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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.

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.

The Department of Nursing is accredited by the Commission on Collegiate Nursing Education
One DuPont Circle, NW, Suite 530
Washington, DC 20036
202.887.6791
Message to Graduate Nursing Students
Temple University
College of Health Professions and Social Work
Department of Nursing

Let me extend a warm welcome to our newest students and to our continuing students. We are pleased that you have chosen to be a member of our Temple family. Returning to school is never an easy decision. One needs to plan well to achieve a balance with family, work, and academic responsibilities. This educational journey requires discipline as you establish your priorities daily and focus on your goals. Every successful journey has maps, guides, and experts to help you. Academic advisors, handbooks, and our web pages all provide you with essential information. Curriculum guides and syllabi show you the map on a macro and micro level. Successful students reported that they created a calendar for the entire semester that listed every class, every assignment, every family activity, and their employment schedule so they could remain well organized. Flexibility is another key component. Arrange to complete assignments before they are due so that you can deal with any unexpected “events” with ease. You are fortunate to work with a faculty who are experts in their areas. They all bring decades of clinical experience, scholarly excellence, and a willingness to share their wisdom with you.

Remember that the journey is just as important as the destination. Talk to your teachers and colleagues regularly. Volunteer for committees. Participate in special events and presentations. Take care of your physical and mental health. When problems or challenges occur, seek help. Your faculty can direct you to many useful resources within the university.

The United States is implementing the first major change in healthcare delivery in decades that moves us to a system that provides patient-centered and preventative care. The Affordable Care Act will provide you with the opportunity to participate in this health care revolution through your chosen specialty! Your graduate degree will allow you to join the next generation of nurse leaders. Enjoy this journey as you gain the skills to impact the nursing profession of the 21st century.

Best wishes for a wonderful year! Jane M. Kurz, PhD, RN (chair)
Message to Graduate Nursing Students
College of Health Professions and Social Work
Temple University
Faculty, Graduate Division

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 student. 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. In addition, 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 is assuming an active role in the life if 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://www.temple.edu/gradbulletin/ 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 AND PHILOSOPHY OF THE DEPARTMENT OF NURSING

Temple University Department of Nursing addresses the complexity of economic, social, and health care needs of the global community. Consistent with the mission statements of both the University and the College of Health Professions and Social Work, the Department of Nursing stimulates life-long learning through research, education, practice, and service. Faculty members of the Department of Nursing believe that nursing is a profession based on a unique body of knowledge derived from nursing research, the humanities and sciences, and hold as essential to their teaching mission the following core values: creativity, cultural competence, excellence, inquiry, integrity, leadership and respect. Curriculum and research activities focus on clients’ health needs and the nursing care of diverse populations with an emphasis on the underserved. The faculty believes that health care is a basic human right.

The faculty believes that baccalaureate education is essential preparation for entry into professional nursing practice. The Master of Science in Nursing (MSN) Program prepares nurses at an advanced level of nursing science and is required for preparation as a nurse educator or clinical nurse leader. The MSN Program prepares students to synthesize and apply concepts from nursing and related disciplines to engage in evidence-based decision-making, practice and leadership. The Doctor of Nursing Practice (DNP) Program at Temple University prepares advanced practice nurses. The Doctor of Nursing Practice encompasses advanced clinical practice that influences health care outcomes for individuals, families, and populations including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy. The DNP prepares leaders for the discipline and profession of nursing that will have the skills to address issues of health disparities.

At each level of education, students learn and apply general nursing principles and concepts to client care. Role development, professional socialization, critical thinking and evidence-based practice are emphasized. Faculty members are role models who facilitate active learning, self-direction, and a spirit of inquiry. Faculty members are involved in scholarly and professional activities, maintain clinical competence, and conduct, disseminate and utilize research.

Nursing, as an integral part of the complex health care system, shares responsibility with other disciplines for assuring the availability of comprehensive health services to all consumers. Health is a dynamic state, which embodies physical, psychological, and social dimensions; not merely the absence of illness. The definition of optimal health varies with the client and is determined by personal goals and values and past and present health factors. Nursing is a humanistic profession characterized by the therapeutic use of self in a holistic approach to the care of clients. Nursing supports clients in achieving and maintaining optimal health through health promotion, illness prevention, disease management, health restoration, and rehabilitation. Clients are conceptualized as individuals, families, and communities. The client is an open system engaged in interaction with the environment. Clients perceive and respond to environmental stimuli as integrated wholes.

The professional nurse provides leadership in directing and coordinating nursing care and is accountable to clients and the profession through ongoing evaluation of nursing practice. The professional nurse advocates for optimal client health through counseling, teaching, and social, organizational and political action. Professional nurses are committed to professional growth and the expansion and validation of nursing knowledge.

