Mark and Huldah Buntain College of Nursing

Master of Science in Nursing

Student Handbook

2020-2021

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Mark and Huldah Buntain College of Nursing

MSN

Student Handbook

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Section I.I: Preface

This document serves as an augment to the Northwest University Graduate Academic Catalog, College of Adult and Professional Studies (CAPS) student handbook, and other University Manuals. It is written to clarify policies and practices as they relate to the MSN program and supersedes the CAPS student handbook. This MSN Handbook supports and clarifies policies as set forth in these documents, and when statements may conflict, the Academic Catalog and University Manuals have precedence unless specifically explained.

Section I.II: Mission

Buntain College of Nursing Mission Statement

The Mark and Huldah Buntain College of Nursing at Northwest University prepares graduates to answer their call to serve God throughout the world and lead others by using their professional expertise as nurses.

Section I.III: Vision

Buntain College of Nursing Vision Statement

The Buntain College of Nursing, in all manner of philosophy and operations, is uniquely and pervasively Christian. Its learners strive for the highest quality achievements in their educational, professional, and spiritual development. The graduates seek to blend a professional practice with a deeper personal faith as they influence health care in all parts of the world.

Section I.IV: Philosophy

The Buntain College of Nursing Philosophy, Guiding Principles of Nursing Education, and Essential Curricular Concepts

Preamble

The philosophy of the Buntain College of Nursing evolves from and is in concert with its own mission and vision statements, and the mission and purpose of Northwest University:

"to provide, in a distinctly evangelical Christian environment, quality education to prepare students for service and leadership."

The Guiding Principles of Nursing Education are congruent with the Educational Philosophy of Northwest University. They provide specific beliefs about the 1) nature of human beings, 2) their interactions within complex environments, and the cultures of a world society, 3) about health and the systems by which health is promoted, and 4) the profession of nursing and nursing

education. The Essential Curricular Concepts are taken from the combined overall and nursing philosophical tenets and become the structural framework for the nursing program curriculum.

Statement of Philosophy

An enduring part of the philosophy held by the Buntain College of Nursing is the core belief that God is the source of all truth, power, and life. Further, He is the creator of everything that has been created, and the ultimate source of knowledge, wisdom, understanding, and love. God made human beings in His own image and wholeness and to be the highest members of His creation. He gave them the ability to balance intellect, will, and compassion, and use their capacity to learn, to be self-determined, to love, to forgive, and to be accountable to Him, themselves, and others. God proved love beyond measure through the sacrifice of His Son, Jesus Christ, and provided a way for all human beings to be healed and reunited with Him. The account of God's love and plan for the world, and the directions for all human beings to live their lives in devoted and faithful service, is found in the Biblical scriptures. God is in total control of His creation, and through the Holy Spirit, influences the perceptions of human beings about who they are, their interactions and relationships, and the larger world in which they live.

The Nature of Human Beings

Human beings are conceived of God in four separate and innately integrated parts of body, mind, spirit, and soul. They are formed with autonomous intrinsic worth, dignity, and unique personalities yet they share characteristics of humankind: to be loved and esteemed, to retain control over decisions that affect their own lives, and to stay in harmony with intrinsic and extrinsic environments. Although human beings possess adaptive responses to normal and pathological changes within and around them, they need encouragement, guidance, and support of others to reach their potential. Human beings desire God's relationship with them so they may continue to be whole persons throughout life.

Intrinsic and Extrinsic Environments and Cultural Contexts

All environments are interactive systems, complex, and ever changing. They are made up of internal and external factors that ultimately determine the form and life of individuals, communities, and societies. The world environment was designed by God to have all parts work in harmony, order, and balance. Human beings are the most complicated expression of intrinsic and extrinsic environments, with a combination of intra, inter, and extra corporal units that dynamically involve one or all with each other. The way human beings interface with their environments is defined by how they perceive, interpret, communicate, and set up mutual or reciprocal actions. In this process, cultural norms and positive values are learned in healthy and caring environments, whether these settings are with small and intimate families or groups, or the mega-size organizations and societies. Human beings have some capability and capacity to manipulate the components of environments and culture. It is the demands of combined stresses that require each person to interact with other persons, and help reestablish order and balance for the total good. This energy exchange and adaptation is the process of coping that, all together, brings health and well-being.

The Continuum of Health and Health Care Systems

Health is a universal concept with multiple dimensions of understanding and appreciation. The way human beings define and value health is based upon their heredity, environmental conditions, and life styles, according to socio-cultural expectations and standards. The continuum of health is polarized with wellness on one end reflecting the optimal condition, and on the opposite end by illness and separation that occurs as a result of dysfunction, disorder, and lack of resistance. High level wellness emphasizes health promotion, health maintenance, and primary prevention while illness care seeks to restore and bring healing. All human beings must have rights and privileges to access basic health care, to responsibly use public resources, and to practice healthy behaviors, for their own good as well as that of humanity. For these reasons, health care systems are expected to progressively advance the standards of societal health and welfare, and support the equitable use of services by all participants, in a compassionate, timely, and effective manner.

Professional Nursing and the Education of Nurses from Northwest University

Professional nursing is a distinctive vocation comprised of scholarly practitioners who are dedicated to helping all human beings in pursuit of holistic health. Socialization into nursing takes place through learning and experiencing a unique body of nursing knowledge, life sciences, and skilled arts that comprise the basis of nursing practice. The legacy of professional nursing is in a spirit of compassion, one steeped in sensitive, therapeutic relationships with clients and appreciation for the human condition. The primary responsibilities of professional nursing are two-fold: collaborative leadership for health care services and quality outcomes using evidence-based practice, and the individual autonomous nursing work, such as managing client care that includes consulting, teaching, and advocating a continuing culture of excellence and innovative nursing practice.

