



TEMPLE UNIVERSITY  
College of Public Health  
Department of Nursing  
Doctor of Nursing Practice  
Graduate Student Handbook  
2018-2019



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## TEMPLE UNIVERSITY NONDISCRIMINATION, EQUAL OPPORTUNITY/AFFIRMATIVE ACTION POLICY

Temple University is committed to a policy of equal opportunity for all in every aspect of its operations, including employment, service, and educational programs. The University has pledged not to discriminate on the basis of age, color, disability, marital status, national origin or ethnic origin, race, religion, sex (including pregnancy), sexual orientation and gender identity, veteran status and genetic information.

Temple University's equal opportunity/affirmative action program complies with federal regulations such as: The Civil Rights Act of 1964, Executive Order 11246, the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Genetic Information Nondiscrimination Act of 2008.

Temple University's equal opportunity/affirmative action program has these inclusive objectives: to support the admission and successful participation of disadvantaged students, students with disabilities, and those for whom English is a second language; and to employ and advance in employment qualified women, minorities, individuals with disabilities, Armed Forces service medal veterans, disabled veterans, recently separated veterans, and other protected veterans.

Informal and formal complaint procedures are available through Temple University's Office of Equal Opportunity Compliance to members of the University community for the resolution of complaints of discrimination, harassment, and/or retaliation.

For assistance with complaint resolution, contact Sandra Foehl, Director, Equal Opportunity Compliance, Sullivan Hall, Second Floor Mezzanine 215-204-8890 or [www.temple.edu/eoc](http://www.temple.edu/eoc).

For more information about university programs supporting inclusion and diversity, contact Rhonda Brown, Associate Vice President, Institutional Diversity, Equity, Advocacy and Leadership 303 Conwell Hall, 215-204-7303 or [www.temple.edu/ideal](http://www.temple.edu/ideal).

The Department of Nursing is accredited by the  
Commission on Collegiate Nursing Education  
One DuPont Circle, NW, Suite 530  
Washington, DC 20036  
202.887.679

Message to Graduate Nursing Students  
Temple University  
College of Public Health  
Department of Nursing

*Let me offer a warm greeting to our newest students and to our continuing students in the Doctor of Nursing Practice program. We are delighted that you have decided to be a member of Temple University. Returning to school is very exciting, but also has its challenges. The educational decision requires much internal discipline as you establish your priorities and focus on your various goals. At Temple University, academic advisors, specific academic handbooks, and our web sites will provide you with valuable information to keep you on track with your curriculum selections, academic plans and most importantly, be successful in the educational program. You are fortunate in many ways to work with a faculty who are experts in their specialty areas. Every faculty member in the nursing department brings years of clinical experience, scholarly excellence, teaching expertise, and a willingness to share their pearls of wisdom.*

*Remember that the educational process is just as important as the final destination. Talk to your faculty members and professional colleagues on a regular basis. Volunteer for committees and outreach programs in the community. Participate in special events and presentations whether at Temple or other locations. Finally, take care of your physical and mental health. If concerns should arise, the faculty can direct you to many useful resources within the university.*

*As our present health care system becomes more complex, nurses with doctoral nursing degrees will obtain greater autonomy, authority leadership and accountability regarding the deliverance and decisions of high-quality, safe care. Your doctorate degree will be a stimulus in the importance of positive outcomes as you join the next generation of nurse leaders and gain the skills to impact the nursing profession. It is an exciting time to be enrolled in Temple's DNP program.*

*Best wishes for a successful year!*

*Carlene McAleer, RN, MSN, CRNP-BC, DNP*

*Interim Director, Graduate Nursing Program*

Message to Graduate Nursing Students College of Public Health  
Temple University  
Faculty, Graduate Program

*Congratulations on joining the Temple University community! Whether you are a new or returning student, we applaud your decision to engage in advanced nursing studies. The decision to pursue graduate education requires courage, sacrifice, stamina, and planning.*

*The graduate faculty is committed to helping you achieve success in your academic endeavors. This is a joint effort between faculty and students. This handbook serves as the guide to policies and procedures for graduate students. We recommend that you read this document from cover to cover and refer to it frequently, as it provides answers to many of the common issues that confront students while in graduate school.*

*All graduate students must meet with their advisor prior to registering for every semester. In addition, your academic advisor is available to you as an advocate, resource, and expert. Faculty post their office hours on their doors. Contact information can be found in this handbook. We wish you a happy and productive academic year.*

*Best Wishes,*

*Temple University Department of Nursing Faculty*

## ACADEMIC AND PROFESSIONAL FRAMEWORK

### INTRODUCTION

Temple University was founded in 1884 when a group of young men who wanted to prepare for the ministry asked Dr. Russell H. Conwell, minister, lecturer, and philanthropist, to organize a program of night study. Within four years, enrollment had increased to nearly six hundred, and a college charter was obtained. In 1907, the college became Temple University, with Dr. Conwell as its first president. Dr. Conwell's famous lecture, "Acres of Diamonds" gained friends and money for the newly created University. The philosophy espoused by the "Acres of Diamonds" lecture, that opportunity and success are within everyone's reach if they will but look for them and grasp them, has inspired many throughout the years. Temple University has always tried to provide this opportunity in fulfilling a distinct purpose built upon the ideal of Russell H. Conwell: "To make an education possible for all young men and women who have good minds and the will to work." In keeping with the contemporary philosophy of urban universities, Temple assumes an active role in the life of its community. Conwell dedicated Temple University to the idea of higher education for able students of limited means, without regard to race, creed, or station in life. Temple not only welcomed them, it held classes at night to accommodate the schedules of those whose daytime jobs were essential—hence the birth of the Temple Owls (excerpted from Temple University's 1993 Faculty Guide, p. 2).

Many useful resources exist to support and enhance the effectiveness of learning at the graduate level. Use this Student Handbook, the TEMPLE UNIVERSITY Graduate School Bulletin <http://bulletin.temple.edu/graduate/about-bulletin/> and the Graduate School Web Site <http://www.temple.edu/grad/> to get to know the resources available to you as a Temple student.

## **MISSION, VISION AND PHILOSOPHY OF THE DEPARTMENT OF NURSING**

### **MISSION STATEMENT**

To advance health for all, everywhere by preparing a diverse nursing workforce who excel in leadership, practice, research and scholarship.

### **VISION STATEMENT**

To be a leading force in community-engaged, collaborative efforts to achieve health equity and a quality life for all.

### **PHILOSOPHY**

We aspire to provide excellence in academic programming that is responsive to the health needs of individuals and population, within the context of community, defined as a social and physical environment where living occurs. We are committed to the highest level of caregiving that is prevention-oriented and evidence-based and provided in collaboration with the community and other professionals and disciplines. We strive to create a supportive and inclusive learning environment where faculty and students ask and answer important questions that inform practice, advance health, and improve access to equitable, quality health care for all, everywhere.

## **COLLEGE OF PUBLIC HEALTH**

### **VISION STATEMENT**

The College of Public Health aspires to be a global leader in the discovery, dissemination, and integration of health and social welfare related research, practice, and teaching. Our diverse population of students and highly recognized faculty seek to enhance the quality of life for all.

### **MISSION STATEMENT**

The College of Public Health prepares future generations of professionals through discovery, ethical practice and lifelong learning.

## ESSENTIAL FUNCTIONS OF NURSING STUDENTS

The Department of Nursing requires that students of undergraduate and graduate programs possess the following:

1. Knowledge, attitudes, and skills to function within their scope of practice;
2. Functional use of sensory and motor functions to allow them to conduct activities outlined below;
3. Ability to predictably, efficiently, and accurately integrate information from a variety of sources;
4. Capacity to learn, and to collect, analyze, and synthesize information; and
5. Ability to function autonomously and in as independent a manner as appropriate across diverse situations.

Applicants to programs within the Department of Nursing must have the attributes listed below:

1. Visual acuity to participate in nursing and other laboratory-related courses; need to be able to visualize clients at near and far distances;
2. Hearing acuity and ability to communicate with peers, clients, and others with minimal compensatory aides;
3. Reading comprehension and writing competency in English;
4. Motor ability to participate in client care activities; ability to participate fully in cardiopulmonary resuscitation, including airway management and chest compressions;
5. Cognitive and perceptual abilities needed to participate in collection and analysis of client data, clinical problem-solving, and critical reasoning for client management;
6. Mental and behavioral health needed to provide culturally sensitive and mature client care in a flexible and safe manner; and
7. Immunological health as demonstrated by fulfillment of immunization and health requirements as outlined in American Databank.

Requests for reasonable accommodation will be considered. You may contact your Course Faculty if you have any questions about this matter.

Management team approval: 6-23-2009

## HONOR CODE

Students enrolled in a program of professional nursing study are expected to abide by the standards of professional conduct as described by the Professional Nursing Law and the Code of Ethics of the American Nurses Association and maintain a demeanor appropriate to that Code at all times. Exemplary professional behavior is the keystone of professional practice. This Honor Code is intended to contribute to an environment in which excellence in learning and conduct can be fostered.

The policy of the Department of Nursing in the College of Public Health (CPH) of Temple University dictates that each student must adhere to, and assist in enforcing, the high ethical and moral standards of the nursing profession and this Honor Code. The honor code applies to all undergraduate and graduate students. This Honor Code has been developed to deal with academic and professional matters only. Other forms of misconduct will be handled according to the University Disciplinary Code.

### **Purpose**

The purpose of this Honor Code is to define academic honesty, academic dishonesty, professional behavior, and professional misbehavior and to describe procedures to be followed for breaches in this code.

Every student will be oriented to this Honor Code and, once oriented, will be expected to abide by its dictates. Orientation to the honor code will be conducted by the program directors during the CPH orientation for new students. This document will be reviewed annually, and revised as necessary, according to University policy.

The students and faculty of the Department of Nursing, in the CPH at Temple University are working together in a common endeavor: to seek the truth, to discover the truth, to speak and publish the truth. It is an ancient and honorable endeavor to which students and faculty have dedicated themselves since time immemorial. Out of this long history of dedication to the truth has grown a specific set of requirements governing the ways in which we behave toward one another in the classroom and in which we may use one another's thoughts, words, ideas, and published research.

### **Academic Honesty**

The most important rules of academic honesty are fundamental in the pursuit of knowledge and follow inevitably from a respect for commitment to the principles of truth. Credit must only be taken for research, for ideas, or for words that are original. All data on academic or clinical assignments, on client records, or results of research, must be the student's own work or must be properly referenced. Students must never present any work under false pretenses. In order to adhere to these principles, some specific rules must be followed. These are outlined below, under Academic Dishonesty.

### **Academic Dishonesty**

#### **A. Plagiarism**

Plagiarism is the unacknowledged use of another person's labor; another person's ideas, words or assistance. There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were

your own. All these forms of plagiarism are prohibited both by the traditional principles of academic honesty and by the regulations of Temple University. It is accepted and encouraged that students explore and use the ideas of others, but credit must be given to the originator.

Some types of plagiarism are obvious. Examples include, but are not limited to the following:

- students must not copy someone else's laboratory report
- submit a paper written in whole or in part by someone else
- have a friend do a physiology assignment or take a nutrition test for them.

Other forms of plagiarism however, are less obvious. Provided below are some guidelines concerning the types of materials that should be acknowledged through an acceptable form of citation.

a) **Quotations.** Whenever a phrase, sentence, or longer passage written (or spoken) by someone else is used, the words must be enclosed in quotation marks and indicate the exact source of the material. This also applies to quotations that have been altered by the omission of some words (indicated by three spaced periods ... within the quotation) or by the addition of some words [enclosed in square brackets].

b) **Paraphrasing.** Avoid closely paraphrasing another's words such as: substituting occasional synonym; leaving out or adding an occasional modifier; rearranging the grammar slightly; changing the tense of verbs, and so on. Either quote the material directly, *using quotation marks*, or put the ideas completely in your own words. In either case, citation is still necessary.

c) **Facts.** In a paper, it is often necessary to use facts obtained from a lecture, a written work, or some other source. If such facts are general knowledge, it is usually not necessary to provide a source. But, if such facts are not widely known, or if the facts were developed or presented by a specific source, citation of the source is necessary.

d) **Ideas.** If ideas are used that were learned from lecture, reading assignment, written work, or some other source, the source should be cited whether or not the writer agrees with the idea. It does not become an original idea solely because the writer agrees, or disagrees, with it.

e) **References.** Students must cite only sources that were actually used for the information/ideas contained within a paper. For example, a professor requires ten sources for a specific paper and the student only used seven in writing the paper. To meet the criteria of the paper, three sources, which were never used, are added to the reference list. This is dishonest. In general, all sources must be identified as clearly, accurately, and thoroughly as possible. When in doubt about how to do this, refer to the APA manual or consult the faculty member who gave the assignment.

