Greetings

Welcome to Nursing@Simmons! Simmons has had a long tradition in offering academic programs in the health profession. We have been educating nurses since 1901; dieticians and physical therapists since the 1940s, and nurse practitioners since 1978; nursing executives since 2008; and, health professions educators since 2005. While we have a long and rich history, we are preparing our graduates for a future that today is unknown. Our curricula are cutting edge and our faculty top notch scholars, researchers, clinicians, and leaders in their fields. We are a school with an inter-professional mission and approach.

The mission of the Simmons School of Nursing is to educate students to become expert practitioners, scholars, and leaders in the health professions. We respect the inherent dignity of all humanity and are committed to educating students who embrace: social responsibility and social justice; professional standards and ethical comportment; culturally competent care; diversity, inclusion, and care for all populations, including the most vulnerable members of our society; and, service to others. Our school embraces the core purpose of the Simmons Strategic Plan: Transformative learning that links passion with lifelong purpose.

This Handbook will serve as a guide during your time at Simmons. It contains program-specific terminology, policies and procedures. Please read it carefully as you are responsible for knowing and following the content herein. Additionally, this handbook will assist you in your success at the program as it delineates everything and everyone available to support you.

We wish you all the best in your studies and look forward to getting to know you and helping you achieve your goals!

Sincerely,

Nursing@Simmons Faculty & Staff
Preface

This Student Handbook is published by Nursing@Simmons faculty and staff. It is updated annually on July 15th and throughout the year if the need arises. The Student Handbook provides current information on University policies, program requirements and expectations. When a new version is available, it will be posted on the Foundations wall, uploaded to the Foundations course and will be e-mailed to all students. Students are responsible for familiarizing themselves with all changes that are made to the Student Handbook and are subject to the most recent version of this handbook.

While the handbook is formally revised on an annual basis, the program reserves the right to change any policy, process, or procedure at any time. Students will be notified of any such changes via e-mail and the new Student Handbook will be available in Foundations.

Important Notices

Simmons University does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, gender identity or expression, physical or mental disability, marital status, veteran’s status, or age, in its programs and activities.

Please read the information contained in the below links to learn more about Simmons University Non-Discrimination and Title IX policies:

Notice of Non-Discrimination and Grievance Procedures
Title IX and Freedom from Discrimination and Harassment
**Table of Contents**

Greetings................................................................................................................................................................. 2  
Preface..................................................................................................................................................................... 3  
Important Notices .................................................................................................................................................. 3  
Overview.......................................................................................................................................................... 7  
Vision........................................................................................................................................................... 7  
Mission........................................................................................................................................................ 8  
Philosophy .............................................................................................................................................................. 8  

**Expectations & Standards**

Board of Registration Policy on Good Moral Character and Licensure Requirements ......................... 9  
Communication........................................................................................................................................ 10  
Change in RN License Status ........................................................................................................................... 10  
Behaviors ................................................................................................................................................... 10  
Relocation ............................................................................................................................................................. 10  
Social Media Use ...................................................................................................................................... 11  

Summary of Expected Professional Behaviors for All Students ............................................................ 11

**Outcome Objectives for the Master’s Curriculum:**.................................................................................. 11 

Outcome Objectives for the Doctor of Nursing Practice (DNP) Curriculum: ....................................... 12 

Program-Specific Terminology ......................................................................................................................... 13 

Academic Policies & Procedures ....................................................................................................................... 14 

Admissions Conditions ....................................................................................................................................... 14 

Courses............................................................................................................................................................. 16 

Immersion Weekend ........................................................................................................................................... 21 

DNP Program Sequencing................................................................................................................................. 21 

Change in Status from Part-Time to Full Time................................................................................................. 22 

MSN/FNP Clinical Placement .......................................................................................................................... 22 

**DNP Clinical Placement** .......................................................................................................................... 24 

Graduation ........................................................................................................................................................ 25 

Mode of Delivery............................................................................................................................................. 25 

Live Session Protocol............................................................................................................................................ 26 

Examinations................................................................................................................................................... 26 

Technology Disputes .................................................................................................................................... 27 

Religious Observances .................................................................................................................................... 27
Disability Services ............................................................................................................................................ 53
Health Policies .......................................................................................................................................... 53
Career Center ................................................................................................................................................... 54
Appendices ............................................................................................................................................................ 55
Appendix I: Vaccinations/Immunizations/Drug Screening Required for Clinical................................. 55
Appendix II: Essential Functions for Simmons University Nursing Students........................................ 56
Appendix III: Congruence between Values and Learner Outcomes of the University and the SON......... 60
Overview

**College of Natural, Behavioral, and Health Sciences**
The College of Natural, Behavioral and Health Sciences is an inter-professional school that prepares future leaders in nursing, nutrition, and physical therapy. The College of Natural, Behavioral and Health Sciences is distinguished in many ways: as a health care pioneer, a nationally acclaimed faculty, with alumni who are recognized as leaders in their fields, and as an ideal Boston location in the Longwood Medical Area. We uphold our educational promise to students by making sure that you have direct and frequent access to faculty who know your name and understand your goals. Small classes and group tutorials, case study analysis, seminars, team research, and intensive clinical fieldwork contribute to the personal learning experience at Simmons. We also offer a caring community and a highly collaborative academic environment one rarely finds at larger universities.

**The Simmons School of Nursing**
Simmons University has provided higher education programs for nurses since its beginning in 1902 and for the nurse practitioners since 1978. In 2007 the department celebrated the 100th anniversary of the first graduating class of Simmons Nurses. In response to a growing interest in nursing and the development of a direct-entry program as well as an accelerated baccalaureate program, enrollments in the Nursing Programs have increased significantly, reflecting the commitment of the faculty and administration to the advancement of professional education. Continued feedback from graduates and employers speaks to the rigor and success of the program.

The reputation of the College and of its graduates is exceptionally strong. Graduates are well known for their clinical expertise and knowledge. This is a result of not only a rigorous curriculum but also the fact that all Nursing faculty practice at least one day per week. The department has received full accreditation through the Commission on Collegiate Nursing Education (CCNE) through 2019.

**Vision**
The Simmons School of Nursing is a welcoming and diverse community that is preeminently known for preparing innovative clinicians and knowledgeable scholars who lead the re-design of health care to address the changing needs of humankind worldwide. The education of future nursing professionals is designed to improve the health and common good of the world embracing the following values:

- **Respect**
  - We have the utmost regard for one’s individual humanness and inherent dignity.

- **Social Justice and inclusion**
  - We appreciate the differences of all people, cultures, identities, and perspectives.

- **Integrity and accountability**
  - We accept responsibility for establishing and maintaining the trust of patients and families during the provision of safe, quality care.

- **Collaboration and teamwork**
  - We provide holistic care with a unique disciplinary focus as part of an interprofessional team.

- **Caring and Compassion**
  - We offer care and compassion to those in need with intention and purpose.
• Professional development  
  o We are committed to life-long learning and the advancement of nursing science.

• Excellence  
  o We provide specialized expertise and wisdom to optimize health outcomes for patient, families and communities.

**Mission**
The School of Nursing is preeminently known for its transformative, learner-centered education preparing students to become compassionate, patient and family-centered clinicians who care for diverse populations.

Our program of study is designed to prepare nurses in various spheres of health care to be future leaders who are clinically expert, socially and scientifically grounded, inquisitive and curious. Our graduates engage in nursing practice that is exemplified by caring, scholarship, leadership, and advocacy commensurate with their level of preparation in order to advance nursing science and address the significant health concerns within our global society.

**Philosophy**
The Nursing Program offers a liberal arts and professional education which is fundamental to an appreciation of individuals as citizens in a global society and the development of communication, critical thinking, clinical judgment skills to address the health care needs of a diverse world.

Professional nursing is focused on the unique relationship with patients and families and the diagnosis and treatment of their human responses to actual or potential health problems within and across various care settings. As a member of the inter-professional health care team, the nurse is committed to promoting, restoring, and maintaining health, or supporting a peaceful death using knowledge from the natural sciences, behavioral sciences, and aesthetics.

Professional nurses are ethically and legally accountable for their actions within and across various care settings. The nurse independently utilizes the nursing process as a basis for the practice of professional nursing in accordance with the Standards of Nursing Practice and the ANA Code of Ethics. As an advocate, the nurse applies principles of caring and empathy to guide moral choices on behalf of the patients and families being cared for and serves an active participant in the social and political processes that influence the healthcare delivery system.

**Expectations & Standards**

Professional Standards Guide
The standards that guide the specialist programs include:

- The ANA Standards of Clinical Practice  
  o New ANA Standard 8-Jan 2017  
- ANA Code of Ethics  
- The American Nurses Association Social Policy Statement  
  o ANA Social Policy Statement 2010  
- The American Association of Colleges of Nursing Essentials of Master’s Education for Advanced Practice Nursing  
  o Education Resources Essential Series  
- The National Organization of Nurse Practitioner Faculties Domains and Competencies of Nurse Practitioner Practice
Competencies for Nurse Practitioners

- Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality NP Education)

Board of Registration Policy on Good Moral Character and Licensure Requirements

The Commonwealth of Massachusetts Board of Registration in Nursing Licensure Policy 00-011 Determination of Good Moral Character identifies specific criminal convictions which will permanently exclude an individual from initial Nurse Licensure in all individual states due to the egregious nature of the crime. The policy also requires initial Nurse Licensure applicants to be conviction-free for a minimum of five years before the submission of an application for initial Nurse Licensure. In addition, the disposition of any criminal conviction must be closed for a minimum of one year before the submission of a Nurse Licensure application; any other criminal case must also be closed at the time of application. Please refer to the most current policy online at: Mass Licensure Policy 00-011. If you have any questions about this policy and how it may affect your ability to become licensed as a Registered Nurse in Massachusetts, please contact the Dean of The College of Natural Behavioral and Health Sciences immediately.
Students are responsible for being aware of the professional obligations of the state in which they are working as each state might have different requirements.

**Communication**
The student must be respectful in all communications with faculty, staff, peers, and clinical staff. They must be open to feedback and demonstrate a willingness to incorporate feedback into their academic and clinical work.

The student must be able to communicate and exchange clinical information effectively, accurately, and in a timely manner with faculty, staff, and colleagues. The student must be able to describe the health history, patient problems, and the interventions to address clinical concerns. The student must be able to offer care and communicate effectively in diverse settings and with all patient populations (adapted from the University Of Arizona College Of Nursing, Essential Qualifications).

**Change in RN License Status**
Students with past or pending disciplinary action against a professional license are advised that such actions may affect student’s participation in the program. Such actions include, but are not limited to, suspension, probation or revocation, by the licensing body. A past or pending disciplinary action against a professional license will not automatically disqualify a nursing student. Rather, determinations of suitability based on licensure status will made by the Dean of the College of Natural, Behavioral, and Health Sciences. Students have an obligation to notify the Dean if any new complaints occur or if there is an incident that changes licensure status while a student at Simmons University. Failure to report a change in licensure status is considered a serious violation and could result in dismissal from the Program.

**Behaviors**
As in all professional environments, the following behaviors demonstrate commitment to professional standards of conduct:

- Attending each class and clinical experience
- Arriving on time and being well-prepared
- Turning off all pagers and cell phones
- Being attentive to and respectful of the individual presenting information
- Being attentive to and respectful of classmates
- Adhering to the Simmons University Honor code at all times
- Being respectful of all faculty and staff involved in the administration and delivery of the program

The student must demonstrate good judgment and complete all responsibilities related to the clinical care of their patients and their families. They must be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful circumstances in environments that can change rapidly in unpredictable and significant ways. The student must be able to demonstrate empathy and caring for others and act with integrity in all situations (adapted from the University of Arizona College of Nursing, Essential Qualifications).

**Relocation**
Nursing@Simmons is not approved in all states, and therefore students who change their state of primary residency may not be able to continue in the Nursing@Simmons program.
Students changing their state of residence, as defined by the state in which they intend to reside, are required to complete a Relocation Form, which can be obtained from their Academic Advisor. Once the form is submitted, the Academic Advisor will verify eligibility and will notify the student. Students will not be allowed to continue in the program until their relocation is approved.

**Social Media Use**

Professional values, ethical standards, and adherence to HIPAA requirements extend to all forms of social media. Violations in relation to these professional standards and behaviors may result in dismissal from the nursing program.

Students should comply with the Massachusetts Board of Registration in Nursing regulations and the state Board of Registration of Nursing regulations in which they are practicing whenever using social and electronic media. These regulations may be updated and change during the tenure of a student’s training. Visit Use of Social and Electronic Media by Nurses 2012 for more information.

Additionally, The National Council of State Boards of Nursing, in its White Paper: A Nurse’s Guide to the Use of Social Media has identified guidelines that students should adhere to.

**Summary of Expected Professional Behaviors for All Students**

- On time for scheduled online meetings, synchronous sessions, and clinical
- Complete assignments on time
- Set goals for clinical
- Actively seek feedback and assistance
- Receptive to feedback and incorporate feedback into future work
- Communicate with all constituents in respectful manner
- Identify learning needs around client issues and self-educate via professional literature, electronic sources, and weekly journals
- Listen actively
- Courteous during interactions with others
- Aware of and sensitive to cultural differences
- Collaborate with and respect the work of classmates
- Maintain confidentiality of clinical information
- Research policies and procedures relevant to the clinical setting
- Meet legal requirements to provide nursing care
- Identify steps around processing an ethical issue
- Maintain organization in order to complete assignments in a timely manner
- Self-accountable for learning

**Outcome Objectives for the Master’s Curriculum:**

- Critique, evaluate, synthesize and utilize theoretical, scientific, and clinical knowledge as applied to the assessment and management of both primary and acute health and illness states.
- Demonstrate a personal, collegial, and collaborative approach while emphasizing health promotion, disease prevention and identification of environmental factors that impact health status across the life span.
Develop an understanding and appreciation of human diversity to assure the delivery of appropriate and individualized health care across the curriculum.