1994; Revised 1997; Revised 2001; Revised 2005; Revised 2009; Revised 4.26.10, Revised May 2014.
ESSENTIAL FUNCTIONS OF NURSING STUDENTS

The Department of Nursing requires that graduates 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 Program Coordinator 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 Health Professions and Social Work 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 College Health Professions 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 College of Health Professions and Social Work, 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 follows 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, or 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, 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 on 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 students 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 sharing 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.

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.

Violation of the Honor Code
Students will be referred to the appropriate concentration coordinator 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](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 Nurse (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 your faculty: sexual harassment, falsification of records, cheating on tests or assignments, substance abuse, lack of respect for confidentiality, and threatening harm. Professionalism deficit include many other behaviors, such as:

- Speaking negatively about preceptors or other health professionals (bad-mouthing) to an uninvolved third party,
- Repeated lateness or unauthorized absence from clinical without calling preceptor
- Not providing a semester calendar with scheduled days to preceptor
- Inattentiveness during patient visits
- Texting 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

Unprofessional behaviors reflect poorly on both the student and the nursing program. Unprofessional behaviors will not be tolerated. All in the nursing community must model appropriate respectful behaviors. Faculty does appreciate 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.

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 for the state where clinical experiences will be completed. A copy of the current nursing license will be kept in the student’s file. Students without the appropriate nursing license and compliance with all immunization and background checks cannot participate in a clinical course.

1. **Before clinical.** Students are expected to attend, be on time for, and to 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 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 Associate Chair or concentration coordinator.

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 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: 6/2009

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
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/

GRADUATE PROGRAM STUDENT LEARNING OUTCOMES

The Department of Nursing has endorsed Primary Health Care as 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 programs are 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).

**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

**MSN-Clinical Nurse Leader**

**Professional Self Regulation**

- **SLO**: Demonstrate a generalist point of care practice across local settings using advanced knowledge to optimize outcomes
- **Core Outcomes**: Synthesize knowledge from nursing, humanities, and sciences in the implementation of the CNL role.
- **Advanced Core Outcomes**: Synthesize clinical knowledge in support of the CNL role.
- **Specialty Outcomes**: Integrate professional standards into the CNL role.

**Health Promotion**

- **SLO**: Implement health promotion models at the point of care
- **Core Outcomes**: Evaluate the impact of context on the needs of urban populations and health care delivery.
- **Advanced Core Outcomes**: Integrate clinical knowledge in the implementation of health promotion in the CNL role.
- **Specialty Outcomes**: Synthesize determinants of health in addressing health promotion.

**Disease Prevention**

- **SLO**: Implement point of care disease prevention programs
- **Core Outcomes**: Incorporate knowledge of the target population in decreasing disease occurrence
- **Advanced Core Outcomes**: Evaluate programs to promote disease prevention.
- **Specialty Outcomes**: Integrate knowledge of health systems to decrease disease.

**Integrated Care Services**
• SLO: Employ point of care processes that promotes interdisciplinary care
• Core Outcomes: Demonstrate knowledge of interdisciplinary processes.
• Advanced Core Outcomes: Apply interdisciplinary processes to promote optimal health outcomes.
• Specialty Outcomes: Analyze interdisciplinary processes that impact health outcomes.

Ethics of Practice
• SLO: Engage in ethical professional practice
• Core Outcomes: Demonstrate knowledge of professional ethical standards.
• Advanced Core Outcomes: Incorporate ethical practice at the point of care.
• Specialty Outcomes: Implement a CNL role that reflects professional ethics.

Evidence-Based Practice
• SLO: Promote local care processes based upon principles of evidence-based practice
• Core Outcomes: Integrate empiric and evidence-based literature into the CNL role.
• Advanced Core Outcomes: Appraise the evidence to support local care practices.
• Specialty Outcomes: Incorporate evidence-based literature to address health concerns in local communities.

Life Span Development
• SLO: Promote integration of growth and development theories into local care processes
• Core Outcomes: Demonstrate knowledge of growth and development to support local care processes.
• Advanced Core Outcomes: Apply principles of growth and development to the design of local care processes.
• Specialty Outcomes: Evaluate the effect of growth and development on health outcomes.

Leadership
• SLO: Influence others to improve point of care outcomes
• Core Outcomes: Incorporate advanced knowledge to expand foundations of leadership.
• Advanced Core Outcomes: Utilize leadership principles in clinical practice.
• Specialty Outcomes: Incorporate leadership into practice to improve health outcomes.

Global
• SLO: Promote local practice that is informed by global determinants of health
• Core Outcomes: Demonstrate knowledge of global determinants of health as applied in local care processes.
• Advanced Core Outcomes: Apply principles of global determinants of health into local care processes.
• Specialty Outcomes: Develop point of care processes that are cognizant of the impact of global determinants of health.

MSN-Nurse Educator
Professional Self Regulation
• SLO: Demonstrate educational practice integral to implementation of the nurse educator role
• Core Outcomes: Synthesize knowledge from nursing, humanities, and sciences in the implementation of the nurse educator role.
• Advanced Core Outcomes: Integrate clinical expertise into the nurse educator role.
• **Specialty Outcomes:** Evaluate educational practices integral to the nurse educator role.