Education for nurses to act with expanded clinical confidence, personal integrity, and maturing professionalism requires merging together elements of superior character, leadership and nursing expertise. In all levels of nursing education at Northwest University, learners progressively internalize concepts of compassion, critical thinking, professional leadership, accountability, and respect for culturally defined relationship exchanges to systematically develop a professional nursing practice from a uniquely Christian worldview. The basis of all professional nursing education is a firm foundation built upon the liberal arts, bio-behavioral sciences, core nursing courses, and understanding of Biblical truth.

The Buntain College of Nursing emphasizes life-long learning as a means to remain current and at a level of mastery in professional nursing leadership and service. Life-long professional learning is required of all nurses. It begins as the learner enters nursing and remains a strategic force throughout the nurse's lifetime of professional practice.

Core course content provides specific nursing theory, performance expectations based on measurable standards of practice, and evaluation processes that include quality indicators to determine effective outcomes of nursing care. Engaging with Christian nursing faculty mentors stimulates more comprehensive ways of thinking, acting, and valuing the professional nurse's role in health and health care delivery wherever it occurs. Together, learners and faculty use

experiential learning as a way of reflecting on the meaning and interpretation of their professional nursing practice. It is this "lived-learning" and immersion into servant leadership that consistently builds appreciation of people from all backgrounds and their health needs. Therefore, the most important part of the graduate nursing program at Northwest University is helping learners confirm and clarify the call to become professional nurses with advanced knowledge and skills who achieve the highest possible level of nursing practice.

Essential Curricular Concepts and Contextual Themes

The graduate nursing curriculum at Northwest University is organized with a framework that builds on essential concepts and distinctive contextual themes of the student's undergraduate nursing degree. The foundation of the graduate curriculum expands concepts from natural and behavioral sciences and the liberal arts. At the heart of the nursing program is the blending of foundational and advanced concepts with a professional nursing and ministerial calling. Based on AACN *Essentials of Master's Education in Nursing* (2011), the graduate program specifically develops competence in: 1) organizational and systems leadership, 2) quality improvement and safety, 3) translating and integrating evidence and scholarship into practice, 4) health policy and advocacy, 5) informatics and healthcare technologies, 6) interprofessional collaboration for improving individual and population health outcomes, 7) coordination of care and services to individuals, families and aggregates, and 8) an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice.

Four contextual themes are found both horizontally and vertically in the curricular framework. They are introduced early in the curriculum and individual courses and become more progressively comprehensive and integrated with essential concepts. The first contextual theme is *scholarly inquiry*. Scholarly inquiry is introduced in the first graduate course and students grow in both their translational and traditional research skills throughout the program in focused scholarly project courses. The second contextual theme of *servant leadership* is cultivated in the pedagogical approach in each MSN course. Students examine the ten principles of servant leadership, reflect on their individual servant leadership proficiencies, and then apply servant leadership principles in the areas of ethics, spirituality, transcultural nursing, health policy, entrepreneurship, healthcare organizations, research, staff development, nursing education, and nursing care. The third contextual theme in the graduate curriculum is *outcome orientation*. Graduate nursing students are prepared to apply principles of quality improvement and evidence-based practice to improve the health of patients, populations, and communities and improve the outcomes of healthcare organizations and systems of healthcare delivery. The fourth contextual theme is *innovation*. Graduate learners are introduced to innovation as a key leadership tool in the future of nursing and healthcare. Students are encouraged throughout the curriculum to assess, pilot, and evaluate innovative quality improvement projects, patient care interventions, technologies, healthcare business solutions, and healthcare policies based on evidence. The contextual themes provide a four-tiered framework for the development of advanced nurses who are prepared to lead the future of healthcare.

Section I.V: Nursing Program Outcomes
Nursing Program Outcomes

Scholarly Inquiry
- Research methodology: Formulate research questions and hypotheses and determine appropriate research methods that support reliable findings and valid conclusions.
- Informatics as a lens: Search available data sets for trends and associations that guide the formulation of effective and efficient health care initiatives.
- Focused clinical exploration: Demonstrate clinical competence rooted in study of the assessment, physiology, pathophysiology, research, and clinical guidelines of a nursing clinical area of focus.

Servant Leadership
- Ethical debate: Write and provide a scholarly defense for a set of personal ethical and spiritual guidelines for servant leadership in an array of settings and moral dilemmas.
- Cultural humility: Integrate cultural understanding and sensitivity into health communications, assessments, interventions, programs, and policy in order to lead diverse groups toward the achievement of optimal health outcomes.
- Educational expertise: Lead others toward wellness and social good through the employment of curriculum development and pedagogical approaches that are sensitive to the developmental, cultural, and motivational characteristics of the target audience.
- Policy and advocacy: Conceptualize and lead efforts to enhance health-related, public policy.

Outcome Orientation
- Quality and safety improvement: Identify opportunities for quality improvement, safety promotion, and risk management and propose systematic approaches to implement continuous quality improvement efforts.
- Evidence-based practice: Be adept at finding evidence and applying research recommendations that produce healthy outcomes.

Innovation
- Research utilization: Apply research recommendations to health care delivery situations and subsequent research agendas.
- Concept adaptation: Assess the applicability of innovations from different settings and disciplines to current health care delivery opportunities and propose means by which to adapt innovations to new health care settings.
- Technology utilization: Apply and evaluate the efficacy of technology to the achievement of health goals.