## B. **Violating the rules of an assignment**

Academic course work is intended to advance the skills, knowledge, and intellectual competence of students. It is important, therefore, that students not behave in such a way as to thwart these intentions. When students are given assignments in a class or laboratory the faculty member will normally explain the rules under which the assignment is to be carried out. A student who does not understand the rules should ask the faculty member for clarification. These rules

are intended to make the assignment a valuable educational experience and to make certain that each student's work on the assignments can be fairly evaluated. Academic cheating is, in general terms, the thwarting or breaking of the general rules of academic work and/or the specific rules of an individual course. Examples include, but are not limited to the following:

- inventing or falsifying data on lab assignments, reports, case studies, or any written or verbal assignments.
- submitting, without the instructor's approval, work in one course that was done for another.
- helping others to plagiarize or cheat from one's own or another's work or actually doing the work for another student.
- using the answers to problems in the back of textbooks, or from previous classes as though they were original.
- using a dictionary for a terminology exercise, when instructions specifically prohibit the use of such aids.
- removing test material from the classroom when doing so has been specifically prohibited by the faculty member.

In all of the above examples, not only is the student cheating him/herself out of academically useful work, but also out of any helpful evaluation that the faculty member might make. If faculty members are unaware of the types of problems students are having, they are unable to assist in solving those problems. Moreover, the faculty member may be led to incorrectly evaluate the difficulty and usefulness of the assignments. In addition, violating the rules of an assignment gives the student who cheats an unfair advantage over students who have obtained or provided data in prescribed ways, and it seriously distorts the faculty member's perception of the class. Therefore, a few students' disregard of the conditions of a particular assignment may affect the quality of instruction for an entire class.

### C. **Cheating on an Examination**

Examinations are intended to test a student's comprehension and retention of the material covered in a course. Academic cheating can occur before, during, and/or after an examination and is always unethical.

**a) Before an examination.** This includes, but is not limited to, the writing of crib sheets or any other aids prior to an exam, with the intention to use them during the exam. Asking another student's cooperation to copy answers from his/her exam prior to the exam is an attempt to cheat. Also, planned absence from an exam in order to obtain information regarding the exam from someone who has taken it, or to allow extra study time, is an attempt to cheat.

**b) During an examination.** Students who copy another student's answers during an exam and/or student who allow another student to copy answers from his/her test during an exam are cheating.

**c) After an examination.** Divulging to other students the details of an exam and/or shearing tests with another class, without the faculty member's permission, is cheating.

**d) Take-home examinations.** When an exam is given as a "take home exam," it is assumed that class notes, texts, or even materials from the library may be used, if properly cited. Faculty

members expect students will complete the examination alone, unless instructed otherwise. Obtaining assistance from fellow students in developing answers and then turning in the work as if it were original is cheating. Again, if unsure about the rules concerning take-home examinations, consult the faculty member.

#### D. Procedures and Penalties Written Pledge

The following statement will appear on each examination given in the Department of Nursing to remind all students of their obligation to uphold the high moral and ethical standards of this Honor Code at all times:

**By taking this examination, I agree to abide by all the rules of the Honor Code for the Department of Nursing. I will take this exam on my own. I am also obligated to report anyone I see, or know, is cheating.**

#### E. Violation of the Honor Code

Students will be referred to the appropriate program director for all violations of the honor code. Students found guilty of violating the honor code may receive a failure for the assignment or course. Students may grieve a failure in a course grade but not an assignment. Students are referred to the Grievance Policy for the correct procedure to grieve a grade. In severe honor code violation cases, referral to the University's Student Code of Conduct Committee (University Disciplinary Committee) may result.

### STATEMENT OF PROFESSIONAL BEHAVIOR

All nursing behaviors are guided by the "ANA Code of Ethics for Nurses". Students should review them at the start of every semester. On the surface they seem clear. However, the American Nurses Association has published interpretative statements that explain them in detail. These can be found at <http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/NursingStandards>. Temple University, Department of Nursing requires that all students consistently demonstrate personal integrity, accountability and professional practice that reflect responsible behaviors consistent with the Professional Nursing Law of the Commonwealth of Pennsylvania and the American Nurses Association Code for Nurses. In the implementation of the Code for Nurses and the Professional Nursing Law, it is the expectation of Temple University, Department of Nursing that students maintain patient safety. Additionally, the American Association of Colleges of Nursing (AACN) also identified professionalism as one of the essentials of nursing education. The graduate student "engages in self- reflection, performance appraisal, and peer-review to: a) identify lifelong learning needs, b) enhance inter- and intra-professional relationships, c) effect continuous quality improvement, and d) enhance professional development".

Most graduate nursing students can identify easily the following behaviors as unprofessional and subject to sanctions by faculty: sexual harassment, falsification of records, cheating on tests or assignments, substance abuse, lack of respect for confidentiality, and threatening harm. Professionalism deficits include many other behaviors, such as:

- Speaking negatively about preceptors or other health professionals (bad-mouthing) to an uninvolved third party,
- Repeated lateness without calling preceptor
- Unauthorized absence from clinical without calling preceptor

- Not providing a semester calendar with scheduled days to preceptor
- Inattentiveness during patient visits
- Texting or personal cell phone use during clinical
- Arrogance or a condescending attitude
- Argumentativeness when discussing a clinical situation
- Questioning a preceptor about a patient's care in front of the patient
- Inability to accept criticism
- Disregard for institutional policies, eg, HIPAA or dress code

Unprofessional behaviors reflect poorly on both the student and the nursing program and will not be tolerated. All in the nursing community must model appropriate respectful behaviors. Faculty appreciates those students who act professionally during their clinical and classroom experiences. Failure to comply with this expectation may result in action toward academic dismissal from the program at any time.

#### **A. Professional Behavior in the Clinical Setting**

In the clinical setting, students are expected to act in a professional manner at all times. Accrediting agencies establish a minimum number of student clinical hours. Students and faculty in each clinical course will maintain a log of clinical hours that will become part of the permanent student file.

Students are expected to demonstrate professional behaviors as identified in the ANA Code of Ethics and Professional Nursing Law.

Students are responsible for obtaining (a) nursing license(s) for the state(s) where clinical experiences will be completed. A copy of the current nursing license(s) will be kept in the student's file. Students without the appropriate nursing license(s) and compliance with immunizations and background checks cannot participate in a clinical course.

1. **Before clinical.** Students are expected to attend, be on time for, and be prepared for each clinical day. Students should not be absent from clinical unless there are unanticipated, uncontrollable situations, e.g., illness. A student should call the assigned preceptor and the assigned faculty member as soon as possible and reschedule the clinical experience if they will be absent.
2. **During clinical.** Students are expected to follow the guidelines established by the clinical faculty. There should be no falsifying of verbal reports or written documentation. Any time a preceptor or instructor feels that a student is unable to carry out the appropriate standards of clinical practice, whether it be due to alcohol, illegal, or mind-altering drugs, lack of preparedness, or any other substantive reason, the faculty member (in consultation with the preceptor) has the right to remove the student from the clinical area and has the authority to fail the student for that clinical rotation.
3. **After clinical.** All students are required to prepare and submit written assignments according to departmental and course guidelines.

**At all times, students are required to maintain patient safety and patient confidentiality. Failure to maintain HIPPA regulations, standards of safe patient care, academic or professional conduct could result in student dismissal from the course and/or program.**

## **POLICY ON UNSAFE AND UNRELIABLE BEHAVIOR OF STUDENTS**

### **PURPOSE**

The Department of Nursing at Temple University is committed to the education of nursing students in a Safe and conscientious manner consistent with the regulations of the Pennsylvania State Board of Nursing and of the College. The Department is also committed to student participation in clinical settings in which patients feel that their safety and well-being is enhanced by the presence of nursing students.

Each nursing student must be able to complete the classroom and clinical components of the program. A student's success in doing so can be affected by mental health problems that can interfere with their ability to function safely in the classroom or in a clinical setting. These problems can be related to drug, alcohol, financial, sexual, spiritual, interpersonal issues, or other matters. These problems sometimes manifest themselves in unsafe or unreliable behavior of students involved in a clinical program. Where they do, the Nursing Program has a strong interest in intervening.

Therefore, this policy is established to identify potential and actual behavior problems, and to establish procedures to deal with these problems, in order to: (1) ensure patient safety and well-being, and (2) foster each student's successful completion of their course of study through a demonstration of safe nursing practices.

### **POLICY**

It is the policy of the Nursing Program to actively address any student's unsafe behavior in a clinical setting, and to actively address any student's behavior in any setting that calls into question the reliability of a student's behavior in the clinical setting. Therefore, any behavior that is, or that indicates, a lack of reliability and safety in a clinical setting is deemed to be unacceptable behavior.

### **PROCEDURE**

Students and faculty may identify unacceptable behaviors. Students are encouraged to talk with faculty about any problems that may cause the student difficulty in the educational program before the behavior becomes unacceptable.

A faculty member in a clinical setting who identifies a student exhibiting unacceptable behavior will send that student home once it is determined that the student is able to go home safely.

A faculty member in a clinical or a classroom setting who identifies a student exhibiting unacceptable behavior will ask the student to leave immediately and to arrange to speak with the faculty member at the end of the class or clinical session. In either case, the student will be directed to see their appropriate Program Director.

In cases where there is suspicion of substance use, Temple University reserves the right to require drug testing at the student's expense as a condition of remaining in the program. Refer to Policy on Drug Screening.

Management team approval: 6/2009

Consistent with this Statement of Professional Behavior, Temple University, Department of Nursing has a zero tolerance for students who have a positive drug test. Please review the Department of Nursing Policy on Drug Screening below.

### **POLICY ON DRUG SCREENING**

All nursing students will be required to have laboratory drug and alcohol screenings upon admission and on a yearly basis while participating in clinical experiences. If results are positive, the student will be dismissed immediately and referred for appropriate counseling.

Additionally, any student suspected of being under the influence of alcohol or drugs will be required to submit to an immediate substance screening, as a condition of remaining in the program. All costs associated with drug screenings are the responsibility of the student.

Practice of deceit in the drug screening process/procedure is a cause for immediate dismissal from the Program.

Graduate students who test positive for alcohol and/or drugs will be dismissed from the program and a report will be filed with the Pennsylvania State Board of Nursing.

Management team approval:

6/009

To obtain a copy of the Professional Nursing Law of the Commonwealth of Pennsylvania, contact the State Board of Nursing:

State Board of Nursing  
P.O. Box 2649  
Harrisburg, PA 17105-2649  
Phone: 717-783-7142  
Fax: 717-783-0822  
E-mail: [nursing@pados.dos.state.pa.us](mailto:nursing@pados.dos.state.pa.us)

To obtain a copy of the Code of Ethics for Nurses, contact the American Nurses Association:

American Nurses Association  
600 Maryland Ave. SW  
Suite 100 West  
Washington, DC 20024  
Phone: 1-800-274-4262  
Web site: <http://www.nursingworld.org/>

To obtain information regarding Nurse Practitioner Competencies and Regulations, contact the National Organization of Nurse Practitioner Faculties (NONPF):

National Organization of Nurse Practitioner Faculties (NONPF)  
1615 M Street, NW, Suite 270  
Washington, DC. 20036  
Phone: 202-289-8044  
Web site: <http://www.nonpf.org>

## GRADUATE PROGRAM STUDENT LEARNING OUTCOMES

The Department of Nursing has endorsed Primary Health Care as the foundation for all nursing programs offered at Temple University. The following constructs and definitions serve as the organizing framework for the Student Learning Outcomes upon which the program is based:

- **Professional Self-Regulation:** *Sustained professional development and autonomous, accountable practice based on continuous learning and reflection.*
- **Health Promotion:** *Professional practice aimed at assisting clients to manage their health as well as the determinants of health in order to improve health outcomes.*
- **Disease Prevention:** *Professional practice based on primary, secondary, and tertiary measures aimed at assisting clients, communities, and the public to prevent disease and to maximize quality of life.*
- **Integrated Care Services:** *Professional practice maximizing collaboration among and between nursing care providers, clients, and other health services' providers to achieve optimal health outcomes.*
- **Ethics of Practice:** *Professional practice emanating from a personal examination of the complex interaction among personal values, professional standards, and cultural context.*
- **Evidence-Based Practice:** *Professional practice employing interventions for which empirical findings demonstrate effectiveness in optimizing health outcomes.*
- **Life Span Development:** *Professional practice based on recognition of, and respect for, the major processes marking the growth and development of individuals, families, communities, and societies through their life span.*
- **Leadership:** *Professional practice maximizing the contributions of others—the client, community, other health care professionals, organizations, and society—to achieve optimal health outcomes.*
- **Global:** *Professional practice based on knowledge of determinants of health that affect the health of societies worldwide (WHO).*

### A. Doctor of Nursing Practice

#### Professional Self-Regulation

- **SLO:** Demonstrate an informed primary care practice cognizant of population and context
- **Core Outcomes:** Synthesize knowledge from nursing, humanities, and sciences in the implementation of the NP role.
- **Advanced Core Outcomes:** Integrate advanced clinical knowledge into clinical practice
- **DNP Core:** Integrate professional standards into the NP role
- **Specialty Outcomes:** Seek opportunities for life-long learning to provide primary care for increasingly complex clients in context

