professionals.
   - Ability to function as expert clinician/teacher (beyond the novice stage) in direct and indirect care roles and deliver this care to an increasingly complex and diverse population in multiple environments.
   - Adept at ensuring clients, families and communities are well-informed and included in care planning.
3. Demonstrates competency in the management of outcomes/quality improvement:
   - Ability to ask and answer significant clinical questions.
   - Ability to synthesize data, information and knowledge, to implement outcome-based practice and quality improvement strategies.
   - Participates effectively in systems’ review to improve quality of client care at the individual and systems’ level.
   - Effectively collaborates/consults with other health care providers, educators, and organizations.

4. Demonstrates competency in the organizational and work role aspects of client care or educational activities:
   - Able to properly delegate and manage the nursing team resources (human and fiscal).
   - Coordinates, orders, and meets multiple client/student needs and requests.
   - Understands the political process as it relates to health/educational practices.
   - Demonstrate systems’ thinking.
   - Incorporates a global perspective in health care/education.
   - Uses and contributes to the scholarly knowledge in health care.
   - Ability to work with and influence the economics of health care.
   - Ability to assume leadership positions in nursing.
   - Ability to create and evaluate systems that integrate care across settings.
   - Ability to respond to the ethic of social justice and the health care system.

**EBN Outcomes**

1. Assume the attitudes and behavior of a reflective clinician/educator and a self-directed life-long learner:
   - Interpret own professional strengths, role, and scope of ability to peers, clients, and colleagues.
   - Assume accountability for practice outcomes.
   - Assume responsibility for updating own knowledge base and clinical competencies.
   - Synthesize evidence in reference to a focused area of study, practice, or teaching.
   - Develop a comprehensive portfolio reflecting student interest and an individualized program of study.
   - Integrate knowledge and skills acquired throughout the didactic and clinical educational experiences.

2. Demonstrate competency in the role of clinician/educator using evidence and applying nursing principles:
   - Utilize advanced skills in critical thinking and reflective practice/teaching.
   - Apply strong clinical judgment/teaching skills.
   - Evaluate the quality of evidence available for nursing actions.
   - Teaching principles, strategies and evidence for these perspectives with clients, groups, students, or other health care professionals.
   - Function as clinician/teacher leader in direct and indirect care roles.
   - Deliver care to an increasingly complex and diverse population in multiple environments.
   - Ensure clients, families and communities are well-informed and involved in care planning.
3. Demonstrate competency in the use of evidence in the application of concepts:
   - Explore significant clinical questions.
   - Synthesize data, information and knowledge in order to implement quality improvement strategies and influence policy development.
   - Participate in system review to improve quality client care at the individual and systems’ level.
   - Collaborate and consult with other health care providers, educators, and organizations.
   - Analyze ethical dilemmas in practice and respond to the ethic of social justice within health care systems.
   - Coordinate, prioritize and address clients’ complex
   - Engage the political/legislative process to improve health care delivery and nursing practice.
   - Apply systems’ thinking.
   - Incorporate a global perspective in health care/education.
   - Use and contribute to the scholarly knowledge in health care.

II. OVERVIEW OF THE GRADUATE PROGRAM IN NURSING

The Department of Nursing offers a Master of Science (MS) degree in nursing program that prepares nurses for practice roles in a variety of clinical settings and higher education. Graduate study prepares students to assume leadership positions in a variety of nursing roles including primary care and higher education. Advanced practice study options include Family Nurse Practitioner, Clinical Nurse Leader and Evidence-based Nursing.

The family nurse practitioner (FNP and PM-FNP) student prepares to become a primary care practitioner who provides comprehensive care that includes health promotion, maintenance, and restoration for persons across the life span. The practitioner will be able to provide the broad range of clinical preventive services to those who are well or at risk, as well as manage common episodic illnesses, injuries, and chronic illnesses. The family nurse practitioner program is a 48-credit-hour, master’s in nursing program that students can complete in four semesters of full-time study; the PM-FNP program is a 30-39 credit-hour certificate program that students can complete in four semesters of full-time study. All students are registered nurses with undergraduate degrees.

The clinical nurse leader (CNL) is a new nursing role that prepares the student to oversee the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. The clinical nurse leader track is a 34-credit-hour, master’s in nursing program that students can complete in 3 semesters, including summer, of full-time study. This master's degree-prepared clinician uses evidence-based practice to ensure that patients benefit from the latest innovations in care delivery. The CNL evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. Upon graduation and certification as a CNL, initial employment opportunities are frequently focused on direct patient care with opportunities for advancement to clinical leadership roles as they become available in various agencies.

The CNL is a leader in the health care delivery system (AACN, 2005). UNH is a participant in the American Association of Colleges of Nursing CNL pilot project, in conjunction with our clinical partners, Wentworth-Douglass Hospital and Dartmouth-Hitchcock Medical Center.
The evidence-based nursing (EBN) program focuses on developing advanced generalist nursing practice in a focused area of study, promoting interdisciplinary collaboration, fostering life-long learning, and prepares students for the leading edge of health care knowledge and delivery. Students strengthen knowledge and skills in clinical decision-making, application of nursing interventions, and ability to critique and appropriately use evidence as a foundation for practice. In this graduate track, students study nursing as an applied discipline advancing their knowledge of theoretical perspectives for clinical practice, with an emphasis on leadership, the cultural, social and political context of health and illness, and quality improvement methodologies. Students are mentored in the enactment of leadership strategies to improve quality care in nursing practice through an intensive clinical practicum.

III. LEARNING ENVIRONMENT

The faculty believe that a supportive learning environment that fosters critical thinking and reflection encourages students’ active participation in the process of discovery. A variety of teaching methods are employed in order to enhance intellectual curiosity and creative inquiry among students. The department of nursing subscribes to the practice that selected nursing courses may be offered via an on-line or hybrid/on-line format.

Inquiry at the graduate level includes examination and synthesis of knowledge from diverse fields, followed by application and testing of this knowledge in practice. This type of inquiry involves the questioning of assumptions on which present practice rests and the testing of research findings for relevance to nursing practice. It also requires the student to generate new questions and to pursue resolution of problems.

Graduate students are encouraged to actively interact with faculty and each other. Graduate students may be asked to serve on university and departmental committees. Students are highly encouraged to take advantage of these opportunities and become an active part of the university community. Graduate students are urged to actively participate in the Graduate Student Organization (GSO). The GSO is the vehicle by which graduate students find a collective voice at the University of New Hampshire, as well as make connections with others who share their goals, interests, problems, and concerns. The GSO is available to all graduate students. If you would like to sit on the GSO Board of Representatives, contact the GSO office in MUB 119C at 862-2422 or http://www.unh.edu/gso/.

IV. RULES OF CONDUCT

University Rights and Responsibilities

Department of nursing policy for rules of conduct and academic honesty follow the policies as written in the Bulletin of the University of New Hampshire Graduate Catalog and Student Rights, Rules and Responsibilities. Students have access to the Professional Boundaries brochure at www.ncsbn.org/pdfs/ProfessionalBoundariesbrochure.pdf and are accountable for knowing and following policy guidelines.
Statement on Professional Conduct and Communication

Civility is the art of treating others as well as ourselves with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others and when we acknowledge each person’s self-worth and unique contributions to the UNH community as a whole. As members of the University of New Hampshire, the College of Health and Human Services, and the Department of Nursing, we are committed to learning and practicing ways that support caring, social justice, and relationship-centered actions. The following are examples of behaviors that demonstrate, support, and sustain civility:

1. Support autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment within and outside the classroom.
2. Accept responsibility and accountability for one’s own behavior when interacting with peers, other students, faculty, staff, and professionals in health care agencies/settings.
3. Respect and protect the rights and property of others.
4. Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Practice personal and academic integrity and expect it from others.
6. Demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion, or intimidation against any member of the academic community.
7. Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and make a safe space for voices of professionally-voiced dissent.
8. Explore controversial issues through open dialogue and respectful deliberation.
9. Respect freedom of expression while recognizing that open-mindedness does not require agreement with expressed ideas.
10. Engage in institutional resources and persons to resolve conflict, when necessary.

Collectively, faculty, staff, and students in the department of nursing, are responsible for ensuring a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and/or disrespectful behavior. Disrespectful or abusive speech and/or disruptive behavior from individuals or groups will not be tolerated.

(Portions of the statement above were taken from the nursing and health professional’s student handbook at the University of Southern Maine.)

Code of Ethics

The students and faculty of the department of nursing espouse honesty as a core value. We both require and expect each other to conduct ourselves with integrity (UNH Academic Honesty Policy) which is found in the annual publication, Student Rights, Rules, and Responsibilities. We adhere to the principles and rules of the university and pursue academic work in a straightforward and truthful manner, free from deception or fraud. As members of the department of nursing, both students and faculty are held to the guidelines published in the ANA Code of Ethics http://www.nursingworld.org/mods/mod580/cecdetoc.htm as well as the National Council of State Boards of Nursing standards titled Professional Boundaries https://www.ncsbn.org/ProfessionalBoundariesbrochure.pdf.
As members of the department of nursing and the UNH community, we expect to neither commit a violation nor assist a member of our community in violating the academic honesty policy.

In the event a student violates the rules of conduct or the academic honesty policy then the student may receive an “F” in the course which will result in dismissal from the nursing program.

**Honor Code**

Obligation to report: As members of this community, we, the students and faculty, have an obligation to report any suspected case of academic dishonesty to the appropriate faculty member, course instructor, academic adviser, or department chair.

On all submitted work by students in the department of nursing, the following pledge is implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

**Misconduct in Scholarly Activity Policy**

The following policy is applicable to all members of the UNH community including faculty, staff and students. [http://usnholpm.unh.edu/UNH/II.Acad/C.htm](http://usnholpm.unh.edu/UNH/II.Acad/C.htm)

**V. LEARNING RESOURCES**

The Nursing Resource Center (NRC) is a multimedia, computer and simulation facility designed and maintained by the department for nursing students’ use. Within this facility, students have access to media, computer-assisted instruction (CAI), and interactive video. Current and former graduate students’ theses and projects are available for sign-out through the graduate program in nursing office. The Nursing Resource Center also houses an acute care simulation facility where students can learn and practice nursing skills when an instructor is present. Students are expected to attend orientations that are held at the beginning of each semester. Hours of operation are dependent upon coverage.

**VI. ACADEMIC ADVISING**

Upon admission to the graduate, post-master’s, and direct entry programs, each student is assigned an academic adviser. The adviser helps the student develop an overall academic plan that will meet the goals of graduate education and address the student’s professional and academic goals. A plan that considers the sequencing of courses is important, since some graduate courses will run provided there is sufficient enrollment. To ensure satisfactory progress, students should review their academic progress and course schedules with their academic adviser each semester prior to pre-registration. Any student who has an outstanding incomplete in a course from a prior semester, must contact their faculty adviser prior to registering for the next semester.
**VII. DIRECT ENTRY MASTER’S IN NURSING COURSE REQUIREMENTS**

**Plan of Study**

Upon admission to the Direct Entry Master’s in Nursing Program, students will follow the two-year or three-year plan of study. The department of nursing subscribes to the practice that selected nursing courses may be offered via an online or hybrid online format. Upon completion of 64 credits, the student has fulfilled the New Hampshire Board of Nursing requirements for eligibility to take the National Council Licensure Examination (NCLEX-RN). Upon successfully passing the NCLEX, students will then be able to begin practice as a Registered Nurse (RN) while they complete the requirements for the Direct Entry Master’s in Nursing Program in the area of Clinical Nurse Leader.