Section I.VI: Values
Faith**:** One's belief in Christ and the Scriptures has a positive impact on the ability to promote health and render healing services. Faith is an individual perspective that should be continually explored and refined by students and faculty.

Professionalism**:** The educational process should acquaint students with and prepare them to demonstrate an appreciation of building a knowledge base, self-regulation of practice, autonomy, independent judgment, and image that contributes to effectiveness.

Service Leadership**:** A dynamic and complimentary combination of the attributes of service (i.e., assistance to others in accomplishing their goals, and work for others that may represent self-sacrifice) and leadership (i.e., assessment, envisioning and implementing improved options, and influencing others) is necessary for sustained contributions to the well-being of individuals and populations.

Section I.VII: History of the College of Nursing
The 1934 preamble to the University's Constitution and Bylaws documented that the institution was resolved to assist those who desired to prepare for various professional callings. Nursing was specifically mentioned as one of those professions. Through the 1980s and 1990s, more planning of curricula expansion and the addition of new programs brought health sciences and health care delivery into a new focus. After the University began offering basic science courses, students aspiring to a career in nursing found it feasible to take pre-nursing courses at Northwest after which they could transfer to a school offering a degree in nursing. The thrust of pursuing a formal nursing program came with President Dr. Donald Argue who shared his vision of someday having nursing graduates from Northwest University attend to health needs of people in all parts of the world.

In November of 1998, Dr. Donald Argue, Dr. Marshall Flowers, Dr. David Elms, and Dr. William Randolph, contacted a nursing consultant, Dr. Annalee Oakes, to pray, discuss, and formulate a plan to investigate the potential for a nursing program at Northwest College. A meeting with Mrs. Huldah Buntain, the principals listed above, and other selected faculty of Northwest College took place the end of January 1999. A strategic business plan, curricular plan, and financial prospectus was submitted and approved by the Board of Directors in March of 1999. Dr. Carl Christensen, the first Dean of the Buntain College of Nursing was hired in December 1999. After an affirmative response from the Washington State Nursing Care Quality Assurance Commission, the first nursing courses were offered in the fall semester of 2000.

The demand for online nursing programs grew as online learning management systems technology improved and as online-learning pedagogy became an established, trusted, and valid method of advancing one's nursing degree. Dr. Annalee Oakes partnered with the second dean of the Buntain College of Nursing, Dr. Erin-Joy Bjorge, and developed the first Washington-state based online RN-BSN curriculum. The Washington State Nursing Care Quality Assurance Commission approved the RN-BSN curriculum in December of 2017. The online MSN program was originally designed by an MSN curriculum development team led by Dr. Carl Christensen and approved by the Washington State Nursing Care Quality Assurance Commission in May 2018. A redesign of the MSN curriculum was led by Dr. Tiffany Zyniewicz with the intent to add more content on entrepreneurial nursing, transcultural nursing, and better prepare graduate nursing students for advanced nursing practice with improved direct care core courses. The current Buntain College of Nursing MSN curriculum was approved in July 2019 prior to admitting the first cohort of MSN students.

II. Entrance & Progression

Section II.I: Admission to Buntain College of Nursing

Admission to Northwest University

All students must be admitted to Northwest University before consideration for admission to the MSN program. Students can contact the Admissions Office for questions or support with the Northwest University application. A decision cannot be made regarding admission to the Buntain College of Nursing until a student is accepted to Northwest University.

After a student is accepted to Northwest University, the Transcript Analyst will complete a transcript review. Each course is evaluated on a case-by-case basis to verify it satisfies the program requirements.

Transferring Credits

Contact the NU Online Admissions Counselor or call (425) 889-5231 if a planned transfer course did not meet a Buntain College of Nursing prerequisite for admission, the prerequisite will need to be met through additional coursework. Nursing courses completed at other colleges or universities are not transferable.

Admission Criteria for MSN Program

The Northwest University catalog reflects the following criteria for admission to the nursing major:

1. Graduate of an accredited BSN program.
2. Clinical RN nursing practice is current within two (2) years of applying for the MSN Online program.
3. A current and unencumbered RN license in Washington State.
4. Letter of recommendation

A maximum of 15 students are admitted to the Buntain College of Nursing in a group or cohort once a year. Faculty evaluate applications and offer admission to applicants who demonstrate the greatest potential for success in the MSN program. Students may access the application on the Northwest University Buntain College of Nursing website.

Any nurse meeting the admission requirements is eligible to apply. A statement of faith is not required for graduate online students and is not used in the consideration for admission.

Additional Nursing Program Costs

There are additional costs to MSN students at Northwest University due to the unique requirements associated with practice experiences, legal requirements regarding the storage of documents, the scholarly project, and the optional educational travel. These costs include:

- Nursing textbooks and other required educational materials.
- An online portfolio system is approximately $70. This fee includes use of the FolioTek® online portfolio system for two years. After graduation a portfolio account can be continued for an additional cost.