Demonstrate sound critical thinking and clinical decision-making that is reflected in written and verbal communications skills and utilized in a complex delivery system.

Demonstrate personal qualities and professional behaviors which are assertive and engage in advanced practice activities that advocate for ongoing change and leadership within Nursing and in the health care system.

Apply critical thinking skills within a multidisciplinary approach to health care that fosters strategies and assembles multifaceted resources to empower patients, families and communities to attain and maintain maximal functional wellness.

Design and implement evidence-based primary health care practices in varied health care systems

Assume a leadership role in the management of patients, communities, and larger systems.

Initiate changes in patient care and in the health care system through negotiations with other health care professionals.

Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions through the application of knowledge of health care systems, economics, policy, ethics and politics.

Conduct clinical nursing research designed to advance the science of Nursing.

Advance professional growth through continued acquisition of theoretical knowledge and clinical experience as well as through participation and/or leadership in the professional community.

**Outcome Objectives for the Doctor of Nursing Practice (DNP) Curriculum:**

- Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences.
- Demonstrate leadership in organizations and healthcare systems to promote safe, efficient care delivery to both individuals and populations.
- Conduct practice-based research.
- Utilize technology and informatics to improve healthcare and to implement change in healthcare systems.
- Design, influence, and implement healthcare policies that affect healthcare financing, practice regulation, as well as access to care, safety, quality, and efficacy of care.
- Collaborate with interdisciplinary professionals and teams to improve patient and population health outcomes.
- Assume a leadership role in the design of evidence-based interventions that enhance clinical prevention and population health.

**Professional Standards that guide the DNP Program include:**

- The American Nurses Association Standards of Clinical Practice
- The American Nurses Association Nursing Code of Ethics
- The American Nurses Association Social Policy Statement
- The American Association of Colleges of Nursing Doctoral Essentials
- The National Organization of Nurse Practitioner Faculties Domains and Competencies of Nurse Practitioner Practice
- Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality NP Education)
Tuition
Nursing tuition is charged by the credit hour. Tuition charges may be obtained by multiplying the number of credits by the per-credit tuition rate. The current tuition rate is available here: Tuition & Fees.

Course Cancellation Policy
Simmons University reserves the right to cancel any courses without prior notification. Every effort will be made to provide information on cancellations in a timely manner. In the event of cancellation, Simmons University will refund tuition charges.

Program-Specific Terminology

- **2U**
  - 2U is the education technology company that provides the Learning Management System (LMS) that Nursing@Simmons students utilize for their courses.
- **2SN**
  - 2SN is the LMS provided by 2U where students can access their syllabi, grades, and messages from their faculty.
- **AARC/Simmons Connection**
  - AARC/Simmons Connection is the website that students use to register for classes/sections as well as add or drop from classes/sections. Students can also use this to find their final course grade and GPA, view their transcript, and view their class schedule.
- **Starfish**
  - Starfish is a platform for you to schedule appointments with your Academic Advisor and to receive feedback from your faculty on your participation and coursework.
- **Asynchronous vs. Synchronous Content**
  - Asynchronous content includes coursework that students do on their own time per faculty instructions and deadlines.
  - Synchronous content includes regularly scheduled group class time.
- **SI**
  - SI stands for Section Instructor. Each course has several sections to accommodate students’ schedules and to keep the faculty-to-student ratio low.
- **CL**
  - CL stands for Course Lead. Each course has one or two Course Leads. These faculty members support and supervise the Section Instructors teaching the course.
- **Coordinator**
  - Coordinators are full-time faculty members who supervise the Course Leads.
- **CDM**
  - CDM stands for Clinical Decision Making. During students’ clinical rotations, Clinical Decision Making faculty will provide oversight and support to students.
- **CPT or CP**
  - CPT or CP refers to the Clinical Placement Team who supports students during their clinical rotations or Clinical Placement. The CPT will assist students in finding a preceptor and clinical site.
- **SFS**
  - SFS stands for Student Financial Services.
- **RO**
  - RO stands for Registrar’s Office.
Academic Policies & Procedures

Timeline

Admissions Conditions
Students who have received conditional acceptance to the program must complete the admissions conditions indicated on their letter of acceptance. Please be sure to work with your Student Support Specialist to complete any outstanding admission conditions. Admission Conditions are as follows:

- **Bridge Course**
The Biology Fundamentals for Health Care Professionals course focuses on preparing students for pathophysiology and graduate nursing study. Upon passing this course with an 83 or higher, you will be granted full admission as a degree candidate for the next available term. If you fail or withdraw from the course, you will not be eligible to receive full admission to the program and must wait one year to re-apply.

- **Official Transcripts**
All official transcripts are due prior to registration for the subsequent term. You will not be able to register for your subsequent term courses, which open five weeks prior to the start of classes, until this condition is met. If you require clarification of the date that this condition needs to be completed, please contact your Student Support Specialist. Please request official transcripts from all postsecondary institutions you have attended, even if a degree was not obtained, and have them mailed to:
  
  Nursing@Simmons
  7900 Harkins Road
  Lanham, MD 20706

- **Statistics Course**
The statistics course conditions must be completed prior to your first term with an 83% or higher. You must complete a course that focuses on the principles of statistics and emphasizes data analysis and collection, bivariate data analysis, probability and sampling distributions, and inferential procedures. Please work with your Student Support Specialist to find a course that best suits your needs.

- **Statistics Refresher**
The statistics refresher condition must be completed prior to the end of your first term, with a 75% or higher. You will not be able to register for your subsequent term courses, which open five weeks prior to the start of classes, until this condition is met. You must complete a course that focuses on the basic concepts of statistical analysis, with a focus on both univariate (single-variable) and bivariate (two-variable) data. Please work with your Student Support Specialist to find a course that best suits your needs.

- **Health Assessment Course**
The health assessment course requirement must be completed prior to your first term with an 83% or better. You must complete a CEU that strengthens
the critical-thinking skills necessary for clinical decision-making across the life span. Please work with your Student Support Specialist to find a course that best suits your needs.

- **Health Assessment Refresher**
  The health assessment refresher condition must be completed prior to registration for the subsequent term, with an 83% or better. You will not be able to register for your Term 2 courses, which open five weeks prior to the start of classes, until this condition is met. You must complete a course that strengthens the critical-thinking skills necessary for clinical decision-making. Please work with your Student Support Specialist to find a course that best suits your needs.
Courses
Several courses must be taken in a specific sequence.

RN to MSN Program Sequencing
- NURP 404 - Advanced Pathophysiology
- NURO 345 - Contemporary Issues in Professional Nursing
- NURO 492 - Health Assessment
- MATH 118 - Statistics
- NURP 410 - Advanced Research Methods
- NURO 387 - Nursing Care of Communities
- NURO 454 - Leadership and Management
- NURP 450 - Health Care System: Interdisciplinary Perspectives
- NURP 422 - Advanced Pharmacology Across the Life Span I
- NURP 500 - Advanced Health Assessment Across the Life Span
- NURP 500A - FNP I Clinical Decision Making
- NURP 507 - Scholarly Inquiry I
- NURP 501 - FNP II Primary Care Nursing of the Childbearing Family
- NURP 501A - FNP II Clinical Decision Making
- NURP 504 - Family Theory Health and Illness
- NURP 508 - Scholarly Inquiry II
- NURP 423 Advanced Pharmacology Across the Life Span II
- NURP 502 - FNP III Primary Care Nursing
- NURP 502A - FNP III Clinical Decision Making
- NURP 570 - Health Promotion: A Global Perspective
- NURP 503 - FNP IV Primary Care Nursing
- NURP 503A - FNP IV Clinical Decision Making
- NURP 589 – Informatics
Pre-requisites & Co-requisites:

- **NURP 404 Advanced Pathophysiology**
  - Students must pass NURP 404 to continue in the program. If a student does not pass, they will be contacted by their Academic Advisor and must provide an explanation of why they failed and how they plan to be successful going forward.

- **MATH 418 Statistics**
  - Students must pass MATH 418 (or transferred equivalent) before they can take NURP 410

- **NURP 345 Professional Issues in Nursing**
  - Students must pass NURP 345 before they can take NURP 387 OR they can take NURP 345 and NURP 387 concurrently

- **NURP 492 Health Assessment**
  - Students must pass NURP 492 (or transferred equivalent) before they can take NURP 500

- **NURP 387 Nursing Care of Communities**
  - Students must pass NURP 387 before they can take NURP 454

- **NURP 454 Leadership and Management**
  - Students must pass NURP 454 before they can progress into the FNP program

- **NURP 410 Advanced Research Methods**
  - Students must pass NURP 410 before they can take NURP 507

- **NURP 570 Health Promotion: A Global Perspective**
  - Students must pass NURP 387 before taking NURP 570. Exceptions will be granted on a case-by-case basis that will take into consideration the student’s academic standing and RN experience. Once in the FNP program, there are no conditions or pre-requisites for taking it.

- **NURP 422 Advanced Pharmacology Across the Life Span I**
  - NURP 422 must be taken with or before NURP 500
  - Must pass NURP 422 before taking NURP 423
  - Must pass NURP 422 prior to taking NURP 501 and NURP 501A

- **NURP 423 Advanced Pharmacology Across the Life Span II**
  - Students must pass NURP 422 before taking NURP 423

- **NURP 450 Health Care System: Interdisciplinary Perspectives**
  - NURP 450 should be taken when suggested, but there are no conditions or pre-requisites for taking it.

- **NURP 507 Scholarly Inquiry I**
  - Students must pass NURP 410 before taking NURP 507
  - Students must pass NURP 507 before taking NURP 508
  - Students in NURP 507 must register for the same section and time when they register for NURP 508. This ensures continuity
with both research partners and faculty which will facilitate the completion of the project with in the designated time of two terms.

- NURP 508 Scholarly Inquiry II
  - Students must pass NURP 507 before taking NURP 508
  - Students must register for the same section/instructor as they did in 507

- NURP 589 Informatics
  - NURP 589 should be taken when suggested, but there are no conditions or pre-requisites for taking it.

- NURP 504 Family Theory Health and Illness
  - NURP 504 should be taken when suggested, but there are no conditions or pre-requisites for taking it.

The information below pertains to all four classes listed:

NURP 500/500A Advanced Health Assessment Across the Life Span/Clinical Decision Making

NURP 501/501A FNP II Primary Care Nursing of the Childbearing Family/FNP II Clinical Decision Making

NURP 502/502A FNP III Primary Care Nursing/FNP III Clinical Decision Making

NURP 503/503A FNP IV Primary Care Nursing/FNP IV Clinical Decision Making

- Students must pass NURP 500 in order to come to Immersion Weekend (NURP 500A).
  - Students that do not pass NURP 500 will receive a “W” for 500A and will need to re-register for both NURP 500/500A.
- Once students register for 501A, they must then register for 502A & 503A with the same instructor/students.
- NURP 500/500A, NURP 501/501A, NURP 502/502A, and NURP 503/503A are separate but linked courses. They cover related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings.
- Students must pass BOTH courses at the same time (e.g. NURP 501/501A) in order to proceed in the program.
  - If students fail either the didactic course (e.g. NURP 501) or the clinical placement course (e.g. 501A), they are required to retake both courses again.
  - If students fail the clinical placement course, the hours will not be counted as part of the required clinical hours.
  - If students fail both the didactic and the clinical placement courses, it would be counted as 2 failures and they would be dismissed from the program.
FNP Program Sequencing

Taken within 7 years prior to admission:

- Undergraduate level statistics course
- Health Assessment Across the Lifespan

Course Offerings:

- NURP 404 - Advanced Pathophysiology
- NURP 410 - Advanced Research Methods
- NURP 570 - Health Promotion: A Global Perspective
- NURP 422 - Advanced Pharmacology Across the Life Span I
- NURP 500 - Advanced Health Assessment Across the Life Span
- NURP 500A – FNP I Clinical Decision Making
- NURP 507 - Scholarly Inquiry I
- NURP 501 - FNP II Primary Care Nursing of the Childbearing Family
- NURP 501A- FNP II Clinical Decision Making
- NURP 504 - Family Theory Health and Illness
- NURP 508 - Scholarly Inquiry II
- NURP 423 - Advanced Pharmacology Across the Life Span II
- NURP 502 - FNP III Primary Care Nursing
- NURP 502A- FNP III Clinical Decision Making
- NURP 450 - Health Care System: Interdisciplinary Perspectives
- NURP 503 - FNP IV Primary Care Nursing
- NURP 503A- FNP IV Clinical Decision Making
- NURP 589 - Informatics

Pre-Requisites/Co-Requisites:

- NURP 404 Advanced Pathophysiology
  - Students must pass NURP 404 to continue in the program. If a student does not pass, they will be contacted by their Academic Advisor and must provide an explanation of why they failed and how they plan to be successful going forward.

- NURP 410 Advanced Research Methods
  - Students must pass NURP 410 before they can take NURP 507

- NURP 570 Health Promotion: A Global Perspective
  - NURP 570 should be taken when suggested, but there are no conditions or pre-requisites for taking it.

- NURP 422 Advanced Pharmacology Across the Life Span I
  - NURP 422 must be taken with or before NURP 500
  - Must pass NURP 422 before taking NURP 423

- NURP 423 Advanced Pharmacology Across the Life Span II
  - Students must pass NURP 422 before taking NURP 423

- NURP 450 Health Care System: Interdisciplinary Perspectives
  - NURP 450 should be taken when suggested, but there are no conditions or pre-requisites for taking it.

- NURP 507 Scholarly Inquiry I
Students must pass NURP 410 before taking NURP 507
Students must pass NURP 507 before taking NURP 508
Students in NURP 507 must register for the same section and time for NURP 508. This ensures continuity with both research partners and faculty which will facilitate the completion of the project with in the designated time of two terms.