#### Health Promotion

- **SLO:** Leverage knowledge to improve health outcomes for clients and populations
- **Core Outcomes:** Evaluate the impact of contextual influences on the needs of diverse populations and health care delivery systems
- **Advanced Core Outcomes:** Integrate advanced clinical knowledge and skills in the implementation of health promotion strategies
- **DNP Core:** Synthesize determinants of health in addressing health status and health promotion
- **Specialty Outcomes:** Use relevant data sets to develop health promotion initiatives

#### Disease Prevention

- **SLO:** Utilize principles of prevention in primary care and population health
- **Core Outcomes:** Incorporate knowledge of the identified population in decreasing disease occurrence
- **Advanced Core Outcomes:** Integrate advanced clinical knowledge and skills to decrease disease

- **DNP Core:** Demonstrate clinical judgment, systems thinking, and accountability when designing, delivering, and evaluating evidence-based care
- **Specialty Outcomes:** Contribute to the delivery of quality primary health care and population health

#### Integrated Care Services

- **SLO:** Assume responsibility for developing collaborative systems of care that benefit clients and populations
- **Core Outcomes:** Incorporate knowledge of nursing, sciences and humanities to improve collaboration and communication
- **Advanced Core Outcomes:** Analyze the impact of interdisciplinary approaches to health outcomes
- **DNP Core:** Evaluate the impact of micro and macro systems on health outcomes
- **Specialty Outcomes:** Construct care processes that engage other disciplines to maximize health

#### Ethics of Practice

- **SLO:** Engage in ethical professional practice
- **Core Outcomes:** Apply ethical principles in meeting health care needs
- **Advanced Core Outcomes:** Incorporate ethical principles into primary care
- **DNP Core:** Evaluate impact of health care system on ethical behaviors
- **Specialty Outcomes:** Implement primary care that reflects professional ethos

#### Evidence-Based Practice

- **SLO:** Contribute to the evidence-based literature that emanates from practice initiatives
- **Core Outcomes:** Integrate empiric and evidence-based literature into the NP role
- **Advanced Core Outcomes:** Incorporate principles of leadership in the evaluation and implementation of health policy
- **DNP Core:** Incorporate evidence-based literature in developing plans to meet health concerns in urban communities
- **Specialty Outcomes:** Integrate evidence-based literature into professional NP practice

#### Life Span Development

- **SLO:** Utilize growth and development theories in primary care and population health
- **Core Outcomes:** Incorporate principles of life span development in the care of populations in context
- **Advanced Core Outcomes:** Differentiate effects of principles of growth and development theory on advanced clinical practice
- **DNP Core:** Evaluate effect of growth and development on health outcomes
- **Specialty Outcomes:** Incorporate growth and development theory in the delivery of primary care and population health

#### Leadership

- **SLO:** Influence practice improvements in primary care and population health
- **Core Outcomes:** Incorporate advanced knowledge to expand on the foundations of leadership
- **Advanced Core Outcomes:** Utilize leadership concepts in advanced clinical practice
- **DNP Core:** Incorporate leadership principles to improve health outcomes for urban populations
- **Specialty Outcomes:** Deliver primary care that incorporates intra and inter professional leadership

### Global

- **SLO:** Incorporate global determinants of health in primary care and population health
- **Core Outcomes:** Develop knowledge of global determinants of health in target populations
- **Advanced Core Outcomes:** Incorporate determinants of global health to inform advanced clinical practice
- **DNP Core:** Analyze data sets relevant to global determinants of health
- **Specialty Outcomes:** Deliver primary care that is cognizant of the impact of global determinants of health

Program objectives can be found under the NONPF NP Core Competencies at American Association of Colleges of Nursing (AACN) The Essentials of Doctoral Education for Advanced Nursing Practice, October 2006 <http://www.aacn.nche.edu/dnp/Essentials.pdf>  
NONPF NP Core Competencies at:

<https://c.ymcdn.com/sites/nonf.site-ym.com/resource/resmgr/competencies/npcorecompetenciesfinal2012.pdf>,

## ACADEMIC POLICIES

### **Matriculated (degree seeking) versus Non-matriculated (non-degree seeking) students**

Matriculated students are formally admitted to the Graduate Program at Temple University. Non-matriculated students are taking graduate classes and in the process of completing their application packet but have not yet been formally admitted to the graduate program at Temple University. All students are assigned an advisor and must meet with their advisor each semester prior to registration. Consultation with the academic advisor will ensure that your progression through the program is continuous.

- **Matriculated students** must be continuously enrolled each fall and spring semester. Students register for courses through Self Service Banner (SSB) during the registration period. Early registration will enable the faculty to obtain sufficient clinical sites for courses with practica. Failure to register early may affect your ability to participate in the course if a site cannot be found after the semester has started.
- **Non-matriculated students** or program applicants should consult with the Student Service Coordinator for course registration. To register for a course, a student must complete the statistical record form, provide a copy of their current RN license, and meet with the Director of Graduate Programs.
  - A maximum of two may be taken as a non-matriculated student. These courses include: NURS 5002 and NURS 5501 **ONLY**. Students are referred to the Department of Nursing website for specific admission criteria.

## REGISTRATION

### Open Registration

- A. For new and re-entering students. It follows immediately after the Continuing Student Registration.

### Late Registration

- B. Requires the payment of \$100.00. It is typically applied beginning the week before the start of classes.

### Registration Procedure:

1. Each student is assigned an advisor upon admission to the program. It is the student's responsibility to initiate regular meetings with his or her advisor each semester to review the courses already taken or for which transfer credits were received.
2. Once the appropriate courses are determined, proceed with registration via Self Service Banner.
3. If you are not eligible for online registration, as with non-matriculated students or a student who is returning after a LOA, the student must first contact the advisor who will then contact the Academic Coordinator. The advisor will then work with the Academic Coordinator to register the student.
4. You can access your bill on Self Service Banner.
5. Students using tuition remission forms must complete the same registration process outlined above. Tuition remission does not pay for university or course fees. You must first pay your fees via Banner. You should work with your HR representative to complete the tuition remission paperwork.
6. Temple employees entitled to tuition remission should secure remission forms in their department of employment. Temple University or Temple University Hospital Nursing employees can obtain tuition forms on-line ([www.temple.edu/bursar/administration/tuition\\_remission.htm](http://www.temple.edu/bursar/administration/tuition_remission.htm)). You are still responsible in paying all fees. If you are employed by another organization that pays your

bill directly, please contact the Office of Student Financial Services to determine the procedure for Third Party Payment from non-Temple payers (215- 707-2667).

#### **Drop/Add/Withdraw from a course:**

The Drop/Add period is the **first 2 weeks of the semester**. Students may add a course or drop a course during this period with no penalties. In the case of a drop, it will not appear on the transcript, and there will be no financial liability.

Withdraws are allowed **during weeks 3 through 9**. A 'W' will appear on the transcript, and the student is liable for 100% of the tuition. Withdraws are **not permitted beyond week 9**.

- Students who decide to drop or withdraw from a class must do so by contacting their advisor and using Self Service Banner. Failure to formally drop or withdraw from the course will result in a Failure in the course. **The student is still responsible for 100% of the tuition and fees if the withdraw is not completed.**

#### EMAIL ACCOUNTS

All students are required to obtain a Temple email account upon entrance into the University. Students must go to the following site to obtain the Temple email address: <http://accounts.temple.edu>. All official University correspondence including graduation information will be sent to this address. This address is the official address for each student. **It is the student's responsibility to check the Temple email account at least weekly even during breaks. Faculty are not responsible for repercussion from information sent that was not read.** All graduate students are included in a graduate student list serve. When communication is required with all students in a program, the list serve is used. Students are asked not to remove themselves from the list serve.

#### TRANSFER OF GRADUATE CREDITS

Prior to matriculation, students who take courses outside of Temple University to meet program requirements are responsible for initiating the process of having the credits transferred to Temple University. This should be done as soon as possible after admission since it may take more than one semester for the transfer to be recorded on the Temple University transcript. Failure of the student to initiate the process in a timely manner may result in withholding of the degree at the end of the program.

A graduate student may, with departmental approval, satisfy a maximum of 20% of his or her course work requirement through transfer credit. (i.e., 6 credits external to the Department of Nursing).

#### **Procedure:**

1. Student submits an official transcript from an accredited college or university in which the course(s) were taken mailed to the Department of Nursing (if not already in the student record). Transfer of credits cannot be processed without this document.
2. Student submits the course syllabus for the course taken to their academic advisor. The advisor may consult with the person who teaches the related Temple course.
3. Student submits the Transfer of Credit form to the academic advisor. The form can be found on this website:  
[https://www.temple.edu/grad/forms/documents/Transfer\\_Graduate\\_Credit\\_Request\\_15\\_A.pdf](https://www.temple.edu/grad/forms/documents/Transfer_Graduate_Credit_Request_15_A.pdf)

4. The student's academic advisor processes the request for transfer of credits.
5. All graduate credits taken prior to matriculation are subject to evaluation and approval by departmental faculty.
6. With rare exceptions, only courses taken within five years prior to matriculation will be considered.
7. A grade of at least B in a course taken at another college or university is required for a graduate level course to be accepted for transfer.

Matriculated students are expected to take all courses in their curriculum at Temple University. Any exceptions **MUST** receive prior approval from the Director of Graduate Programs.

## **ACADEMIC PROGRAMS**

### **Doctor of Nursing Practice (DNP)**

- Post Master's -37 credits
- Post Baccalaureate
  - 68 credits for Adult Gerontology Primary Care (AGPC) Nurse Practitioner
  - 68 credits for Family Individual Across the Lifespan (FIAL) Nurse Practitioner

## **Curriculum**

### **Graduate Core Courses**

Core courses serve as the foundation for post B S N - DNP programs. Non- matriculated students may register for EBPI 5002 Intro to Biostatistics and/or NURS 5501 Family Theory and Assessment in Clinical Practice.

- NURS 5501 Family Theory and Assessment in Clinical Practice
- NURS 5401 Advanced Physiology and Pathophysiology
- NURS 8201 Health Indices of Urban Populations in Primary Health Care
- EBPI 5002 Intro to Biostatistics
- NURS 5101 Evidence-Based Practice for Advanced Practice Nursing

### **Advanced Core Courses**

Advanced core courses can only be taken by matriculated students.

- NURS 5402 Pharmacotherapeutics for Advanced Practice Nursing
- NURS 5552 Health Assessment and Clinical Diagnosis

\*\*\*Please note that in the past, the Pennsylvania State Board of Nursing required a student to successfully complete NP certification within 5 years of completing the Advanced Pharmacology course. The Board currently decided that, if a student has had continuous professional learning from the time they complete the Advanced Pharmacology course through the completion of a professional degree program, a time frame greater than 5 years will be recognized. If a student has not maintained continuous enrollment since completing the Advanced Pharmacology course, they should consult the advisor for advice.

### **DNP Core Courses**

DNP core courses, taken by all DNP students, are the foundation for understanding the current health care system, related economic issues, and leadership and policy initiatives. The courses address the role of nurse leaders in advancing the health care agenda with a particular attention to populations living in urban poverty. The courses include:

- NURS 8201 Health Indices of Urban Populations in Primary Health Care
- NURS 8206 Health Economics and Business Practices
- NURS 8207 Advancing Health Through Information Technology
- NURS 8211 Leadership and Health Policy
- NURS 8204 Policy for Health Care Advocacy
- NURS 8302 Managing Outcomes through Nursing Quality Initiatives
- NURS 8205 Organizational and Systems Leadership
- NURS 9289 Collaborative Partnerships: Interdisciplinary
- NURS 9189 Collaborative Partnerships: Transdisciplinary

### Specialty Courses

Specialty courses are determined by the concentration in which the student is enrolled. They reflect the role in which the student will practice.