**Clinical Placements and Travel**

There are six clinical courses during the first twelve months of the two-year accelerated program and three clinical courses during the first twelve months of the three-year accelerated program, Appendix A-5a and A-5b. The clinical sites are determined by the focus of the course, the availability of placements, and the faculty teaching. The goal of the program is to provide a wide range of experiences which will enhance the overall learning. Factors that are considered are the size of the unit, level of care offered, the cultural diversity of the pertinent population, and the geographic location. The assignments to sites will be determined by a system that is designed to address both the goals of the program as well as the learning needs of the students. Students should be prepared to travel up to an hour or more to some clinical sites. Students are responsible for their own transportation.

**Clinical Immersion Placement and Selection Guidelines NURS 952**

University of New Hampshire undergraduate and clinical nurse leader nursing students participate in a clinical immersion experience. Pre-licensure students participate the semester prior to the NCLEX exam. This opportunity provides an invaluable experience for students to integrate their knowledge and clinical skills into the professional nursing role. Because we are guests at our clinical agencies and because immersion placements are highly competitive with other area nursing programs, we have developed the following guidelines for student placement and selection.

1. At no time shall a student initiate direct contact with an agency or non-course (720C/721, 952) faculty to request a placement.
2. Course faculty will meet with students prior to beginning the placement process to discuss the process and answer student questions.
3. Students are provided with a list of potential agencies from which to choose their preferences.
4. *Undergraduate students* are required to submit a resume, 3 cover letters, and their top 3 preferences for placement by the third Friday of July preceding their senior year to the clinical site coordinator. Preceptors must be baccalaureate prepared or higher with a degree in nursing. Undergraduates will be placed according to the following criteria:
   a. ATI level 1: the course coordinator will determine your placement
   b. ATI level 2: you will receive an adult health placement but may list your 3 preferred sites
   c. ATI level 3: you may choose a specialty and list your 3 preferred sites
5. Clinical nurse leader graduate students are required to submit a resume, 3 cover letters, and their top 3 preferences for placement by the first Friday of September prior to their immersion experience to the clinical site coordinator. Preceptors must be master’s prepared or higher with one degree in nursing.

6. Course faculty will review student preferences with the clinical site coordinator and the clinical site coordinator will contact agencies to arrange placement.

7. Students may be contacted directly by the agency for an interview. If contacted by the agency, students must notify their course faculty.

8. Final placements will be posted by the course faculty member on the course Blackboard site when the placement process is complete, by end of fall semester preceding the immersion if possible. There are no guarantees about placement. If circumstances change and sites cannot accommodate a student, we must consider other possibilities.

9. If students need guidance regarding specialty or placement options, they must contact their course faculty directly.

10. Clinical nurse leader direct entry students will be placed at the same site for one year to include the immersion and capstone courses. Please note that when Direct Entry Master’s in Nursing students arrange to take the NCLEX exam, students must be licensed as an RN in the state where they are placed for the capstone experience.

Clinical Placement Documentation

Students entering the Direct Entry Master’s in Nursing Program in the Department of Nursing are required to submit the following current documents by January 15. All documents must be current and remain up-to-date throughout the program. Students will be required to pay a late fee of $100 if documentation is not received by January 15. Failure to comply with this policy will result in loss of clinical time and may affect progress towards graduation. The student may not attend clinical experiences if this information is not on file in the department the first day of class. A $60 per hour fee will be assessed if clinical make up hours are allowed.

- Health form – submit required documentation outlined on the health form found under DEMN Student Resources in Bb. Tdap is done one time. If Hep B series is in process or refused, the student must sign the waiver form (attached to health form on Bb). Submit documentation of completed Hep B series, when available.
- CPR – Healthcare Provider (2 year) or Professional Rescuer (1 year) only. Criminal background report via https://client.verifiedcredentials.com/unh/ only. Begin request after May 1 and allow 3 weeks for report. Report is automatically forwarded to department of nursing. You may request a copy at the time of your request on line.
- Successfully complete, with a grade of 90 or above, OSHA module on blood-borne pathogens located on nursing Bb by January 15 of each year.
Criminal Background Checks

Purpose
The University of New Hampshire Department of Nursing is committed to providing the public with nurses and nursing students who demonstrate personal and professional behaviors consistent with the standards of the nursing profession. The purpose of nursing licensure is to safeguard life, health, and the public welfare of the people of this state. In order to protect the people of the State of New Hampshire from the unauthorized, unqualified, and improper application of services of individuals in the practice of nursing, a criminal background check on all nursing students and any nurse not licensed to practice nursing by the State of New Hampshire is required.

Scope
This policy applies to all pre-licensure undergraduate and graduate nursing students and graduate students who do not hold a New Hampshire nursing license.

Policy
a. Satisfactory results of a criminal background check are required to progress in the nursing program. Refusal to provide consent for investigation will result in exclusion from nursing courses and termination from the nursing major.

b. Criminal background information released to the department of nursing will be used only for purposes of assisting in making decisions about continued matriculation in the nursing major. Certain convictions may be considered a disqualifying factor for continuation in the nursing major. The UNH College of Health and Human Services, Dean’s Office and the Department of Nursing, Student Affairs Council will be notified of any adverse reports.

c. If a background check includes information that the student claims is untrue or inaccurate, these concerns or issues must be addressed, by the student, to the Bureau of Criminal Identification for resolution.

d. The University of New Hampshire Department of Nursing may furnish criminal records information to third parties in the course of fulfilling its official responsibilities to clinical agencies.

e. Criminal background information will be maintained in a secure file with access limited to the department chair. The results will be maintained separate from the student’s academic file and will be destroyed once the individual is no longer in the nursing program.

f. Students have an obligation to report any criminal conviction to the department chair within 30 days of its occurrence.

Procedure
a. The department chair will review the results of all criminal background checks. If adverse information deemed to be relevant to the applicant’s suitability for nursing student status is obtained, the chair will notify the student in writing.

b. The student will have 14 days to respond to the information either in writing or, if appropriate, by meeting with the department chair.
Obtaining a Background Check

a. All candidates for the Direct Entry Master’s in Nursing Program must request a criminal background check through [https://client.verifiedcredentials.com/unh/default.cfm](https://client.verifiedcredentials.com/unh/default.cfm). Expenses associated with the background check are the sole responsibility of the requesting student.

Convictions:

a. The existence of a conviction does not automatically terminate an individual from the nursing major. Relevant considerations may include, but are not limited to: the date, nature and number of convictions, the relationship the conviction bears to the duties and responsibilities of nursing, and successful efforts toward rehabilitation.

b. Any decision to terminate a student with a conviction is solely at the discretion of the department chair in consultation with the Student Affairs Council.

Professional Dress Policy

Students must purchase the required uniform from the approved vendor.

Shoes: White clogs or sneaker style shoe. Running shoes and canvas shoes are not permitted. Shoes must be clean and used solely for the purpose of clinical. White or navy socks must be worn.

During the mental health and community health rotations, students wear professional attire. Jeans or pants made from denim material are not acceptable. Closed toe shoes must always be worn.

A UNH identification badge must always be worn and be visible, i.e. if the lab jacket is being worn, the name badge should be on the outside on the lab jacket. Students pick up name badge holder and lanyard from the nursing office in Hewitt 220. The student’s UNH ID is inserted into the badge sleeve. The fee is incorporated in the first clinical course fee.

- Visible body jewelry worn during clinical practice is limited to a wedding ring and one pair of stud earrings. All visible body art (tattoos) must be covered up and hair color must be in the range of naturally occurring hair colors.

- The wearing of artificial fingernails or extenders is prohibited by any student who has direct or indirect patient care contact.

- Students need a watch with a second hand rather than a digital readout.

- Safety goggles may be purchased at the UNH Bookstore, Durham Book Exchange, or any uniform shop. The glasses used in microbiology are acceptable. Many hospitals supply a facemask with shield that is acceptable eye protection.

- Bandage scissors (5 ½”), clipboards (optional), pen lights (optional), and stethoscopes may be purchased through the Student Nurse Organization.
Policy on PDA Requirement

All direct entry master’s in nursing students are required to purchase a PDA (personal digital assistant) beginning with cohort 7. PDAs allow easy access to information that can be used in clinical practice. Required and recommended PDA software for UNH nursing students will be posted on the UNH department of nursing web page. It is the student’s responsibility to purchase the PDA and required software prior to entering NURS 813, Health Assessment and Clinical Nursing.

Clinical Absence Policy

1. There is a NO CUT policy for clinical; absences must be made up.
2. The time established for clinical makeup will be determined by faculty and must be made up within the semester in which the course is taken. A fee of $60 per hour to cover faculty cost will be incurred by student.
3. Absence of three or more days results in dismissal from the program. Clinical days are defined as number of hours per day as stated in course syllabus. Incomplete clinical days are defined as those days where the student does not meet the required number of daily clinical hours established in the course syllabus.

Capstone

NURS 956, Capstone Project Seminar, requires clinical nurse leader students to focus on substantive nursing practice issues and to work as individuals or groups to develop solutions. As the capstone course for the clinical nurse leader track, the student will be required to complete this scholarly project under the direction of two faculty members in collaboration with agency preceptor. Formal presentation is required. Capstone project is submitted to the department of nursing signed by faculty members, is spiral bound and clear covered. See Appendix D-1a for format of cover page; D-1b for format of signature page. Co-requisite: NURS 954, Clinical Nursing Leadership II.
VIII. MASTER’S DEGREE COURSE REQUIREMENTS

Plan of Study

Family Nurse Practitioner (FNP) and Post-Master’s FNP (PM-FNP) Plan of Study
The family nurse practitioner track is a 48-credit-hour program that can be completed in two years full time or four years part time. The post-master’s family nurse practitioner certificate program is a 30-39-credit-hour program that can be completed in two or three years. Upon admission/acceptance to the graduate/post-master’s programs in nursing, a plan of study is provided mapping out a full-time or part-time plan of study. If you are unable to follow this program of study, you must notify your adviser, the coordinator of the graduate program in nursing and the administrative assistant, in writing, requesting a revised plan. A minimum of 672 clinical hours is required. For FNP students a curriculum plan for full time study can be found in Appendix A-1a; part time study in Appendix A-1b; student progression record can be found in Appendix A-1c. For PM-FNP students a two-year curriculum plan of study can be found in Appendix A-2a; a three-year curriculum plan of study can be found in Appendix A-2b; student progression record can be found in Appendix A-2c.

Clinical Nurse Leader (CNL) Plan of Study
The CNL students complete a plan of study that focuses on ten major curricular threads integrated throughout the curriculum: critical thinking/clinical decision making, communication, ethics, human diversity/cultural competence, global healthcare, professional development in the CNL role, accountability, assessment, nursing technology resource and management, professional values, including social justice. CNL students complete a minimum of 34 graduate nursing credits and a total of 400-500 clinical contact hours. Of those clinical hours, a minimum of 300-400 will be in an immersion experience in full-time practice in the CNL role with a designated preceptor over a 10-15 week period. A curriculum plan for full time study can be found in Appendix A-3a; a curriculum plan for part time study can be found in Appendix A-3b; student progression record can be found in Appendix A-3c.

Evidence-Based Nursing (EBN) Plan of Study
The evidence-based nursing track is a 32-credit-hour program that can be completed in four semesters of full-time study, including summer. Students complete a series of core graduate courses that include nursing research, health policy, and nursing theory. An individualized plan of study for other core courses and elective course is developed in concert with a faculty adviser. A minimum of 112 clinical hours is required. Students may have focus as a nurse educator, and may apply for the Cognate in College Teaching Certificate from the UNH Graduate School. A curriculum plan for full time study can be found in Appendix A-4a; a curriculum plan for part time study can be found in Appendix A-4b; and student progression record can be found in Appendix A-4c. The Cognate in College Teaching Certificate Program overview is found in Appendix A-4d.