- NURP 508 Scholarly Inquiry II
  - Students must pass NURP 507 before taking NURP 508
  - Students must register for the same section/instructor as they did in NURP 507

- NURP 589 Informatics
  - NURP 589 should be taken when suggested, but there are no conditions or pre-requisites for taking it.

- NURP 504 Family Theory Health and Illness
  - NURP 504 should be taken when suggested, but there are no conditions or pre-requisites for taking it

The information below pertains to all four classes listed:
- NURP 500/500A Advanced Health Assessment Across the Life Span/Clinical Decision Making
- NURP 501/501A FNP II Primary Care Nursing of the Childbearing Family/FNP II Clinical Decision Making
- NURP 502/502A FNP III Primary Care Nursing/FNP III Clinical Decision Making
- NURP 503/503A FNP IV Primary Care Nursing/FNP IV Clinical Decision Making

- Students must pass NURP 500 in order to come to Immersion Weekend (NURP 500A).
  - Students that do not pass NURP 500 will receive a “W” for 500A and will need to re-register for both NURP 500/500A.
- Students must take NURP 501/501A, NURP 502/502A, & NURP 503/503A in sequence
- Once students register for 501A, they must then register for 502A & 503A with the same instructor/students
- NURP 500/500A, NURP 501/501A, NURP 502/502A, and NURP 503/503A are separate but linked courses. They cover related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings.
- Students must pass BOTH courses at the same time (e.g. NURP 501/501A) in order to proceed in the program.
  - If students fail either the didactic course (e.g. NURP 501) or the clinical placement course (e.g. 501A), they are required to retake both courses again.
o If students fail the clinical placement course, the hours will not be counted as part of the required clinical hours.

o If students fail both the didactic and the clinical placement courses, it would be counted as 2 failures and they would be dismissed from the program.

**Immersion Weekend**

Immersion Weekend is an on-campus course requirement. Students must successfully pass NURP 500: Health Assessment in order to attend Immersion Weekend. During the weekend, students will be tested on performing a head to toe health assessment in front of a Simmons Faculty member. Students who fail this health assessment during Immersion Weekend must retake both NURP 500: Health Assessment and NURP 500A: Immersion Weekend. During the weekend students will also participate in professional engagement workshops including a suturing lab and Typhon Workshop. Typhon is the required software students will utilize to log clinical hours. Once students have successfully completed Immersion Weekend and NURP 500, they will proceed to NURP 501/501A and began their clinical rotations.

**DNP Program Sequencing**

- NURP 660 Evidence Based Practice: Informatics
- NURP 640 Advanced Research Methods
  - Must be completed prior to DNP Project Seminar Sequence
- NURP 620 Ethical/Legal Issues
- NURP 630 Professional Leadership and Practice Change
- NURP 670 Health Policy
- NURP 675 Quality Improvement in Health Care
- NURP 650: Epidemiology
- NURP 655 Biostatistics
- NURP 750A DNP Project Seminar I
- NURP 750B DNP Project Seminar II
- NURP 750C DNP Project Seminar III
- NURP 690 Capstone Advisement
  - DNP students must enroll in NURP 690: Capstone Advisement (one credit tuition; no credit is earned), in order to continue work on the Capstone Project, should they not complete their projected within the 3-term DNP project sequence.

**DNP Symposium**

The DNP Symposium for Emerging Nurse Leaders is an on-campus (non-credit) course requirement. After the final term of the Post-MSN to DNP program, students participate in the Doctoral Symposium for Emerging Nurse Leaders. The symposium gives students the opportunity to present their DNP Projects to their peers and faculty as a final requirement to complete their degrees.

Designed to offer professional development and career guidance, the symposium also includes skills workshops, networking opportunities and social events, and a featured speaker and/or panel of experts.
Change in Status from Part-Time to Full Time

Students who are admitted to the program at part-time status are required to begin the program part-time. Should a student wish to accelerate to full-time status after starting the program, they must petition to do so. MSN/FNP students will not be permitted to accelerate from part-time to full-time prior to completion of term 2, and RN-MSN/FNP students will not be permitted to accelerate from part-time to full-time prior to completion of term 5. In addition, students must successfully complete NURP 422: Advanced Pharmacology Across the Lifespan 1 before being allowed to accelerate to full-time.

Petitions will be accepted no sooner than week 7 of term 2 for MSN/FNP students, and term 5 for RN-MSN/FNP students. However, approval to accelerate starting in the next term will be contingent on receiving a passing grade in all courses, including NURP 422. Any student who is approved to accelerate, but later fails a course may be required to move back to part-time status.

Please note the following students are not eligible to petition for acceleration to full-time:
- Any student who has less than one year of RN experience
- Any student who has received a grade of B- or lower in any course while in the program

The Nursing@Simmons DNP program does not offer a FT program track. PT is required throughout this program sequence.

MSN/FNP Clinical Placement

Overview

Clinical education placement is an integral part of the curriculum. In varied clinical settings, students combine the advanced nursing skills they learn in the class with real medical practices for families including individuals who are pregnant, children, adolescents, adults, and geriatrics. The goal of clinical education is to produce professional Family Nurse Practitioners with the knowledge and skills to provide high quality medical care to a range of patients and community populations. Simmons University is affiliated with a broad range of healthcare sites and networks throughout the country. These sites include a full spectrum of community health programs, family care settings, pediatric primary care settings, women’s health care settings, adult care settings, geriatric care settings, chronic illness management, acute care, and more.

- Placements occur during the last three terms of the program (NURP 501/501A, NURP 502/502A, and NURP 503/503A). Full-time students complete their clinical placement during their third, fourth and fifth terms. Part-time students complete their clinical placement during their fifth, sixth and seventh terms.
- Clinical education covers related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings
- Students will attend their clinical placement a minimum of 16 hours per week for the entire 14-week term for a total of 224 hours per term.
- Clinical education carries a total of 18 credits.
• Students must complete Immersion Weekend (500A) before beginning their first clinical rotation.

All clinical placements will be arranged by the Clinical Placement Team in consultation with Simmons faculty and in partnership with the students. The student placement process is initiated when a student enters the graduate program.

Students are highly encouraged to network within their places of employment, community, and regional networks to secure clinical sites and preceptors as students may submit referrals to work with a specific preceptor or at a specific site.

When assigning students to clinical sites, staff and faculty consider student learning needs, affiliating health care agency requirements, and making sure each student has the opportunity to complete rotations in a variety of health care agencies. Students are required to work with their preceptor’s schedule. In all cases, clinical placements reflect the high standards set forth by the Simmons School of Nursing in preparing students for nursing careers through direct experiential opportunities.

Due to the high volume of nursing students enrolled in area institutions, placements may not be readily available each semester. In the case a placement is not secured within an assigned time, students would be placed on a custom plan of study or be placed on a leave. Students can expect to be informed of clinical placements as the placement team progresses toward the clinical session. If requested by the affiliating agency, information including immunization status and the student’s directory information may be released to health care agencies. All students must have all required clinical clearance documentation completed before their scheduled Immersion Weekend in order to proceed with their clinical placement.

Timeline
1. Acceptance:
   a. The student placement process is initiated when a student enters the graduate program. Based on the student’s official start date and current program length, the Clinical Placement Team schedules the start dates for the student’s three clinical placements. Students can view clinical start dates on their individual plans of study that are provided by their Academic Advisor prior to the beginning of their first term. Students are assigned a dedicated Clinical Coordinator based on their region of the country.

2. Welcome Calls:
   a. The student’s Clinical Coordinator schedules a mandatory Clinical Placement Welcome Call six months prior to the first placement start date. During this call, they introduce themselves to the student and review clinical placement procedures and policies.

3. Early Notification:
   a. Six weeks prior to the term start, the Clinical Placement Team will notify students on whether or not they have secured placements.

4. Registration:
   a. Five weeks prior to the term start, students must register for clinical courses in order to secure clinical placement. Registration determines the number of
clinical placements that are secured. Planning for clinical courses is very complex and time sensitive. Students who register late for clinical courses will not be guaranteed a space in the course for the following term and will be admitted to the course on a clinical space available basis only. Any student who has an extenuating circumstance in relation to registration must discuss their situation with the appropriate Course Lead prior to the registration period.

5. Release of Placement Information:
   a. Two weeks prior to the term start, the Clinical Placement Team will release official site and preceptor information to students via email. Once students are notified of their secured placement site, they must contact the site within 48 hours of notification to set up a schedule, confirm their placement start date, and confirm that all documents and/or extra requirements (e.g., extra immunizations, background check, etc.) are complete.

Delayed Clinical Placements
The Clinical Placement Team with the support of Simmons University will make every effort possible to obtain a clinical placement site prior to the term start date; however, on occasion placement efforts may continue into the start of classes. Any delay in a student’s placement start date will result in the need for additional clinical hours per week in order to obtain the minimum requirement of 224 hours per rotation. Based on individual plans of study and consultation with faculty, students may have the opportunity to start clinical placement no later than the end of Add/Drop.

Student Referrals
Clinical Placement encourages students to play an active role in the placement process. All referrals should be submitted through the Student Referral Tool. Referrals should be submitted a minimum of one term in advance. Referrals submitted after the term begins will be evaluated on a case by case basis. If placement is already identified and a referral is submitted, final preference of clinical site will be determined by faculty.

The Clinical Placement Team will reach out to the site provided by the student and respond to the student with an update on the status of the referral within five business days. Beyond the five days, the team will continue to keep the student updated on the status of the referral. Student referrals do not guarantee placement at a site.

DNP Clinical Placement
Post-Masters DNP students are required to complete a minimum of 1,000 clinical hours. Clinical hours completed during the student’s Master of Science in Nursing degree program count towards the total minimum 1,000 clinical hours required.

The Post Masters DNP policy for clinical hours offers guidance to document one thousand clinical hours (1000) required for completion of the DNP. Clinical hours in the DNP program are defined as hours spent related to the development and implementation of the DNP Project. These hours are done through the capstone courses with the advisement and supervision of DNP faculty and community collaborators.

1. Students will present the hours documented in their advanced practice masters preparation upon admission.
2. Students will continue to document the hours spent in their capstone courses. Hours spent during the capstone courses and in any phase of implementing the capstone project will be documented every semester.  
3. Documentation of hours will entered each semester in the portfolio along with examples of the essentials met during the completion of the capstone course and capstone activities.

Prior to registration for term 2, all DNP students must submit a verification form completed by the college/university where they received their MSN degree, verifying their completed MSN clinical hours. All completed forms must be submitted by the college/university to nuroladvising@simmons.edu. Students who do not complete the verification form will not be able to register for term 2 until the form has been received.

**Graduation**

**Application for Diploma**
Diplomas are conferred on the last business day of the month in January, March, July, August, and October. Diplomas are conferred the third Friday of May. They are mailed to the address that students have on file in AARC. Diplomas will not be released if there are significant outstanding obligations to the University or financial holds on a student’s account. No records pertaining to the student account will be released until these obligations and holds are fulfilled and lifted.

**Convocation & Commencement**
Commencement occurs in Boston in May each year. Specific information will be sent out via the Registrar close to the actual date of Commencement. A virtual Commencement is held in February for all online students.

**Online Specifics**

**Mode of Delivery**
You have chosen to pursue your course of study via distance learning. Transferring to on-campus study is not possible as it may extend the duration of the program curriculum as well as impact the availability of clinical sites and federal financial aid eligibility.

A request to transfer between modes of delivery must be discussed with your Academic Advisor and may only be granted in special circumstances. More than one transfer between modes of delivery during the duration of your time in the program must be approved by the Program Director.

The platform on which the program is delivered incorporates the best of available web technologies. The platform uses Web 2.0 tools to stimulate classroom discussion. Anyone familiar with networks like Facebook should feel comfortable with these tools. Students will not need to be proficient with distance education technology before enrolling, but basic computer literacy, such as knowing how to access a web site, is required. Students log onto the learning management platform using a secure Simmons login and password. Synchronous sessions in the online nursing program are small (approximately 12-15 students) and done via a web video camera. An orientation module for the program is provided and a technology help-desk is available to both students and faculty.
Live Session Protocol
Live session occurs each week in all courses. The live session class time is intended to deepen your understanding of the asynchronous materials and any clinical work you have experienced in a given week. It also offers a time to discuss, demonstrate and analyze skills that will be applied in nursing practice.

Attendance at ALL live sessions is mandatory, for the full duration of the live session. One absence from live session, for any reason, will result in the Section Instructor submitting an academic warning issued as a flag in Starfish.

Two or more absences from live session, for any reason, may result in course failure. If a student misses two live sessions, the Section Instructor will notify the student through submission of an additional flag in Starfish. The Section Instructor will then consult with Academic Leadership to determine whether the student will be able to pass the course. Upon consultation with Academic Leadership, the Section Instructor will inform the student of the decision and any next steps that need to be taken.

Expectations:
- Be On Time
  - Log into the session early enough to have your audio and camera setup. Be ready to work when the class begins.
- Be Professional
  - Nursing@Simmons is a professional education program in an applied field. Live classroom is an extension of the field, and therefore you are expected to treat live class time as you would a professional setting.
- Respect the Classroom
  - Dress: Be appropriately dressed—comfortable clothing is fine, but you should not attend class in your pajamas or beachwear.
  - Setting: Make sure that you are in a quiet, private area where people, pets, and other distractions will not interrupt your learning or the learning of your classmates.
  - Lighting: Be sure your camera has the appropriate lighting on your face. Make sure that you do not have too much back light, such as a bright light or window behind you, because this will make it difficult to see your face.
- Be Prepared
  - Each week you are expected to prepare for the live session prior to class time. Please refer to your syllabus or the Coursework section of your online class module to know what tasks need to be completed.
- Be Engaged
  - You are expected to be ready to work during your live session. Live session requires your full presence and commitment to learning. Each week you must be prepared to listen to your classmates, offer feedback and engage in discussion.