**Health Promotion**
• **SLO:** Implement educational processes promoting health outcomes
• **Core Outcomes:** Demonstrate knowledge of health promotion within nursing education.
• **Advanced Core Outcomes:** Develop health promotion programs.
• **Specialty Outcomes:** Incorporate curriculum design theory utilizing health promotion strategies across teaching-learning settings.

**Disease Prevention**
• **SLO:** Implement educational programs that incorporate levels of prevention
• **Core Outcomes:** Incorporate knowledge of prevention to decrease disease occurrence.
• **Advanced Core Outcomes:** Integrate clinical knowledge to educate for disease prevention.
• **Specialty Outcomes:** Integrate prevention programs within educational processes to promote health of populations.

**Integrated Care Services**
• **SLO:** Construct curricula that promotes an interdisciplinary ethos
• **Core Outcomes:** Demonstrate knowledge of interdisciplinary educational practice.
• **Advanced Core Outcomes:** Integrate interdisciplinary programs in clinical education.
• **Specialty Outcomes:** Implement educational processes with an interdisciplinary approach.

**Ethics of Practice**
• **SLO:** Engage in ethical education practice
• **Core Outcomes:** Demonstrate knowledge of ethical principles.
• **Advanced Core Outcomes:** Apply ethical principles into clinical education.
• **Specialty Outcomes:** Design educational processes that are consistent with professional ethics.

**Evidence-Based Practice**
• **SLO:** Synthesize the evidence in the development of curricula
• **Core Outcomes:** Integrate empiric and evidence-based literature into the nurse educator role.
• **Advanced Core Outcomes:** Implement evidence-based teaching and evaluation strategies in the clinical education process.
• **Specialty Outcomes:** Evaluate educational processes based upon empiric evidence.

**Life Span Development**
• **SLO:** Utilize relevant growth and development theories in the implementation of the Nurse Educator role.
• **Core Outcomes:** Demonstrate knowledge of growth and development as it applies to the nurse educator role.
• **Advanced Core Outcomes:** Incorporate growth and development theories in clinical education.
• **Specialty Outcomes:** Evaluate growth and development theory in educational processes.

**Leadership**
• **SLO:** Influence educational processes to reflect contemporary evidence
• **Core Outcomes:** Demonstrate concepts of leadership in education.
• **Advanced Core Outcomes:** Utilize leadership concepts in clinical education.
• **Specialty Outcomes:** Employ leadership strategies to maximize the contributions of others.

**Global**
• **SLO:** Incorporate global determinants of health into educational processes
• **Core Outcomes:** Demonstrate knowledge of global determinants of health in educational processes.
• **Advanced Core Outcomes:** Incorporate global health determinants as relevant to clinical education.
• **Specialty Outcomes:** Develop educational programs that address global determinants of health.

**MSN-Nurse Practitioner**
The current MSN Nurse Practitioner concentration is being replaced by the DNP program. This program continues to use the extant MSN terminal outcomes.

1. Synthesize knowledge from nursing, humanities and sciences in the implementation of the advanced practice role.
2. Integrate psychomotor, cognitive and affective skills in the application of the nursing process in the advanced practice role.
3. Evaluate the impact of economic, social, cultural, and political decisions on the needs of diverse populations and health care delivery systems.
4. Evaluate research findings as the basis for developing evidence based advanced practice.
5. Analyze client systems within the scope of the ANA, Code for Nurses, and professional nursing standards.
6. Integrates the Professional Nursing Law and professional standards into the advanced practice role.
7. Evaluate the needs of client systems and develop a plan to advocate for meeting those needs.
8. Develop an advanced practice role based on principles of professional and interdisciplinary communication that is appropriate to the purpose and audience.

**ACADEMIC POLICIES**

**Degree seeking versus 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 Banner during the registration period. Early registration will enable the faculty to obtain sufficient clinical sites for courses with practicum. 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 submit all official college transcripts, complete the statistical record form and provide a copy of their current RN license in order to be considered for registration into a course as a non-matriculated student.
A maximum of **three courses** earned at Temple University prior to matriculation may be counted toward satisfying degree requirements. Students are referred to the Department of Nursing website for specific admission matriculation criteria.

**REGISTRATION**

**Open Registration:** is for new and re-entering students. It follows immediately after the Continuing Student Registration.

**Late Registration:** requires the payment of $100.00. It is typically applied beginning the week before the start of classes.

**Registration Procedure:**

1. It is the student’s responsibility to initiate regular meetings with his or her advisor each semester to review the courses you have already taken or for which you have received transfer credit. You are assigned an advisor when you are admitted to the program.

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, the student must first contact their advisor and Student Services Coordinator to inform them of the difficulty and the exact error message they are receiving. The advisor will then work with the Student Services Coordinator to administratively register the student.