Core Course Requirements
All graduate students must complete NURS 900, The Discipline of Nursing, and NURS 905, Research, before entering their specialty. These two core courses are designed to help students acquire graduate level academic skills, as well as begin to explore advanced practice knowledge. Assignments are designed to help students become proficient in abstract, analytical, creative, and critical thinking. This is achieved through academic writing, seminar participation, and evidence-based investigation. The remainder of the curriculum assumes these abilities as a base and focus on the integration and
application of advanced knowledge and reasoning. The department of nursing subscribes to the practice that selected nursing courses may be offered via an online or hybrid online format.

**Electives**

Students in the evidence-based nursing track are required to take one 3-credit elective course related to their program of study.

**Course Sequencing**

The specialty courses are also sequenced with pre- or co-requisites. Students may visit [http://www.unh.edu/gradcat/grad-nurs-0708.htm](http://www.unh.edu/gradcat/grad-nurs-0708.htm) to view course descriptions. Students are encouraged to plan both course selection and course assignments keeping in mind their career goals. Most course assignments allow students to focus on a population, topic, or problem of interest to the student. To develop an in-depth knowledge of topics important to one’s future competence, a topic may be pursued from various perspectives in two or more courses (e.g. theoretically in NURS 900, review and critique of the research base in NURS 905, physiologically in NURS 908, or from a planned change perspective in NURS 901). Prior course work can also serve as the basis for thesis or project work.

**Clinical Courses**

The following courses require clinical experiences: NURS 936 (168 clinical hours), NURS 938 (168 clinical hours), NURS 939 (336 clinical hours), NURS 952 (300-400 clinical hours), NURS 954 (112 clinical hours), and NURS 955 (minimum of 112 clinical hours). All students must submit current clinical placement documentation (see section X. Clinical Placement Documentation) to the graduate program administrative assistant prior to beginning their clinical experience. It is the student’s responsibility to keep these documents up to date in her/his student file. An example of the graduate health form can be found in Appendix B-1. Failure to follow established requirements for submitting clinical documents could result in exclusion from clinical settings and extend the program of study. As a rule, students may not begin any clinical hours prior to the first week of class.

**Clinical Placement**

FNP, PM-FNP and EBN students are placed in clinical sites in conjunction with the clinical coordinator and the faculty teaching clinical course. CNL students: see “Clinical Immersion Placement and Selection Guidelines NURS 952” page 15. Students may request a particular clinical placement if sites are available and faculty agree on the appropriateness of the placement. A “Request for Permission to Contact Potential Clinical Site” form (Appendix B-2a) must be completed and submitted to the appropriate faculty member for approval then administrative assistant no later than three weeks prior to the beginning of the semester taking that clinical course.

If the faculty member approves the site, the student may then contact the preceptor. The student must notify the graduate program administrative assistant the outcome of the exchange. The graduate program administrative assistant mails a packet of information including overview of the program, syllabus, expected outcome, and evaluation form to the preceptor and generates a contract between UNH and the agency.
If the faculty member does not approve the site, appropriate action is instituted. Student evaluations of past sites used in the nurse practitioner program can be found in the graduate program in nursing administrative assistant’s office. These are filed by type of site, i.e. adult/gerontology, pediatric, family, and other, by county.

Appendix B-2b outlines the NP student’s guide to a new rotation site.

**Change in Program of Study**

In the event a student wishes to change his/her program of study, the student must submit a completed petition requesting a change to the Student Affairs Council for approval. This form can be found on the Graduation School web site. Approval will be granted based upon the student’s qualifications and entry into the new specialty area will be on a space-available basis.

**Program Completion**

A full-time program of study is completed in three to four semesters. A part-time program of study is completed in three to four years. All students must complete program requirements within six years from the date of matriculation (admission/enrollment).

**Independent Study**

Students may choose an independent study to gain scope and/or depth in an area of their choice. Sometimes a student chooses to complete selected readings or engage in advanced practice that is not available in the regular program. A student should meet with her/his academic adviser to discuss objectives for the independent study and identify an appropriate faculty sponsor.

**Capstone**

NURS 956, Capstone Project Seminar, requires clinical nurse leader and evidence-based nursing students to focus on substantive nursing practice issues and to work as individuals or groups to develop solutions. As the capstone course for the clinical nurse leader and evidence-based nursing tracks, the student will be required to complete this scholarly project under the direction of two faculty members in collaboration with agency preceptor. Formal presentation is required. Capstone project is submitted to the department of nursing signed by faculty members, is spiral bound and clear covered. See Appendix D-1a for format of cover page; D-1b for format of signature page. Co-requisite: NURS 954, Clinical Nursing Leadership II, for CNL students; NURS 955, Practicum in Advanced Nursing Practice, for EBN students.

For family nurse practitioner track, the capstone course, NURS 939, is the final integrated clinical practicum.

**Thesis Option**

The purpose of the thesis option is to provide the student with a research experience to generate, apply and/or evaluate new knowledge under the guidance of faculty. Students who opt to complete a thesis register for 6 thesis credits. Any student in the graduate program can choose a thesis option. These credits would replace Capstone Project Seminar for students in the evidence-based nursing track, fulfill
elective credits, or be above the required credits in a particular track. The thesis option requires independent research culminating in a scholarly paper that conforms to the Graduate School thesis format and formal presentation. Students should refer to the Thesis and Dissertation Manual, available at www.gradschool.unh.edu/pdf/manual.pdf, for specific information about deadlines, written presentation, and other regulations.

Requirements include:
- completion of the proposal
- collection and analysis of data
- completion of the written thesis
- successful defense of the work

Proposal:
At minimum, a draft proposal should be completed early in the program. The proposal should contain purpose, review of the literature, proposed research/scholarly questions, and proposed methodology.

Committee Selection:
A thesis committee consists of a minimum of three persons: the thesis chairperson and two other members. The thesis chairperson must be a member of the graduate faculty of the Department of Nursing. Other members may be selected from the faculty of the department, other UNH faculty, or faculty from other universities. An associate member from outside of the university may also serve as an expert on the research topic. This committee will be responsible for approving the research proposal and supervising the research and preparation of the thesis. The thesis committee also serves as the student’s examining committee. After identification of the committee, the student completes a “Supervisory Committee Nomination Form” and forwards it with a copy of the approved proposal to the coordinator of the graduate program in nursing for approval. When a member of the committee is from outside UNH, a curriculum vitae for the proposed member must also be attached to the “Supervisory Committee Nomination Form” prior to submission.

In the event the thesis committee membership changes, an updated form must be submitted to the coordinator of the graduate program in nursing and Graduate School dean, along with any other required attachments, for approval.

Suggestions for smooth completion of thesis can be found in Appendix C-1a. A “Supervisory Committee Nomination Form” can be found in Appendix C-1b. An example of a Gantt Chart can be found in Appendix C-1c.

Human Subjects:
Institutional Review Board (IRB) approval must be obtained for any project/study that involves human subjects. IRB applications can be obtained from the Office of Sponsored Research (OSR) located in the Service Building on College Road and may be reached at 862-2000. IRB applications can also be found on the web http://www.unh.edu/osr/compliance/irb.html.

Thesis Defense:
A formal defense of the research must be successfully completed before final approval of the thesis is granted. Interested members of the student body, faculty, and community are invited to attend the thesis defense.
Binding:
Three copies of the approved thesis, ready for binding, are submitted to the Graduate School by the appropriate deadline as published in the Graduate School calendar. One copy is archived in Dimond Library, one copy is circulated in Dimond Library, and one copy is placed in the Nursing Resource Center. Binding fees are paid at the Graduate School office. Additional copies for committee members may be required.

IX. ACADEMIC REQUIREMENTS

Departmental Policy for Direct Entry Master’s Students

Students in the Direct Entry Master’s in Nursing Program are provisionally admitted to the Graduate School. Provision is to be removed upon passing the NCLEX for RN licensure.

Students are to successfully complete the designated course requirement sequence as outlined in the Graduate Catalog and in this handbook. Successful completion in nursing courses is defined as passing each course with a grade of B- (2.67) or better. Students must successfully complete each clinical course before advancing to the next. Theory courses are sequenced and must be taken as noted in the Graduate Catalog. NURS 954 and NURS 956 must be taken concurrently.

It is the responsibility of the student to become familiar with the academic rules and regulations of the Graduate School as well as requirements for their own academic program. The following summarizes common Graduate School requirements. For general requirements, students should refer to the Bulletin of the University of New Hampshire Graduate Catalog for the year they were admitted.

Departmental Policy for All Graduate Students

It is the responsibility of the student to become familiar with the academic rules and regulations of the Graduate School as well as requirements for their own academic program. The following summarizes common Graduate School requirements. For general requirements, students should refer to the Bulletin of the University of New Hampshire Graduate Catalog for the year they were admitted.

Level Courses

Graduate courses are numbered 800 or 900 level. Graduate credit cannot be earned in courses below the 700 level which are advanced undergraduate courses. Students may take up to 12 credits in 700 level courses for graduate credits, provided such courses are approved by the student’s adviser, the coordinator of the graduate program, and the dean of the Graduate School and provided they are given in a department other than the one in which the student is seeking the degree; and provided only advanced level undergraduate students are enrolled. Such courses must be taken for a letter grade. Petition forms are available at the Graduate School.

Grading

The following grades are used at the university: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Graduate credits are normally granted only for course work completed with a grade of B- or higher. A minimum GPA of 3.0 to graduate is required for anyone who enrolls in a graduate program.
B- Grade
Students receiving a grade of B- in any graduate nursing course should consult with their adviser prior to registering for the next semester. The grade of B- is considered an academic warning.

AF Grade
An “AF” grade, administrative F, is assigned for failure to either drop or complete a course. An “AF” is considered a failing grade by the Graduate School. All generic graduate policies apply to post-master’s students with regards to failing courses.

C+ Grades
The dean of the Graduate School may, under limited conditions, approve up to eight credits of C+ grades for graduate credit. These courses will be elective courses outside the student’s major area. When a student’s adviser, in conjunction with the appropriate department committee, wishes to recommend that credit be given for work completed with a C+, the adviser shall forward the recommendation, with appropriate justification, to the dean of the Graduate School within one month after conclusion of the course.

Credit/Fail Grades
A “CR” grade is given for completed, approved thesis, as well as other approved courses and seminars. A graduate student may petition to take an independent study course at the graduate level on a credit/fail basis. Such a petition must be approved by the end of the add period in the term the course is taken.

Audit Grade
An “AU” grade is assigned for completion of courses for which audit approval was granted. No credit is earned.

Incomplete Grades
An “IC” grade is assigned with the approval of the instructor for excused, unfinished work. The work must be completed and submitted to the instructor by the last day of classes of the semester immediately following the one in which the incomplete was granted. A petition requesting an extension of time, approved by the instructor, may be submitted to the dean of the Graduate School by the appropriate deadline. An extension will be granted by the dean only under unusual circumstances. An incomplete grade automatically becomes an F if not resolved or if a petition for an extension is not approved within the allowed time period. This policy also applies to students who withdraw from the university or who are not currently registered.

An “IA” grade is assigned for approved continuing courses, such as thesis or college teaching praxis, remains on the record, although it appears only on the grade report the semester in which the student registers, until the course requirements are completed.