- **DNP: Post-Baccalaureate**
  - NURS 8101 DNP Project Development I
  - NURS 8102 DNP Project Development II
  - NURS 9311 Primary Care of Adults I theory
  - NURS 9387 Primary Care of Adults I practicum (208 hours)
  - NURS 9477 Primary Care of Adults II theory
  - NURS 9487 Primary Care of Adults II practicum (208 hours)
  - NURS 9577 Primary Care of Elderly I theory
  - NURS 9587 Primary Care of Elderly I practicum (208 hours)
  - NURS 9677 Primary Care of Elderly II theory
  - NURS 9687 Primary Care of Elderly II practicum (208 hours)
  - HRPR 8985 Teaching in Higher Education Seminar \*
  - EDPSY 8960 Innovation, Technology and Teaching in Higher Education \*
  - \*Certificate: Teaching in Higher Education
- **DNP: Post-Masters: Requires verification of 500 Post Baccalaureate Practice Hours**
  - EBPI Intro to Biostatistics
  - HRPR 8985 Teaching in Higher Education Seminar \*
  - NURS 8204 Policy for Health Care Advocacy
  - EDPSY 8960 Innovation, Technology and Teaching in Higher Education \*
  - NURS 5101 Evidence-based Practice for Advanced Practice Nursing
  - NURS 8101 DNP Project Development I
  - NURS 8205 Organizational and Systems Leadership
  - NURS 8201 Health Indices of Urban Populations in Primary Health Care
  - NURS 8302 Managing Outcomes through Nursing Quality Initiatives
  - NURS 8102 DNP Project Development II
  - NURS 9289 Collaborative Partnerships: Interdisciplinary
  - NURS 8103 DNP Project Implementation (168 hours)
  - NURS 9389 DNP I Practicum (166 hours)
  - NURS 9189 Collaborative Partnerships: Transdisciplinary
  - NURS 9489 DNP II Practicum (166 hours)
  - NURS 8207 Advancing Health Through Information Technology
  - NURS 8206 Health Economics and Business Practices
  - \*Certificate: Teaching in Higher Education

**Curriculum Sequence**  
**Post Baccalaureate Track: DNP Full Time**  
**Family/Individual Across the Life Span FIAL: 3 year Study Plan**

Fall 1	CR	Spring 1	CR	Summer 1	CR
NURS 5401 Advanced Physiology and Pathophysiology	4	NURS 5552 Health Assessment and Clinical Diagnosis	4	NURS 8302 Managing Outcomes through Nursing Quality Initiatives	3
NURS 5402 Pharmacotherapeutics for Advanced Practice Nursing	4	NURS 5501 Family Theory and Assessment in Clinical Practice	3	NURS 8102 DNP Project Development II	1
EPBI 5002 Intro to Biostatistics	3	NURS 5101 Evidence-based Practice for Advanced Practice Nursing	3		
		NURS 8101 DNP Project Development I	1		
<b>TOTAL</b>	<b>11</b>	<b>TOTAL</b>	<b>11</b>	<b>TOTAL</b>	<b>4</b>
Fall 2		Spring 2		Summer 2	
HRPR 8985 Teaching in Higher Education Seminar *	3	NURS 8205 Organizational & Systems Leadership	2	NURS 8201 Health Indices of Urban Populations in Primary Health Care	3
NURS 8204 Policy for Health Care Advocacy	2	EDPSY 8960 Innovation, technology & Teaching in Higher Education*	3	NURS 9289 Collaborative Partnerships: Interdisciplinary	1
NURS 9377 Primary Care of Adults I theory	3	NURS 9477 Primary Care of Adults II theory	3		
NURS 9387 Primary Care of Adults I Practicum (208 hours)	2	NURS 9487 Primary Care of Adults II Practicum (208 hours)	2		
<b>TOTAL</b>	<b>10</b>	<b>TOTAL</b>	<b>10</b>	<b>TOTAL</b>	<b>4</b>
NURS 8103 DNP Project Implementation (168 hours)	3	NURS 8207 Advancing Health through Information Technology	2	TOTAL CREDIT: 68	
NURS 9189 Collaborative Partnerships: Transdisciplinary	1	NURS 8206 Health Economics & Business Practices	2	TOTAL CLINICAL HOURS: 1000	
NURS 9577 Primary Care of Elderly I theory	3	NURS 9777 Primary Care of Children and Youth	3	Clinical hours= 832 practicum + 168 DNP project	
NURS 9587 Primary Care of Elderly I Practicum (208 hours)	2	NURS 9787 Primary Care of Children and Youth Practicum (208 hours)	2	*Certificate: Teaching in Higher Education	
<b>TOTAL</b>	<b>9</b>	<b>TOTAL</b>	<b>9</b>		

**Curriculum Sequence**  
**Post Baccalaureate Track: DNP Full Time**  
**Adult Gerontology Primary Care (AGPC): 3-year Study Plan**

Fall 1	CR	Spring 1	CR	Summer 1	CR
NURS 5401 Advanced Physiology and Pathophysiology	4	NURS 5552 Health Assessment and Clinical Diagnosis	4	NURS 8302 Managing Outcomes through Nursing Quality Initiatives	3
NURS 5402 Pharmacotherapeutics for Advanced Practice Nursing	4	NURS 5501 Family Theory and Assessment in Clinical Practice	3	NURS 8102 DNP Project Development II	1
EPBI 5002 Intro to Biostatistics	3	NURS 5101 Evidence-based Practice for Advanced Practice Nursing	3		
		NURS 8101 DNP Project Development I	1		
<b>TOTAL</b>	<b>11</b>	<b>TOTAL</b>	<b>11</b>	<b>TOTAL</b>	<b>4</b>
Fall 2		Spring 2		Summer 2	
HRPR 8985 Teaching in Higher Education Seminar *	3	NURS 8205 Organizational & Systems Leadership	2	NURS 8201 Health Indices of Urban Populations in Primary Health Care	3
NURS 8204 Policy for Health Care Advocacy	2	EDPSY 8960 Innovation, technology & Teaching in Higher Education *	3	NURS 9289 Collaborative Partnerships: Interdisciplinary	1
NURS 9377 Primary Care of Adults I theory	3	NURS 9477 Primary Care of Adults II theory	3		
NURS 9387 Primary Care of Adults I Practicum (208 hours)	2	NURS 9487 Primary Care of Adults II Practicum (208 hours)	2		
<b>TOTAL</b>	<b>10</b>	<b>TOTAL</b>	<b>10</b>	<b>TOTAL</b>	<b>4</b>
NURS 8103 DNP Project Implementation (168 hours)	3	NURS 8207 Advancing Health through Information Technology	2	TOTAL CREDIT: 68	
NURS 9189 Collaborative Partnerships: Transdisciplinary	1	NURS 8206 Health Economics & Business Practices	2	TOTAL CLINICAL HOURS: 1000	
NURS 9577 Primary Care of Elderly I theory	3	NURS 9777 Primary Care of Elderly II theory	3	Clinical hours= 832 practicum + 168 DNP project	
NURS 9587 Primary Care of Elderly I Practicum (208 hours)	2	NURS 9787 Primary Care of Elderly II Practicum (208 hours)	2	*Certificate: Teaching in Higher Education	
<b>TOTAL</b>	<b>9</b>	<b>TOTAL</b>	<b>9</b>		

**Curriculum Sequence**  
**Post Baccalaureate Track: DNP Part Time**  
**Family/Individual Across the Life Span FIAL: 4-year Study Plan**

<b>Fall 1</b>	<b>CR</b>	<b>Spring 1</b>	<b>CR</b>	<b>Summer 1</b>	<b>CR</b>
<b>EPBI 5002</b> Intro to Biostatistics <b>HRPR 8985</b> Teaching in Higher Education Seminar *	3 3	<b>NURS 5101</b> Evidence-based Practice for Advanced Practice Nursing <b>EDPSY 8960</b> Innovation, technology & Teaching in Higher Education * <b>NURS 8101</b> DNP Project Development I	3 3 1	<b>NURS 8201</b> Health Indices of Urban Populations in Primary Health Care	3
<b>TOTAL</b>	<b>6</b>	<b>TOTAL</b>	<b>7</b>	<b>TOTAL</b>	<b>3</b>
<b>Fall 2</b>	<b>CR</b>	<b>Spring 2</b>	<b>CR</b>	<b>Summer 2</b>	<b>CR</b>
<b>NURS 5401</b> Advanced Physiology and Pathophysiology <b>NURS 5402</b> Pharmacotherapeutics for Advanced Practice Nursing	4 4	<b>NURS 5552</b> Health Assessment and Clinical Diagnosis <b>NURS 5501</b> Family Theory and Assessment in Clinical Practice	4 3	<b>NURS 8302</b> Managing Outcomes through Nursing Quality Initiatives <b>NURS 8102</b> DNP Project Development II	3 1
<b>TOTAL</b>	<b>8</b>	<b>TOTAL</b>	<b>7</b>	<b>TOTAL</b>	<b>4</b>
<b>Fall 3</b>	<b>CR</b>	<b>Spring 3</b>	<b>CR</b>	<b>Summer 3</b>	<b>CR</b>
<b>NURS 8204</b> Policy for Health Care Advocacy <b>NURS 9189</b> Collaborative Partnerships: Transdisciplinary <b>NURS 9377</b> Primary Care of Adults I theory <b>NURS 9387</b> Primary Care of Adults I Practicum (208 hours)	2 1 3 2	<b>NURS 8205</b> Organizational & Systems Leadership <b>NURS 9477</b> Primary Care of Adults II theory <b>NURS 9487</b> Primary Care of Adults II Practicum (208 hours)	2 3 2	<b>NURS 8207</b> Advancing Health through Information Technology <b>NURS 9289</b> Collaborative Partnerships: Interdisciplinary	2 1
<b>TOTAL</b>	<b>8</b>	<b>TOTAL</b>	<b>7</b>	<b>TOTAL</b>	<b>3</b>
<b>Fall 4</b>	<b>CR</b>	<b>Spring 4</b>	<b>CR</b>		
<b>NURS 8103</b> DNP Project Implementation (168 hours) <b>NURS 9577</b> Primary Care of Elderly I theory <b>NURS 9587</b> Primary Care of Elderly I Practicum (208 hours)	3 3 2	<b>NURS 8206</b> Health Economics & Business Practices <b>NURS 9777</b> Primary Care of Children and Youth <b>NURS 9787</b> Primary Care of Children and Youth Practicum (208 hours)	2 3 2	TOTAL CREDIT: 68 TOTAL CLINICAL HOURS: 1000 Clinical hours= 832 practicum + 168 DNP project *Certificate: Teaching in Higher Education	
<b>TOTAL</b>	<b>8</b>		<b>7</b>		

**Curriculum Sequence**  
**Post Baccalaureate Track: DNP Part Time**  
**Adult Gerontology Primary Care (AGPC): 4-year Study Plan**

Fall 1	CR	Spring 1	CR	Summer 1	CR
EPBI 5002 Intro to Biostatistics HRPR 8985 Teaching in Higher Education Seminar *	3 3	NURS 5101 Evidence-based Practice for Advanced Practice Nursing EDPSY 8960 Innovation, technology & Teaching in Higher Education * NURS 8101 DNP Project Development I	3 3 1	NURS 8201 Health Indices of Urban Populations in Primary Health Care	3
<b>TOTAL</b>	<b>6</b>	<b>TOTAL</b>	<b>7</b>	<b>TOTAL</b>	<b>3</b>
Fall 2	CR	Spring 2	CR	Summer 2	CR
NURS 5401 Advanced Physiology and Pathophysiology NURS 5402 Pharmacotherapeutics for Advanced Practice Nursing	4 4	NURS 5552 Health Assessment and Clinical Diagnosis NURS 5501 Family Theory and Assessment in Clinical Practice	4 3	NURS 8302 Managing Outcomes through Nursing Quality Initiatives NURS 8102 DNP Project Development II	3 1
<b>TOTAL</b>	<b>8</b>	<b>TOTAL</b>	<b>7</b>	<b>TOTAL</b>	<b>4</b>
Fall 3	CR	Spring 3	CR	Summer 3	CR
NURS 8204 Policy for Health Care Advocacy NURS 9189 Collaborative Partnerships: Transdisciplinary NURS 9377 Primary Care of Adults I theory NURS 9387 Primary Care of Adults I Practicum (208 hours)	2 1 3 2	NURS 8205 Organizational & Systems Leadership NURS 9477 Primary Care of Adults II theory NURS 9487 Primary Care of Adults II Practicum (208 hours)	2 3 2	NURS 8207 Advancing Health through Information Technology NURS 9289 Collaborative Partnerships: Interdisciplinary	2 1
<b>TOTAL</b>	<b>8</b>	<b>TOTAL</b>	<b>7</b>		<b>3</b>
Fall 4	CR	Spring 4	CR		
NURS 8103 DNP Project Implementation (168 hours) NURS 9577 Primary Care of Elderly I theory NURS 9587 Primary Care of Elderly I Practicum (208 hours)	3 3 2	NURS 8206 Health Economics & Business Practices NURS 9777 Primary Care of Elderly II theory NURS 9787 Primary Care of Elderly II Practicum (208 hours)	2 3 2	TOTAL CREDIT: 68 TOTAL CLINICAL HOURS: 1000 Clinical hours= 832 practicum + 168 DNP project *Certificate: Teaching in Higher Education	
<b>TOTAL</b>	<b>8</b>		<b>7</b>		

**Curriculum Sequence**  
**Post Master's Track: DNP 2-Year Full Time (5 semesters)**  
**Requires Verification of 500 Post Baccalaureate Practice Hours**