Examinations
While you may occasionally be asked to go to a local testing site for a proctored, high stakes examination, most of your quizzes and tests will be conducted online. Unless otherwise stated, you may not collaborate with others or use any references during any examination. This means that during an exam you may not:
- Open another browser window or use any other method to look up an answer
Communicate with anyone via online chat, telephone, email, text message, in-person, or any other method
Use your phone or video camera
Ask someone to take the exam for you
Copy or photograph exam questions for your personal use or to share with others

Unless otherwise instructed, you will be required to have your two-way video camera on during the online exam, and a faculty member with access to your photo ID will be proctoring the exam online. All students will be required to sign the Simmons Honor Pledge prior to exams. After the exam, you should not discuss it with other students who have not yet taken it.

It is the student’s responsibility to make sure that they have the proper technology (i.e. computer, webcam, etc.) as well as reliable access to the Internet prior to synchronous sessions and exams in order to complete course work. If a student anticipates a technology issue prior to any of these situations, their Section Instructor and Student Support should be notified proactively. Exam retakes are not allowed. Students should contact Student Support immediately if there is a technology issue during an exam. All of these situations will be reviewed by the Section Instructor, Course Lead and Program Director.

Technology Disputes
To assure consistency with respect to managing technology-related disputes in regards to submission of coursework—whether it is discussion board posts, examinations, quizzes, written work, or other assignments—the only documentation that will be used to determine the outcome of any appeal will be what is provided by 2U and Simmons University’s review of the incident. No outside evaluations, repairs, or connectivity issues will be part of the process related to any review. It is the student’s individual responsibility to ensure that they have submitted all exams, quizzes, and course work in the time allotted.

Religious Observances
Classes may be scheduled and held on days that fall on one or more religious holidays. Please consult the academic calendar to see the dates when classes are held in a given year. Faculty members or students who are unable—because of their religious beliefs—to give a class, to attend classes, or to participate in an examination, class, or work requirement on a particular day so that they can observe a religious holiday shall be excused and provided with an opportunity to make up the examination, study, or work they may have missed consistent with Massachusetts General Law. Religious accommodation is a legal right for students and faculty; it is not a matter left to the discretion of any faculty member or administrator. Absences due to religious observances are not limited to certain religions or particular holidays; the law covers all religions and all religious holidays. Questions about absences for religious observances should be directed to the Associate Dean of Student Life Nancy Nienhuis at nancy.nienhuis@simmons.edu.
Academic & Educational Records

Contact Information
All students are responsible for information sent to them using their simmons.edu address. You may forward the Simmons email to another email account.

The Family of Educational Rights and Privacy Act (FERPA)
The University’s practice in regard to student record-keeping is based on the provisions of the Family Educational Rights and Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. This act applies to all enrolled students, former students, and alumni. It does not apply to applicants seeking admission into an institution.

Under the provisions of the act, it is the right of the student to view their official educational records. Educational records are defined as records regarding a student that are maintained by an educational institution. Such records are kept in the Office of the Dean for Student Life, the Office of the Registrar, faculty advisors' offices, and the Academic Support Center. Not included in this category of records are the following:

- records containing confidential information written before January 1, 1975
- financial records submitted to the University by the parents of a student
- medical and counseling records
- records containing information on more than one student
- private records intended for use of an individual
- law enforcement records
- student employment records
- records to which a student has waived their right of access as required by a judicial order or a lawful subpoena

A student may view their record in AARC at any time. A student must make a request in writing to order an official transcript so please email the Office of the Registrar at registrar@simmons.edu to do so. The office has 45 days to fulfill the request. If requested, copies of a student’s record are available to the student for a slight charge to cover the cost of duplicating. Any information in a student’s record found to be “inaccurate, misleading, or [that] violates the privacy or other rights of the student” (FERPA) may be challenged by the student. Only the accuracy of the information may be challenged. For example, a grade received may not be questioned, only the accuracy of its recording. In order to contest the information in their record, the student must submit a written statement to the person responsible for the content of the record and request that they receive a written response. If no written response is forthcoming or if an unsatisfactory response is received by a student, they may appeal to the chairperson or appropriate supervisory person. In the event that no resolution is made, it is the student’s right to request a hearing, to be presided over by the Dean of Student Life or a University designee.

The University has the right to publish a directory listing all enrolled students and containing the following information:

- student's name
- address
- telephone number
- place and date of birth
- concentration
- digital photo

28
- year of graduation and dates of attendance
- awards and degrees received
- membership in organizations
- educational institution most recently attended

A student who wishes to be omitted from the directory must indicate this via email to the Office of the Registrar at registrar@simmons.edu by the last day of the term prior to the start of the following term. For example, in order to be omitted from the directory for Term 2, the Office of the Registrar must be notified by the last day of Term 1.

A student’s record is not accessible to anyone outside the University without the written authorization from the student. Exceptions to this regulation are as follows:
- officials at an institution where the student is applying for admission
- officials disbursing financial aid
- parents of a dependent student (for tax purposes)
- accrediting and educational testing organizations
- federal officials
- officials complying with a judicial order
- appropriate officials in the event of an emergency (only if necessary to safeguard the health or well-being of the student or other individuals)
- the alleged victim of a crime of violence may receive results of any disciplinary proceedings conducted by the University against the alleged perpetrator of that crime in reference to that crime. Student records are available to the above with the stipulation that this information is only for the use of the above unless written consent is secured from the student.

Student records may not be distributed to other parties. It is the responsibility of each office maintaining records to keep a log that verifies the name and date of each person who has viewed the record and for what reason. Students have the right to see this log.

A student may sign a waiver of access to confidential recommendations, but the student must be kept informed of those people providing recommendations.

**Student Work**

**Definition**

Papers, computer programs, dissertations, theses, artistic works, musical works, and other creative works made by Simmons students in the pursuit of their academic coursework while enrolled as a student.

**Ownership and Use**

Students shall own copyright in student work except in the following cases:

a. Copyright to Traditional Works authored by faculty with assistance from student shall be owned by faculty or the University.

b. The University shall own a student work that is a sponsored or externally contracted work.

c. Students Works created in the course of the student’s employment by the University shall be considered Works Made for Hire, and the University shall retain ownership and use of such works.
***Works created by student for third parties as part of an internship or experiential learning program are not subject to this policy.

To ensure that Simmons University continues to respect learner’s rights, Simmons University may not and will not accept information from learners under an obligation of confidentiality. Types of information that could be subject to confidentiality requirements include information obtained from an employer, unpatented inventions and information obtained pursuant to a nondisclosure agreement. Information that is subject to an obligation of confidentiality may not be used in any part of the Simmons University learning process, including but not limited to web postings, materials prepared for a course, dissertation work and/or comprehensive examinations.

To the degree that applicable laws or regulations provide for confidentiality, such as in connection with certain learner records and financial aid, Simmons University will abide by such laws or regulations.

Faculty members do not have authority to modify this policy. Simmons University therefore recommends that prior to disclosing any information to faculty members, learners ensure that the information being disclosed is not the confidential information of a third party.

Copyright
As a community of scholars, Simmons University subscribes to the belief that intellectual property rights should be respected and honored and also that fair and appropriate use of published materials is both a legal and an ethical obligation that all members of the Simmons community should observe.

It is the policy of the University that all members abide by the relevant copyright laws. These laws include:

- The Copyright Law of the United States of America
- Title 17, U.S. Code, Sect. 101, et. seq.
- General Revisions of the Copyright Law
- Public Law 94-553 (effective January 1, 1978)
- 1998 Digital Millennium Copyright Act
- Public Law 105-304
- 1998 Sonny Bono Term Extension Act
- Public Law 105-298

The intent of the Simmons University Copyright Policy is to encourage scholarship conducted in the spirit of honest inquiry. Using the works of others obligates scholars to acknowledge such use whose works are protected by the law. It is the individual user’s responsibility to comply with copyright law. You should permanently keep a copy in your files of any permission-to-use that you obtain.

Access to Learning Resources
For regulatory, accreditation and other business purposes, the online learning management system may be accessed and observed by persons other than Simmons students, faculty and staff. Access to courses may be granted by the Program Director only after determining that
access is necessary, appropriate, does not infringe on the activities of learners and faculty, and does not threaten the academic integrity of the online course. Although the learning management system is not open to public access, it is not a private or confidential domain; neither students nor faculty should assume privacy within the online course.

Honor Code & Academic Integrity

**Honor System**
A vital part of the collegiate experience at Simmons University, the Honor System, embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the University community has based the Simmons Standards of Conduct. The Simmons University Honor System has existed since 1907, making it one of the oldest continuing honor systems at any University in the country. Throughout the decades, the Honor System has been revised and amended on an annual basis. Changes are made after consultations with faculty, staff, and students.

**Honor Code of Responsibility**
The students, faculty, and administrators of Simmons University agree to accept the following responsibilities:

- Each member of the Simmons University community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of their own creation, and refraining from representing as their own work which is not theirs.
- Conduct in keeping with the policies outlined in this handbook and all other official University publications is expected of each member of the Simmons community.

The Honor Code of Responsibility is shared by the entire Simmons community. It implies that each segment has obligations based upon its specific function within the University.

**Academic Integrity**
Each student is expected to read, understand, and observe the policies outlined in this handbook as well as all other policies that govern students enrolled at Simmons University including those found in the Simmons Student Handbook. Each student is expected to assume guardianship for the Honor System. To remind students of their personal responsibility under the Honor System, they must write the following pledge on all major examinations before testing begins:

**Honor Pledge:**
I shall neither give nor receive help during this examination.

Signature ____________________________ Date __________________

Any student who violates the standards of the Honor System must accept the consequences of their behavior. Important to the integrity of this system is the pledge of each student not only to observe the Honor System but also to try to ensure that others in the community also act honorably.
Faculty/Administrative Responsibility

At the beginning of every semester, each instructor is expected to define and explain—clearly and carefully—standards of conduct as they relate to cheating and plagiarism in their course. Simmons University expects that instructors will refer explicitly in their syllabus to the Simmons University Honor Code and also formally discuss their expectations and standards around academic integrity and attribution and citation practices in each of their classes. The instructor should also clarify their interpretation of individual work, and the extent to which student collaboration and the use of outside assistance will be permitted on papers, laboratory reports, and in-class or take home examinations. The instructor will use the Statement on Cheating and Plagiarism as a guide for constructing their definition.

Each instructor is asked to make conditions in the online classroom and examination synchronous sessions conducive to the best possible academic achievement of the students. To reinforce student responsibility under the Honor System, each instructor should remind students to write the Honor Pledge on all major examinations before testing begins. Instructors must remain in the room for the duration of the exam and are especially encouraged to do so under the following conditions: at the request of the students, with a crowded classroom, or with objective examinations (e.g., multiple-choice test items). Instructors should remind students that examinations may not be removed from the assigned examination classroom unless otherwise specified. They should also indicate any time limits that apply as well as the procedure for submitting the examination upon its completion. Take-home examinations should not have a closed-book time format. The instructor should provide specific written instructions as to the use of source materials, time limitations, and the methods of submitting the exam. The instructor should also indicate where and when they can be reached if further clarifications are necessary.

Each administrator is responsible for clarifying policies and procedures with respect to the function of their office in relation to the Honor System.

Statement on Cheating and Plagiarism

Cheating and plagiarism are major academic violations of the Honor Code of Responsibility. It is the responsibility of the instructor and students in a particular class to clarify specific applications of the Statement on Cheating and Plagiarism. Selling or distributing lecture notes, handouts, readers, or other information provided by an instructor, or using them for commercial purposes without the express permission of the instructor, is an academic violation and also violates the University’s Honor Code.

Cheating is defined as the representation of someone else’s work as one’s own. A partial list of examples follows:

- Copying another person’s test, paper, or report.
- Collaborating, including a) working with another person or persons in execution of a test, report, or paper without authorization to do so; and b) discussing a test, report, or paper.
- Using crib notes, such as referring to notes brought into class for use during an examination without authorization to do so.
- Using books, class notes, or other source material during an exam without authorization to do so.
• Downloading information from the Internet and presenting it as one's own work and/or without proper attribution.

• Committing laboratory violations. Except where collaboration is permitted or special regulations are made by the instructor, all work for which credit is sought must be performed by the individual student. The unauthorized use of old laboratory reports is a violation of the code. Where procedures are not clear, it is the responsibility of the student to confer with their instructor.

• Submitting the same paper, or substantial parts thereof, in more than one course without the knowledge of the professor.

• Committing computer violations. Except where collaboration is permitted or special regulations are made by the instructor, all computer work for which credit is sought must be performed by the individual student. Tampering with or unauthorized reading of files belonging to others are violations of the code. Where procedures are not clear, it is the responsibility of the student to confer with their instructor.

• Violating any other explicit regulation announced by the instructor and/or circulated in writing to each student at the beginning of the semester.

Plagiarizing is defined as intentionally or unintentionally using someone else's words or thoughts without giving proper credit. All work for which a source is not cited is assumed to be the sole product of the author, i.e., the student. This includes handing in as their own work a paper on which they received extensive aid with substance and/or structure. When using material from outside reading, reference material, etc., the student must use proper citation. The use of term papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited.

Turnitin

Turnitin is a text-matching software tool that is integrated into the online LMS and is available to faculty for both educational purposes (i.e., improving student writing and citation practices) and for the review of student work in case of suspicion of plagiarism or other breaches of Simmons's academic integrity policies.

Turnitin indicates whether the text in a submitted document matches text in its database, which has three components: the Internet, journal article databases, and papers previously submitted to Turnitin by participating universities.

In instances of suspected plagiarism, the Section Instructor will notify the student and Assistant Dean for Community Standards. The Associate Dean of Student Affairs and Chair of the University Honor Board will review the paper and arrange to have a conversation with the student to gather information and adjudicate the assignment to determine whether or not the student has violated the Simmons University Honor Code. If found in violation of the Honor Code, the student will receive a letter from the Assistant Dean for Community Standards outlining the findings and any consequences.