W Grades
If a student withdraws from the university or drops a course prior to the fifth Friday of classes, the course(s) will not appear on the student’s permanent record. If a student withdraws from the university or, for compelling non-academic reasons, submits an approved petition to drop a course after the fifth Friday of classes, a notation of “W” will show on the student’s academic record. If the withdrawal or drop is after mid-semester, a “WP” or “WF” will show on the record. A “WF” is considered a failing grade.
@ Grade
If a student is admitted provisionally or with stipulations and is required to register for an undergraduate level course for credit, the grade will appear as @grade on the student’s record.

Credit Rules

Transfer Credit
Candidates for a master’s degree may request that a maximum of two courses, for up to eight semester credit hours of resident courses, completed on the campus of an accredited institution authorized to grant graduate degrees be transferred to count toward their graduate program. All courses presented for transfer must have been completed with a grade of B or better and must have been taken for graduate credit. Courses taken for credit for another degree cannot be transferred. Transfer of credits must be recommended by the academic adviser, coordinator of the graduate program in nursing, and approved by the dean of the Graduate School. Students taking courses at another university for transfer after enrolling at UNH should obtain approval from their adviser and the coordinator of the graduate program in nursing, and dean of the Graduate School prior to enrolling in the course.

Core courses presented for transfer must have been completed within five years; electives presented for transfer must have been completed within ten years.

Special Student Credits
The special-student rule states that a maximum of three courses for up to 12 credits (whichever is fewer) earned at the University of New Hampshire in graduate courses by a special student (non-matriculated) may, upon recommendation of the coordinator of the graduate program and approval of the dean of the Graduate School, be applied to a student’s degree program. The three course limitation applies to core courses and non-clinical courses completed or in progress on the date when the official letter of admission is written. This number can be reduced if transfer credits are also applied. For other off-campus course rules see the Bulletin of the University of New Hampshire Graduate Catalog.

Academic Standards

Grades below B-, including grades of C or C+ that may have been approved for graduate credit, will, for the purposes of determining academic standing, be considered failing grades. Failing grades (below B-) received in undergraduate courses taken while the student is in the Graduate School are counted in the cumulative total of failing credits. Repeating a course does not remove the original failing grade from the record. Nursing courses can be repeated only once.

Graduate or post-master’s students receiving failing grades in six or more credits will be dismissed from the graduate or post-master’s program in nursing. Students on conditional or provisional status or admitted with stipulations must meet the conditions as stated in the letter of admission in order to remain in the Graduate School.

Additional Rules

Course Enrollment
Master’s and post-master’s students must enroll in a course during the first semester of admission or they will be dropped from the program. If unable to enroll, the student may defer admission to the Graduate School for up to one year. This must be done in writing.
Undergraduate Course Work
Any admitted graduate student who is required to take undergraduate courses will be charged graduate tuition for such courses. A petition is required to take such courses on a credit/fail basis, otherwise a grade of B- or better is required for passing.

Master’s Continuing Enrollment
Unless a leave of absence is granted, graduate students are required to maintain continuous enrollment each semester of the academic year until their degree is formally awarded by registering for course credits, research, or continuing enrollment (GRAD 800).

Degree Status Discontinued
Students who do not formally withdraw, do not enroll in any course, or register for continuing enrollment are considered inactive and their degree status will be discontinued with notice sent from the Graduate School. Any student who wishes to return must apply for readmission and pay all past fees. Readmission is not guaranteed.

Leave of Absence
Students who, because of unforeseen circumstances, are unable to pursue their graduate program may request a leave of absence for a maximum of one calendar year. A student must submit a “Request for Leave of Absence” form, found on the Graduate School web site, to her/his adviser, coordinator of the graduate program in nursing, and dean of the Graduate School for approval. The Graduate School must be notified of intent to take classes at least four weeks prior to the start of classes to resume enrollment. A leave does not automatically extend the six year time limit for completion of the program. When a student does not return as approved, their degree status will be discontinued and the student must apply for readmission.

X. CLINICAL PLACEMENT DOCUMENTATION

Students entering the Graduate Program in Nursing are required to submit current copies of the following documents prior to entering and/or continuing in any clinical course:

- Current NH nursing license (out of state license may apply)
- Health form-submitted once prior to beginning any clinical course (Appendix B-1), PPD yearly
- CPR certification - Health Care Provider or Professional Rescuer
- Proof of education concerning risk of blood-borne pathogens
- Liability insurance*
- Criminal Background Report**

It is the student’s responsibility to keep these documents up to date in her/his file and provide to agency, if requested. Failure to comply with this policy will result in loss of clinical time and may affect progress towards graduation.

* Students are covered through the University of New Hampshire liability policy. Personal liability insurance, although not required, may be desired.

**Direct entry master’s students and graduate program in nursing students whose license is outside NH only
XI. GRADUATE STUDENT RESPONSIBILITIES IN CLINICAL COURSES

1. Clinical documents are submitted and up to date (see above).
2. Provide own transportation to clinical agencies.
3. Provide own uniforms (DEM students) and professional equipment.
4. Hold current student or professional liability coverage (see above).
5. Format for student signature on notes in clinical:
   DEMN students: First initial. Last name SN, UNH
   (Example: F. Nightingale SN, UNH)
   NP students: First initial. Last name SNP, UNH
   (Example: F. Nightingale SNP, UNH)

XII. POSITION ON UNSAFE PRACTICE IN CLINICAL SETTING

The UNH Department of Nursing adheres to the State of New Hampshire Nurse Practice Act and its rules, regulations and sanctions. Although they are not licensed, when direct entry nursing students and graduate program in nursing students practice in the clinical setting, they do so in accordance with the rules and regulations that pertain to registered nurses under the Nurse Practice Act (RSA 326-B). Because clinical teaching is considered a form of practice, faculty remain subject to these rules and regulations.

Therefore, clinical nursing faculty have the responsibility of determining when a student can practice at a safe level and when a student is unable to function at a safe level in the clinical area. If the instructor determines that a student is unsafe to practice, the instructor has the obligation to remove the student from clinical practice. Depending on the nature of the safety issue, the student may be asked to leave the clinical site. Safety violations include, but are not restricted to, misconduct, dishonesty, failure to maintain one’s self in an alert and sober manner, and not impaired by drugs or alcohol.

If alcohol or other drugs are suspected by the faculty and/or have the potential or have led to unsafe practice by the student, the student will be asked to undergo immediate laboratory testing in accordance with the policies and procedures of the clinical agency. Costs of the laboratory testing will be assumed by the student. Refusal to submit to laboratory testing or a positive laboratory test will result in suspension from the department of nursing pending a full investigation.

Within 24 hours of any incident requiring the dismissal of the student from a clinical setting, the clinical instructor will contact the department of nursing chair. Within 48 hours of the incident, the clinical instructor, course leader and department chair will schedule a conference with the student. At that time the student will have the opportunity to explain or defend the unsafe behavior and an appropriate plan will be developed. The department of nursing has both the right and responsibility to dismiss from the program any student whose health, conduct or academic standing make it unsafe for that student to remain in a nursing course or the nursing major. The student is referred to Student Rights, Rules and Responsibilities Handbook, Article V: Right of all Parties, for grievance procedures.
XIII. RISKS FOR BODY FLUID EXPOSURE

Because of the direct involvement with patients, all nurses and nursing students are at risk for exposure to body fluids, which may be infected with Hepatitis B or HIV. The OSHA guidelines on the transmission of blood-borne pathogens are presented to students with additional information or training provided by the clinical site when warranted.

Blood-borne Pathogens Training Program

The department of nursing has posted a blood-borne pathogens training program on its Blackboard site. This program is for students in the department of nursing who are exposed to blood or bodily fluids, which includes all nursing students in a clinical setting. You must view the presentation posted on Blackboard and take the 6-question quiz in order to receive credit for this training. The grade that will post under Tools/MyGrades will serve as evidence of training. The minimum grade is 90. Please read the question carefully as there is more than one answer for some questions. This program will take approximately 60 minutes to complete and must be completed prior to entering a clinical course.

In the event that a student is exposed to body fluids in the clinical setting, the following steps should be followed:

1. Initiate the antiseptic procedures following exposure
2. Notify the clinical instructor and/or preceptor immediately
3. Initiate the agency protocol for exposure
4. Consider post-exposure prophylaxis as defined by CDC
5. Complete agency incident report
6. The clinical instructor must document the clinical incident within 7 days of occurrence and submit a report to the chair of the nursing department

The student is responsible for all costs incurred as a result of the exposure incident. Students are strongly advised to maintain their own personal health insurance.

XIV. ACCESS AND CONFIDENTIALITY OF STUDENT RECORDS

In accordance with the University of New Hampshire’s policy on confidentiality that is based on the Family Education and Privacy Act (Buckley Amendment), the following points summarize faculty obligations in the most commonly encountered situations. Additional information is found in the Students’ Rights, Rules and Responsibilities handbook.

1. The university considers a student’s name, address, class, college major, and attendance to be public information. To request this information confidential for publication purposes, the student must complete a “Non-disclosure Form,” available in the Registrar’s Office, prior to the beginning of the semester. No information will be made public, including commencement program.

2. All grading information, including test scores, is confidential.
3. Academic advisers are allowed access to advisee’s academic records. Faculty may not receive information from any student’s file without written, signed permission from the student.

4. Except for private notes (for memory aid purposes only), any files accumulated on individual students must be made available to that student upon request. Unless a student gives his/her written consent, none of this information may be released to a third party.

5. A student may challenge the accuracy of a grade as recorded on the official academic record, but cannot challenge the grade itself.

6. Specific to the department of nursing only, the following persons will have access to student records:
   a. student’s adviser
   b. nursing department chairperson
   c. graduate program in nursing coordinator
   d. student
   e. individuals designated by the chairperson for securing and filing information

XV. UNIVERSITY SYSTEM OF NEW HAMPSHIRE ACCIDENT/INCIDENT REPORTING AND INVESTIGATION PROCEDURES

Policy
UNH employees, students, guests, or visitors who are injured on university property should seek appropriate medical attention and inform the designated campus official responsible, and/or the campus security office, of the accident, injury or illness as soon as possible in accordance with USNH policy: http://www.unh.edu/hr/pdfs/incident-reporting-forms-instructions.pdf.

Procedure
1 Seek first aid or medical treatment immediately, depending on the nature of the accident or incident.

2 Any report of accident or incident must be reported within two (2) days of the occurrence to the department head, supervisor, or campus official. The University of New Hampshire Report of Incident form may be obtained at the UNH Human Resources web page: http://www.unh.edu/hr/docs/incident-injury-report-form.doc.

3 Department head, supervisor, or campus official will investigate the accident or incident and complete the following information: a) Exactly how the incident occurred b) Initial cause and factors that contributed to the incident c) How the incident could have been avoided d) Any corrective action needed e) Name of any witnesses f) Signature and date of injured person and department head, supervisor, or campus official

4 All corrective actions identified during the investigation shall be the responsibility of the department head, supervisor, or campus official.
A safety representative from Environmental Health and Safety shall evaluate if further investigation is necessary.

Forward the completed form to Human Resources Workers Compensation Coordinator at 2 Leavitt Lane, Durham, NH 03824. Phone: (603) 862-3939 Fax: (603) 862-1222.