Fall 1	CR	Spring 1	CR	Summer 1	CR
<b>EPBI 5002</b> Intro to Biostatistics <b>HRPR 8985</b> Teaching in Higher Education Seminar * <b>NURS 8204</b> Policy for Health Care Advocacy	3 3 2	<b>NURS 5101</b> Evidence-based Practice for Advanced Practice Nursing <b>EDPSY 8960</b> Innovation, technology & Teaching in Higher Education * <b>NURS 8101</b> DNP Project Development I <b>NURS 8205</b> Organizational & Systems Leadership	3 3 1 2	<b>NURS 8201</b> Health Indices of Urban Populations in Primary Health Care <b>NURS 8302</b> Managing Outcomes through Nursing Quality Initiatives <b>NURS 8102</b> DNP Project Development II <b>NURS 9289</b> Collaborative Partnerships: Interdisciplinary	3 3 1 1
<b>TOTAL</b>	<b>8</b>	<b>TOTAL</b>	<b>9</b>	<b>TOTAL</b>	<b>8</b>
Fall 2		Spring 2			
<b>NURS 8103</b> DNP Project Implementation (168 hours) <b>NURS 8389</b> DNP I practicum <b>NURS 9189</b> Collaborative Partnerships: Transdisciplinary	3 2 1	<b>NURS 9489</b> DNP II practicum (1667 hours) <b>NURS 8207</b> Advancing Health through Information Technology <b>NURS 8206</b> Health Economics & Business Practices	2 2 2	<b>Total credit: 37</b> <b>Total clinical hours: 500</b> <b>332 practicum + 168 DNP project</b> <b>*Certificate: Teaching in Higher Education</b>	
<b>TOTAL</b>	<b>6</b>	<b>TOTAL</b>	<b>6</b>		

**Curriculum Sequence**  
**Post Master's Track: DNP 3 Year Part Time (8 semesters)**  
**Requires Verification of 500 Post Baccalaureate Practice Hours**

Fall 1	CR	Spring 1	CR	Summer 1	CR
<b>EPBI 5002</b> Intro to Biostatistics <b>NURS 8204</b> Policy for Health Care Advocacy	3 2	<b>NURS 5101</b> Evidence-based Practice for Advanced Practice Nursing <b>NURS 8101</b> DNP Project Development I <b>NURS 8205</b> Organizational & Systems Leadership	3 1 2	<b>NURS 8302</b> Managing Outcomes through Nursing Quality Initiatives <b>NURS 8102</b> DNP Project Development II	3 1
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>6</b>	<b>TOTAL</b>	<b>4</b>
Fall 2		Spring 2		Summer 2	
<b>NURS 8389</b> DNP I practicum <b>HRPR 8985</b> Teaching in Higher Education Seminar *	2 3	<b>NURS 9489</b> DNP II practicum (166) hours <b>EDPSY 8960</b> Innovation, technology & Teaching in Higher Education *	2 3	<b>NURS 8201</b> Health Indices of Urban Populations in Primary Health Care <b>NURS 9289</b> Collaborative Partnerships: Interdisciplinary	3 1
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>4</b>
Fall 3		Spring 3			
<b>NURS 8103</b> DNP Project Implementation (168 hours) <b>NURS 9189</b> Collaborative Partnerships: Transdisciplinary	3 1	<b>NURS 8207</b> Advancing Health through Information Technology <b>NURS 8206</b> Health Economics & Business Practices	2 2	<b>Total credit: 37</b> <b>Total clinical hours: 500</b> <b>332 practicum + 168 DNP project</b> <b>*Certificate: Teaching in Higher Education</b>	
<b>TOTAL</b>	<b>4</b>	<b>TOTAL</b>	<b>4</b>		

## ACADEMIC PROGRESSION

### Policies and Procedures

The academic programs in the Department of Nursing are governed by the policies outlined in the Temple University Graduate Bulletin, Student Handbook of the College of Public Health and the Graduate Student Handbook for the Department of Nursing. The Graduate Bulletin is available online at <http://bulletin.temple.edu/graduate/>. All students are expected to access these documents and become familiar with their contents.

### Academic Probation

If a graduate student's GPA falls below 3.0, or if a course grade below B- is received, the student will be placed on academic probation for the next semester. While on probation, the student is responsible for scheduling regular meetings with his/her advisor. The semester the student is on probation, a minimum grade of a B and a semester GPA greater than 3.0 must be achieved. Students will remain on probation until the overall GPA is greater than 3.0. Failure to achieve a cumulative GPA greater than 3.0 will result in dismissal from the program. Students in the DNP program are expected to obtain a minimum grade of B- in advanced core and specialty course. Failure to do so will place the student on Academic Probation and the course must be repeated.

### Clinical Probation

A student will be placed on clinical probation if he/she is not satisfactorily progressing toward meeting the critical core competencies by the mid-term of the clinical course. While on probation and until the end of the semester, weekly reports from the preceptor documenting steady achievement toward meeting critical core competencies will be documented in the student advising record. In addition, the student is expected to have regular meetings with the course coordinator and/or advisor. Failure to meet competencies by the end of the semester will result in failure in the course. All students are expected to obtain a minimum of B- in all clinical courses in order to progress in the program.

### Repeating a Course

Students may repeat a course to earn a higher grade, either to raise the GPA or to receive a grade in the course required by the concentration. **No grade below a C can be used to fulfill any graduate requirement.**

The decision to repeat a course for a higher grade must be in consultation with an advisor. A repeated course must be graded using the same grading system (pass/fail, credit/no credit, or letter grade) as when originally taken. A student who earns a grade below a B- in advanced core or specialty courses must repeat the course. Except for courses designed to be taken multiple times, such as independent study, credit for a given course will be granted only once. No change in a student's graduate GPA will be made after the degree is awarded.

### Academic Dismissal

A student may be dismissed from the graduate program if one or more of the following conditions are met:

- Failure to maintain reasonable academic progress
- The receipt of more than two grades below B- or more than one F
- Violation of the established Standards of Professional Behavior and/or failure to maintain patient safety
- Academic dishonesty
- A positive drug screen
- Clinical 'unprofessional behavior'

### **Readmission after Dismissal**

The Graduate School at Temple University is the decision-making body if a student appeals program dismissal. Information on the Petition for Readmission can be obtained in the Graduate Bulletin at <http://bulletin.temple.edu/graduate/graduate-policies/>

## **CLASSROOM POLICIES**

### **Attendance**

Class participation is an important component of graduate education and enrollment in a course presupposes intention to attend regularly. Attendance is expected at all course and clinical sessions. Additional requirements will be included in the course syllabus. The student who is absent for any reason is responsible for work missed. The student should understand that excessive absences may jeopardize the grade and/or continuation in the course. Course syllabi will contain specific information regarding penalties related to missed or lateness for class, missed or lateness for clinical.

### **Class Cancellation**

Students at Temple University are automatically enrolled in the TU Alert System. This system alerts students to police activity as well as university closures. In the event the university closes due to inclement weather, notification will come to your phone and email via the TU Alert system. Faculty will notify students of plans to make up the missed class.

### **Papers**

The Department of Nursing requires that all papers be submitted in American Psychological Association (APA) format. This format is used for the submission of manuscripts to most Nursing, Psychology, and Social Sciences journals. You will need to learn to be fluent in this format. Copy-editing is frequently combined with instructional critique, so your papers will draw as many comments on their deviations from APA format as they will receive on content, cogency, style or substance. **Every student should own the Publication Manual of the American Psychological Association (APA). It is available at the Temple bookstore and at other large bookstores (www.Amazon.com).** The manual gives the specific requirements of producing the manuscript (color and size of paper, typeface, margins, citations, references, quotations). This manual also gives rules for usage, grammar, punctuation, and the handling of statistical information.

### **Assignment Due Dates**

Assignments that are submitted after the due date will lose points each day that they are late including week-ends and holidays. The exact number of points is at the discretion of the course instructor and is posted in the course syllabus.

### **Exams**

Students are to inform the instructor if they need accommodations based on the impact of a documented disability. This should be discussed privately with the instructor at the beginning of the semester and documented by the Office of Disabilities in Ritter Annex on Main Campus. Information is available on each course syllabus.

Students are to turn off cellular phones and pagers during examinations. All notebooks, books, electronic equipment and other supplies are to be off the desk.

When students are finished with the exam, they are to:

1. Submit the examination and answer sheet to the instructor(s).
2. Leave the room.
3. Return to the room only when the instructor(s) indicates that the exam is completed.

**Absence from Scheduled Examinations**

It is expected that students will be present for all **scheduled** examinations. Failure to sit for an examination may result in the student receiving a zero for that evaluation component of the course. If a serious problem arises for a student that will prevent attendance at a test or examination, the advice of the course teacher of record must be sought **in advance**.

## CLINICAL POLICIES

The Department of Nursing has several policies in place to ensure student safety as well as compliance with regulatory agencies. Adherence to these policies is mandatory. In addition, students are expected to abide by the policies and procedures of the institution where they are doing their clinical practicum. **Students are not permitted to participate in clinical assignments until all forms are completed, returned to American Data Bank and deemed compliant.**

### REQUIREMENTS FOR PARTICIPATION IN CLINICAL

In order to participate in clinical experiences, all students are required to meet the health and immunization requirements of the Department of Nursing and the affiliated clinical institutions. Health requirements include, but are not limited to, Rubella titers and evidence (date of the disease, the immunization dates and/or lab titers) of immunity to rubeola, mumps, and varicella. It is required that students also be up-to-date with immunizations for hepatitis B, Diphtheria and Tetanus (Tdap). Students are required to begin the program with QuantiFERON testing and have annual screenings during their time in the program. In the event of a positive TB screening, see policy for “Students with Positive Tests for Tuberculosis or Allergies to Tuberculin Vaccine.” Student also must provide evidence of annual flu vaccination every fall.

All of the health-related requirements for Temple University, Department of Nursing are included on the American Databank Health Form. Students who do not comply with the required health and immunization requirements will not be permitted to attend clinical. The following health requirements must be completed on admission and annually: QuantiFERON, flu vaccine, urine drug test and physical exam.

Students are also required to have current adult, child, and infant professional rescuer CPR certification, F B I criminal background and child abuse clearances. Failure to maintain current CPR certification will result in dismissal. Students with positive child abuse records will be dismissed and referred to student advising for assistance in exploring alternative majors. Criminal and child abuse clearances must be done annually.

Students who have a positive criminal background check for any offense found on the list of **Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offense** will be dismissed and referred to student advising for assistance in exploring alternative options. Practice of deceit in the submission of any of the above documentation is cause for immediate dismissal. Any student **with criminal charges must immediately disclose such charges to the appropriate Program Director.** Any student with criminal charges may not participate in clinical practice until the charges are resolved. Charges will be considered on an individual basis and may result in the student’s dismissal. Failure to immediately disclose any criminal charge will result in dismissal.

~~Management team approval: 2009~~

- Upon receipt of the letter of admission, the student is to go to the American Data Bank website: [www.templebackgroundcheck.com](http://www.templebackgroundcheck.com). Students will then be asked to input their personal information, pay for the service, and download the necessary forms. **Completed forms are sent to American Data Bank NOT the Department of Nursing or Student Health.** Follow the directions carefully so your progress through the clinical courses is not delayed

- A copy of your current nursing licenses must be on file with Department and updated when expired.

**POLICY FOR STUDENTS WITH POSITIVE QUANTIFERON TESTS FOR TUBERCULOSIS OR ALLERGIES TO TUBERCULIN VACCINE**

Any student whose skin test for tuberculosis is positive must have a follow-up chest X-ray. If that X-ray is positive, the student must follow his/her health provider's recommendations and can participate in clinical only with documentation from his/her health care provider stating the student is not contagious for tuberculosis. If the chest X-ray is negative, the student must submit annual health provider documentation indicating the student is free from active disease. A chest X-Ray must be repeated every 2 years. If a student is allergic to tuberculin vaccine, the student must have a chest X-ray.

Management team approval: 6/2009

**HEALTH POLICY RELATED TO ACUTE/CHRONIC ILLNESS OR INJURY**

In the event a student has an acute or chronic illness or injury, the student must submit a statement from the health care provider detailing any restriction(s) to clinical participation. The student must submit clearance from the health care provider in order to resume participation in clinical.

The student in good standing who withdraws from a course(s) due to acute or chronic illness or injury will be requested to take a Leave of Absence. Once medically cleared, the student will be eligible to resume the program.

Management team approval: 6/2009

**POLICY ON ACCIDENTAL EXPOSURE TO TUBERCULOSIS**

Exposure to a patient who may have TB for whom infection control procedures have not been taken must be reported to your instructor or preceptor immediately. He/she will follow the appropriate guidelines to assist you in receiving immediate medical attention. He/she will ask you about the exposure incident and initiate the appropriate incident report and treatment processes. Be as specific as possible when giving details around the incident including the identification of the source or source person.