- Onboarding of all clinical compliance documents is managed by American Databank (ADB). The approximate cost for the MSN program is approximately $125. Students pay directly to ADB.
- A protecting human research participants online course required by all Northwest University students conducting scholarly projects and research. The cost is approximately $100.
- Educational travel costs (optional) associated with the global health trip in Spring semester of the second year of the MSN program. Students are responsible for managing flights, passports, and immunizations relevant to the travel destination. Additional fees include housing, on-site travel, and food costs.
- Continuation Courses (optional) needed to complete the MSN Scholarly Project (NURS 5991 - 1 credit hour Independent Study Fee).
- Faculty Mentor (MSN Scholarly Project fee) $300 per semester enrolled

Section II.II: Nursing Program Progression Policies

Progression
In preparation for advanced practice nursing care, the nursing program is academically rigorous. The faculty expect students to make rapid progress in the development of assimilating evidenced-based research, critical thinking, and communication. It is also strongly recommended that MSN students work at least part time as a registered nurse during the MSN program to apply course concepts in a healthcare setting and bring rich discussion regarding the application of course concepts in a practice setting back to the online classroom.

The ability to progress in the MSN program is dependent on successful synthesis of the content of each nursing course, a strong professional nursing base, and self-directed learner readiness. Progression in the nursing program depends on satisfactory completion of assignments that include theoretical and practice experiences. The university catalog and course syllabi specify standards of academic performance. Students who do not achieve an 80% (B- or 2.7) in each nursing course and an overall 3.00 GPA throughout the sequence of nursing courses may progress in the curriculum cycle but are placed on academic probation. Prior to entering NURS 5913, all courses with less than a B- (2.7) must be repeated.

The Buntain College of Nursing is committed to the success of students. Referrals to the NU Academic Success and Advising Center, CAPS Advisor, Tutoring Services, or the Wellness Center may be made in an effort to enhance success.

Academic Probation

Academic probation places a student under special supervision for the purpose of providing opportunity for academic improvement. This step is taken when a student's grade point average falls below a 3.0 level. Students are required to have a 3.0 cumulative GPA for graduation and must pass all courses with at least a B-. When a probationary student's cumulative GPA rises above these minimum levels, he/she is removed from probation.

Dismissal/Withdrawal

The Buntain College of Nursing reserves the right to dismiss nursing students who fail to comply with the professional standards of practice, local and or federal laws.

Students are expected to maintain an unencumbered Registered Nurse (RN) license at all times during the Buntain College of Nursing Online Nursing programs. **Failure to report investigational or disciplinary actions, including temporary suspension, and failure to maintain current licensure will result in an immediate dismissal from the Buntain College of Nursing.**

On occasion major health problems or changes in personal circumstances make progression in the nursing program difficult. Students are encouraged to seek out faculty counsel or advice early so that there is opportunity to plan how to best meet educational goals. In the event that dismissal/withdrawal is recommended by faculty or requested by the student (see Dismissal/Withdrawal form in the Appendix), the College of Nursing Student Affairs Committee will seek to assure that appropriate policies have been followed and that concerns of both student and faculty have been adequately expressed. If a student believes that there has been serious misjudgment, they are referred to the formal complaint policy within the MSN Buntain College of Nursing Handbook, Section IV.

Incomplete Grades
A student may request an Incomplete grade in writing for reasons of illness or emergency if the majority of their coursework has been completed. A written request for an Incomplete must be submitted by the student to the professor prior to the last class session. The Incomplete must be completed by the end of the fourth week of the following course session (whether or not the student is enrolled in that session). In the interim time period, the grade of "I/Grade Default" is posted on the student's transcript. At the conclusion of the four-week time period, the professor will update or convert the "I" grade. No adjustment to their GPA will be calculated until the final grade is posted.

Readmission
Students who are not enrolled for one semester or more must follow the Northwest University re-admission guidelines as listed in the Graduate Academic Catalog. A student who leaves the program for any reason, such as, but not limited to, personal issues or academic standing, is required to meet the with Online Academic Program Coordinator to complete the readmission application. A student must formally apply in writing, for readmission to the program. A readmission application is subject to review by designated faculty members and the Dean of the College of Nursing. The student will be required to meet both program and academic performance requirements of the cohort to which he or she is readmitted and may be unique to the student's situation. Readmission to nursing courses is subject to space available. (See Readmission Form in the Appendix).

Program Completion
To qualify for the degree, Master of Science in Nursing (MSN), every student must meet the following standards:

1) Maintain an active unencumbered Washington RN license; and
2) Successful completion of all nursing major courses and statistics (if not already taken) within 36 months; and
3) Maintain a 3.0 GPA throughout the sequence of nursing courses; and
4) Pass each course in the nursing major with a minimum grade of B- (2.7); and
5) Complete all practice experience hours in all courses.

Professional Portfolio (Foliotek ®)
Throughout the MSN coursework, students develop an electronic portfolio (e-portfolio) that is an assembled compilation of academic work progress. The purpose of the professional e-portfolio is to reflect on academic goals and progression, assess whether the learning standards for graduation have been met, and self-evaluation of academic work. The elements of the e-portfolio include items such as written assignments, practice experience logs, journal entries, presentations, scholarly projects, and self-reflections.

Transcripts
Once grades are posted, unofficial transcripts are available to students through Self-Service. Official transcript requests may be made online to the Registrar's Office. A fee is required for each transcript. Unpaid tuition charges will prevent the release of transcripts. If a student is delinquent in repayment of their student loans, he/she will not be eligible to receive deferment, cancellation provisions, nor will academic transcripts and/or diplomas be released.

The Registrar can only verify the authenticity of course work earned at Northwest University Transcripts entrusted to the University from other institutions cannot be duplicated or given to students or other external individuals without the expressed written permission of the institution and the student.