Update 2-19-09
OFFICE OF HUMAN RESOURCES
2 Leavitt Lane. Durham, New Hampshire 03824-3512
603-862-0500. FAX: 603-862-0517 • TTY: 603-862-3227

XVI. GENERAL INFORMATION

1. Nursing Department Directory - A directory of nursing faculty can be found in Appendix F.

2. Campus Map - Appendix G.

3. Nursing Faculty Areas of Research Interest
Available at [www.shhs.unh.edu/nursing/facultynursing.html](http://www.shhs.unh.edu/nursing/facultynursing.html)

4. Graduate Student Organization (GSO)
Located in MUB 119C at 862-2422 – [http://www.unh.edu/gso/](http://www.unh.edu/gso/)

5. The Student Rights, Rules and Responsibilities Handbook
Available at [http://www.unh.edu/student/rights/srrr0708.pdf](http://www.unh.edu/student/rights/srrr0708.pdf)

6. Robert J. Connors Writing Center - Located in Hamilton Smith 7, 862-3272. The center provides free consultation with trained writing consultants on all issues involving writing: subject choice, research, composing processes, genre, organization, style, grammar, and conventions.

Available at [www.gradschool.unh.edu/pdf/manual.pdf](http://www.gradschool.unh.edu/pdf/manual.pdf)

8. E-Mail Accounts - Are required and available from Computing and Information Services (CIS), MUB, Room 109, 862-4242. E-mail is sent via Blackboard.

9. Bulletin of the University of New Hampshire Graduate Catalog
Available at [http://www.gradschool.unh.edu/pdf/catalog.pdf](http://www.gradschool.unh.edu/pdf/catalog.pdf) or from the Graduate School.

10. Time & Room Schedule
Available mid-fall and mid-spring at [www.unh.edu/registrar/registration.html](http://www.unh.edu/registrar/registration.html)

11. Transcript Requests – Are made through the Registrar’s Office, Stoke Hall. All requests must be made in writing. Signature is requested for release. Transcript request forms are available in the Registrar’s Office and at [www.unh.edu/registrar](http://www.unh.edu/registrar)

13. Petitions – Any request for an exception to academic policy must be made by submitting a petition for exception to academic policy, available at www.gradschool.unh.edu/pdf/petition_expt.pdf. Petitions are completed by the student, reviewed with and signed by the instructor (if appropriate), reviewed with and signed by the adviser, then submitted to the coordinator of the graduate program in nursing for signature. Complete petitions are then reviewed by the Student Affairs Council and the dean of the Graduate School for approval (if appropriate). You are notified of their decision.

14. Registration and billing - Graduate students should refer to the Time & Room Schedule that lists the dates for WEBCAT registration. All graduate students should register using WEBCAT. Information on how to register is found on the Graduate School web site. The system will send e-mail when tuition bill is ready to be viewed.

15. Forms
   Graduate School - available at http://www.gradschool.unh.edu/home/forms.html
   Department of Nursing available on nursing Blackboard site

16. Curtailing Operations – UNH announces curtailment of operations due to inclement weather on local radio stations. You can also check by calling 603/862-0000 and logging into Blackboard. Do not call the university operator as this information is most up to date at this number. Use your best judgment, if severe weather is forecast and classes have not been cancelled.

17. Parking – To avoid enforcement measures, students must park legally when on campus by purchasing a computer parking pass or using a meter. It is the student’s responsibility to read and understand the parking regulations.

18. Computer Configuration
   Supported Hardware:
   http://cis.unh.edu/index.cfm?id=07F51548-996A-537E-AF4DD7217D830513
   Supported Software:
   http://cis.unh.edu/index.cfm?id=07E29D51-DC64-6514-28B3E8751D988E7D

19. Nurses whose baccalaureate degree is outside nursing who are admitted into the master’s program may have the stipulation to successfully complete NURS 606, Seminar on Professional Nursing; NURS 655, Community Health Nursing I; NURS 656, Community Health Nursing II: Individuals, Families, and Aggregates; NURS 656C, Community Health Nursing II/Clinical; and/or NURS 703W, Nursing Leadership/Management and the Organizational Context.

20. Student File Disposition - Student files kept for one year after semester applied: applied, withdrew application; applied, not accepted; applied, accepted and withdrew and no courses taken. Student files kept for five years after the last semester course taken: applied, accepted, courses taken, withdrew, graduated.
Sigma Theta Tau International is the second largest nursing organization in the United States. Its members are nursing scholars committed to the pursuit of excellence in clinical practice, education, research, and leadership.

Eta Iota Chapter at the University of New Hampshire accepts applications for membership in September for fall induction. An information session is held early each fall semester. Contact Dr. Susanne Tracy at s.tracy@unh.edu.

**Qualifications for Membership**
Sigma Theta Tau International does not discriminate. Candidates are qualified for membership so long as eligibility requirements are met. Student candidates shall have demonstrated superior academic achievement, academic integrity and professional leadership potential.

**Students in Traditional Graduate Programs**
Reference 2007-2009 International Bylaws, Article III, Section 2: Membership eligibility is determined by participation in an accredited program of graduate study in nursing including master, post-master, doctoral and post-doctoral, having achieved academic excellence (defined as having a GPA of at least 3.5 on a 4.0 scale when GPA systems are used) and completion of a minimum of one-quarter of the graduate curriculum. Students must demonstrate academic achievement, academic integrity and professional leadership potential.

A. Exception Clause - Exceptions may be made to one of the following membership criteria at the discretion of the chapter’s governance committee when all other criteria have been met.

1. Academic Achievement – Students that have a cumulative grade point average slightly below 3.5 or the equivalent of this measure.

   OR

2. Curriculum – Students that lack a few credits of completing at least one-quarter of the required curriculum.

B. Time Limitation Exception - Students in the graduate program may be considered under the student criteria up to one year following.

**Exception Limit** – In any one induction period, exceptions may not exceed ten percent of the total number of inductees.

**Direct Entry Students**
Direct entry students are chosen for induction based on the criteria formulated for baccalaureate [pre-licensure] students in a basic program since all members of this category do not possess the baccalaureate degree in nursing. Because the direct entry program curriculum contains both pre-licensure and graduate nursing courses, the reference to the “nursing curriculum” noted in requirement #1 below will refer only to the pre-licensure courses so as to be equitable with requirements for basic students. With satisfactory completion of pre-licensure nursing courses, curricular eligibility requirements will be
satisfied in time for fall induction in the third semester of study in the two-year program and in the sixth semester in the three-year program.

Baccalaureate* Student Membership Criteria and Exception Clauses

1. Required to have completed one-half of the nursing curriculum. Nursing curriculum refers to courses that carry a nursing prefix (NURS);
2. Cumulative grade point average of at least a 3.0 on a 4.0 grading scale or its equivalent;
3. Ranking of scholarship in the upper 35 percent of their graduating class; and
4. Meet the expectation of academic integrity and potential for leadership.

* Baccalaureate = pre-licensure

XVIII. NURSING RESOURCE CENTER

What Can You Do at the Resource Center?
The NRC consists of rooms equipped with computers, nursing and hospital equipment, and audio-visual materials and machines. You can watch films, work on computer tutorials, type papers, use e-mail, search the web, practice nursing and practitioner skills, etc. Students may use the Bed Area provided a faculty member is present.

Staff
Technical Specialist: Brenda Brewster is an excellent resource for computer information such as computer hardware, software and search strategies on the web.

NRC Hours
The NRC is open Monday-Friday 8 am to 4:30 pm but may close at any time due to lack of coverage.

Telephones
Bed Area: 862-3601; Hewitt 221 Classroom: 862-3534

Requests
Please allow 48 hours for all requests (equipment needed, rooms needed, etc.). While we may be able to accommodate your request sooner, you need to make allowances for other work that is in progress, equipment in use or signed out, etc. Students who are only on campus one day a week may call or e-mail their request to Brenda Brewster.

Check Out Procedures
To borrow something from the NRC, you must see Brenda Brewster or one of the work study students. Your request can be made by voice mail, e-mail, a note in the mailbox, or in person. All items must be signed out. Complete a sign out sheet (kept on the windowsill outside of Brenda's office) for the items you need. You are responsible for returning all borrowed items as soon as you can so that your colleagues can use them as well. Since there is no copy machine for student in Hewitt Hall, items such as journals/books may be signed out for copy purposes only and then returned immediately after copying. The closest copy machine is in Dimond Library.
Videos/DVDs
Students may not sign out videos/DVDs except for use in a student project. (e.g. a student is teaching a health class at a high school and wants to show a video on teenage pregnancy).

Practice
The NRC is available for supervised practice of new skills prior to performance evaluations and to review skills. The skills lab is available for student use only if a faculty member is present.

Use of the Computers
All students may use computers, however, no software may be downloaded from the web, including instant messenger. Do not change any configurations of the computers in the lab. Bring your own disk to store files. The hard drives on the computers may be used for temporary storage but will be erased at the end of each week. Log in procedures are posted on the computer monitor. You must be logged onto our computer network to access networked printers or software. Report all computer problems to Brenda or the work study student. There is also a computer event log form available in the computer lab for you to fill out. Please fill out and submit to Brenda.

Printing
Students must use Cat’s Cache to print anywhere on campus. Information is found at http://at.unh.edu/acs/news/cats_cache_printing.html.

Copyright Law
It is illegal to make copies of copyrighted software or media. Videotapes/DVDs made from TV broadcasts can be used once within a 45 day period after the broadcast and then they are required to be erased. For additional information about copyright, please contact the department.

A Matter of Personal and Professional Conduct
All items in the NRC are the property of the university and are meant to be shared by all nursing faculty and students. Return borrowed items as soon as possible.

End of Semester
All materials including books, journals, slides, films, equipment, etc. must be returned at the end of the semester for inventory.
XIX. FINANCIAL SUPPORT

Financial support is available to students from a number of sources. Awards of financial assistance are made on a competitive basis by the Department of Nursing Student Affairs Council or by granting agencies, depending on the type of support.

Students may be notified of the availability of and deadlines for various financial assistance opportunities through e-mail and are posted on the nursing Blackboard site. Additional information on financial assistance is available in the Bulletin of the University of New Hampshire Graduate Catalog and from the Financial Aid Office. Please feel free to visit the UNH Financial Aid website at www.unh.edu/financial-aid for further information or call (603) 862-3600 to speak to an information specialist or to set up an appointment with the Graduate School Coordinator.

Federal Nurse Traineeship
The Department of Nursing participates in the Federal Traineeship Grants Program of the USDPHS. Full time students and part time students who are in their final year of their program are eligible to apply. The award includes a partial tuition waiver. Students are required to have their SAR (student aid report) on file in the Financial Aid Office. This report is generated after the student completes the FAFSA (Free Application for Federal Student Aid). Application availability is posted on Bb and should be submitted to the coordinator of the graduate program in nursing. Applications are reviewed by the Department of Nursing Student Affairs Council. Awards are announced fall semester and may be posted after the first day of classes. There are no future obligations associated with this award.

Graduate Assistantship - Student must register for a minimum of 6 credits/semester of appointment. An assistantship offers a tuition waiver and a stipend for 20 hours of teaching/research related work in the Department of Nursing. A job description can be found in Appendix E. Applications, available in the graduate program in nursing office, should be submitted to the coordinator of the graduate program in nursing. Applications are reviewed by the Department of Nursing Student Affairs Council. Appointments are announced mid-summer. An interview may be required.

Part-Time Tuition Scholarship
To be eligible for the award a student must be an admitted graduate student in regular or provisional status and registering for 1 to 8 credits. The awarding of these scholarships is competitive and merit based. Your academic credentials, including your graduate/undergraduate record, will be reviewed by the scholarship committee in the Graduate School. Applications instructions are posted on the Graduate School web site for Semester I and Semester II, should be submitted to the Graduate School by the date posted. Awards may be announced after the first day of class.