4. You can access your bill on Self Service Banner.

5. Students using tuition remission forms must complete the same payment process outlined above. 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 the remission forms in their department of employment. Temple University or Temple University Hospital Nursing employees can obtain tuition forms online ([www.temple.edu/bursar/administration/tuition_remission.htm](http://www.temple.edu/bursar/administration/tuition_remission.htm)).

**You are still responsible for 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:**

- 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.

- Withdrawals are allowed during weeks 3 through 9. A ‘W’ will appear on the transcript and the student is liable for 100% of the tuition.

- 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.

**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](http://accounts.temple.edu). All official University correspondence including graduation information will be sent to this address. This address will be listed as the official address for each student in the student’s records.
TRANSFER OF GRADUATE CREDITS
Prior to matriculation, students who take courses outside of Temple University in order to meet the program prerequisites are responsible for initiating the process of having the credits transferred to Temple University. The student is responsible for having an official transcript from the college or university in which the course(s) were taken mailed to the Department of Nursing. Transfer of credits cannot be processed without this document. Students are responsible for submitting the course syllabus for the course taken and associated form to their academic advisor for their review. The form can be found on this website: http://www.temple.edu/grad/forms/documents/transfer_grad_credit_09.pdf. The student’s academic advisor will process a request for transfer of credits. This should be done as soon as possible 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 may result in withholding of the degree at the end of the program. All graduate credits taken prior to matriculation are subject to evaluation and approval by departmental faculty. With rare exceptions, only courses taken within five years prior to matriculation will be considered. 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 appropriate concentration coordinator.

Procedure for Transfer of Graduate Credits:
- Students must complete a Transfer of Credit form, available at:
  http://www.temple.edu/grad/forms/documents/transfer_grad_credit_09.pdf
- This form must be accompanied by an official transcript sent directly to the department by the appropriate authority at the institution where the credits were earned.
- Students are responsible for submitting a course syllabus of the course they wish to transfer to their academic advisor for review.
- 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).
- All transfer credits must be of “B” quality or better.
- All transfer credits must be from an accredited institution.
- All transfer credits must be taken prior to matriculation.

The most current policy can be found at: http://www.temple.edu/grad/policies/gradpolicies.htm

ACADEMIC PROGRAMS
The 2014-2015 graduate nursing programs include:
- DNP
  o Post Master’s-30 credits
  o Post Baccalaureate- 58 credits for Adult NP
    62 credits for Family NP
- MSN-Adult Nurse Practitioner Program: 40 credits
- MSN-Family Nurse Practitioner Program: 44 credits
- MSN-Nurse Educator: 39 credits
- MSN Clinical Nurse Leader-40 credits
Core Courses
Core courses serve as the foundation for all concentrations in the MSN and DNP programs. Non-matriculated students may register for N5553 Pathophysiology or N5501 Theories for Advanced Practice Nursing of Families and Individuals. For a review of the course descriptions go to www.temple.edu/nursing.

- N5501 Theories for Advanced Practice Nursing of Families and Individuals
- N5553 Pathophysiology for Advanced Practice Nursing
- N5558 Local and Global Perspectives in Population Health
- N5901 Statistics for Evidence-Based Practice
- N5902 Evidence-Based Practice
- N8653 Scientific Analysis is a core course for students currently matriculated in the MSN-NP concentration. The last semester the course was offered was Spring 2012.

Advanced Core Courses
Advanced core courses can only be taken by matriculated students. The appropriate course is determined by the concentration in which the student is enrolled.

- N5557 Pharmacology for Advanced Practice Nursing (for NP students only) (N5553 prerequisite)
- N5552 Health Assessment for Advanced Practice Nursing (N5557 pre or co-requisite) (includes 8h/wk clinical)
- HRP5200 Clinical Pharmacology (for Nurse Educator and Clinical Nurse Leader)
- Please note that the Pennsylvania the Board of Nursing in the past 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 their concentration director or 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:

- N8201 Health Indices of Urban Populations
- N8303 Health Economics and Information Systems
- N8211 Leadership and Health Policy
- N8302 Managing Outcomes through Nursing Quality Initiatives
- N5903 Research Methods: Quantitative and Qualitative

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**
  - N9287 Primary Care of the Pediatric Population (includes 8h/wk clinical)
  - N9887 Primary Care of the Adolescent Population (includes 8h/wk clinical)
  - N9987 Primary Care of the Adult Population (includes 8h/wk clinical)
  - N9888 Primary Care of the Geriatric Population (includes 8h/wk clinical)
  - N9885 DNP Clinical Capstone (includes 16h/wk clinical)
  - N9886 DNP EBP Implementation (includes 24h/wk clinical)

• **MSN: CNL**
  - N8201 Health Indices of Urban Populations
  - N8303 Health Economics and Information Systems
  - N8211 Leadership and Health Policy
  - N8302 Managing Outcomes through Nursing Quality Initiatives
  - N9585 CNL Practicum (includes 16 h/wk clinical)
  - N9586 CNL Immersion (includes 24 h/wk clinical)