Honor Board: Professionalism and Integrity Issues

When a nursing student violates the professionalism and academic integrity policies, the Program Director, Nursing Department Chair, and/or the College of Natural, Behavioral, and Health Sciences Dean will be notified, and the student will be referred to the Simmons University Honor Board. After the process is complete, the student may be required to meet with the Nursing
Academic Review Board (ARB). The student can meet with the Program Director, Nursing Department Chair, and/or the Chair of the Nursing ARB to further discuss and prepare for this process. Following the ARB interview, the student will be notified by the Chair of the Nursing ARB of the outcomes and potential appropriate sanctions. This generally occurs within five business days. Please view the Simmons Student Handbook for additional information about the Honor Board, including the investigative process and board membership.

Grading Policies

Overview

- All MSN and DNP graduate students must maintain an 83 (B) weighted average on their exams—exclusive of their graded assignments—to pass the course. Should the weighted exam average fall below 83, regardless of the overall course grade, the exam average will be the final grade recorded on the transcript. Once the student has achieved an 83 or above exam average, all other course assignments will be factored into the course grade, and the cumulative average will be the final grade recorded on the transcript.
- Students must earn a grade of B (83) or better in all of the core courses and in all of the separate but linked courses. Student grades that are .5 or higher will be rounded up to the next whole number; this grading rule applies to both final exam grades and final grades.
- Section Instructors and Course Leads will consider time zone differences when collecting assignments, but students are responsible for adjusting for time zone differences and should follow Eastern Time. For example, if an assignment is due at 5:00pm Eastern Time and a student lives in the Pacific time zone, the assignment should be turned in at 2:00pm Pacific Time.
- Unethical behavior or professional/personal misconduct warranting failure of a course or academic probation/dismissal include but are not limited to:
  - Violations of Simmons University’s Code of Conduct
  - Professional Standards of Care
  - Code of Ethics for Nurses
  - The regulations governing nurse practice through the individual state/district Nurse Practice Acts.
- Students are expected to make progress towards all course objectives throughout the semester. If in the opinion of the faculty, clinical preceptor and/or student, such objectives are not being met, the student may be required to do additional course work in order for objectives to be attained.

Transfer Credit Policy

- MSN students may transfer credits for up to two courses (not to exceed eight credits), provided these credits were not used for a degree that was previously conferred. Students must have achieved a grade of B (83%) or better in the course.
- DNP students may transfer credits for up to two courses (not to exceed six credits), provided these credits were not used for a degree that was previously conferred. Students must have achieved a grade of B (83%) or better in the course.
  - Simmons University MSN Alumni may waive DNP-level NURP 660 and NURP 670 if they have completed MSN-level NURP 589 and NURP 450, respectively, with a B (83%) or better on their first attempt during the completion of their MSN program at Simmons. MSN level courses must have been taken within the last five (5) years.
- Transfer credit requests will not be considered after a student has completed term 1. All required documents for a transfer credit petition must be submitted by the last day of a student’s first term.
- No credit is given for courses taken more than five (5) years before the date of the application for transfer credit. Transfer credits are not accepted for the following courses:
  - NURP 404
  - NURP 422
  - NURP 423
  - NURP 500/A
  - NURP 501/A
  - NURP 502/A
  - NURP 503/A
- Transfer credit will not be accepted for any Nursing@Simmons course in which the student fails to achieve a passing grade. The failed course must be retaken at Simmons.
- Approval of the Program Director, Chair of Nursing or the Dean of the School of Nursing is required.

**Grades and Their Values**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95</td>
<td>100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>90</td>
<td>94</td>
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<tr>
<td>B+</td>
<td>87</td>
<td>89</td>
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</tr>
<tr>
<td>B</td>
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<td>86</td>
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<tr>
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<tr>
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<td>62</td>
<td>.67</td>
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</tbody>
</table>

**Grade Appeal Process**
The process of appealing a grade is available to students to ensure that the evaluation processes for academic courses and clinical experiences were fairly applied. Students who wish to appeal a grade will first meet with the Clinical Faculty or Section Instructor and the Course Lead to discuss their concerns about the grading process. If the student wishes to pursue the appeal further, they will submit their request and the rationale for the request in writing to the Section Instructor and Course Lead within one week of receiving the grade. The Program Director may become involved if necessary.

The Clinical Faculty or Section Instructor and Course Lead will then review and discuss the student’s concerns as well as all written documentation of academic and/or clinical concerns. The process of fair evaluation includes:

1. Clearly stated course or clinical objectives
2. Timely identification of concerns by the faculty member with the student regarding their lack of successful achievement of course or clinical objectives
3. Clear communication of the plan to remediate the identified concerns related to knowledge, skills or behaviors that must be improved in order to achieve course or clinical objectives
4. Clear communication of the outcomes required for successful completion of the course or clinical experience
5. Final evaluation of the student’s course or clinical experience in relation to the course and clinical objectives.

Exam Review Process

Exam-based courses adhere to a feedback policy that includes the following four components:

1) Review of exam questions within the LMS – Upon grades being released, students will be able to review their exam in the LMS including any questions they answered incorrectly, along with the answer they submitted and the correct answer.

2) Group concept review – Following the completion of each exam the section instructor will spend the first 15 minutes of the next synchronous session discussing areas/topics from the exam where students, in general, did not demonstrate proficiency. The discussion will be conceptual in nature, including general knowledge and application of this knowledge.

3) 1:1 exam review with instructor – Following this conceptual discussion; students are encouraged to meet with their section instructor during office hours to review their exam results, including their thought processes on selected answers, as well as the rationale for the correct answer. **Please Note:** Students must request an exam review with their SI within one (1) week of the exam grade being released. Requests made outside of that time-frame will not be accepted.

4) If after an individual appointment and exam review the students disagrees with the rationale for the best answer, the student has 2 days from the date of the meeting with the SI communicate this in writing to the SI and Master Course Lead, including extensive rationale and reference to the source of information. The rationale must be from assigned reading and asynchronous material. Faculty will not accept outside resources.

Add/Drop

Add/Drop begins the Monday after registration ends. Students may add or drop a class until the end of week 2 of a course by Sunday at 11:59pm Eastern Time. After week 2, students may still drop a course but will receive a “W” on their transcript.
Please visit the Course Refunds Schedule and view the chart for graduate students to assist you with understanding the financial effects of dropping a class.

Withdrawal
If you are unable to continue in a specific course you can withdraw from the course up until Sunday of the 8th week at 11:59 p.m. Eastern Time. After this time, students are not able to withdraw from a course; they will remain registered and earn a letter grade. It is highly recommended that you speak to your course faculty prior to requesting a withdrawal. A “W” will be noted on your official transcript. Students are allowed to withdraw from one particular course (i.e. NURP 422) no more than twice.

Incomplete
Required coursework must ordinarily be completed by the last day of final examinations. In extenuating circumstances, students may request an "incomplete" by obtaining approval from the course instructor and program director, which will be facilitated by the academic advisor. The advisor will distribute the Petition for Incomplete Grade form electronically to the student. The form must be completed and submitted in order to be officially granted an incomplete grade in the course. Once the form is submitted, a grade of “I” will be entered by the Office of the Registrar. It is the student’s responsibility to monitor their progress and complete all work so that the instructor can submit a final grade by the date set. Students can only extend their final grade with an incomplete for two weeks from the last day final grades were due. If a student does not submit required work by the new due date, the instructor will grade the student based on what has been done up until that point. The grade earned will be assigned accordingly on the due date listed. Grades not submitted by the instructor to the Office of the Registrar on the approved deadline will automatically be converted to a grade of “F”. Incomplete grades not accompanied by a petition will be automatically converted to a grade of "F" by 11:59pm EST on the date grades are due.

Audit
Online courses are ineligible for auditing.

Academic Performance Expectations
Progression and Retention

- A student can be dismissed from a course in the program at any time with cause.
- Students are allowed to repeat a failed course only once.
  - Should a student fail a course, grades for the initial and repeated course will appear on the student’s transcript, and both will be used in calculating the cumulative GPA.
  - The Clinical Faculty or Section Instructor can submit an academic/clinical warning when the students’ performance is considered to be marginal and/or unsafe. The justification for a warning includes but is not limited to the following:
    - Quizzles or exams with a grade B- or below
    - Overdue assignments
    - Poor attendance
    - Poor or unsafe clinical practice
    - Violation of the Honor Code
    - Violation of the Professional Code of Ethics
Unsatisfactory Student Progress

- All students must maintain a 3.0 GPA. If a student’s GPA falls below the required 3.0, or they demonstrate unsatisfactory clinical performance, they may be placed on academic probation. Any student who does not pass a course with a grade of B (83%) or better will be placed on academic probation the following term. If probation occurs, the Program Director or an Academic Advisor will notify the student of the probationary status. This notification will delineate the specific goals the student must meet in order to continue in the program. A student will be removed from academic probation after successfully completing their next semester and receiving a B or better in all courses.

- A student will be placed on probation for demonstrating behavior inconsistent with ethical, legal, or professional standards.

- If a student takes a leave of absence after being placed on probation, they will be on probation for the semester they return to the program.

- A student who fails a course may proceed into another course only if the subsequent course does not require prior successful completion of the failed course. If the failure is in a clinical course or clinical placement, the student may not proceed in the program until the clinical course is successfully completed.

- Repetition of a course may affect a student’s ability to progress with their class and/or their expected date of graduation.

Satisfactory Academic Progress (SAP)

To be eligible and continue to receive Federal Student Aid (FSA), students must make satisfactory academic progress toward achieving and completing their program of study through measurement of qualitative (GPA) and quantitative (completed credits) standards.

- Qualitative Standard:
  - Students enrolled in a graduate degree program must maintain a minimum cumulative GPA of 3.0

- Quantitative Standard:
  - A graduate student must complete at least 50% of all credits attempted. This is calculated by dividing the total credits earned by the total credits attempted.
  - Graduate students are required to complete within the timeframe established by Simmons. All credits attempted will count towards this timeframe. Graduate degree candidates should consult their program as the number of credits required varies per program.

Note: Withdrawals, after the add/drop period, count as attempted but not completed credits.

For more information on Satisfactory Academic Progress (SAP), please see the complete information and policies on Student Financial Services Website.

Interruption of Progression/Program Completion

- All degree requirements must be completed within five (5) years of matriculation. At five years or more, prior academic coursework may be required to be repeated.
Dismissal

- A student who has failing grades in any two courses will be dismissed from the Nursing Program.

- A student may be dismissed from the program if they are on probation during more than two semesters over the course of obtaining the degree.

- A student will be dismissed from the program if they fail to obtain a grade of B or better in a repeated course.

- A student may be dismissed from the program for demonstrating behavior that is illegal, unethical, or unprofessional.

- A student will be dismissed from the program if they verbally or physically threaten members of the University administration, faculty, staff, students, or clients in the practice setting.

Dismissal Appeal

A student who has failed two different courses in the Nursing@Simmons program has the right to appeal a dismissal decision by petitioning the Nursing Academic Review Board (ARB). A student may petition the ARB if there were extenuating circumstances that led to the grades received that resulted in program dismissal. Any student who has failed the same course twice is not eligible to be reinstated into the program and cannot appeal their dismissal.

All dismissal appeals must be submitted in writing via email to the Program Director and Academic Advising within 60 days after the dismissal letter is issued.

Approved ARB Appeal

If a student’s appeal is approved, they will receive a letter of reinstatement from the Program Director specifying the date they can return to the program. The length a student must wait before returning to the program will be determined case-by-case by the ARB. The reinstatement period for students will be a minimum of 14 weeks, but may be up to one year. The ARB may condition reinstatement on requirements or pre-requisites that the student must meet prior to re-starting the program. Reinstated students are readmitted on Academic Probation. If a reinstated student fails any other course during their time in the program, they will be automatically dismissed and cannot re-apply to the program or apply for reinstatement.

Denied ARB Appeal

Students who are terminated from the program and have been denied reinstatement by the ARB have the right to appeal this decision to the Dean of the College of Natural, Behavioral and Health Sciences within 10 business days of the decision.

Students who are denied reinstatement are not eligible to re-apply to the program or make an additional request for reinstatement.
Withdrawal from Nursing in Good Standing
In order to withdraw from either a course or the program in good standing, a student must be passing and meeting all requirements for the program. If they wish to be reinstated, they should submit a written request to the Program Director. The Director will notify the student if any supplemental materials need to be submitted to be considered for reinstatement and will ultimately make the final decision.

Leave of Absence
Students are eligible to take one leave of absence (LOA) for up to one year during your program of study. Students on military deployment are allowed two LOAs with permission from the registrar.

- Contact your Academic Advisor to receive the forms to apply for a LOA.
- If a student takes a LOA, they are eligible to request a return to classes after the term in which you took an LOA has ended. For example, if they take a LOA during the term that runs from May 23 to September 12, they may request a return to a term that begins on or after September 13. The student can contact their Academic Advisor for the Intent to Return form.
- If a student goes on leave and has any outstanding admissions conditions, they must be completed in full before the student can return from a LOA and resume courses.

Coursework Completion while on Active Duty/Military Assignments
Students who are required to participate in weekly or monthly meetings, weekend drills, annual trainings, military schooling or any other training or official military event as a member of the ROTC, National Guard, Reserves, or the Inactive Ready Reserve, will be excused from class.

- The student must provide a copy of their orders or a letter from a unit commander or a readiness/full-time staff Non-Commissioned Officer (NCO). These must be sent to the student’s academic advisor. The academic advisor will send the provided information to the faculty for documentation purposes. This is not an approval process. This is for documentation purposes only.
- The student is required to contact their faculty regarding making up work prior to missing class. The faculty member is responsible for giving the student a reasonable extension for making up missed work. A one-day extension per day of class excused is recommended.