III. MSN Nursing Curriculum

Section III.I: Rigorous Academic Load

All the online courses are built on an accelerated learning model. Each semester is divided in two sessions (Session A and Session B). Students register for both sessions at the beginning of the semester but take one course at a time. The accepted standard for a three-credit hour undergraduate course is approximately 135-145 hours in course-related work over the session.

Section III.II: MSN Nursing Curriculum

NURS 5043   Leadership: Introduction to Advanced Nursing Roles

NURS 5063   Advanced Pathophysiology and Health Assessment

NURS 5133   Scholarly Project I

NURS 5213   Leadership: Ethical, Spiritual, and Cultural Considerations

NURS 5223   Leadership: Health Policy Development and Implementation

NURS 5293   Curriculum Design, Implementation, and Evaluation in Nursing Education

NURS 5333   Scholarly Project II

NURS 5383   Entrepreneurship: Nursing in Health Care Future

NURS 5403   Healthcare Organization and Outcomes

NURS 5423   Advanced Concentration – Integrating Specialty Focus in Field Work

NURS 5913   Scholarly Project Dissemination

Successful completion of statistics is required (if not already taken).

NURS 5133 Scholarly Project I is the first research/scholarly project development course in the program. A basic statistics course must be completed prior to NURS 5133. In addition, all courses must be complete and meet the progression policy as listed in Section II.II prior to taking NURS 5913.

Section III.III: Course Descriptions
Course description are found in the [Graduate Catalog](#) published by the Northwest University Registrar's Office.

The Master of Science in Nursing (MSN) courses are designed to enhance student success of general practice in the areas of leadership, education, cross-cultural applications, nursing practice and research.

Section III.IV: Timing, Length, and Structure of Online Courses at NU
The online courses at Northwest University are offered on a semester schedule that includes a Session A and Session B. Each session is 8 weeks in length; this includes 7 weeks of course instruction, one week for final projects/papers and one day for final evaluations. The MSN program accepts students each Fall semester.

Each course follows a similar format with weekly discussion forums, applied learning activities, and final projects. Courses paired together in a semester are based on best pedagogy practices and program scheduling. For example, two of the three leadership courses, NURS 5213 and NURS 5223, are paired together in the same semester (Session A and Session B). This allows the student to build on skills and principles learned in previous courses and potentially work with the same mentor and preceptor during the semester.

Section III.V: Practice Experiences
The Nursing Care Quality Assurance Commission (NCQAC) and the Commission on Collegiate Nursing Education (CCNE) require practice experiences in the curricula to enable students to achieve the required educational competencies.

Practice experiences are developed to assure that students meet the competencies in the *Essentials of Master's Education in Nursing (2011)* upon graduation. Practice experiences in the MSN program involve a variety of activities that include direct and indirect care experiences and are not like pre-licensure clinical experiences.

The BCON MSN graduate is prepared to fulfill specific roles: practitioner, leader (which includes an administrative component), educator, entrepreneur, and researcher. Conceptually,

leadership skills develop concurrently when placed in leadership roles focused on the development of other skills, (i.e., the role of the nurse in health policy). Experiences in the role of educator are threaded through the program through the program as students collaborate with mentors to design patient education programs, staff development projects, assess curriculum gaps, and evaluate educational interventions (NURS 5063 and NURS 5293). Practice experiences in the role of nurse entrepreneur are included in NURS 5383, where students learn and apply leadership, innovation, business, and organizational management skills in a domestic or international intercultural setting (e.g., non-governmental organization). The role of the researcher is two-fold; role of researcher as a student (which includes NURS 5043 and NURS 5133), and the leadership component within the role as researcher is credited when the student is actively conducting and disseminating scholarly work in NURS 5333 and NURS 5913).

Section III.VI: BCON Practice Experiences and Conflicts of Interest

The Buntain College of Nursing assumes our student population is employed at least part-time with multiple outside commitments. To produce safe and effective practitioners, students must receive adequate and impartial supervision and evaluation of practice experiences. A conflict of interest may exist when a student is placed in an environment in which clinical supervision is provided by a professional who may not be able to provide objective feedback and evaluation due to a financial or emotional investment in the student's success or failure. Such conflicts may include family members, friends, coworkers and/or individuals who currently employ the student. Such conflicts are sometimes difficult to recognize and, in some situations, may be difficult to avoid. A clinical experience may be designed in an agency at which a student is employed. However, to avoid potential conflict between the site's expectations regarding levels of productivity related to site objectives and the student's use of time at the site to meet course objectives, a student must not be paid for services she/he provided while in a student role. Practice experience hours must be separate from work hours. (See Conflict of Interest Policy in the Appendix for further details.)

The integration of practice experiences and the number of required hours in the MSN curriculum is intentional. Early planning is essential. The practice experiences in the MSN program vary from 0 hours to 60 hours in a given course. Our goal is to prepare the student for success by integrating the practice experiences throughout the curriculum. The courses with assigned practice experiences allow students the opportunity to implement aspects of the nursing process relevant to course content. The number of practice experience hours per course vary depending on the content to be elucidated through practice and skills to be implemented. The BCON has a minimum total of 230 practice experience hours in the MSN program which exceed the WAC 246-840-531 requirements.

Section III.VII: Practice Experiences and the BCON Online Classroom

It is imperative to remember that the courses are 8 weeks in length. This includes 7 weeks of course instruction (including practice experiences) and one week for final projects/papers, and evaluations.