Travel Grants - Travel grants to assist graduate students presenting papers and poster sessions at professional meetings are available. Requests are made in writing to the Graduate School prior to the meeting. An outline of requirements can be found at http://www.gradschool.unh.edu/home/travel_grants.html. Awards will not exceed $200 per student per conference nor $400 per student per year.

Federal College Work Study utilizes federal funds to provide employment opportunities to graduate students who file on time and demonstrate financial need.
The Federal Perkins Loan is a federally funded loan program administered by UNH and is available to graduate students who file on time and demonstrate exceptional need.

The Federal Subsidized Stafford Loan is a federally funded loan available to graduate students who demonstrate financial need.

The Federal Unsubsidized Stafford Loan is available to graduate students regardless of financial need. For more information about the Stafford Loan Programs visit www.nhheaf.org.

Jaastad Loan is a low interest, variable rate loan administered by the New Hampshire Charitable Foundation for nursing students in New Hampshire with preference given to UNH nursing students. Funds are distributed by the department of nursing to students with the greatest financial need. The student must complete the FAFSA, Free Application for Federal Student Aid, and demonstrate need. To apply the student should write to the chairperson of the department of nursing to request this loan. NHCF is responsible for completing the promissory note and collecting the loan. A student has up to 10 years to repay the loan. There is a six month grace period and there is no application fee.

Veterans Benefits - Veterans and their dependents should investigate their eligibility for veterans benefit payments. Questions may be addressed to any local Veterans Administration office or the UNH Veterans’ Coordinator, Registrar’s Office at (603) 862-1595.

American Association of Critical Care Nurses - for AACN members only. Information can be found at http://www.aacn.org/WD/Memberships/Content/bsnGradSchship.pcms?pid=1&&menu= .

Foundation for Seacoast Health
Information can be found at www.ffsh.org

New Hampshire Charitable Foundation
Information can be found at www.nhcf.org

Alice M. Yarnold and Samuel Yarnold Scholarship Trust
The Alice M. Yarnold and Samuel Yarnold Scholarship Trust was established for the purpose of providing funds for those New Hampshire residents with an interest and desire to pursue post-secondary school education in the fields of nursing, medicine, or social work, but who because of financial circumstances would be otherwise unable or restricted to do so. The first priority of the scholarship trust is the aforementioned fields of study and financial need. Potential applicants may demonstrate this financial need based on an appropriate application to be filed with the Trustees.

Applications are available through the graduate program in nursing office or Alice M. Yarnold and Samuel Yarnold Scholarship Trust, 180 Locust Street, Dover, NH 03820-3777, 603/749-5535. Applications are due as posted.

Department of Health & Human Services, National Health Services Corps Scholarship Program
Information can be found at: http://www.federalgrantswire.com/national_health_service_corps_scholarship_program.html
## APPENDIX A-1a

**FULL TIME CURRICULUM PLAN FOR FAMILY NURSE PRACTITIONER**

### YEAR I

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>NURS 900 The Discipline of Nursing (3)</td>
<td>NURS 907 Pharmacology (3)</td>
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<tr>
<td>NURS 905 Research (3)</td>
<td>NURS 935 Primary Care of Families I (3)</td>
</tr>
<tr>
<td>NURS 908 Clinical Application of Human Physiology (3)</td>
<td>NURS 936 Practicum in Primary Care Families I (3)</td>
</tr>
<tr>
<td>NURS 909 Health &amp; Illness Appraisal (3)</td>
<td>NURS 951 Clinical Epidemiology &amp; Decision Analysis (3)</td>
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### SUMMER SESSION

| NURS 901 Nursing & Change in Health Services (3) |

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### YEAR II

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<th>SPRING SEMESTER</th>
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</thead>
<tbody>
<tr>
<td>NURS 937 Primary Care of Families II (3)</td>
<td>NURS 810** Families in Health &amp; Illness (3)</td>
</tr>
<tr>
<td>NURS 938 Practicum in Primary Care of Families II (3)</td>
<td>NURS 925 Health Care Syst &amp; Leadership (3)</td>
</tr>
<tr>
<td>NURS 942 Advancing Evidence in Complex Health Challenges (3)</td>
<td>NURS 939 Seminar &amp; Practicum: Primary Care of Families III (6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>(9)</th>
<th>Total Credits</th>
<th>(12)</th>
</tr>
</thead>
</table>

**Total Credits Required: 48**

*NP specialty courses will run provided there is sufficient enrollment
** Runs every other year – refer to your individual plan of study
### APPENDIX A-1b

**PART TIME CURRICULUM PLAN FOR FAMILY NURSE PRACTITIONER***

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td><strong>SPRING SEMESTER</strong></td>
</tr>
<tr>
<td>NURS 900  The Discipline of Nursing (3)</td>
<td>NURS 810** Families in Health &amp; Illness (3)</td>
</tr>
<tr>
<td>NURS 905  Research (3)</td>
<td>NURS 951  Clinical Epidemiology &amp; Decision Analysis (3)</td>
</tr>
<tr>
<td><strong>Total Credits (6)</strong></td>
<td><strong>Total Credits (6)</strong></td>
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</table>

**SUMMER SESSION**

| **FALL SEMESTER** |
| NURS 901  Nursing & Change in Health Services (3) |
| **Total Credits (3)** |

| **YEAR II** |
| **FALL SEMESTER** | **SPRING SEMESTER** |
| NURS 908  Clinical Application of Human Physiology (3) | NURS 907  Pharmacology (3) |
| NURS 925  Health Care Systems & Leadership (3) | NURS 925  Health Care Systems & Leadership (3) |
| **Total Credits (3)** | **Total Credits (6)** |

| **YEAR III** |
| **FALL SEMESTER** | **SPRING SEMESTER** |
| NURS 909  Health & Illness Appraisal (3) | NURS 935  Primary Care of Families I (3) |
| NURS 942  Advancing Evidence in Complex Health Challenges (3) | NURS 936  Practicum in Primary Care of Families I (3) |
| **Total Credits (6)** | **Total Credits (6)** |

| **YEAR IV** |
| **FALL SEMESTER** | **SPRING SEMESTER** |
| NURS 937  Primary Care of Families II (3) | NURS 939  Seminar & Practicum Primary Care of Families III (6) |
| NURS 938  Practicum in Primary Care of Families II (3) | |
| **Total Credits (6)** | **Total Credits (6)** |

**Total Credits Required: 48**

*NP specialty courses will run provided there is sufficient enrollment

** Runs every other year – refer to your individual plan of study
# APPENDIX A-1c

## FAMILY NURSE PRACTITIONER

### Student Progression Record

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Semester</th>
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<th>Grade</th>
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<tr>
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<td>The Discipline of Nursing</td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 901</td>
<td>Nursing &amp; Change in Health Services</td>
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<tr>
<td>NURS 905</td>
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<tr>
<td>NURS 907</td>
<td>Pharmacology</td>
<td>_____</td>
<td>3</td>
<td></td>
</tr>
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<td>Clinical Application of Human Physiology</td>
<td>_____</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 909</td>
<td>Health &amp; Illness Appraisal</td>
<td>_____</td>
<td>3</td>
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<tr>
<td>NURS 925</td>
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</tr>
<tr>
<td>NURS 935</td>
<td>Primary Care of Families I</td>
<td>_____</td>
<td>3</td>
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<tr>
<td>NURS 936</td>
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<td>NURS 937</td>
<td>Primary Care of Families II</td>
<td>_____</td>
<td>3</td>
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<tr>
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Committee Chairperson: _____________________________________________

Committee Member: ________________________________________________

Committee Member: ________________________________________________

Thesis Title: ____________________________________________________
# APPENDIX A-2a

**TWO-YEAR CURRICULUM PLAN FOR POST-MASTER’S FAMILY NURSE PRACTITIONER***

## YEAR I

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tr>
<td>NURS 908** Clinical Application of Human Physiology (3)</td>
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<td>NURS 909** Health &amp; Illness Appraisal (3)</td>
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<td>NURS 951 Clinical Epidemiology &amp; Decision Analysis (3)</td>
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<tr>
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## YEAR II

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<tr>
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<tr>
<td>NURS 937 Primary Care of Families II (3)</td>
<td>NURS 810*** Families in Health &amp; Illness (3)</td>
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<td>NURS 938 Practicum in Primary Care of Families II (3)</td>
<td>NURS 925 Health Care Systems &amp; Leadership (3)</td>
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<td><strong>Total Credits</strong> (9)</td>
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</table>

**Total Credits Required: 30-39**

* NP specialty courses will run provided there is sufficient enrollment
** These courses may be waived if taken in master’s program.
*** Runs every other year – refer to your individual plan of study
# APPENDIX A-2b

## THREE-YEAR CURRICULUM PLAN FOR POST-MASTER’S FAMILY NURSE PRACTITIONER*

### YEAR I

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
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<tr>
<td>NURS 908** Clinical Application of Human Physiology (3)</td>
<td>NURS 810*** Families in Health &amp; Illness (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 907 Pharmacology (3)</td>
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<td>NURS 951 Clinical Epidemiology &amp; Decision Analysis (3)</td>
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</table>

| Total Credits (3) | Total Credits (9) |

### YEAR II

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<th>SPRING SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 909** Health &amp; Illness Appraisal (3)</td>
<td>NURS 925 Health Care Systems &amp; Leadership (3)</td>
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<tr>
<td></td>
<td>NURS 936 Practicum in Primary Care of Families I (3)</td>
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</table>

| Total Credits (6) | Total Credits (9) |

### YEAR III

<table>
<thead>
<tr>
<th>FALL SEMESTER</th>
<th>SPRING SEMESTER</th>
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<td>NURS 939 Seminar &amp; Practicum: Primary Care of Families III (6)</td>
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<tr>
<td>NURS 938 Practicum in Primary Care of Families II (3)</td>
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</tr>
</tbody>
</table>

| Total Credits (6) | Total Credits (6) |

**Total Credits Required: 30-39**

* NP specialty courses will run provided there is sufficient enrollment  
** These courses may be waived if taken in master’s program.  
*** Runs every other year – refer to your individual plan of study
APPENDIX A-2c

POST-MASTER’S
FAMILY NURSE PRACTITIONER

Student Progression Record

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
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<th>Cr</th>
<th>Grade</th>
</tr>
</thead>
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*These courses may be waived
APPENDIX A-3a
FULL TIME CURRICULUM PLAN FOR CLINICAL NURSE LEADER

**FALL SEMESTER**

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Credits (9)

**SPRING SEMESTER**

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<td>Clinical Epidemiology &amp; Decision Analysis</td>
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<td>NURS 952</td>
<td>Clinical Nursing Leadership I (immersion experience)</td>
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Credits (14)

**SUMMER SEMESTER**

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<td>Promoting Quality Management</td>
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<tr>
<td>NURS 954</td>
<td>Clinical Nursing Leadership II (practicum)</td>
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<td>NURS 956</td>
<td>Capstone Project Seminar</td>
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Credits (11)

**Total Credits Required: 34**
# APPENDIX A-3b

## PART TIME CURRICULUM PLAN FOR CLINICAL NURSE LEADER

### FALL SEMESTER I

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**Credits:** 6

### SPRING SEMESTER I

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**Credits:** 3-6

### SUMMER SEMESTER I

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**Credits:** 5

### FALL SEMESTER II

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**Credits:** 3

### SPRING SEMESTER II

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**Credits:** 8-11

### SUMMER SEMESTER II

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<td>Capstone Project Seminar (3)</td>
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**Credits:** 6