Student Concerns
An individual or group of students who have concerns related to the clinical or classroom components of the course are expected to follow these steps:

Student-Faculty Level:
An individual student or group of students should directly discuss with the Section Instructors involved any misunderstanding or grievance related to the Section Instructor’s academic performance or expectations. If a satisfactory resolution is not achieved, the student has the prerogative of informing the faculty member of the intention of bringing the situation to the Course Lead. This process should be initiated within two weeks. A problem which is not satisfactorily resolved at the team level may be taken to the Chair of Nursing. The Chair of Nursing and the Program Director will review the data and act as an arbitrator of the grievance.
University:
For any other university-related concerns, students are to refer to the Simmons Student Handbook.

***For concerns regarding discrimination or Title IX, please refer to the Important Notices section located at the beginning of this handbook.
Clinical Placement Policies & Procedures

Mutual Responsibilities of the School, Site, and Student

Securing and facilitating high quality clinical education for our Family Nurse Practitioner students is the joint responsibility of the School, the affiliated clinical site, the clinical faculty and the student.

Responsibilities of the Clinical Placement Team

Clinical Placement Guarantees

If a suitable site and/or preceptor is not found by the end of the Add/Drop period, the student would be released from the clinical and didactic courses (i.e. 501/501A) and re-enroll in them next term. Students should then contact their Academic Advisor for a custom plan of study.

Should a suitable placement site be approved by the University and subsequently be denied by the student, Simmons maintains no additional responsibility to secure an alternative placement. The student will be accountable for locating an appropriate replacement.

Midterm Changes of Clinical Placement Site

In the event a clinical site and/or preceptor is no longer available or is deemed unsuitable to host the student for the remainder of the semester, the Clinical Placement Team (in partnership with the University and student) will make every effort possible to obtain a replacement.

If a replacement is not found within a time frame that allows a student to complete requirements of the relevant clinical course the Friday before the start of the next term, the student would be required to consult their Academic Advisor for a custom plan of study.

Responsibilities of the School

The School will assign a faculty member to serve as a clinical liaison between the student and the site. The Clinical Decision Making faculty will provide the following:

- Assistance with planning field curriculum
- A grade for field education
- Good communication with both the site and preceptor
- Availability to consult, plan, problem-solve, and discuss any issues the student has with respect to clinical placement

The School will provide information to the site on the student being placed at the site prior to the student’s arrival. The School will also supply other materials, such as the Student Placement Handbook, the Preceptor Handbook, and the academic calendar. The School will endeavor to keep the site informed about its policies, aims, curriculum content and administrative changes. The School will provide the site with a copy of its standard affiliation agreement signed by the Associate Provost.

Clinical Decision Making Section Instructors will serve as students’ Clinical Faculty Advisors when they begin their clinical courses in order to promote clinical and professional mentoring through their program.

Clinical Decision Making faculty will work with students on any issues related to their specific clinical performance. CDM faculty will review students’ clinical progress and patient exposure
during weekly class sessions. Additionally, CDM faculty will keep the Clinical Placement Team updated on any necessary information surrounding student competency needs.

Prior to the start of the clinical rotation, CDMs will participate in a three-way conference with students and their preceptors. They will also communicate with preceptors at both the middle and the end of the terms for course evaluations.

Responsibilities of the Site
In order to qualify as a placement site, facilities must demonstrate a respectable healthcare practice with standards and philosophy acceptable to the School, the American Nurses Association and the professional community. The setting must adhere to the ANA Code of Ethics and provide needed services to the community. The site must be willing to follow School expectations delineated in the Preceptor Handbook. It is the responsibility of the site to sign the affiliation agreement and return it to the School. If the site provides their own affiliation agreement, before being signed, it will be reviewed by the General Counsel and the Associate Provost.

Responsibilities of the Student
Students, as professional representatives of the site, are expected to identify with the goals and values of the site and to learn and carry out its policies and procedures. It is also the responsibility of the student to learn about the available community resources as well as the site’s function in the total patient care.

Additionally, the sites Simmons University uses for clinical education have strict policies about what is required of students prior to being placed. Students are expected to submit required documentation prior to beginning their clinical education. Failure to do so could result in being removed from the site.

Clearance Requirements

- Health Clearance
  o Prior to entering the first clinical course, students must obtain and receive health clearance by the deadline set by the University. Without such evidence and clearance by Simmons University, students will not be allowed to engage in clinical practice. Please see Appendix I at the end of this handbook for detailed information on requirements.

- Compulsory Cardiopulmonary Resuscitation Certification
  o All nursing students are required to have current certification of Cardiopulmonary Resuscitation and AED training for Adults, Infants and Children prior to clinical courses. The American Heart Association BLS for Healthcare Providers or the American Red Cross equivalent CPR for Professional Rescuers are the only acceptable CPR certifications.

- Mandatory Clinical Orientation and Agency-Specific Pre-Clinical Requirements
  o Depending on specific agency regulations, students may be required to complete additional orientation and/or training online or on-site at the agency. Students must complete facility-specific paperwork before deadlines set by the Clinical Placement team.
Criminal Offender Record Inquiry (CORI) Policy

Where Criminal Offender Record Information (CORI) checks are part of a general background check for placement in clinical rotations and for independent preceptorships by the Nursing Program of Simmons University, the following practices and procedures will generally be followed.

- CORI checks will only be conducted as authorized by the Massachusetts Criminal History Systems Board (CHSB). All students will be notified if and when an approved placement site has requested a CORI check. All students will be provided with a copy of the Simmons University Nursing Programs CORI Policy.

- Prior to the beginning of clinical nursing coursework, each student will be required to request a CORI check by the CHSB.

- An informed review of a criminal record requires adequate training. Accordingly, all Simmons University Nursing Programs faculty and staff authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the CHSB.

- If a criminal record is received from the CHSB, the authorized Nursing Programs faculty or staff will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

- Unless otherwise provided by law, a criminal record will not automatically disqualify a nursing student. Rather, determinations of suitability based on CORI checks will be made by the Dean of the College of Natural, Behavioral, and Health Sciences. A student with any criminal convictions, past court appearances, pending criminal cases (including misdemeanors), and/or past or pending disciplinary action against a professional license is advised that the Simmons University Nursing Program may not be able to secure a clinical placement. Students have an obligation to notify the Dean of the College of Natural, Behavioral and Health Sciences if any new complaints occur after the initial CORI is obtained or if there is an incident that changes CORI status.

- If the Program is inclined to make an adverse decision based on the results of the CORI check, the student will be notified immediately. The student will be provided with a copy of the criminal record, a copy of the Simmons Nursing Program’s CORI policy, advised of the part(s) of the record that make the student unsuitable for the position of student nurse, and given an opportunity to dispute the accuracy and relevance of the CORI record.
Some clinical agencies will require the actual data obtained from a CORI. Students will be informed before the CORI is done and will be asked to sign a CORI release form. Since all student clinical placements are at the discretion of the agency, agencies do not have to accept students with CORI issues. The Nursing Department at Simmons is not responsible for assisting with securing alternate clinical placements for students who are withdrawn from a clinical placement or who cannot be placed in an agency because of background checks.

- A student challenging the accuracy of their CORI status will be provided a copy of CHSB’s Information Concerning the Process in Correcting a Criminal Record. If the CORI record provided does not exactly match the identification information provided by the student, Nursing@Simmons will make a determination based on a comparison of the CORI record and documents provided by the student. The Program may contact CHSB and request a detailed search consistent with CHSB policy.

- If the Program reasonably believes that the record belongs to the student and is accurate then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include but are not limited to the following:
  - Relevance of the crime to the proposed clinical practicum;
  - Nature of the proposed clinical practicum;
  - Time since the conviction;
  - Age of the student at the time of the offense;
  - Seriousness and specific circumstances of the offense;
  - The number of offenses;
  - Whether the student has pending charges;
  - Any relevant evidence of rehabilitation or lack thereof;
  - Any other relevant information, including information submitted by the student or requested by Nursing@Simmons.

- The Program will notify the student of the decision and the basis of the decision in a timely manner.

- Notarized ID
- A photocopy of current state nursing license and photocopies of nursing license from any other state in which you are licensed.
- Copy of updated resume or biosketch
Flexibility around Site Availability
Students may maintain their regular jobs while conducting clinical rotations. It is, however, challenging for most students to balance course work, time in clinical rotations, and full-time employment. If students do maintain a full-time work schedule during clinical rotations, it is expected that students will follow the schedule of the clinic. Placements will not be approved based on specific scheduling needs. It is crucial that students be in communication with their employers in advance regarding their clinical courses as most clinical sites operate on a Monday-Friday, 8 a.m.-5 p.m. schedule.

Obtaining Appropriate State Licensure
Students are required to obtain licensure in their state of residence and any bordering states within a 100-mile radius.

Refusing Placement Sites
Refusing a secured placement may delay a student’s placement start and graduation date. Students may be limited by the availability of agencies in the community, extenuating circumstances, and/or your selected area of interest.

Relocation During Placement Terms
Students who relocate during placement terms must notify their Academic Advisor and the Clinical Placement Team as soon as possible. Students must give 14 weeks notice to avoid any delay in completing their rotations. Students must complete a Relocation Form, which can be provided by their Academic Advisor or their Clinical Placement Team, and provide a new preferred placement address. Placement cannot be guaranteed for students who do not adhere to this policy.

Clinical Site Interviews
Before a placement can be made final, a site may request an interview with the student. Once a student is notified of a potential placement interview, the student must contact the site within 48 hours of notification to set up an interview date and time.

Dress Code
Professional appearance is required in all health care settings. Nursing placement students must adhere to the dress code of the agency.
  - Name Pins: Must include full name, status (student nurse) and the name of the University.
  - Shoes: Must be clean and in good condition. Shoes (white, black or brown) must have closed front and backs. All white sneakers are acceptable. Full length stockings or pantyhose are to be worn with skirts. Ankle socks and platform shoes are unacceptable.
  - Piercings: Must be studs only.
  - Nails: Artificial/acrylic nails are not allowed as research has shown they harbor increased bacteria.
Transportation
Students are responsible for all transportation costs related to clinical experience. Students are expected to travel to clinical sites within a 100-mile radius of their home address and may not turn down placements due to transportation or distance.

Site Visit Requirement
All students are required to organize and participate in at least one site visit from a faculty member during clinical rotation. Additional site visits may be required at the discretion of the faculty.

Students will be provided with the name and contact information of their assigned faculty member no later than the last week of their first clinical course (NURP 501A). Students are encouraged to connect with their assigned faculty member and schedule their site visit as soon as possible. It is the responsibility of the student to contact and schedule their site visit with the assigned faculty member, as well as inform them of any updates to the plan. Should the assigned faculty member require flexibility in time/date of the site visit, it is the responsibility of the student to provide reasonable options to complete the site visit. All site visits should be completed no later than the end of the second clinical course (NURP 502A).

A site visit is mandatory and a graduation requirement. Failure to properly communicate with and schedule and complete a site visit with your assigned faculty member may result in a delay in graduation. Please refer any questions to your Academic Advisor.

Documenting Hours
Documentation of clinical hours, type of visit, and visit components will be kept within the Typhon clinical documentation system. Students are responsible for purchasing the program from Typhon prior to the start of their clinical placement. Orientation to Typhon will occur during NURS 501/501A. It is mandatory that students record clinical data into the Typhon system weekly for review by clinical SI in CDM. Accurate and complete input of data is useful to students as they may organize Typhon as a personal portfolio for employment purposes.

Criteria

Competencies
Students will complete a minimum of 224 clinical hours during each of the three clinical rotations, or 16 hours per week. The first rotation is focused on women’s health and pediatrics. Each of the two subsequent clinical terms is focused on adult and geriatric care. In some cases, a student may be placed in a clinical setting that does not reflect the current didactic classroom topics.

Preceptors
Clinical preceptors are experienced and highly-skilled medical professionals who share their knowledge and experience with students and also act as their on-site guide during their clinical rotations. Preceptors strengthen student’s academic foundation while guiding their practical understanding of patient care. Throughout the student’s development, preceptors will consult with Simmons faculty to discuss the student’s progress.
The clinical preceptor will:

- Help you meet the clinical objectives and develop a plan of action to achieve them.
- Assign patients who are consistent with your level of knowledge and experience.
- Supervise patient health assessments, incorporating their medical history.
- Discuss patient needs and provide guidance in developing plans for treatment.
- Oversee treatment and health management that is consistent with diagnoses.
- Identify areas of strength as well as areas that may need improvement.
- Challenge you to grow as a clinical expert, scholar, and leader.
- Provide recommendations for professional placement.

The preceptor must hold an active unencumbered license as a Nurse Practitioner (NP), Medical Doctor (MD), Doctor of Osteopathy (DO), Physician’s Assistant (PA), or Certified Nurse Midwife (CNM) in the state of practice, maintain malpractice insurance and have current certification in the practice area.

The preceptor must not be related to the student or function in a direct supervisory or subordinate capacity prior to the clinical practicum.

**Placement Site**
Clinical hours can be completed in a variety of health care settings that allow aspiring Family Nurse Practitioners to play a key role, including:

- Family practice, family medicine, and community health clinics
- OB/GYN offices
- Pediatric offices
- Specialty and urgent care clinics
- Nursing homes and long-term care centers

Students must be able to provide hands-on care. A detailed description of what this entails is included in Appendix II.

Urgent care and long-term care sites are only appropriate for a total 112 clinical hours.

**Clinical Policies**

**Attendance**
- Clinical experiences cannot be separated from the corresponding linked class.
- The required clinical hours must be done weekly throughout the semester. Extenuating circumstances must be discussed with the CDM instructor in advance.

**Absences**
Each student is reminded to use their best judgment in the event of illness or an unusual situation where the student may be absent. Professional communication is valued and required.

- The student must call and e-mail the Clinical Section Instructor and their Preceptor before the start of the clinical day. The Clinical Section Instructor will advise students about contacting their agency/hospital unit.
If a student misses clinical, and in the opinion of the Course Lead, is not meeting the clinical objectives for the course, the student may be required to make up clinical at their own expense and on their own time. Any arrangement regarding clinical make up must be discussed with and approved by the Course Lead, as these arrangements may involve credentialing with agencies and clinical supervision. A student may be allowed to make up clinical practice if, in the opinion of the Clinical Decision Making faculty, those absences interfere with meeting the clinical objectives. The team will present its recommendation for student make-up time to the Program Director for approval.