PROCEDURE

**See Procedure on next page**

**PROCEDURE: ACCIDENTAL EXPOSURE TO TUBERCULOSIS**

<b>Clinical Agency without on-site medical services</b>	<b>Clinical Agency with on-site medical services</b>
1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator	1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator.
2. Follow clinical agency's protocol for accidental exposure. Typically, this will require the completing of an agency incident report.	2. Follow clinical agency's protocol for accidental exposure. Typically, this will require the completing of an agency incident report.
<p>3. Report immediately to your health care provider or local health department for the placement of a baseline PPD test. This must be administered as soon as possible post-incident. Student should also receive counseling from a health care provider related to the sign and symptoms of TB.</p> <p>If the student has a previously known positive PPD, a PPD test is not required. The student will need to provide a letter from their health care provider indicating that they have been counseled concerning the signs and symptoms of the disease and that they will be receiving follow care and monitoring for TB. Follow up care may include a chest x-ray to establish that no active disease is present.</p>	<p>3. Report immediately to the emergency department or employee health (as determined by the institutional protocol) for placement of a baseline PPD test.</p> <p>If the student has a previously known positive PPD, a PPD test is not required. The student will need to provide a letter from their health care provider indicating that they have been counseled concerning the signs and symptoms of the disease and that they will be receiving follow care and monitoring for TB. Follow up care may include a chest x-ray to establish that no active disease is present.</p>
4. Complete <i>Department of Nursing Blood or Body Fluid or TB Incident Report</i> within 24 hours.	4. Complete <i>Department of Nursing Blood or Body Fluid or TB Incident Report</i> within 24 hours
5. Report incident to program administrator.	5. Report incident to program administrator.
6. Sign the <i>Department of Nursing Post Exposure Responsibility Form*</i> . Student must provide the program administrator PPD test results within 24 hours of receiving the results. Student with a previously known positive PPD must provide a letter (see #3) from their health care provider within 48 hours after the exposure	6. Sign the <i>Department of Nursing Post Exposure Responsibility Form*</i> . Student must provide the program administrator the results of the PPD test within 24 hours of receiving the results. Student with a previously known positive PPD must provide a letter (see #3) from their health care provider within 48 hours after the exposure
<p>7. It is expected that the student will follow all recommended post exposure follow up treatment.</p> <p>The student who previously tested negative for TB <b>must have a PPD test placed 12 weeks post exposure</b>. Results must be given to the program administrator within 24 hours of the test being read. If this test is positive for TB exposure, the student will be advised to undergo further medical evaluation and treatment. The student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present.</p> <p>The student, who previously had a positive PPD (prior to the exposure), will be required to provide a letter from their medical provider 12 weeks post exposure indicating that they have been examined and that no active disease is present. If the student is found to have symptoms or a positive chest x-ray the student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present.</p>	<p>7. It is expected that the student will follow all recommended post exposure follow up treatment.</p> <p>The student, who previously tested negative for TB, <b>must have a PPD test placed 12 weeks post exposure</b>. Results must be given to the program administrator within 24 hours of the test being read. If this test is positive for TB exposure, the student will be advised to undergo further medical evaluation and treatment. The student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present.</p> <p>The student, who tested positive for TB prior to the exposure, will be required to provide a letter from their medical provider 12 weeks post exposure indicating that they have been examined and that no active disease is present. If the student is found to have symptoms or a positive chest x-ray the student will not be permitted to continue in the program until the student provides sufficient documentation indicating that no active disease is present.</p>
8. All expenses incurred are the responsibility of the student.	8. All expenses incurred are the responsibility of the student.

*Department of Nursing's Post Exposure Responsibility Form will be maintained in the student file for 30 year*

## HEALTH POLICY RELATED TO PREGNANCY

A pregnant student must inform the Course Leader and each clinical instructor/preceptor of pregnancy. A pregnant student must provide medical clearance from her licensed obstetrical provider indicating that she may remain in the clinical nursing program no later than her 13<sup>th</sup> week of pregnancy. It is the responsibility of the student to inform faculty of any change(s) during her pregnancy. Clearance to remain in clinical following any such change(s) must be documented by a licensed obstetrical provider and submitted to the Course Leader immediately.

The licensed obstetrical provider must clear the pregnant student to continue to participate in clinical nursing experiences. It is the student's responsibility to be aware of the recommended Center for Disease Control (CDC) guidelines related to avoidance of exposure to infectious diseases by pregnant women.

After delivery, written clearance from the licensed provider approving the student's return to clinical must be submitted to the Program Director.

The student in good standing who withdraws from a course(s) due to pregnancy will be requested to take a Leave of Absence. Once medically cleared, the student will be eligible to resume the program.

Recommendations or restrictions submitted by the care provider may result in the student's inability to complete the course and may result in withdrawal from the program.

Management team approval: 6/2009

## POLICY ON CONFIDENTIALITY

Students are exposed to much information by virtue of their role as students in a clinical setting. Each student is expected to observe and follow all Health Insurance Portability and Accountability Act (HIPAA) privacy policies and procedures at all times.

Any breach of confidentiality on the part of a student will be reported to the appropriate program director for action. Breaches include, but are not limited to: unauthorized possession, use, copying or disclosure of a patient record; disclosure of patient, staff, or faculty information in unauthorized clinical areas or outside of the clinical or teaching area; contacting a patient at their residence either by visit or telephone unless authorized as part of the clinical experience.

Students only have access to clients' records during designated clinical hours, or at the discretion of the instructor.

Management team approval: 6/2009

## Professional Attire

- Students enrolled in clinical courses are expected to have a TEMPLE UNIVERSITY name pin. The pin should contain the following information --- **First and last name, RN Graduate Nursing Student.**
- Students are expected to wear a white lab coat with the **Temple University College of Public Health** on the sleeve. Do not ask for the Temple University Health System emblem.
- Lab coat, emblem and name pin may be obtained from a professional clinical uniform store.

**Please allow enough time for the order to be shipped to your home so that you have it for the first clinical day.** Sandals, open toed shoes, flip flops, jeans, tops that are cut low or show the midriff are not acceptable attire.

## Clinical Sites and Preceptors

The faculty is responsible for the final selection of clinical sites and preceptors as well as the orientation of preceptors. **Students are expected to work with the assigned preceptor on the day designated in the assignment.** There is to be no front loading or back loading of clinical time. This will jeopardize your ability to pass the course.

Clinical assignments typically will be Monday through Friday. Faculty members make site visits and participate in both direct and indirect ways to assure the satisfactory completion of a clinical experience. Faculty is responsible for the assigned grade in consultation with the preceptor.

DNP students who are enrolling in the DNP Practicum and Implementation courses may identify a site where they would prefer to do their practicum from prior clinical experiences. Students should then consult with the Clinical Coordinator to discuss the availability of the site. All sites are assigned by the course faculty member in consultation with the Clinical Coordinator who is seeking sites.

The clinical preceptor:

- **VOLUNTEERS** to assume this supervisory role and is due the same respect as faculty.
- is a Nationally Certified NP, CNM, MD or DO.
- is required to have a minimum of one-year clinical experience.
- has the requisite knowledge and skills to facilitate learning objectives for the designated clinical learning experience.

Preceptors are provided with a syllabus, course outline, and an evaluation form for students at the beginning of the clinical rotation. Problems and concerns with a preceptor or clinical site should be discussed with the e course instructor. Any time you are worried or uncomfortable about a clinical situation, contact the course faculty. Students are asked to complete preceptor and clinical site evaluations upon completion of each clinical rotation. The evaluations are returned as a packet as directed by the course faculty.

### Student expectations during clinical

1. Coordinate the clinical schedule with the preceptor including the day of the week, starting and ending times of the clinical day **based on the clinical preceptor's schedule.**
2. Clinical should be scheduled for EACH WEEK of the semester, i.e., for 15 weeks. There is to be no front loading or back loading of clinical time. This will jeopardize your ability to pass the course.
3. ANY exceptions MUST be in writing and approved by the clinical faculty, course leader and preceptor.
4. Attend the assigned clinical for the designated number of hours as REQUIRED. In case of emergency or illness, the preceptor, clinical faculty AND the course faculty must be notified. A note may be required.
5. Written objectives and other pertinent information should be given to the preceptor at the first meeting.
6. The student should complete all documentation in e-value according to the E-Value responsibilities that follow.
7. The student should be prepared for each clinical day in whatever manner is required by the preceptor.
8. Professional dress, behavior and attention to detail are expected. Problems of any kind are to be handled through the preceptor, clinical faculty, course leader, and/or appropriate agency personnel.
9. Make up any missed clinical days within the semester calendar. Failure to complete clinical days by final exam week may jeopardize your ability to pass the course and **at a minimum** will result

- in a grade of “ Incomplete”.
10. Students must provide a note from a health care provider for a clinical absence or illness.

### **E-Value Responsibilities**

#### **Student responsibilities:**

1. Watch tutorials if unfamiliar with the e-value system. Go to the top right-hand side of the screen. Click on the HELP icon. The next screen will have a list of users. Click on the TRAINEE icon. As you scroll down the page, you will find a tutorial for Scheduling, Time logs, Evaluations, etc. Review as necessary.
2. Notify course faculty and program director immediately if primary preceptor or site changes from what was originally assigned. Do NOT wait until it is time for midterm or final evaluations.
3. Document under the correct course, clinical site, preceptor and semester. Do NOT document under clinical faculty/site visitor.
4. Document time logs under the preceptor’s name. If the preceptor’s name is not in the e- value system, contact the course leader and program director so the correct name can be put into the system.
5. Documentation is to be done weekly. Do not wait and do it all at the end of the semester.
6. Complete SOAP notes in the Learning Modules section of e-value. SOAP notes are to be completed each semester. The course leader will indicate if they are to be focused or comprehensive notes.
7. Lunch does not count as clinical time unless you are working during lunch, such as documentation, discussing cases with preceptor, or patient-related care. Lunch is no more than 1 hour in length.
8. Complete midterm and final self-evaluations for the course. Reminders will be sent to you automatically via e-value.
9. Complete the *Evaluation of the Preceptor* at the conclusion of the clinical rotation. Reminders will be sent to you automatically via e-value.
10. **All documentation must be completed by the last day of class.**

#### **Preceptor responsibilities:**

1. Verify clinical hours weekly using the e-value time logs.
2. Student lunch does not count as clinical time unless the student is working during lunch, such as documentation, discussing cases with preceptor, or patient-related care. Lunch is no more than 1 hour in length.
3. Complete the midterm and final evaluation found in e-value. Reminders will automatically be sent by e-value and can be accessed by using the log-in and password sent at the beginning of the semester.
4. The course leader is the default person for these activities.
5. **Documentation must be completed by the last day of class.**

#### **Site Visitor responsibilities:**

1. Review the section of e-value to ensure that the population at the site is appropriate to the course.
2. Complete the *Evaluation of the Clinical Site and Preceptor* located in the “On the Fly” icon in e-value.
3. Score the SOAP notes in the Learning Module section of e-value. Use the scoring rubric to grade the SOAP notes. Scores are to be whole numbers and should reflect the lowest achievement. For example, if a student performed at a level 5 for each item in a section except for 1 item where a student performed at a 2 level, the total score for that section is a 2.
4. Review student midterm and final evaluations and document review and agreement by using the “click complete “ icon.

5. Notify the course leader immediately if issues or concerns arise about any of the above items, or students or preceptor performance.
6. **All documentation must be completed by the last day of class.**

#### **Course Faculty responsibilities:**

1. Ensure that preceptors and sites are correct at the start of and throughout the semester.
2. Monitor student, preceptor, and site visitor documentation to ensure accuracy and timeliness.
3. Review and approve preceptor and student midterm and final evaluations.
4. Serve as default person for time logs and evaluations.
5. Prepare end of semester report on the descriptive statistics on the SOAP notes scoring rubric results.
6. Complete *Evaluation of Clinical Faculty* located in the “On the Fly” icon in e-value as assigned.
7. All course related documentation must be reconciled prior to submission of grades.

### **INDEPENDENT STUDY**

Opportunities are provided for graduate students to pursue courses of independent study (IS) in advanced theoretical or clinical nursing under the guidance of a member of the Department of Nursing faculty. The following policies and procedures apply to this type of learning activity.

#### **Policies**

1. Matriculated graduate nursing students may pursue independent study.
2. **A course of independent study may be designed for one to two credits.** A student who wants to do an Independent Study of 3 credits must receive prior approval from the Program Director. No student may elect more than three credits of independent study in their program of study.
3. Credits will be allocated on the basis of an estimated three hour/week of actual library research or other appropriate study activity per credit, or eight hours of clinical activity per week/credit.
4. A faculty member will be responsible for approval of student objectives, bibliography, evaluation criteria, precepting, and final grade assignment.
5. Final approval for the independent study must be obtained from the instructor and Program Director.

#### **Procedures**

1. Students wishing to pursue a course of independent study must identify a faculty member willing to serve as a preceptor by mid-semester of the semester prior to enrollment in the IS. The selection of the faculty member must be appropriate to the instructor's area of expertise.
2. Students must register for Independent Study during the designated registration period on the academic calendar.
3. The student will submit specific measurable objectives for the learning experience to the faculty member within two weeks of initial contact.
4. After approval of the objectives by the faculty member, the student and the instructor will agree on the assignment of credits (consistent with the policy), the criteria for evaluation, assignment of a grade and the default grade to be assigned if work not completed by the deadline.
5. A Contract for Independent Study must be prepared by the student in triplicate (typed) and submitted to the appropriate Program Director, no later than June 1 for the fall semester and December 1st for the spring semester for approval.
6. The contract must be signed by the student, faculty member, and Program Director. One copy will be placed in the student's file, one copy will be kept by the faculty-member and one

will be returned to the student. If the student is working with a preceptor, the faculty member will forward a copy of the contract to the preceptor.