**Total Credits Required:** 34

*May take Spring I or Spring II*
APPENDIX A-3c

CLINICAL NURSE LEADER

Student Progression Record

Date Admitted: __________________
Date Graduated: __________________

STUDENT: ___________________________  ADVISER: ___________________________

STUDENT ID: ___________________________

CREDITS REQUIRED: 34

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Committee Chairperson: ___________________________________________

Committee Member: __________________________________________

Committee Member: __________________________________________

Thesis Title: __________________________________________
# APPENDIX A-4a

## FULL TIME CURRICULUM PLAN FOR EVIDENCE-BASED NURSING

### FALL SEMESTER I

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**Credits (9)**

### SPRING SEMESTER I

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**Credits (9)**

### SUMMER SEMESTER I

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**Credits (5)**

### FALL SEMESTER II

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<td>Practicum in Advanced Nursing Practice</td>
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<td>Capstone Project Seminar</td>
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**Credits (9)**

**Total Credits Required: 32**
APPENDIX A-4b

PART TIME CURRICULUM PLAN FOR EVIDENCE-BASED NURSING

FALL SEMESTER I

NURS 900  The Discipline of Nursing (3)
NURS 905  Research (3)

Credits (6)

SPRING SEMESTER I

NURS 951  Clinical Epidemiology and Decision Analysis (3)

Credits (3)

SUMMER SEMESTER I

NURS 901  Nursing and Change in Health Services (3)
NURS 953  Promoting Quality Management (2)

Credits (5)

FALL SEMESTER II

NURS 908  Clinical Application of Human Physiology (3)

Credits (3)

SPRING SEMESTER II

NURS 925  Health Care Systems and Leadership (3)
          Elective (3)

Credits (6)

FALL SEMESTER III

NURS 955  Practicum in Advanced Nursing Practice (6)
NURS 956  Capstone Project Seminar (3)

Credits (9)

Total Credits Required: 32
### APPENDIX A-4c

#### EVIDENCE-BASED NURSING

**Student Progression Record**

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Committee Chairperson: ____________________________________________

Committee Member: ________________________________________________

Committee Member: ________________________________________________

Thesis Title: ____________________________________________________
APPENDIX A-4d

Cognate in College Teaching
Certificate Program

By special provision the Cognate in College Teaching, offered by the UNH Graduate School, is available to admitted graduate students in nursing.

Requirements:

1. Must apply to the Graduate School for admission into the Cognate in College Teaching Program. The application can be found at: [http://www.gradschool.unh.edu/home/forms.html](http://www.gradschool.unh.edu/home/forms.html) see “Application for College Teaching.” This application must be approved before enrolling in GRAD 990, College Teaching Praxis.

2. Complete a total of 15 credits:
   a. 6-7 credits in the following nursing courses:
      - NURS 950 Reading and Research in Advanced Nursing (2-8 credits)
      - NURS 955 Practicum in Advanced Nursing Practice (3-6 credits)
   b. 8-9 credits in the following college teaching courses:
      - GRAD 950 Issues in College Teaching – 1 cr (REQUIRED)
      - GRAD 990 College Teaching Praxis – 4 cr (REQUIRED)
   c. Earn 3-4 credits using any of the following courses:
      - GRAD 951 Teaching with Writing – 2 cr
      - GRAD 952 College Teaching Mentorship – 1 cr
      - GRAD 959 Advanced Issues in College Teaching – 1 cr
      - GRAD 961 Cognition, Teaching and Learning – 2 cr OR
      - GRAD 965 Classroom Research and Assessment Methods – 2 cr

3. Present a qualifying teaching portfolio (GRAD 990)

OTHER IMPORTANT NOTES

GRAD 950 Issues in College Teaching is required for the Cognate

GRAD 990 College Teaching Praxis is a requirement for the Cognate in College Teaching Certificate. You should enroll in this for the summer, in anticipation of graduation the following spring. You will receive an IA (continuing course) grade until your Teaching Portfolio is accepted by the review committee, which must be prior to your anticipated graduation date. Please contact Dr. Michael Lee before enrolling in this course (862-4872).
GRAD 963 College Students and the Undergraduate Culture and GRAD 942 The Role of the Professor are not approved courses for nursing students matriculating for the Cognate in College Teaching. You may take these courses, but they will not contribute to the Cognate.

Upon graduation, Cognate in College Teaching Certificate will appear on the final transcript.
Notes
APPENDIX A-5a
TWO-YEAR ACCELERATED CURRICULUM PLAN
DIRECT ENTRY MASTER’S IN NURSING

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Eligible for NCLEX-RN

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Total Credits Required: 73
# APPENDIX A-5b
## THREE-YEAR ACCELERATED CURRICULUM PLAN
### DIRECT ENTRY MASTER’S IN NURSING

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<tr>
<td>NURS 826 Caring for People with Severe &amp; Persistent Mental Illness (4)</td>
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Eligible for NCLEX-RN

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<td>Capstone Project Seminar (3)</td>
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Total Credits Required: 73
Notes
APPENDIX B-1

UNIVERSITY OF NEW HAMPSHIRE
DEPARTMENT OF NURSING
Graduate Student Health Form

TO BE COMPLETED BY STUDENT:

Student’s Name ___________________________________________________________

Birthdate: ____________________________

IMMUNIZATIONS/Proof of Disease

Mumps (proof of disease or vaccine)

Rubella (proof of immunization or titre required)

*Measles (proof of immunization or titre required)

Chicken Pox (proof of vaccination or titre)

**Tdap (proof or signed waiver if contraindicated)

**Hepatitis B (proof of immunization or titre required or **)

PPD/Chest X-ray (proof of PPD results required yearly; if +PPD, chest X-ray required with written documentation of no active disease)

Flu shot (suggested be taken yearly)

*All students born on or after January 1, 1957*** must demonstrate immunity to rubeola (measles). Proof may be provided as follows:

1) written documentation of having natural disease by
   a) diagnosis or
   b) serologic titre

2) written documentation of immunization with two live measles vaccines, both given after the age of twelve months of age

**Waiver may be submitted, form on nursing Bb.

***Students born before January 1, 1957 are considered immune since measles was a universal infection before measles vaccine became available.

Student Signature: ____________________________ Date: ____________________________
APPENDIX B-2a

Family Nurse Practitioner and Evidence-based Nursing

Request for Permission to Contact Potential Clinical Site

Student Instructions:

1. Submit clinical documents
2. See Jane to see if site is available
3. If site is available, complete form and have signed by Jane
4. Bring form to faculty teaching course for review
5. Return form to Jane with signature of faculty & student
6. Contact potential preceptor
7. Notify Jane the outcome of your contact janed@unh.edu
8. Any student planning to do a clinical rotation at CMC or Elliot Hospital or any of their practices, must have prior approval.

Student Name: ____________________________________________

Course #: 936 / 938 / 939 / 955  Semester: Fall 20 ____  Spring 20 ____

(circle one)

Proposed Preceptor:  Full Professional Name* __________________________ included credentials* 

Agency* __________________________

Address* __________________________

City* State* Zip* __________________________

County ___________ Phone* ___________

* required fields

Proposed Dates of Experience: M _____  T _____  W _____  R _____  F _____  S _____

Type of Practice:

Family _____  Adult/Internal Medicine _____

Geriatrics _____  Pediatrics _____  Other _____

All clinical documentation was submitted and is up to date __________________________

Signature of Faculty Teaching This Course __________________________

You must notify Jane Dufresne, 862-2299, or janed@unh.edu the outcome of request.
APPENDIX B-2b
An NP Student’s Guide to a New Rotation Site
By Dave Mittman

A. What You Should Consider Before and During Each Rotation

1. Evaluate the site.
2. Understand the demographic profile of the patients.
3. Find out what procedures the preceptor performs.
4. Understand the business hours of the practice.

B. Discuss Expectations

1. If you have schedule limitations – be honest.
2. Be flexible about when you can work. Off-hour work may provide you with the opportunity to work with a slightly different patient or diagnostic group seen at that time. Do not simply tell the preceptor that you do not do weekends or evenings.
3. Inform the preceptor of hours required and verify their availability.
4. Find out the preceptor’s schedule for the entire term before starting the clinical rotation so that you can anticipate and plan for it if they plan on a vacation.
5. Provide a copy of your syllabus.
6. Present your qualifications & needs.
7. Provide a copy of your CV.
8. Make sure your preceptor understands the hours you will need.
9. Consider setting goals for yourself that you and your preceptor can review at midterm and finals’ time.
   For example:
   a. Minimum number of PAP smears
   b. Managing patients with > 2 or 3 co-morbidities
   c. Presenting case studies

C. Housekeeping

1. Ask in advance about dress code for the site.
2. Bring your reference materials.
3. Provide the site with your contact info so that you can be contacted if there is an emergency that would close the office or prevent you from participating in your clinical rotation. Ask for the name and number to call if you are unable to attend any scheduled day.

C. Presentation

1. Wear identification that says “student.”
2. Dress neatly and clean. No perfume or lightly done.
3. No tight or revealing styles, closed toe shoes, no chewing gum.
4. Have fun! Being too uptight shows lack of self-confidence.
5. #1 Be Yourself! Don’t try too hard to impress.

D. Courtesy
   1. Arrive on time.
   2. Do not cancel unless it is an emergency (contagious illness, family death, etc.).
   3. Respect your preceptor’s need to do their job; don’t interrupt – wait patiently for them to finish what they are doing.
   4. Demonstrate respect to the staff.
   5. Do not refer to patients by their first name.
   6. Do not use the site computers for personal use.

E. Preparation and Homework
   1. Ask what the top 3-5 diagnoses are at a particular site and be prepared to perform an adequate history and physical.
   2. Come with a bit of preparation if you are in a “specialty” area. For example, even if you haven’t covered OB-GYN in class material, at least read up on a few basics first, e.g. irregular periods, GYN infections, PAP smears, etc.
   3. Arrive early, if possible, and review charts before seeing the patients.
   4. Assign yourself homework based on what you have seen at your clinical site.
   5. If you encounter an unusual/unique diagnosis at your site, research it and report back to your preceptor – they love to learn from you, too.

F. Making the Most of Your Clinical Rotation
   1. Immerse yourself.
   2. If they ever have down time, read some materials that are on site or see if they can follow someone else.
   3. Follow up on patients whom you have seen.
   4. Ask your preceptor to save lab reports, diagnostic study reports, and X-ray interpretations for your review.
   5. Track patients – pull their charts and find out what happened to them (labs, diagnostics, specialists visits).

G. Learn from Patients Whom You Do Not Actually See
   1. If a patient refuses to see you, do not be offended – this is their right.
   2. If the case seems interesting, ask your preceptor if they can review the case with you.

H. Slow Days (low visit number days):
   1. Ask to review charts of both typical patients and unusual cases.
   2. Ask to review laboratory reports on anemia, metabolic syndrome, etc.
   3. Ask to view x-rays.
4. Normal and abnormal CXR, KUBs, spinal views, etc
5. Interesting cases.

I. Interactions with Your Preceptor and the Patients

1. If we see a case that you agree with, let us know.
2. If you disagree, then YOU MUST let us know. That way we can teach and discuss.
3. If you disagree, do not do it in front of the patient; discuss this in a discrete location.
4. Do not suggest diagnoses, diagnostic studies, treatments, or referrals with patients before discussing it with your preceptor.
5. Realize there are different styles in the practice of medicine. Your preceptor may have a particular style that you can learn from and may find it works for you, too.
6. If a student has an ethical issue with something (e.g. a patient who had an abortion), ask NOT to see the patient.
7. NEVER, ever GUESS at a diagnosis in front of a patient. It’s completely fine to be honest and say, “I don’t know, but I know where I can check this out first,” or to simply excuse oneself and say, “I’ll be right back.”
8. If you really don’t like a particular specialty, don’t let it show. Obvious boredom and distaste is quite obvious to patients and to the preceptor.
9. Ask if you don’t know. It’s better to err and learn from it than to have a false sense of knowledge.
10. Remember that your preceptor is a volunteer who is doing this to pass on wisdom, information, and to pay back for what he/she learned as an NP student. You want the preceptor to continue to precept. Do not behave in a manner that might poison that well.