- Multiple absences will jeopardize the student’s ability to meet the clinical objectives of the course and could result in a clinical failure.
- Repeated absences or unreported absences may constitute unprofessional behavior and are considered a very serious violation of school policy. An academic warning may result for absences that are considered unprofessional.

As individuals completing clinical rotations in area hospitals or clinical sites, students should consider the health and well-being of patients. In the case a student becomes ill, it is important that they not compromise the health of their patients. If there is any doubt about whether or not to attend clinical, the student should consult with their Clinical Section Instructor. Conditions that may warrant a clinical absence include:

- Skin lesions and/or rash, especially if lesions are weeping or fever is present
- Non-intact skin or dermatitis
- Conjunctivitis or “pink eye”
- Diarrheal illness
- Cough of more than two weeks (unless explained by a non-infectious disease).
  - Prolonged cough may be a symptom of tuberculosis or Pertussis.
- New onset of jaundice
- Exposure to TB or other contagious condition
- Diagnosis of a communicable disease by the employee’s primary careprovider.
  - These conditions include but are not limited to measles, chickenpox, scabies, lice, TB, impetigo, mumps, streptococcal pharyngitis, staphylococcal skin infections, and influenza.

Safety and Performance
The student may be dismissed or sent home from the clinical, lab or simulation experience for being unprepared, unprofessional or unsafe. This is considered an unexcused absence and the student will receive an academic warning.

Students must attend clinical well-rested and ready to assume clinical responsibilities for their patients. Therefore, students may not work in the overnight hours (i.e. 11:00 pm – 7:00 am) on the night before a morning clinical experience.

Students may not exceed twelve hours in a clinical practice setting in the same day.

Students may not participate in clinical learning experiences if they have taken prescription narcotic medication less than eight hours prior to the start time of their clinical experience.
Students who have a significant illness, injury, hospitalization, or surgery during their clinical rotations must be cleared to return by their physician or health care provider. Please contact the Program Director or Course Lead for information about the medical clearance requirements and process.

**Student Health Insurance**
In accordance with Simmons University policy and Massachusetts state law, all students are required to have health insurance. The Nursing Program encourages students to have insurance that is sufficient to cover any medical expenses that might occur during a clinical rotation.

*Injury On Site*
Students who experience a health incident/occupational accident such as a needlestick, splash injury, or fall should follow all affiliating agency specific policies and procedures.

Students injured in the clinical setting will be responsible for expenses incurred while receiving treatment. Students are viewed as guests, not hospital employees, so affiliating agencies are not responsible for injuries occurring in the clinical setting. Students are generally evaluated in the agency’s emergency room. In the event of a clinical incident or injury, students should notify their Clinical Section Instructor immediately so the CSI can inform appropriate Simmons and agency staff.

**Compulsory Professional Liability Insurance**
All students providing direct patient care as part of their clinical education must be covered by a professional liability policy. Simmons University holds a blanket professional liability policy that covers all students enrolled in clinical courses. The policy only covers students while in their capacity as Simmons nursing students.

**Use of Handheld Devices**
- PDAs with clinical information access may be used for reference purposes.
- Devices (iPhone, iTouch, iPad, Blackberry, Android etc.) must be turned to “airplane” mode so they do not receive any signal while you are at a clinical site.
- When accessing information on your device, you must step away from public view. Patients and visitors do not know if you are using the device for work or personal business so, to avoid any misunderstandings, keep your device out of sight in general areas on the unit.
- Take no photographs of any kind anywhere in the clinical area.

**Clinical Placements for Students Residing Outside of the United States**
As of September 1, 2016, any student living outside of the US or jurisdictions that Nursing@Simmons is cleared to operate in, with the exception of a foreign US military base, will not be eligible to participate in the Nursing@Simmons program. If during the duration of their program of study, a student needs to relocate outside of the US or jurisdictions that Nursing@Simmons is cleared to operate in, with the exception of a foreign
US military base, their situation will be reviewed on a case by case basis by the Simmons Online operations team, keeping in mind the challenges in finding an appropriate clinical site. Students must notify their Academic Advisor or Clinical Placement Team of their relocation as indicated in their signed Statement of Acknowledgement.

Students who are granted permission to continue in the program while abroad will be required to:

- sign an addendum outlining the international clinical placement policy prior to their admissions to the program or their relocation abroad.
- maintain residency in a US state or jurisdiction Nursing@Simmons is clear to operate in while abroad.
- maintain licensure in their state of residency and any state they complete any US-based placements in.

Any student living outside of the US States or jurisdictions that Nursing@Simmons is cleared to operate in, that was admitted prior to September 1st, 2016 will adhere to the following policy:

U.S. citizens or permanent residents living outside of the US States or jurisdictions that Nursing@Simmons is cleared to operate in are reviewed on a case by case basis by the Simmons Online operation team, keeping in mind the challenges in finding an appropriate clinical site. Students must notify their Academic Advisor or Clinical Placement Team of their relocation as indicated in their signed Statement of Acknowledgement.

All clinical placement sites abroad must be in approved foreign US territory (i.e. military bases). At least one clinical site visit is mandatory prior to graduation from the program. Clinical site visits will only be made within the US states, including Washington DC, where Nursing@Simmons is approved to operate. No clinical site visit will be made on international/abroad territory, including US military bases.

Applicants to the Nursing@Simmons program who do not intend to complete at least one clinical placement term within the US states or Washington DC, where Nursing@Simmons is approved to operate, will not be eligible for admission.

Applicants that are currently abroad, or potentially moving abroad, who intend to return to the US or jurisdictions that Nursing@Simmons is cleared to operate in for at least one clinical placement term, will be eligible for admission. The clinical placement term that occurs while the student is in the US or jurisdictions that Nursing@Simmons is cleared to operate in MUST include the mandatory clinical site visit. A second site visit may be required by faculty at any time.

For any placements completed in abroad territories the Clinical Placement team will not assist students with filing and managing paperwork associated with clinical placements and site affiliation agreements. Clinical placement is not guaranteed due to the complexity of the agreement process.
Any student living outside of the US States or jurisdictions that Nursing@Simmons is cleared to operate in, that was admitted prior to April 5th, 2016 will adhere to the following policy:

Nursing@Simmons will support an international site visit to any abroad clinical placement sites that have been approved by the Nursing@Simmons faculty and clinical placement team. Students admitted prior to April 5th, 2016 will not be required to return to the US States for one clinical placement term, including site visit.

All clinical placement sites abroad must be in an approved foreign US territory (i.e. military bases). While abroad, students must maintain residency in a US state or jurisdiction Nursing@Simmons is clear to operate in. Student also must maintain licensure in their state of residency, as well as any required licensure in their clinical placement locations. The Clinical Placement team will assist students with filing and managing paperwork associated with clinical placements and site affiliation agreements. However, clinical placement is not guaranteed due to the complexity of the agreement process.

Students requiring further clarification or guidance should contact their Academic Advisor.

Student Support Services

Advising
Online nursing students will have access to three advisors: a Student Support Specialist (SSS), an Academic Advisor (AA) and a Clinical Decision Making Faculty.

Student Support Specialist
The Student Support team provides support for you from the point of enrollment to graduation and beyond. This is your first point of contact to answer any questions you might have and provide direction to specific resources that you might need. You should contact Student Support for technical support of the learning management platform (2SN) and general guidance throughout the program. Student Support will also reach out to you periodically with reminders (registration, account, settlement, health clearances) and to ensure your satisfaction with the program. You will be provided with a personal SSS to serve as your main point-of-contact for the duration of the program.

Academic Advisor
Your academic advisor (AA) provides guidance in regards to concerns or conflicts that might arise with course progression, plans of study, and leave of absences. The AA can assist with guidance on the materials found in any of your student handbooks as well as direct you to appropriate resource support. The AA serves as an advocate during your tenure as a student.

Clinical Decision Making Faculty
As an online student, your Clinical Section Instructor will provide mentoring during your clinical rotations. The goals of clinical advisement are to complement services provided by the Student Support Specialist, provide a forum for clinical enrichment, establish a mechanism to
ensure continuity of open communication, and provide personal support to each student. Specifically, clinical faculty advisement may focus on:

- Identification of your learning styles and needs during the clinical practicum
- Clarification of expectations related to the clinical experience
- Oversight of mastery of instructional content as integrated in the clinical setting
- Evaluation and promotion of skill development
- Monitoring of clinical progress to include discussion of clinical cases, review of clinical evaluation tools and communication with preceptors
- Collaboration with section instructors to ensure achievement of course objectives
- Support for professional problem-solving

As advanced practice nurses they are also available to discuss professional and ethical issues of concern.

Tutoring
Section Instructors will serve as a first line of support for students. Students should reference the Foundations Course in 2SN for the most up to date tutoring resources.

Financial Aid
If you are receiving financial aid, it is extremely important to remain in contact with your Financial Aid Counselor. Please contact sfs@simmons.edu or 617-521-2001 to get in touch with your Financial Aid Counselor.

Library Resources
The Simmons University Library fully utilizes online and information technologies that facilitate providing information resources and services that support the University’s curricular and research activities. The online catalog includes e-books, journals, government publications, audio-visual and multimedia materials, World Wide Web sites, and other library resources. Students can contact Lauren Buckley, Interim Liaison Librarian for Nursing, at 617-521-2781 or lauren.buckley2@simmons.edu. They can also email library@simmons.edu or call the general line at 617-521-2780.

The Writing Center
The Simmons University Writing Center can assist with citation requirements and proofreading papers. Details on its resources are covered in the Foundations course. Students can contact the Director of the Writing Center, Terry Muller, at terry.muller@simmons.edu or 617-521-2471.

Disability Services
Simmons University is committed to the full participation of all students in its programs and activities. Although Simmons has no academic program specifically designed for students with disabilities who are otherwise qualified for admission, Simmons provides support services and reasonable accommodations when requested by students who qualify for them. Students seeking accommodations for a physical, learning or psychological disability can contact the Disability Services Office at 617-521-2474.

Health Policies
The University adheres to the philosophy and the standards of the Americans with Disabilities Act (ADA) and Section 504 and the Americans with Disabilities Amendment Act of 2008. These
laws mandate equal opportunity for qualified persons with disabilities in educational programs. All educational programs at Simmons University are dedicated to the principle of nondiscrimination. This includes a commitment not to discriminate against students with disabilities who are otherwise qualified to be enrolled as nursing students.

Any student who believes their health impairment will impact their ability to complete the Essential Functions of the Nursing program as outlined in Appendix II should follow the procedure listed below to request accommodations and seek clearance. Please note that any student who is hospitalized or experiences a surgical procedure must engage in this process.

**Procedure to Request an Accommodation**

1. Contact the Disability Services Office for an intake appointment to discuss the need for accommodations in relation to the Essential Functions.
2. Submit documentation to the Disability Services Office from the appropriate licensed professional specifically addressing the limitations in relation to the Essential Functions and the recommended accommodations.
3. The Disability Services staff will work in collaboration with the nursing department to determine whether the student is eligible to return to clinical with or without accommodations.

Pregnancy is recognized as a special health need. Early notification of the faculty is recommended so that consideration for appropriate clinical rotation can be planned. The department is guided by the student’s physician and the policies of the clinical site in which the student may be working in crafting accommodations.

**Career Center**

Simmons Career Center offers many opportunities for online students. Students can access the Virtual Career Center where they can find industry specific development resources. The VCC offers many downloadable resources as well. Students can also sign up for 1-on-1 career coaching. Staff can help with resume reviews, mock interviews, salary negotiation, and career goal and path definition. Students can contact a Career Counselor specifically assigned to the Nursing@Simmons program at 617-992-7278 or by email at careerservices@onlinenursing.simmons.edu. Students can also visit the Career Center’s website at Simmons Career Center.
Appendices

Appendix I: Vaccinations/Immunizations/Drug Screening Required for Clinical

Nursing students must provide documentation relating to immunizations and infectious diseases to receive health clearance to participate in clinical. The Nursing@Simmons Program reserves the right to change health requirements as needed to meet contractual obligations with affiliating health care facilities. Immunization can be done at the Simmons University Health Center for students local to Boston. Please be aware that charges may apply.

Tuberculosis and the PPD (purified protein derivative) Test
For initial clearance a student must complete the two-step Tuberculin Skin Test (TST) Method (per CDC Guidelines). The student will receive their 1st PPD and then repeat it (after at least one week and less than three weeks) with a 2nd PPD. If both are negative, the TST is complete and the student will then need an annual PPD while in clinical courses.

If a student has a positive history of PPD (mantoux), documentation of the following is required: the year of conversion, treatment received and/or date of a negative chest x-ray. Student must also complete an annual symptom review, which can be done with an RN at the Simmons University Health Center, or with a local medical clinician or facility.

Note: Some clinical agencies may require a PPD more frequently than once a year. Students will be notified of this prior to placement in that particular agency.

Tetanus, Diphtheria and Pertussis (TDAP)
Students are required to receive a TDAP as an adult.

Hepatitis B (3 doses OR positive titer)
Documented completion of the Hepatitis B vaccine series OR the HBsAB titer is required. An HBsAB titer is also required for students whose series is in process or within last two years. If the series is incomplete at the start of clinical nursing courses, the student will receive temporary health clearance. Full health clearance is granted when the immune titer is complete.

Note: Students must be current in the Hepatitis B vaccination series to continue with clinical.

Measles
Immunization for measles requires two doses of vaccine. For many persons, a first dose was given at 12 months of age; a second dose may or may not have been given. If unsure of your measles status, two doses are required to insure protection. If the titer is positive, no immunization is needed. If the titer is negative, two doses of vaccine are needed.