7. Upon approval of the IS by the Program Director, the faculty member will generate and place in the student's file a schedule of precepting meetings with specific topics to be covered.
8. At the conclusion of the course, the instructor will submit the final grade to Program Director with a brief summary of the learning activities on the contract for Independent Study for the student's file.
9. If a clinical activity is involved in the Independent Study course, the faculty preceptor will seek agency approval and initiate an agency contract.



## College of Public Health

Students who wish to undertake and Independent Study are **required to have the advance written approval of their advisor and Program Director**. To register, you must present this completed registration form, signed by the faculty member who will supervise and grade the work, to the Program Director. The Independent Study form should be submitted with all necessary signatures at the time of registration, but no later than the last day of classes the semester before the Independent Study will occur. (Note that students are allowed to pursue an Independent Study with a faculty member outside their home department, but they must obtain the signatures of the Program Director and Chair within the home department.)

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_ **Credits:** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Faculty Member(s) Supervising and Grading Work:** \_\_\_\_\_

Any other Faculty member(s) who will supervise/grade work \_\_\_\_\_

**Rationale for undertaking Independent Work:**

**Primary Objectives of Independent Work:**

**Competencies Addressed in Independent Work:**

**How will the work be evaluated and graded?**

(Include letter grade or Pass/Fail and the products or activities to be evaluated and graded)

**Timeline for Completion within the Semester:**

**Signatures Required:**

**Student's Signature:** \_\_\_\_\_

**Supervising Faculty Member:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Home Department Program Director:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Home Department Chair:** \_\_\_\_\_ **Date** \_\_\_\_\_

4 Copies:      1 student's permanent record      1 supervising faculty member  
                  1 Program Director                                    1 student

## GRADES

### Graduate School Policy

A semester and cumulative grade point average of 3.0 is required for Graduate students to remain in good academic standing. Grades of B-, C+, C and C- carry academic credit; however, receipt of such grades is an indication that the student is doing substandard work (see Graduate Bulletin page <http://bulletin.temple.edu/graduate/>). Students may repeat a course when a substandard grade is obtained and the new grade will be used to calculate the GPA. The course can only be repeated once. Students must have a minimum cumulative GPA of 3.0 to graduate.

### Nursing Specialty Courses

Students must achieve a minimum of a B- in advanced core and specialty courses. These courses are designated below:

NURS 8101, NURS 8102, NURS 9311, NURS 9387, NURS 9477, NURS 9487,  
NURS 9577, NURS 9587, NURS 9677, NURS 9687

**Any student who fails to achieve a minimum grade of B- in the courses indicated above, must repeat the course. Each of the required nursing courses may be repeated only once. Failure to obtain a B- in the repeated course on the second try results in dismissal from the program.**

### Conversion of Grade from Numerical to Letters

A = 93-100	C = 73-76	MG = <u>Missing Grade</u> ; when a complete grade list for a course was n o t
A- = 90-92	C- = 70-72*	NR = <u>Not Readable</u> - when one or more grades have not been entered—or there was an error in entering one or more grades—on the grade list
B+ = 87-89	D+ = 67-69	W = Withdraw
B = 83-86	D = 63-66	NC = <u>No Credit, Grade Modifications</u> - A system enhancement will be programmed that will not allow the posting of an instructor's grade of NC in classes not designated Credit/No Credit. In such cases the grade will be posted as an NR and defaulted to WF if not resolved by the final grade processing.
B- = 80-82	D- = 60-62	
C+ = 77-79	F= 59 & below	

**\*No grade below a C can be used to fulfill any graduate requirement.**

## **Incomplete Grades**

An instructor may file an “I” (Incomplete) only if the student has completed the majority (more than 50%) of the work of the course at a passing level, and only for reasons beyond the student’s control. Assigning an incomplete is at the discretion of the course instructor.

An instructor may file an “I” when a student has not completed the work of a course by the time grades must be submitted, but has completed the majority of the work at a passing level and has a written agreement with the instructor and the department regarding completion of the work, including the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated. One copy of the agreement shall be retained by the instructor, one shall be given to the student, one kept in the student’s file, and one shall be filed with the department office or, in colleges or schools without departments, the Dean’s office.

When reporting the grade of “I” for a student, the instructor shall also file a report of the default grade. If the instructor does not change the grade of “I,” pursuant to the agreement with the student, the appropriate University official shall automatically change the grade of “I” to the reported default grade, and the default grade shall appear on the transcript and be used for all other grading purposes as the actual grade received in the course.

Faculty advisers and staff advisers have the option of not permitting a student to register for an “overload” if the student is carrying one or more active incomplete courses, or for a “full load” if the student is carrying two or more active incompletes. The Agreement for an Incomplete form is located at [http://www.temple.edu/grad/forms/documents/Agree\\_Issue\\_Incomplete\\_14.pdf](http://www.temple.edu/grad/forms/documents/Agree_Issue_Incomplete_14.pdf).

## **Appeal of Grade(s)**

An appeal may be made for a final course grade. Concerns regarding individual assignments such as examinations, term projects/papers, lab grades, etc., are to be handled between the course instructor and the student.

The grade appeal must be of a substantive nature. The written appeal must contain material to support the student’s contention of inappropriate grade assignment and must identify the specific outcome the appellant wishes to effect, with evidence to support the desired outcome.

Following review of an appeal, any of the following actions may be recommended:

- A. the grade may be supported
- B. the faculty member may be asked to review and/or re-calculate the grade in question
- C. the student’s standing in the department may be reconsidered by the department

### **Appeal Procedure:**

The following procedure is student-initiated and the responsibility to keep the action in progress rests primarily with the student. It is understood that the time frame stated must be adhered to and that in case of pending graduation this procedure would be made more expedient through mutual cooperation of all parties involved.

The following interpretations are used:

“Working days” refer to the regular work week; it does not include weekends or any holidays recognized by Temple University.

“Interested parties” refers to the faculty member assigning the grade and the student appealing the grade.

In the event that the interested faculty member in an appeal is administratively involved (a Department Chair, Program Director or Dean) in any of the following steps, the next highest University authority shall designate an appropriate faculty member to carry out the responsibilities of that step.

### Step 1

To appeal a final grade, the student must make an appointment and meet with the faculty member(s) assigning the grade within the first 5 class days of the next regular semester (fall or spring) unless arrangements can be made to initiate the meeting prior to that time. During this meeting, the student should state the evidence and reasons for student’s perception of an *unfair* grade assignment. The instructor will review the matter, explain the grading procedure used and show how the grade in question was determined.

The faculty member is to tell the student of his/her decision, either in oral or written form, in 3 working days.

If a student fails to meet at the arranged time, without good cause, the appeal will be determined against the student. Failure of the faculty member to meet at the appointed time will automatically take the procedure to Step 2.

### Step 2

If the grading dispute is not resolved, or the faculty member fails to comply with the responsibilities of Step 1, the student may appeal to the Departmental Chair. This appeal must be in writing and contain the information described in the Introduction. The appeal must be made within 3 working days of receipt of faculty member’s decision or faculty member’s failure to comply with Step 1.

A meeting with the Chair must then be set up. The Chair may request the faculty member assigning the grade to be present. Failure of the student to appear at this meeting without good cause will terminate the appeal in favor of the existing grade.

The Chair will attempt to mediate the resolution to the dispute at this level, through either separate or joint meetings with the student and faculty involved. The Chair may or may not make a recommendation; however, it is not within the purview of the Chair to change a grade assigned by a faculty member. The process is to be completed within 5 working days of receipt of the Step 2 written appeal.

### Step 3

The Department of Nursing does not have an appeals committee. If the dispute is unresolved at Step 2, the student should proceed directly to Step 4.

#### Step 4

If the matter is still unresolved, the student may appeal in writing within 3 working days of the conclusion of Step 2 to the Dean, who will review the case. In most instances, the appeal procedure will not go beyond this level. Failure of the student to appear at this meeting without good cause will terminate the appeal in favor of the existing grade.

The Dean will attempt to mediate a resolution to the grading dispute. It is not within the purview of the Dean to change a grade assigned by a faculty member. The Dean may or may not make a recommendation at this level. If a recommendation is made, it is to be conveyed to all interested parties within 2 working days of the meeting between Dean and student. It may be in either written or oral form.

The Dean may refer the case to the College Academic Review Board (ARB) for a formal review of the case. If such a referral is made, it is considered Step 5.

#### Step 5

The Academic Review Board will meet within 5 working days of the referral from the Dean. If greater flexibility in time is required, the Chair of the ARB must notify interested parties in advance.

The ARB may conduct a hearing as deemed necessary. In this event, the ARB will ordinarily meet separately with the student and with the instructor(s) in an attempt to resolve the differences. The ARB may tape the hearing with the consent of the parties involved. The student and the instructor should retain copies of any materials, which she/he has submitted to the ARB. The student and faculty member may have assistance (excluding attorneys) present at the hearing. Each of the parties should be prepared to present clear, concise, complete information to the ARB and be prepared to answer questions from the ARB members.

Neither the student nor the faculty will be present during the deliberations of the Board. All deliberations of the ARB will be strictly confidential.

At the conclusion of the hearing, the ARB shall within 5 working days, send to the Dean a written report containing a summary of the issues, key deliberations, recommendations and vote count.

#### Step 6

The Dean shall review the recommendations and forward copies of the final decision to the student, instructor, Department Chair, and the Chair of the ARB. The Dean will take final action in the case after full consideration of the ARB's recommendation. The final determination shall be issued within 5 working days. The Dean shall have the authority to take action as is deemed necessary in the case and shall inform the student, instructor and Departmental Chair of the action taken.

#### Step 7

Any appeal beyond Step 7 must be to the Provost, must be in writing, and must be submitted to the Provost within 5 working days of notification of the Dean's action.

### Appeal of Grade Form

Student's Name:	
Current Accurate Address:	
Phone Number:	
Course Number(s) and Title(s):	
Grade(s) for Course(s):	
Faculty Member:	

**Step 1:**

Date of Meeting with faculty member: \_\_\_\_\_

Reason for requesting change of grade: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Step 2:**

Date of Meeting with Department Chair: \_\_\_\_\_

**Step 3:**

Date of Meeting with Dean: \_\_\_\_\_

Date referred to the College Academic Review Board (ARB) \_\_\_\_\_

**Step 4:**

Recommendation of the ARB: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date of Recommendation: \_\_\_\_\_

**Step 5:**

Dean's Action: \_\_\_\_\_

Date: \_\_\_\_\_

## Appeal for Academic or Administrative Dismissal

In the event of academic/administrative dismissal, the Graduate Board and Graduate School have authority for reinstatement into the graduate program. The student must file a petition with the graduate school to initiate an appeal for reinstatement. The appeal form can be found at [http://www.temple.edu/grad/forms/documents/gbsac\\_petition\\_09.pdf](http://www.temple.edu/grad/forms/documents/gbsac_petition_09.pdf)

## LEAVE OF ABSENCE

The Dean of a School/College, on the recommendation of the advisor, may grant a matriculated student a Leave of Absence. While on a Leave of Absence, a student may not use any university facility or receive academic direction or guidance except related to the student's petition for continuing the leave or for advising related to progress toward completion of the degree. A Leave of Absence does not extend the time limit for completing a graduate degree. A student may not be granted more than two semesters of leave except for a serious condition (Graduate School Policy # 02.25.14). If the Leave of Absence is being requested in the first semester of matriculation, it will not be granted. Students in their first semester, who have not yet taken a course, should request to have their admission date deferred.

Students in the Graduate Program must be continuously enrolled during the fall and spring semesters. Failure to register and attend classes during one regular semester, without completing a Leave of Absence request will be considered withdraw from the program and students must reapply for admission. The form for a leave of absence can be found at:

[http://www.temple.edu/grad/forms/documents/Leave\\_of\\_Absence\\_14.pdf](http://www.temple.edu/grad/forms/documents/Leave_of_Absence_14.pdf)

**Note:** Failure to complete the above process will result in assignment of a grade of "F" for each of the courses in which the student is enrolled. Also, if the student is taking a Leave of Absence, failure to follow this policy may jeopardize the student's ability to continue in the program at a later time.

## GRADUATION

### Requirements

It is the responsibility of each student to ensure that all requirements are met. Advisors and department staff will provide guidance but students bear the final responsibility.

Students should maintain their own graduation requirement checklist. The intent of the checklist is to provide a method for students, along with their academic advisors, to monitor the completion and documentation of all requirements needed for graduation. The curriculum plan must be kept in their student records. If students received no forms or notices regarding graduation during the semester prior to the expected graduation date, students must initiate an inquiry at the Office of Student Services. If the student does not complete graduation forms, then the student record will not show that the degree has been conferred.