• **MSN: NE**
  - N8788 History and Philosophy of Higher Education and Nursing Education
  - N8801 Pedagogical Theory in Nursing Curriculum Development
  - N8802 The Journey from Novice to Expert: Understanding the Nurse Learner
  - N8789 Educational Technology and Approaches in Healthcare Learning Environments
  - N8803 Evaluation of Learning and Instruction in Nursing Education
  - N8804 Program Evaluation and Performance Improvement
  - N9488 Transition to the Nurse Educator Role Practicum (includes 2 days/wk clinical)

• **MSN-NP**
  - N9287 Primary Care of Children (includes 8h/wk clinical)
  - N9887 Primary Care of the Adolescents and Reproductive Health Problems (includes 8h/wk clinical)
  - N9987 Primary Care of the Young/Middle Adult with Acute/Episodic Health Problems (includes 8h/wk clinical)
  - N9888 Primary Care of the Older Adult (includes 8h/wk clinical)
  - N8604 Transition to Practice
  - N9988 Transition to Clinical Practice (includes 8h/wk clinical)

### Post-BSN DNP Program Advisement Form

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<th>Offered Both Fall and Spring Semesters</th>
<th>Course</th>
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**Post-Master’s APRN DNP Program Advisement Form**

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| Cognate by Advisement Semester/Year ______________ | 3 | NURS 5902 Evidence-Based Practice/Research (pre-requisite: NURS 5901) Semester/Year ______________ | 3 |
| NURS 8211 Leadership and Health Policy in Clinical Nursing (pre-requisite: NURS 8201; NURS 5902) Semester/Year ______________ | 3 | NURS 5903 Research Methods: Qualitative and Quantitative (pre-requisite: NURS 5902) Semester/Year ______________ | 3 |
| NURS 9885 DNP Practicum Capstone (Establish EBP Committee) (pre-requisite: NURS 8302, NURS 5903) Semester/Year ______________ | 3 | NURS 9886 DNP EBP Implementation (pre-requisite: NURS 9885) Semester/Year ______________ | 3 |

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**Temple University**

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### Clinical Nurse Leader Plan of Study

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### Nurse Educator Plan of Study

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<td>N5501 Family Theory and Assessment in Clinical Practice</td>
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<td>N8788 History and Philosophy of Higher Education and Nursing Education</td>
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<th>Fall Year Three</th>
<th>Spring Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>N8801 Pedagogical Theory in Nursing Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>N8789 Technology in Clinical And Classroom Instruction</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Fall Year Four</th>
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<tbody>
<tr>
<td>N9488 Nursing Education Practicum</td>
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<td><strong>TOTAL</strong></td>
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### MSN-Adult/Family Nurse Practitioner Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>SS 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>SS 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>SS 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>N5501 Family Theory</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>N5553 Advanced Pathophysiology</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>N5557 Advanced Pharmacology</td>
<td>X</td>
<td>X</td>
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<tr>
<td>N5558 Local and Global Perspectives in Population Health</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>N5552 Health Assessment and Clinical Diagnosis</td>
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<td></td>
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<td>X</td>
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<tr>
<td>N8653 Scientific Analysis</td>
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<td>X</td>
<td>X</td>
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</table>

If student took N5552 Health Assessment in Fall 2009
Spring 2010- N9887
SS 2010- N9287
Fall 2010-N9987
Spring 2011-N9888
Fall 2011- N8604 and N9988

If student took N5552 Health Assessment in Fall 2010
Spring 2011- N9887
SS 2011- N9287
Fall 2011-N9987
Spring 2012- N9888
Fall 2012- N8604 and N9988

If student took N5552 Health Assessment in Fall 2011
Spring 2012- N9887
SS 2012- N9287
Fall 2012- N9987
Spring 2013- N9888
Fall 2013- N8604 and N9988

If a student took N5552 Health Assessment in Fall 2012
Spring 2013- N9887
SS 2013- N9287
Fall 2013- N9987
Spring 2014- N9888
Fall 2014- N8604 and N9988
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 and in the Student Handbook of the College of Health Professions and Social Work. The Graduate Bulletin is available online at www.bulletin.temple.edu. 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 are expected to obtain a minimum grade of B- in a 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/concentration coordinator and/or advisor. Failure to meet core 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 clinically.

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 their major or to meet another requirement. **No grade below a C can be used to fulfill any graduate requirement.**
The decision to repeat a course for 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 a specialty course 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
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 www.bulletin.temple.edu.

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, at the discretion of the instructor, jeopardize the grade, and/or continuance in the course.

Class Cancellation
Temple University’s formal policy explaining inclement weather decisions is available online at: http://policies.temple.edu/getdoc.asp?policy_no=04.31.12. In the event of severe emergencies affecting University operations, information is available at each of the following locations:
- Temple University home page (www.temple.edu)
- Temple University’s weather hotline at 215-204-1975
- Email and cell phone blasts from the university. Please be certain that your contact information in Banner is correct so you can receive these messages directly.