J. Wrapping Things Up

1. Demonstrate your appreciation to the staff with a thank you card – this cultivates a good environment for future students.
2. Ask your preceptor and the collaborating physician(s) if you may use them as references; don’t just assume this is okay.
APPENDIX B-3

NURS 950 Reading and Research in Advanced Nursing

AGREEMENT

Student: ______________________  Program Area:  NP ___  CNL ___

Semester:  Fall 20____  Spring 20____  Credits: _______

Faculty Adviser: ______________________  Course Mentor: ______________________

I.  Briefly describe how this course will support your scholarly development in your designated program area.

II. For each of the course objectives below, provide specific objectives for the targeted area of study for this course that will assist in meeting the course objectives. (attach additional objectives if needed)

   a.  Delimit the knowledge base to be investigated to meet the learner’s needs within the area of targeted study.

      1)  ______________________________________________________

      2)  ______________________________________________________

      3)  ______________________________________________________

   b.  Analyze clinical issues in the area of interest that need scholarly investigation.

      1)  ______________________________________________________

      2)  ______________________________________________________

      3)  ______________________________________________________

   c.  Synthesize the current literature in the area of targeted study

      1)  ______________________________________________________

      2)  ______________________________________________________

      3)  ______________________________________________________
III. Indicate the evidence that will document and evaluate how the objectives for this course were met

___ Annotated bibliography*  Topic: ____________________________
___ Review of literature scholarly paper*  Topic: ____________________________
___ Copy of grant application*  Topic: ____________________________
___ Concept analysis scholarly paper*  Topic: ____________________________
___ Scholarly issue paper*  Topic: ____________________________
___ Analysis of outcome criteria methods*
___ Publishable manuscript*
___ Teaching plan*
___ Reflective process journal
___ Contact time with mentors  Method: _________ Time: _________
___ Contact time with experts  Method: _________ Time: _________
___ Participation in conference/outside meetings/workshop (attach flyer)*
___ Self-evaluation
___ Other: please list and describe

*Items to be submitted for student portfolio

Faculty Review and Agreement
Signed by faculty within 2 weeks of first day of classes in semester of registration

Faculty Adviser: ________________________________  ________________________________
                     signature                                           date

Faculty Mentor: ________________________________  ________________________________
                     signature                                           date

original: student file
copy: faculty adviser
        faculty mentor
        student
APPENDIX C-1a

SUGGESTIONS FOR SMOOTH COMPLETION OF THESIS

At the Outset

1. Master’s Thesis requires enrollment in NURS 899 for six credits. **Students register only once.** Begin thinking about what you may want to do as early as your first semester in the program.

2. Selection of a committee chair and committee members must also be done. After consulting with appropriate faculty, submit a “Supervisory Committee Nomination Form” to the coordinator of the graduate program in nursing. Each committee member must sign the form. Attach a copy of your proposal to the form. A resume for a reader outside the nursing department graduate faculty must also be attached.

3. Register for NURS 899 at least two semesters prior to planned graduation.

4. Begin work on the thesis early, at least two full semesters prior to planned graduation. In the faculty and students’ experience, it takes most students three semesters to complete thesis work.

5. Finish early in the semester of graduation.

6. Discuss the contribution of each committee member. Clarify when the student will want to meet separately with the chairperson and the other committee members, depending on the task at hand. The chairperson and the student should decide when full committee meetings are in order. Typically, three full committee meetings are necessary: a) to approve the proposal, b) to review the first complete draft, and c) at the formal presentation.

7. Clarify whether the chairperson will make decisions regarding issues in which there is some difference of opinion or whether the group wants to commit to consensus with the student.

8. Discuss under what circumstances the committee might want to meet together prior to meeting with the student.

9. Discuss issues regarding publication of the findings or results and reach specific agreements on publications.

10. Be prepared to present your findings in a community forum.

11. Practice is available and highly recommended the week prior to presentation.

12. Make appointment with academic counselor in the Graduate School to review formatting by deadline set by the Graduate School.

13. Minimum number of thesis-bound copies: three with one to department of nursing and two to the Graduate School. Additional copies for committee members may be required. Add yourself.
Timetable Agreements

1. Discuss the timetable the student has in mind, and decide whether it is realistic. Have the student submit a Gantt Chart. If deadlines agreed upon are missed, a revised Gantt Chart should be submitted to each committee member.

2. Agree that all drafts be given to committee members at least ten days before the student meets with the individual or with the committee.

3. Keep in mind that the end of the semester is busy for everyone. Longer response times may be necessary in late November and December, and in late April and May.

4. Negotiate summer work/readings/meetings with each member of the committee. Some faculty are available during the summer months, while others may not be.
APPENDIX C-1b

MASTER'S IN NURSING STUDENT'S
SUPERVISORY COMMITTEE NOMINATION FORM

Please complete, attach approved proposal, and return to the graduate program in nursing administrative assistant for Coordinator of Graduate Program in Nursing signature.

Student name __________________________ ID Number __________________________

Major __________________________ Degree __________________________

Type of committee being nominated (check one):

_____ Examining Committee: To be appointed when a final oral or written examination is required. Normally three members of the graduate faculty are required. The Dean of the Graduate School is also an ex-officio member.

_____ Thesis Committee: To be appointed when a thesis is required. The committee is normally composed of the thesis chairperson and two other members.

_____ Thesis/Examining Committee: To be appointed when a thesis and a final examination are required. The committee is normally composed of the thesis chairperson and two other members.

NOTE: Individuals who are not regular members of the graduate faculty may be nominated to serve on committees in accordance with individual program policies. A current vita must accompany this form for any individual so nominated.

Committee Membership (New _____ Revised _____):

________________________ Chair __________________________ Department

(signature) __________________________

(signature) __________________________

(signature)

Thesis Title: __________________________

Nominated by: __________________________

Coordinator, Graduate Program in Nursing Signature Date

Approved by: __________________________

Graduate School Signature Date
### APPENDIX C-1c GANTT CHART* (example)

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<td>Contact and confirm second reader</td>
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<td>Submit proposal, committee nomination form, and GANTT chart for review</td>
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<td>Make suggested revisions</td>
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APPENDIX D-1a

TITLE OF CAPSTONE PROJECT
(in all caps, centered, and double spaced)

By

Student Name

Undergraduate Degree, School, Year

CAPSTONE PROJECT

Submitted to the University of New Hampshire

in Partial Fulfillment of

the Requirements for the Degree of

Master of Science

in

Nursing

Month, Year
APPENDIX D-1b

This Capstone Project has been examined and approved.

_____________________________________________________
Capstone adviser’s name, credentials, and title (includes discipline)
Joan Earle Hahn PhD, APRN, BC, CDDN
Associate Professor of Nursing
(example)

_____________________________________________________
Faculty name, credentials, and title (includes discipline)

_____________________________________________________
Date
APPENDIX E

GRADUATE ASSISTANT

Job Description

All graduate assistants are expected to spend 20 hours per week on assigned responsibilities. Graduate assistants begin one week prior to the start of classes and remain on the payroll until the day before commencement. The graduate assistant assigned to the Nursing Resource Center (NRC) shall spend up to 20 hours per week and be responsible for the following:

1. Assist students to learn specific nursing care skills in the lab conforming to faculty approved protocol and strategies including the following:
   a. demonstration
   b. return demonstration
   c. one-on-one practice and reinforcement

2. Assist in the maintenance of the learning environment by:
   a. assisting with special projects
   b. stocking and maintaining the nursing material inventory

3. Assist faculty in research/teaching activities by assisting with literature reviews, data analyses, etc.

4. Assist in teaching anatomy & physiology labs under direction of faculty.

5. Serve as graduate representative on assigned departmental committees.

Responsibilities of other graduate assistants will be determined by the department chair or the graduate program director in consultation with the student and appropriate faculty.

All graduate assistants must have a criminal background report as required by UNH Human Resources.
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<th>Phone</th>
<th>E-mail</th>
<th>Office</th>
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<tr>
<td>NURSING DEPT. ADMIN. ASSIST.</td>
<td>862-2271</td>
<td><a href="mailto:deb.clark@unh.edu">deb.clark@unh.edu</a></td>
<td>220</td>
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<tr>
<td>Deb Clark</td>
<td></td>
<td></td>
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<tr>
<td>GRADUATE PROGRAM ADMIN. ASSIST</td>
<td>826-2299</td>
<td><a href="mailto:janed@unh.edu">janed@unh.edu</a></td>
<td>275</td>
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<tr>
<td>Jane Dufresne</td>
<td></td>
<td></td>
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<tr>
<td>DIRECT ENTRY ADMIN. ASSIST. AND CLINICAL</td>
<td>862-2395</td>
<td><a href="mailto:karen.gutermann@unh.edu">karen.gutermann@unh.edu</a></td>
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<tr>
<td>SITE COORDINATOR</td>
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<td>Karen Gutermann</td>
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<tr>
<td>RN-BS ADMIN. ASSIST</td>
<td>862-1252</td>
<td><a href="mailto:sehart@unh.edu">sehart@unh.edu</a></td>
<td>220</td>
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<td>Sharon Hart</td>
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<tr>
<td>INFORMATION TECHNOLOGIST</td>
<td>862-3867</td>
<td><a href="mailto:brendab@unh.edu">brendab@unh.edu</a></td>
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<td>Brenda Brewster</td>
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<tr>
<td>BERNOSKY de FLORES, CATHERINE</td>
<td>862-1959</td>
<td><a href="mailto:catherine.flores@unh.edu">catherine.flores@unh.edu</a></td>
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<td>BELISLE, SARAH</td>
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<td>CAREY, KIM</td>
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<td><a href="mailto:kcarey@unh.edu">kcarey@unh.edu</a></td>
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<td>COLE, DENISE</td>
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<td><a href="mailto:denise.cole@unh.edu">denise.cole@unh.edu</a></td>
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<td>DiNAPOLI, PAMELA</td>
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<td>EVANS, ELIZABETH</td>
<td>862-0879</td>
<td><a href="mailto:ejevans@unh.edu">ejevans@unh.edu</a></td>
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<tr>
<td>FETZER, SUSAN</td>
<td>862-4714</td>
<td><a href="mailto:sfetzer@unh.edu">sfetzer@unh.edu</a></td>
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<td>HAMLIN, LYNETTE</td>
<td>862-2390</td>
<td><a href="mailto:lynette.hamlin@unh.edu">lynette.hamlin@unh.edu</a></td>
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<td>862-0549</td>
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<td>862-2730</td>
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<tr>
<td>NILAND, KAREN</td>
<td>862-3605</td>
<td><a href="mailto:karen.niland@unh.edu">karen.niland@unh.edu</a></td>
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<tr>
<td>OAKES, CAROLYN</td>
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<td>862-1265</td>
<td><a href="mailto:p.puccilli@unh.edu">p.puccilli@unh.edu</a></td>
<td>261</td>
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<tr>
<td>SALTZBERG, CHRISTINE</td>
<td>862-4017</td>
<td><a href="mailto:christine.saltzberg@unh.edu">christine.saltzberg@unh.edu</a></td>
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<td>Phone</td>
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