The practice experiences in the BCON intentionally connect to the online environment via applied learning activities and the discussion forums. The purpose of discussion forums in online learning is similar to planned discussions in a post-clinical conference. Discussion activities provide an expressive space for learners to process, analyze, and make connections between the practice experiences and the coursework. Discussion activities require all learners to read, reflect, consider, and make connections. Discussion activities give students a way to describe how they are integrating new knowledge in their practice while building on existing knowledge structures. Discussion provides students the time and opportunity to explore and develop ideas collaboratively and recognize and build shared values.

Integrating practice experiences into the online classroom via applied learning activities and the discussion forums contributes to the development of cognitive and critical thinking skills. Online discussions allow time for thoughtful, in-depth reflection on practice experiences, facilitates exploratory learning by allowing students to review and respond to the work of others, and paves the way for students to approach their own learning in diverse ways.

Section III.VIII: Summary Table of MSN Practice Experience Hours

Course Number	Course Name	Credits	Practice Experience Hours
NURS 5043	Leadership: Introduction to Advanced Nursing Roles	3	0
NURS 5063	Advanced Pathophysiology and Health Assessment	3	15
NURS 5083	Advanced Pharmacology	3	0
NURS 5133	Scholarly Project I	3	20
NURS 5213	Leadership: Ethical, Spiritual, and Cultural Considerations	3	0
NURS 5223	Leadership: Health Policy Development and Implementation	3	20
NURS 5293	Curriculum Design, Implementation, and Evaluation in Nursing Education	3	0
NURS 5333	Scholarly Project II	3	30
NURS 5383*	Entrepreneurship: Nursing in Health Care Future	3	40
NURS 5403	Healthcare Organizations and Outcomes	3	20
NURS 5423	Advanced Concentration – Integrating Specialty Focus in Field Work	3	60
NURS 5913	Scholarly Project Dissemination	3	25
		36 credits	**230 hours**

Section III.IX: Pre-Practice Experience Requirements

American DataBank
Practice experiences in the MSN program require students to submit the following records to an online data collection service (American DataBank) at their own expense. All documents must be uploaded to American DataBank by week 4 of NURS 5043. MSN students are provided specific instructions on pre-practice experience requirements and American DataBank in the online MSN orientation course on NU Online.

1. Health history and physical examination that includes immunization, vaccination documentation, and titer levels, conducted, and signed by a licensed healthcare practitioner.
2. Immunizations
    a. DPT series and any subsequent boosters
    b. One booster after age 19 must be a Tdap (Tetanus, Diphtheria, and Pertussis) vaccine
    c. *Hepatitis A series (this is only required for international travel)
    d. Hepatitis B series & proof of positive titer
    e. MMR series or proof of positive titer
    f. Polio series
    g. Varicella series or proof of positive titer
    h. Influenza (annual requirement)
3. Annual two-step testing for TB (TST or TB IGRA)
4. Current AHA healthcare provider-level CPR card
5. National background check, OIG, GSA, and Washington State Patrol Criminal Background Check is required. Criminal Background Check and Disclosure Form (Part of American DataBank)
6. Proof of health insurance
7. Proof of malpractice and liability insurance
8. Active unencumbered registered nursing license
9. Valid driver's license
10. Color Vision Screening
11. Demographic Form
12. Informed Consent Form

Clinical Placements Northwest Learning Modules
The Buntain College of Nursing has partnered with Clinical Placements Northwest (CPNW). This partnership includes over 200 educational programs and major healthcare systems throughout the Pacific Northwest working together with a shared vision and common goal of creating a well-prepared and competent healthcare workforce.

Learning modules are required by CPNW and individual clinical sites. Students who choose a CPNW clinical site must communicate with the Online Nursing Program Coordinator for onboarding as soon as possible. Students may not start at the clinical sites until completion of the required modules.

*For questions regarding this process, please email the Clinical Placement Coordinator.

Section III.X: Practice Experience Site Affiliation Agreement – Student Responsibility

It is the responsibility of the student to check that the selected practice experience organization has an educational affiliation agreement with the Buntain College of Nursing. Prior to beginning practice experiences in each course, students must contact the Online Nursing Program Coordinator to confirm the existence of an educational affiliation agreement between Northwest University and the selected practice experience organization. If there is not an affiliation agreement in place, one will be secured. However, the student must keep in mind that it can take several weeks for agreements to be drafted and signed.

Section III.XI: Liability Insurance

The Buntain College of Nursing and Clinical Placements Northwest require all nursing students already licensed as nurses have their own Nurse Malpractice and Liability Insurance. We understand that some nurses entering this program may not carry their own malpractice and liability insurance. Many nurses expect that their employer's malpractice and liability insurance will cover them, but they do not cover nurses while in a student role. There are many companies that offer this service. One of the most well-known is NSO; however, students are welcome to use any nursing malpractice and insurance coverage company of your choice. The insurance usually costs less than $100 per year. A standard malpractice and liability policy is $1,000,000 individual and $6,000,000 aggregate coverage. Proof of coverage is uploaded to American DataBank.

Section III.XIII: Practice Experiences, Reflective Journal/Log, and Evaluation
A component of all practice experiences is a reflective journal that allows the students to connect course objectives, program outcomes, and integration of faith to their professional nursing practice. The student must also keep a log of practice experience hours attesting to the date, location, hours, and identity of the mentor/preceptor. The Practice Experience Log and Course Reflection is uploaded to NU Online and Foliotek, after all required signatures are secured in the courses that include practice experience hours.