Papers
The Department of Nursing requires that all papers be submitted in American Psychological Association (APA) format (6th edition). This is one format used for the submission of manuscripts to most Nursing, Psychology, and Social Sciences journals. It is not the only format in use, but it is the only one accepted for all Temple Department of Nursing submissions. 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) 6th edition 2009. 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.

TEMPLE UNIVERSITY
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. Students are required to begin the program with two-step TB screening with PPD skin 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 Skin 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 Data Bank Health Form. Students who do not comply with the required health and immunization requirements will not be permitted to attend clinical.

Students are also required to have current adult, child, and infant professional rescuer CPR certification, 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.

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 concentration coordinator. 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. 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 the face sheet of the current malpractice insurance policy is required for your file.

• A copy of your current nursing license must be on file with Department and updated every May.

• A copy of a current resume must be on file with the department and updated every May.

POLICY FOR STUDENTS WITH POSITIVE SKIN 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

<table>
<thead>
<tr>
<th>Clinical Agency without on-site medical services</th>
<th>Clinical Agency with on-site medical services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator</strong></td>
<td><strong>1. Report incident to clinical instructor/preceptor who will then report the exposure to the appropriate health care agency administrator.</strong></td>
</tr>
<tr>
<td><strong>2. Follow clinical agency’s protocol for accidental exposure. Typically this will require the completing of an agency incident report.</strong></td>
<td><strong>2. Follow clinical agency’s protocol for accidental exposure. Typically this will require the completing of an agency incident report.</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>3. Report immediately to the emergency department or employee health (as determined by the institutional protocol) for placement of a baseline PPD test.</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>4. Complete Department of Nursing Blood or Body Fluid or TB Incident Report within 24 hours.</strong></td>
<td><strong>4. Complete Department of Nursing Blood or Body Fluid or TB Incident Report within 24 hours</strong></td>
</tr>
<tr>
<td><strong>5. Report incident to program administrator.</strong></td>
<td><strong>5. Report incident to program administrator.</strong></td>
</tr>
<tr>
<td><em><em>6. Sign the Department of Nursing Post Exposure Responsibility Form</em>. 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</em>*</td>
<td><em><em>6. Sign the Department of Nursing Post Exposure Responsibility Form</em>. 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</em>*</td>
</tr>
<tr>
<td><strong>7. It is expected that the student will follow all recommended post exposure follow up treatment. The student who previously tested negative for TB must have a PPD test placed 12 weeks post exposure. 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. 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.</strong></td>
<td><strong>7. It is expected that the student will follow all recommended post exposure follow up treatment. The student, who previously tested negative for TB, must have a PPD test placed 12 weeks post exposure. 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. 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.</strong></td>
</tr>
<tr>
<td><strong>8. All expenses incurred are the responsibility of the student.</strong></td>
<td><strong>8. All expenses incurred are the responsibility of the student.</strong></td>
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*Department of Nursing’s Post Exposure Responsibility Form will be maintained in the student file for 30 years.*
HEALTH POLICY RELATED TO PREGNANCY

A pregnant student must inform the Course Leader and each clinical instructor 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 13th 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 Coordinator.

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 concentration coordinator for action. Breeches 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.

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 Health Professions and Social Work emblem on the sleeve. Do not ask for the Temple University Health System emblem.

- Lab coat, emblem and name pin may be obtained from the following website:
  - http://www.doveapparel.com

Please allow enough time for the order to be shipped to your home so that you have it for the first clinical day. Sandals, 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 capstone courses (N9885 and N9886) will find their own preceptor and site based on their clinical project. They will consult with the concentration coordinator, capstone project chair, and/or capstone course leader prior to finalizing plans. 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 your course instructor. Any time you are worried or uncomfortable about your clinical situation, contact your 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 concentration coordinator, course leader and preceptor.
4. Attend the assigned clinical for the designated number of hours as REQUIRED. In case of illness, the preceptor AND the course faculty member 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 and submit to the faculty (keeping a copy for their home file):
   a. a log of hours for EACH clinical experience
   b. if an NP student, documentation of all clients seen each day in the Typhon or E-value system
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, concentration coordinator, 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”.

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10. Students must provide a note from a health care provider for a clinical absence or illness.

INDEPENDENT STUDY
Opportunities are provided for graduate students to pursue courses of independent study 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 appropriate concentration coordinator. 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 appropriate concentration coordinator.