Mumps
One dose of mumps vaccine is required. Many people were vaccinated as children and therefore need only provide documentation of vaccination. If you are unable to find any documentation, you may have another dose of the vaccine or have an antibody titer drawn. If the titer is positive, you do not need immunization. If the titer is negative, you will need one dose of vaccine.

Rubella
Students must have an antibody titer that documents immunity to rubella. A history of receiving rubella vaccine is not sufficient. The titer need not be a recent one as immunity is lifelong. If the titer is negative, a healthcare provider can give rubella vaccines alone or in combination with measles and mumps vaccines. One month after receipt of the rubella vaccine, the recipient must have an antibody titer to document immunity.
Varicella
All students must show proof of two vaccinations or proof of a positive varicella titer. A history of disease would prohibit students from participating in clinical rotations.

Seasonal Flu Vaccine
It is required that students receive the seasonal flu vaccine for the safety of patients, coworkers and fellow students. All students shall provide evidence of receiving the seasonal flu vaccine at the beginning of each flu season. If a student is unable to receive the seasonal flu shot, they must sign a declination form that will be retained in the student’s file.

Please note that students who do not receive the seasonal flu vaccine may be limiting opportunities for clinical placements and/or may be required to wear a surgical mask while providing direct patient care. Hospitals may refuse student participation in particular patient care settings like Obstetrics, Pediatrics and oncology units and in ICU type settings because they have not been vaccinated.

Drug Screening
Students can order the drug screen through Castle Branch (www.castlebranch.com). The 11-panel urinalysis tests the following:
- Amphetamines
- Barbiturates
- Cocaine
- Cannabinoids
- Opiates
- Phencyclidine
- Benzodiazepines
- Methadone
- Propoxyphene
- Oxycodone
- Tramadol

Students with a positive result for one of the drugs are asked to submit documentation from a medical provider to indicate its medical use.

Appendix II: Essential Functions for Simmons University Nursing Students

Definition
Essential functions refer to the responsibilities of a job that are of major importance and which, if eliminated, from the position would substantially change the nature of the job.

The purpose of this document is to describe, in detail, the specific expected essential functions that nursing students perform as they care for patients during clinical learning experiences.

This policy is adapted, with permission, from the policy developed by the Academic Leadership Committee of the Utah Organization for nurse Leaders: State of Utah Student Nursing Physical Demands created by Eric Passey MPT, Intermountain Health Care.

Summary
Students must demonstrate good judgment and complete all responsibilities related to coursework as well as the clinical care of patients and families. They must be respectful in all communications with patients, families, faculty, staff, peers and clinical staff and be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful, unpredictable, and rapidly changing circumstances. Students must have the ability to communicate and exchange clinical
information effectively, accurately, and in a timely manner. Student must be open to feedback and able to incorporate faculty and staff recommendations in the care of patients. Students must be able to offer care and communicate effectively in diverse settings with all patient populations and must be able to demonstrate empathy and caring for others and act with integrity in all situations.

Under the supervision of a licensed nurse, the student nurse has responsibility for direct patient care for those assigned individuals during a scheduled shift. A shift varies in duration from 4 to 12 hours and may be during the day, night or weekend. Student nurses are also responsible for communicating with families, caregivers, and other staff, be it written, verbal electronic or other media in relation to their assignment. Duties may require sitting, standing, walking, lifting, bending, twisting, squatting, carrying, pushing, pulling, reaching, writing, typing, pinching, gripping, manual dexterity, visual acuity, hearing, and/or touch.

*Functions/Students Must Have the Ability to:*

- Follow policies and procedures of Simmons University and of the facility
- Read, write, speak and understand the English language
- Communicate:
  - face to face with individuals, families, members of the health care team
  - via call system with individuals
  - via telephone with individuals
- Identify and interpret nonverbal cues
- Comprehend and follow instructions
- Perform repetitive tasks
- Maintain an appropriate pace for the workload
- Relate to other people beyond receiving and giving instructions
- Influence other people
- Perform complex or varied tasks, perform repetitive tasks
- Make generalizations, evaluations and decisions without direct supervision
- Accept and carry out responsibility for directing, controlling and planning patient care
- Assess patients’ physical condition
- Use eye-hand coordination
- Respond to and carefully manage situation of high stress.

### Lift / Push / Pull / Carry Objects

<table>
<thead>
<tr>
<th>Position</th>
<th>Weight / Frequency</th>
<th>Weight / Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor to waist</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Waist to shoulder</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Overhead</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Push</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
<tr>
<td>Pull</td>
<td>35 lbs occasionally</td>
<td>20 lbs frequently</td>
</tr>
</tbody>
</table>
Examples of items commonly lifted, pushed, pulled and carried include:

- Beds, stretchers, wheelchairs, doors,
- Monitors, pumps, mobile IV poles
- Fluid bags: IV, urinary, blood, drainage
- Adaptive equipment: CPM machines, walkers, crutches, canes, braces, splints, prostheses etc.
- Patient supplies, linen
- Bedside commodes, mannequins, food trays, laundry and trash containers

<table>
<thead>
<tr>
<th>Movement / Posture</th>
<th>Frequency</th>
<th>Maximum Sustained/Time Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trunk bending &lt; 20°</td>
<td>Occasional1</td>
<td>2-5 minutes</td>
</tr>
<tr>
<td>Trunk bending &gt; 20°</td>
<td>Occasional</td>
<td>1-2 minutes</td>
</tr>
<tr>
<td>Trunk twisting</td>
<td>Occasional</td>
<td>1-2 minutes</td>
</tr>
<tr>
<td>Trunk turning</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Kneeling</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Squatting</td>
<td>Occasional</td>
<td>1-2 minutes</td>
</tr>
<tr>
<td>Crawling</td>
<td>Rare</td>
<td></td>
</tr>
<tr>
<td>Climbing</td>
<td>Rare</td>
<td></td>
</tr>
<tr>
<td>Overhead reaching</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Side reaching &lt;90° abduction</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Side reaching &gt;90° abduction</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Forward reaching &lt; 90° elevation</td>
<td>Occasional</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Forward reaching &gt; 90° elevation</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Activity</td>
<td>Frequency</td>
<td>Duration</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Wrist turning</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
<tr>
<td>Grasping</td>
<td>Occasional</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Power grip</td>
<td>Occasional</td>
<td>1 minute</td>
</tr>
</tbody>
</table>

1 Department of Labor: Occasional = 0-33% of shift; less than 3 hours in an 8 hour day; approximately 1 exertion every half hour

Examples of situations requiring student’s body movements and postures:

- Patient transfers: bed to/from stretcher, bed to/from chair, bed to/from standing
- Moving patients in bed: rolling, pulling up
- Supporting a patient extremity
- Obtaining supplies, emptying drainage bags, spiking and hanging IV fluids, blood products
- Using monitors, scales, lifts, oxygen equipment, mobile IV poles
- Inserting / maintaining intravenous, urinary catheters, nasogastric tubes, feeding tubes
- Performing CPR

Use Bimanual Dexterity to:

- Administer medications: oral, parenteral, topical, rectal, eye/ear/nose drops, or via feeding tube
- Don personal safety equipment: goggles, face shield, gloves, gown, mask, HEPA respirator
- Provide basic hygiene: bathing, mouth care, brushing teeth
- Use stethoscope, sphygmomanometer, thermometers, scales, lifts, scissors, reflex hammer, tuning fork, otoscope, ophthalmoscope
- Insert/maintain: urinary catheters, nasogastric tubes, intravenous catheters
- Maintain sterility of needles, catheters, dressings while performing complex procedures
- Use oxygen equipment including moving oxygen canisters
- Remove sutures, staples, IVs, empty drains
- Perform basic CPR
- Collect specimens: blood, urine, stool, sputum
- Set and maintain pumps, monitors, etc.
- Put on gloves while maintain a sterile field
- Percuss body systems
- Change dressings

Use Visual Acuity to:

- Assess patient’s general appearance: skin, nail bed color, eye color, tissue appearance, wounds, dressings, drains, catheters
- Examine eye, ear, nose, throat structures with and without ophthalmoscope, otoscope
- Read measurements on syringes, medication cups, droppers, bags, pumps, etc.
- Read orders and notes on computer and/or paper
- Identify anatomical landmarks
- Read patient temperature on various thermometers
- Respond to alarms in the form of call lights
- Read labels on medications
- Read vital signs on monitors
• Note markings on medications

*Use Hearing Acuity to:*
• Auscultate blood pressure, heart, lung, bowel, vascular and fetal heart sounds with stethoscope
• Hear respiratory sounds without a stethoscope
• Assess pulses and fetal heart sounds with a Doppler
• Hear patient verbalizations: speech, crying, moaning, etc.
• Respond to auditory alarms

*Use Touch to:*
• Palpate body parts such as but not limited to the abdomen, fetal position, joints, scalp, muscles, etc.
• Locate and count pulses in various locations
• Palpate for edema, tissue temperature, lesions

Note: Students will be in contact with various chemical agents while mixing or dispensing medications and may be in contact with skin preparations and room cleaners and sprays.

Appendix III: Congruence between Values and Learner Outcomes of the University and the SON

<table>
<thead>
<tr>
<th>University Goals/values</th>
<th>SON Values</th>
<th>Baccalaureate/Pre-Licensure Generalist Outcomes</th>
<th>Master’s Program Specialist (NP) Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Preparation</td>
<td>Professionalism, Integrity and Accountability, Collaboration and Teamwork</td>
<td>Utilize current evidence, clinical judgment, and patient preference to systematically assess, analyze, implement, and evaluate healthcare interventions, in order to promote safe, quality care throughout the lifespan, beginning with health promotion, through end of life. Communicate/collaborate effectively with all members of the healthcare team, patient and family. Synthesize knowledge of healthcare delivery systems, social justice, global health, healthcare policy, informatics, and principles of entrepreneurship, in addressing the healthcare needs of individuals and populations. Accepts accountability for continued development as a strategic, ethical, and reflective scholar and practitioner, to engage as a lifelong learner, with the goal of advancing the profession of nursing.</td>
<td>Demonstrate a personal, collegial, and collaborative approach, as an advanced practice nurse, while emphasizing health promotion, disease prevention, and identification of environmental factors that impact health status across the lifespan. Demonstrate nursing judgments and interventions, which provide culturally sensitive care for diverse populations. Demonstrate nursing practices, which address human differences. Design and implement evidence-based primary healthcare practices in varied healthcare systems. Initiate changes in patient care and in the healthcare system, through negotiations with other healthcare professionals.</td>
</tr>
</tbody>
</table>
| Intellectual Leadership | Leadership Excellence | Utilize current evidence, clinical judgment, and patient preference to systematically assess, analyze, implement, and evaluate healthcare interventions, in order to promote safe, quality care throughout the lifespan, beginning with health promotion, through end of life.  
Demonstrate leadership competency, both inter-professionally, and when delegating and supervising, or coordinating teams to achieve shared goals and improve patient outcomes. | Demonstrate personal qualities and professional behaviors, which are assertive and engage in advanced practice activities, that advocate for on-going change, and leadership within nursing and in the healthcare system.  
Assume a leadership role in the management of patients, communities, and larger systems.  
Initiate changes in patient care and in the healthcare system, through negotiations with other healthcare professionals. |
|------------------------|-----------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Life-long Learning     | Lifelong Learning Scholarship | Accepts accountability for continued development as a strategic, ethical, and reflective scholar and practitioner, to engage as a lifelong learner, with the goal of advancing the profession of nursing. | Demonstrate personal qualities and professional behaviors, which are assertive and engage in advanced practice activities, that advocate for on-going change, and leadership within nursing and in the healthcare system.  
Advance professional growth, through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community consultation and collaboration, continuing education, certification, and lifelong learning. |
| Intellectual Leadership and Professional Preparation | Scholarship | Synthesize knowledge of healthcare delivery systems, social justice, global health, healthcare policy, informatics, and principles of entrepreneurship, in addressing the healthcare needs of individuals and populations. | Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions, through the application of knowledge of healthcare systems, economics, policy, ethics, and politics.  
Conduct clinical nursing research, designed to advance the science of nursing. |
<p>| Making a Difference     | Respect Social Justice and Inclusion | Deliver compassionate and respectful, patient and family centered care, and education that reflects an understanding of human | Develop an understanding and appreciation of human diversity as an advanced practice professional, to assure the |</p>
<table>
<thead>
<tr>
<th>Caring and Compassion</th>
<th>growth, development, nutrition, genomics, spirituality, culture, symptom management, and health literacy across the health illness continuum, through all transitions of care, in all healthcare settings.</th>
<th>delivery of appropriate and individualized healthcare across the curriculum. Demonstrate nursing judgments and interventions, which provide culturally sensitive care for diverse populations. Demonstrate nursing practices, which address human differences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global perspective based on research and scholarship</td>
<td>Evidence Based Practice Integration of theory and practice</td>
<td>Utilize current evidence, clinical judgment, and patient preference to systematically assess, analyze, implement, and evaluate healthcare interventions, in order to promote safe, quality care throughout the lifespan, beginning with health promotion, through end of life. Synthesize knowledge of healthcare delivery systems, social justice, global health, healthcare policy, informatics, and principles of entrepreneurship, in addressing the healthcare needs of individuals and populations. Critique, evaluate, synthesize, and utilize theoretical, scientific, and clinical knowledge, as applied to the assessment and management of both primary and acute health and illness states. Demonstrate sound, critical thinking and clinical decision making, reflected in effective written and verbal communications skills, utilized by the advanced practice nurse in a complex delivery system. Apply critical thinking skills, within a multidisciplinary approach to care, which fosters strategies and assembles multifaceted resources to empower patients, families, and communities to attain and maintain maximal functional wellness. Design and implement evidence-based primary healthcare practices in varied healthcare systems. Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions, through the application of knowledge of healthcare systems, economics, policy, ethics, and polities. Conduct clinical nursing research, designed to advance the science of nursing.</td>
</tr>
</tbody>
</table>