Section III.XIV: Practice Experiences, Mentor/Preceptor, and Evaluation
Faculty are in regular communication with the student throughout the Practice experience. The course instructor must approve all practice experiences and mentors/preceptors before any practice may begin (see Criteria for Mentors/Preceptors, in the Appendix). For practice experiences requiring a mentor or preceptor, a completed and signed Preceptor/Mentor Agreement form must be vetted and approved by the course faculty before any practice may begin (see Preceptor/Mentor Agreement Form in the Appendix). These forms must also be uploaded to Foliotek once all the required signatures are obtained.

Students must connect with the facility's Clinical Placement Coordinator to ensure any and all organizational onboarding requirements are met and the Mentor/Preceptor is acceptable per the facility standards.

All practice experience activities must be completed by the end of the course for students to receive credit for the activities and progress in the program. Mentor/Preceptors receive a preceptor packet with the course syllabi, highlighting the objectives tied to the practice experiences. Students are responsible to communicate their learning needs with the mentor/preceptor. Students must complete the required number of practice experience hours in each MSN course and document the practice experience hours.

Faculty are required to check in with the student and mentor/preceptor at least once before the practice experience, at the mid-point of the experience, and at the end of the experience. The BCON faculty are ultimately responsible for overall supervision and evaluation of the student but will invite input from the mentor/preceptor.

Section III.XVI: Practice Experience Dress Code

Students should be professional, well-groomed, clean, neat, and conservative in appearance.

- Clinical sites may have specific requests regarding the appearance of students during practice experiences. Students should be considerate of, and compliant with, these requests.
- If you have questions about appropriate attire for your practice experiences, please ask your course instructor.

Section III.XVII: Identification Badges

ID badges must be worn at all times during practice experiences. A student may be asked to wear the ID badge when representing Buntain College of Nursing in other venues. For safety reasons the Northwest University ID card cannot be substituted for the Buntain College of Nursing ID badge.

The badges will be made using the picture and process used to make the Northwest University ID card. The cost of replacing a lost or damaged ID badge is the responsibility of the student. The Online Nursing Program Coordinator will provide online MSN students with directions on how to obtain IDs remotely if they are not able to come to the Northwest University, Kirkland campus.

Section III.XVIII: Confidentiality of Information

Students will have information entrusted to them in practice experience settings that requires complete confidentiality. In order to protect client confidentiality and to assure compliance with the federal Health Insurance Portability and Accountability Act it is our policy that students do not retain or take from any practice experience site a written or electronic record of client identifiers such as name, Social Security number, or health insurance number. Likewise, nursing students are not permitted to share such personal identifier information verbally with anyone outside of the clinical setting. When discussing client cases with other students for learning purposes, a fictitious identifier such as "Client A" should be used when referring to a case.

Students are strongly cautioned against making any comments regarding practice experiences via social media or similar public posting venues. Communicating information in this format can result in a student being dismissed from a clinical site. (See the Social Media Networking Policy and Guidelines in the Appendix.)

Section III.XIX: Practice Experience Attendance

MSN students are responsible for selecting their own preceptors, mentors, and practice experience settings. If a student is having difficulty securing a mentor, preceptor, or practice location, the student is directed to notify the course instructor immediately. Course instructors will work with students to assist them in securing practice experiences. Practice experiences are an essential component of the MSN program. All required hours of practice experiences must be completed in order to graduate. The Buntain College of Nursing expects MSN students, as professionals, to fulfill the individual agreements and appointments they make with mentors, preceptors, and representatives from practice experience sites. The MSN student is expected to exhibit professional communication by giving timely notice to mentors, preceptors, representatives, and course instructors if the student needs to reschedule their agreed-upon practice experience times. Please notify your course instructor if you have any concerns about practice experience attendance.

Section III.XX: Unusual Occurrences

Blood Borne Pathogens
All nursing students are required to have personal health insurance to cover the expenses of any health care or treatments in case of an injury within or outside the clinical setting. (See Blood Borne Pathogen Exposure policy, Unusual Occurrence/Injury Report Form and Northwest University Report of Injury Form.)

Client Harm or Unreasonable Risk of Client Harm
If a student, during his/her clinical experience in any clinical agency, is involved in an unusual occurrence that the clinical facility and/or College of Nursing has reason to believe results in client harm or an unreasonable risk of client harm, the steps listed in the Unusual Occurrence Reporting/Client Harm, Risk of Harm, Diversion of Drugs policy must be followed. (See Unusual Occurrence/Injury Report Form)

Student Injury
If a student, during his/her practice experience in any clinical agency, is involved in an unusual occurrence that results in a suspected or actual injury, the steps listed in the Student Injury Reporting policy must be followed. (See Northwest University Report of Injury Form and Unusual Occurrence/Injury Report Form.)

Non-Clinical Student Injury
If a student is involved in a non-clinical incident that results in a suspected or actual injury, these steps must be followed:

1—Student responsibilities:

- Report the injury to the BCON [Online Nursing Program Coordinator](#) and the BCON Student Affairs Committee (constudentaffairs@northwestu.edu) within 24 hours.
- Ensure all sections of the BCON [Medical Release Form](#) are completed by the health care provider.
- Return the completed form, in a sealed envelope, to the BCON. Address the envelope to the Student Affairs Committee.

2—Health Care Provider responsibilities:

- Review the Essential Qualifications for Nursing Students on the back side of the BCON Medical Release Form provided by the student.
- Complete all sections of the BCON Medical Release Form.

3—College of Nursing responsibilities:

The Online Nursing Program Coordinator to provide guidance to students during the non-clinical injury reporting process.

Work with the student and Academic Success and Advising to provide reasonable and appropriate accommodations.