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 course. 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 time 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. The student will submit specific measurable objectives for the learning experience to the faculty member within two weeks of initial contact.
5. 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.
6. A Contract for Independent Study (see following pages) must be prepared by the student in triplicate (typed) and submitted to the appropriate concentration coordinator, no later than June 1 for the fall semester and December 1st for the spring semester for approval. The contract must be signed by the student, faculty-member, and concentration coordinator. 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. If a clinical activity is involved in the Independent Study course, the faculty preceptor will seek agency approval and initiate an agency contract through the Associate Chair, Graduate Education.
8. Upon approval by the concentration coordinator, the faculty will generate and place in the student's file a schedule of precepting meetings with specific topics to be covered.
9. At the conclusion of the course, the instructor will submit the final grade to the concentration coordinator with a brief summary of the learning activities on the contract for Independent Study for the student's file.
CONTRACT FOR INDEPENDENT STUDY

Student________________________ TUID.#______________________

Preceptor________________________

Semester________________________ Credit Allocation__________________

Description of Study:

Objectives of Study:

Bibliography:

Methods of Evaluation:

...........................................................................................................................................................
...

Student Signature:________________________

Faculty Approval:________________________

Concentration Coordinator Approval: ________________


Summary and Evaluation - (to be completed and signed by preceptor):

SELF-EVALUATION (to be completed and signed by student):

Final Grade:___________
GRADERS

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 www.temple.edu/gradschool). 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 all nursing specialty courses. These courses are designated for each area of concentration.

- DNP-Post Bac: N9887, N9987, N9888, N9287, N9988, N9885, 9886
- MSN-CNL: N8201, N8303, N8211, N8302, N9585, N9586
- MSN-NE: N8788, N8789, N8801, N8802, N8803, N8804, N9488.
- MSN-NP students: N5552, N9887, N9987, N9888, N9287, N9988, N98604

Any student who fails to achieve a minimum of a B- grade 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>95-100</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>73-76</td>
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</tr>
<tr>
<td>C-</td>
<td>70-72*</td>
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<tr>
<td>D</td>
<td>63-68</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 &amp; below</td>
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</tbody>
</table>

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

An instructor will 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.

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, by the end of one year from the time the grade of “I” was awarded, 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 following form must be submitted:
http://www.temple.edu/grad/forms/documents/agree_issue_incomplete_09.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 (or coordinator) 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

Procedure: The following procedure is a student-initiated one 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, concentration coordinator 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. If 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.
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 Department 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/gs-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 four 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 withdrawn from the program and 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_09.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 be sure 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 with their academic advisors to monitor the completion and documentation of all requirements needed for graduation 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 in the morning and the college ceremony later on the same day. MSN Program students, who have less than 10% of their course work outstanding, may petition to participate in graduation ceremonies in May. DNP students may not participate unless all requirements are met for graduation. DNP graduates have a separate Hooding Ceremony during graduation week where family and friends are invited. 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 Health Professions and Social Work 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 license. Students must obtain a license in a second state 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.

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 24-48 hours Monday through Friday during the academic semesters. Please understand that many faculty may not be on Health Science Campus every day. Using email or voice mail is the most reliable methods to contact them.

Office Hours

All faculty members post their schedule 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 scheduled 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Kurz, PhD, RN</td>
<td>Chair, Department of Nursing</td>
</tr>
<tr>
<td>Ann Marie Kriebel-Gasparro, DrNP, FNP-BC, GNP-BC</td>
<td>NP Program; Concentration Coordinator for Adult-Gero Primary Care NP, Family NP, and Post Masters Nurse Practitioner Programs</td>
</tr>
<tr>
<td>Dolores M. Zygmont, PhD, RN</td>
<td>Concentration Coordinator for: Nurse Educator, Clinical Nurse Leader</td>
</tr>
<tr>
<td>Audrey Scriven</td>
<td>Coordinator, Student Services</td>
</tr>
</tbody>
</table>

GRADUATE FACULTY

<table>
<thead>
<tr>
<th>Full-Time Faculty</th>
<th>Office-Jones</th>
<th>EXT.215-</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Elizabeth Dieckman</td>
<td>508</td>
<td>TBD</td>
<td><a href="mailto:edieckman@temple.edu">edieckman@temple.edu</a></td>
</tr>
<tr>
<td>Dr. Susan Dickey</td>
<td>521</td>
<td>2-4825</td>
<td><a href="mailto:sbdickey@temple.edu">sbdickey@temple.edu</a></td>
</tr>
<tr>
<td>Professor Monika Jelic</td>
<td>519</td>
<td>2-8186</td>
<td><a href="mailto:monika.jelic@temple.edu">monika.jelic@temple.edu</a></td>
</tr>
<tr>
<td>Dr. Ann Kriebel-Gasparo</td>
<td>525</td>
<td>2-4835</td>
<td><a href="mailto:amk@temple.edu">amk@temple.edu</a></td>
</tr>
<tr>
<td>Dr. Jane Kurz</td>
<td>502</td>
<td>2-8327</td>
<td><a href="mailto:jkurz@temple.edu">jkurz@temple.edu</a></td>
</tr>
<tr>
<td>Dr. Michael McIntosh</td>
<td>510</td>
<td>2-4629</td>
<td><a href="mailto:erasmus@temple.edu">erasmus@temple.edu</a></td>
</tr>
<tr>
<td>Dr. Maria Pfrommer</td>
<td>507</td>
<td>2-4622</td>
<td>TBD</td>
</tr>
<tr>
<td>Dr. Dolores M. Zygmont</td>
<td>526</td>
<td>2-3789</td>
<td><a href="mailto:zygmont@temple.edu">zygmont@temple.edu</a></td>
</tr>
</tbody>
</table>