Graduation ceremonies include the university commencement and the college ceremony. DNP students may not participate in graduation ceremonies unless all degree requirements are met. DNP graduates have a separate Hooding Ceremony during graduation week where family and friends are invited. **Only students who have completed all requirements are eligible for hooding.** Caps, gowns and hoods are purchased through the Temple University Bookstore. Details are provided after one completes the graduation application.

## NON-ACADEMIC POLICIES

### Health Insurance Requirement

Health insurance coverage is required of Temple nursing students by many of the clinical agencies in which our nursing students work. For these reasons, all nursing students must be covered by a health insurance policy such as Medicaid, a managed-care plan (such as Health Partners), an HMO or private carrier (such as Blue Cross/Blue Shield).

All College of Public Health students are enrolled in a supplemental accident plan that reviews incidents such as needle sticks, sharp injuries, etc. The claims administrator of this policy is A-G Administrators, Inc. The student accident policy is not a health insurance plan. It is a supplemental policy that only covers injuries that result from an accident while performing required academic activities in the lab, classroom or clinical area, and it coordinates the payments made from your health insurance. Information about this can be found at: <http://www.temple.edu/hr/students/accident.htm>.

### Professional Licensure

All graduate students must have a Pennsylvania RN license. DNP students must obtain an RN license in either New Jersey or Delaware so they are prepared for any clinical site assignment. To ensure the best clinical experiences, faculty may assign students to an agency in New Jersey or Delaware.

## COMMUNICATING WITH FACULTY & STAFF

### Making an Appointment

Contact your faculty in person, by telephone or email to find a mutually agreeable meeting time. All Department of Nursing faculty can be reached by calling their office telephone number and leaving a "Voice Mail" message or email. Both systems are reliable and if you leave messages, you can be quite sure faculty will receive them. You should expect a response within 24 hours Monday through Friday during the academic semesters. Messages received after 12 noon on Friday will not be returned until Monday. Please understand that many faculty may not be on campus every day. Using email is the most reliable methods to contact them.

### Office Hours

All faculty members post their schedule of open office hours on their office door and on their syllabus. You should note weekly office hours when they are available in their office to meet with students. You do not need an appointment to meet with faculty during open office hours. Faculty is also available by appointment for times other than posted hours.

### Mailboxes

All faculty have an assigned mailbox. To leave mail for a faculty member, make sure it is clearly labeled with the faculty name as well as your own, and give the mail directly to Ms. Andrea Darden who will place it in the appropriate faculty member's mailbox.

## ADMINISTRATIVE PERSONNEL

Martha Y. Kubik, PhD, RN	David Devereaux Professor and Director, Department of Nursing
Carlene McAleer, CRNP-BC, DNP, RN	Interim Director, Graduate Programs
Audrey Scriven	Academic Coordinator

## GRADUATE FACULTY

FULL-TIME FACULTY	Office-Jones	EXT.215-	E-MAIL
Dr. Susan Dickey	521	707-4825	sbdickey@temple.edu
Dr. John Duffy	510	707-4629	John.duffy@temple.edu
Dr. Mary Ann Dugan	525	707-5019	Tug32927@temple.edu
Professor Monika Jelic	520	707-8186	monika.jelic@temple.edu
Dr. Carlene McAleer	513	707-5018	cmcaleer@temple.edu
Dr. Nancy Rothman	515	707-5436	rothman@temple.edu

## DEPARTMENTAL STAFF

STAFF	Office-Jones	EXT. 215-	E-MAIL
Andrea Darden-Department Secretary	504	707-4687	Andrea.darden@temple.edu
Audrey Scriven-Student Services	505	707-4618	TUnurse@temple.edu
SERVICES	Office		
Copy Center/Mailroom	Basement, Pharmacy Bldg.	707-4247	
Dean's Office	Tech Center- Bell Building	204-5200	
Nursing Lab (John Calhoun Learning Resource Center)	105, Pharmacy Bldg.	707-2345	
Security Desk	Lobby, Jones Hall	707-3716	

## RESOURCES

### Computer Facilities — Help Desk 204-8000

- Computer Services (215-204-8000)  
Temple University has expanded the availability of wireless technology to several buildings on Main Campus, Faculty Student Union & Student Faculty Center, 2<sup>nd</sup> floor, on HSC, the TUCC building at 1515 Market St. Check [www.temple.edu/cs/wireless](http://www.temple.edu/cs/wireless) for exact areas and the latest locations, instructions and requirements.
- TECH Center (Teaching, Education, Collaboration, and Help Center)  
Computer technology plays an important role in graduate education. The TECH center is located at 12<sup>th</sup> St & Montgomery Ave. on Main Campus. It is a comprehensive student

technology center with 700 workstations, specialized software and hardware, internet access, printers, 13 student breakout rooms for group study, a Starbucks café, and computer help desks. Wireless loaner laptops can be used throughout the building. It is open 24 hours a day.

- **HSC Instructional Support Center (ISC)**  
The ISC is located in the Student Faculty Center, 2<sup>nd</sup> floor. The ISC offers virtual help, support services, computer training, and production services for posters printing.
- **Computer Training Seminars**  
Computer Services offers seminars for free to students, staff, and faculty to expand their technology skills. A variety of topics are offered each semester. Students should register for seminars independently via the web site ([www.temple.edu/cs](http://www.temple.edu/cs)). Seminar listings are updated daily. Sample topics include use of Excel, PowerPoint, SPSS, SAS, etc. Students can also purchase software directly from computer services saving as much as 60% off the regular process.

### **Health Science Library**

The library is a new state of the art facilities located in the School of Medicine. It is designed for the Health Science Campus and has study room, computers, and literature from all health-related disciplines. The library offers courses for students that are designed to help with their research. If you have difficulty navigating on-line you can contact the Health Sciences Library at 215-707-4033 or 215-707-BOOK.

Interlibrary loan (ILL). Biomedical books and journal articles not available at Temple's libraries can be obtained through inter-library loan for a fee of \$5/request. ILL requests take 7 to 10 days. Rush service is available for a reasonable fee, but still requires considerable lead-time.

A variety of workshops are available for students. Students are encouraged to participate in these workshops in particular the workshop on 'RefWorks'.

#### **Computer-assisted Search Facilities**

These are available at the Health Science Library in the School of Medicine. The Healthnet databases allow you to search a huge pool of literature by selecting from over 16,000 topics (called Medical Subject Headings (Mesh headings) by which the nursing, medical and allied health-fields publications and articles are indexed. There are multiple on-line evidence-based databases available at Temple through the Health Science Campus library.

Start by selecting the database you want to search. Then type in the topic of interest. The computer may offer you choices of other terms by which your topic may be referenced. Commands are displayed on the bottom of the screen so you can see what commands are available in any part of the search process.

You can combine terms to limit or expand your search. Combining two search sets using "**and**" limits your search results to those citations that contain both terms. Combining search sets using "**or**" expands your search to citations containing either term (if you remember your set theory, "and" specifies the intersection of two sets while "or" specifies the union of two sets). You can further constrain your search to a particular time frame (last 6 months), to English-language-only citations, or to human-subject-only citations. You may request review articles only to get an overview of the field by reading articles summarizing many original articles. You may also search for citations by a particular author.

Your search results are in nearly chronological order with the most recent articles appearing first. Each citation will include the authors, title of article, journal citation, location and institutional affiliation, language, indexing terms attached to the article by the indexing system (one of these will be one of your search terms) and usually an abstract of the contents of the article which is up to 400 words in length. Often a general search returns a large number of articles. You can browse the set--which means to have the citations displayed on the screen--and then either selected for further consideration or bypassed. Selected articles may be further sorted or they may be printed on paper after your searching is completed.

If your search results are disappointing, try the same terms in another database--like Medline or Health instead of CINAHL. The change in focus can get you broader results. If you want information about multi-disciplinary approaches to patient care or cost-effectiveness data try searching in Health. You can get ideas for other terms by looking at terms keyed to a useful article that you already retrieved.

#### Copyright Law as it applies to the Use of Xeroxing and Paper-writing

Current copyright law permits individuals to make up to one copy of a journal article or part of a published book provided the copy is for the individual's personal use and will not be sold. Making multiple copies of a journal article for profit is legal only if a fee is paid to the Copyright Clearinghouse so they may distribute a royalty to the author. Other photocopying of articles such as for mass distribution by an instructor to a class (considered a *for profit* use) infringes copyright law. Direct quotes and summaries of authors' findings or opinions must be appropriately referenced in the text as specified in APA format.

#### **Financial Aid**

For information pertaining to financial aid go to Student Faculty Union Building, lower level or call 215- 707-2667. Please note that the Department of Nursing does not advise or provide Financial Aid information.

#### **Parking**

- Street parking: The meters around Temple cost 50¢ per hour, take nickels, dimes and quarters and are among the most vigilantly patrolled in the city. Metered parking on the southbound side of Broad Street is available from 9:30 am to 6:30 pm (between 6:30 pm and about 6 am, it is free and legal). Metered Parking on Ontario Street between the Hospital and Jones Hall is actively patrolled until 8 pm.
- Secure Lots are available to Temple Students for a fee. Go to the office in the Carlisle West garage on Ontario St. and complete the forms. Parking is also available in the TUH garage on Ontario St. adjacent to the hospital or the garage adjacent to the Boyer pavilion. These garages cost less but are a greater distance from the classrooms typically used. For parking details and pricing, please visit: <http://www.temple.edu/parking/hsc.html>

## **Safety Services**

Temple University is committed to the continuing safety of its students, visitors, and staff. By following the suggested walkways and tips included here you will make your nighttime travel as safe as possible. Here are a few safety suggestions:

**-Always walk and park in well-lighted areas.**

**-Notify Campus Police of any suspicious activity or persons (215) 204-1234.**

**-Do not leave possessions and equipment unattended in buildings or on store counters.**

- Do not leave anything visible in your car; place all valuables in your vehicle's trunk. Please make sure your vehicle is locked.**
- Use Allegheny Avenue entrance to the Broad Street line rather than the Erie Avenue entrance.**
- Use ATM machines located inside the University buildings.**
- Do NOT talk on your cell phone while waking to your car!**

### **Shuttle Bus Service**

Temple University operates a shuttle bus service with stops at the Health Sciences Center for the safety and convenience of students and faculty. This service is only offered during the fall and spring semesters. For a copy of the schedule, please stop in to the Student Activities Center (SAC) located on the Main Campus, 13th & Montgomery Streets or the Student Faculty Center located on the Health Sciences Campus, Broad and Ontario Streets.

### **Student Health Services**

The Student Health Center is located in the Student Faculty Center (SFC) in the Lower Basement in Room #43. You can reach the Student Health Center receptionist at (215) 707-4088 from 8:30 am to 4:30 pm weekdays. A nurse is on duty between those hours. A physician is available Monday and Thursday mornings, and Tuesday, Wednesday and Friday afternoons. You are also eligible for services through the Student Health office on 1810 Liacouras Walk, 4<sup>th</sup> floor, where nurses and physicians provide preventive care as well as care for acute illness, and injury from 8:30 to 5:00 weekdays. There is no charge for consultation, and much-reduced rates for diagnostic tests. Many medications prescribed by the staff are dispensed there at a much-reduced cost. Gynecologic care for illness or injury is available without charge. Confidential free HIV testing is also available. Family planning and routine well-woman care is provided by a nurse practitioner at a very reasonable cost. PHMC operates a nurse-run health center at 9<sup>th</sup> & Berks St. that provides comprehensive primary care and women's health services. Required physical examinations may be obtained here for a small fee. All insurance plans are accepted. A psychological counseling service is also available to Temple students.

### **Writing Center (215-204-0702)**

This resource offers in-center workshops focusing on graduate students' writing skills. Nursing graduate students can also work with a tutor to improve the quality of their writing at no cost. The service is intended for those working on seminar papers or master's essays. The session can be used to focus on argument, organization and prose style but not grammar. This service is not intended for proof reading papers. That is the student's responsibility. Call for more information.

## **STUDENT ORGANIZATIONS AND ACTIVITIES**

### **Student Representation on Departmental Committees**

The faculty recognizes the rights and obligations of the student body to participate in the decision-making process relative to their educational program. Graduate representatives will be selected from the student body to the following standing committees: Nursing Resource Center, Student Affairs, and Research. An invitation to participate is sent to all students electronically early in the fall semester. The student representatives are responsible for attending scheduled meetings and keeping the student body informed of proceedings.

## Graduate Student Handbook Confirmation

I, \_\_\_\_\_, confirm that I have electronically received and read the 2018-2019 Graduate Student Handbook. I am also aware that a current copy is available at [www.temple.edu/nursing](http://www.temple.edu/nursing).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**\*Please give this signed form to your advisor prior to the start of the fall semester. This form will be placed in student departmental file.**

**August 2018**