DEPARTMENTAL STAFF

<table>
<thead>
<tr>
<th>Staff</th>
<th>Office-Jones</th>
<th>EXT. 215-</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Darden-Department Secretary</td>
<td>504</td>
<td>2-4687</td>
<td><a href="mailto:Andrea.darden@temple.edu">Andrea.darden@temple.edu</a></td>
</tr>
<tr>
<td>Audrey Scriven-Student Services</td>
<td>505</td>
<td>2-4618</td>
<td><a href="mailto:TUnurse@temple.edu">TUnurse@temple.edu</a></td>
</tr>
</tbody>
</table>

SERVICES

<table>
<thead>
<tr>
<th>Services</th>
<th>Office</th>
<th>EXT. 215-</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Center-Mailroom</td>
<td>Basement, Pharmacy Bldg.</td>
<td>2-4247</td>
<td></td>
</tr>
<tr>
<td>Dean’s Office</td>
<td>301 Jones Hall</td>
<td>2-4800</td>
<td></td>
</tr>
<tr>
<td>Philadelphia Health Management Corporation/Temple Health Connection - Norris Homes Division</td>
<td>1035 Berks St.</td>
<td>Phone: (215) 765-6690 Fax: (215) 765-6694</td>
<td></td>
</tr>
<tr>
<td>Nursing Lab (John Calhoun Learning Resource Center)</td>
<td>105, Pharmacy Bldg.</td>
<td>2-2345</td>
<td></td>
</tr>
<tr>
<td>Security Desk</td>
<td>Lobby, Jones Hall</td>
<td>2-3716</td>
<td></td>
</tr>
</tbody>
</table>

RESOURCES FOR GRADUATE STUDENTS

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, FSU & Kresge Hall 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 12th 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
   The ISC located in the Medical Research Building on the first floor (on Broad St between Ontario & Tioga Sts.) 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.

• Scholars Information Center
   Word-processing and spreadsheet software is available for your use on both MAC and PC computers in the Scholars’ Information Center (SIC) in Room 104 of the Pharmacy building. Computers may be used during the hours of operation and you can save your work on your own USB drive. There are draft and final copy printers also available for your use.

**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 form 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.

**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.

Librarian-conducted database searches (mediated searches) are available for a fee.

Other Temple libraries are located in various buildings on the Main Campus. You can reach any of these libraries by dialing (215) 204- the four-digit extension.

Paley Library: ext. 7400, houses Temple’s main collection (13th St. between Montgomery and Norris St.)

Engineering Library: ext. 7828, College of Engineering (Norris & 12th)

Science Libraries for Biology: ext. 8878, (Life Sciences Building on 12th St. between Montgomery and Norris St.)

Chemistry: ext. 7120, (Beury Hall on 13th St. between Montgomery and Norris.)

Mathematical Sciences: ext. 8434, (Computer Activities Building Broad St. between Montgomery and Norris)

Physics: ext. 7649, (Barton Hall on 13th between Montgomery and Norris)

Zahn Library: ext. 8481, (printed and audiovisual materials (Ritter Hall Annex on the corner of Broad and Moore Ave).

Klein Law Library: ext. 7891, (corner of Broad and Montgomery) is open to Graduate students
by arrangement (not during Law School exam study periods).

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 CHPSW is actively patrolled until 8 pm.

- Valet parking is available at the Tioga entrance to Temple Hospital. No ID is needed and it costs the same as Tioga Street Garage. Valet parking is attended until 9 pm. After that time, you can retrieve your car keys by going to the Tioga Street garage booth and telling the attendant your car was in Valet Parking. The Valet Parking attendant will have moved your car into the Tioga Street garage after 9 pm. After class, walk through the hospital’s main entrance to get to the Valet Parking Office at the Tioga Street Entrance (which is locked after dark—you can go out, but you can’t come in). This is a nice arrangement if you have to be on campus for a long period or after dark. Temple Hospital employees are asked not to use Valet Parking Services.

- 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, 4th 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. The Department of Nursing also operates a nurse-run health center 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. 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 the educational program. Graduate representatives will be selected from the student body to the following standing committees: Nursing Resource Center, Student Affairs, Curriculum 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.

Sigma Theta Tau
The Kappa Chi Chapter of Sigma Theta Tau, the international nursing honor society, is based in the Department of Nursing. Students whose academic records qualify them for membership will be invited to join after completing 50% of their academic program. The Kappa Chi chapter sponsors programs of academic and scholarly interest, and other activities, which foster high standards of research and scholarship.
I,______________________________, confirm that I have electronically received and read this 2014-15 Graduate Student Handbook. I am also aware that a current copy is available at 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.*