IV. MSN Scholarly Project

Section IV.I: MSN Scholarly Project Overview
Demonstration of scholarship is an important difference between undergraduate and graduate education. A key outcome of the MSN program at Northwest University is the completion of a scholarly project that results in a scholarly capstone or thesis over the course of six semesters. Examples of acceptable scholarly capstones are a quality improvement project, an educational intervention project, assessment of a curriculum gap and a proposed intervention, or program or educational evaluation project. A thesis is generally a qualitative or quantitative research study carried out in a designated setting. Acceptable thesis study designs for completion in the BCON MSN program are a pilot study, case study, or descriptive study.

Both scholarly capstone and thesis options require systematic review and analysis of the literature on a topic of relevance to the student's intended specialty focus as an advanced practice nurse. Both options require supervision by a faculty committee and both options involve in-depth exploration of a topic with the expectation that the quality of the student work is at a level suitable for submission for publication in the scientific literature. Although there are similarities between the scholarly capstone and thesis, the two are quite different in several respects. More information regarding components of and development of the scholarly project will be provided in the Scholarly I (NURS 5133) course.

Section IV.II: Requirements for the Scholarly Project

- All MSN students must complete an online training course on protecting human research participants per the NU IRB Policy. Students are responsible to pay for the fee for this course.
- All MSN students must submit an IRB application as part of the scholarly project, whether they select the scholarly capstone or thesis pathway.
- As part of the NURS 5133 Scholarly Project I course, students will select committee members to mentor them through to completion of the scholarly project.
  - The scholarly capstone committee consists of two mentors (i.e., a chair that is doctorly prepared and a committee member that must be at least master's-prepared) and
  - the thesis committee is made up of three mentors (i.e., a chair that is doctorly-prepared and two committee members that must be at least master's-prepared).
- Both the scholarly capstone and thesis require a public presentation and final written paper of the completed work. Applications to most doctoral programs no longer require a master's thesis. However, students who wish to pursue doctoral study are encouraged to learn the research process by completing a thesis.

Four courses in the MSN curriculum provide MSN students with dedicated time to develop and complete the scholarly project. See Table 1 for an outline of the scholarly capstone/thesis elements that are completed in each course. A more thorough description of each course is provided below.

Table 1. Outline of the Development of the Scholarly Project

Course/Semester and Session	Elements of the Required Scholarly Capstone/Thesis	Deliverables/Required Forms
NURS 5043 Leadership: Introduction to Advanced Nursing Roles Semester 1, Session A	Exploration of theoretical frameworks and scholarly capstone/thesis designs. Development of PICOT question Conduct a mini-literature review	Mini-literature review paper Personalized plan for master's level education inclusive of an advanced nursing role, focus area, and scholarly direction
NURS 5133 Scholarly Project I Semester 2, Session B	Develop a plan for the successful completion of a scholarly project Apply ethical concerns and issues related to the conduct of nursing research (includes required human subjects training)	Scholarly Project Committee Members Agreement Form Human Subjects Training Certificate Scholarly Project Proposal

	Construct the introduction, literature review, and methodology sections of a scholarly project	Scholarly Project Proposal Approval Form
NURS 5333 Scholarly Project II Semester 4, Session B	Submission of scholarly capstone/thesis proposal to IRB (submitted prior to this course after approval from chair) Integrate leadership, ethics, and professional communication concepts in scholarly work under the direction of a scholarly capstone/thesis chair Apply ethical concerns and issues related to the conduct of nursing research (Confirm IRB approval) Collect data based on scholarly project design Analyze data collected using appropriate analysis method	IRB Application Submission Documents Scholarly Project Progression Form IRB Approval Document
NURS 5913 Scholarly Project Dissemination Semester 6, Session B	Create a dissemination plan for the scholarly capstone or thesis Defend scholarly capstone or thesis Compile scholarly capstone or thesis into a formal, public, oral and written method of dissemination	Scholarly Capstone/Thesis Paper Scholarly Capstone/Thesis Defense Scholarly Project Defense Report and Completion Form

NURS 5043 provides a general introduction to master's-level scholarly work and research. Students explore ideas for a scholarly capstone or thesis, nursing theories utilized in scholarly work, form a draft PICOT question, and conduct an abbreviated literature search.

NURS 5133 reviews quantitative and qualitative research processes and provides guidance on evaluating scholarly work. Students select a scholarly capstone/thesis chair and choose one additional committee member for a scholarly project and two additional committee members for a thesis. See Appendix F Scholarly Project Committee Agreement Form. Students will be led through scholarly project development using their PICOT question and have the opportunity to modify their PICOT question from the draft in NURS 5043. During the course students are expected to develop a problem statement, identify question(s) and hypothesis, participate in review and discussion of current literature, and write a formal scholarly project or thesis proposal. The purpose of the scholarly project committee is to provide feedback and general guidance related to the scholarly capstone or thesis. In NURS 5133 students will also complete the required Northwest University Institutional Review Board (IRB) Human Subjects training course at their own expense. At the end of NURS 5133 students defend a proposal for their scholarly capstone or thesis. The student must have committee approval for their scholarly capstone/thesis prior to submitting documents to the NU IRB. See the Scholarly Project Approval Form in the Appendix.)

Students continue to work on their scholarly capstone or thesis after NURS 5133 under the guidance of their scholarly project chair and in conjunction with other courses. After successfully defending a scholarly capstone or thesis proposal, students work with their scholarly project chair to submit IRB approval documents for their scholarly capstone or thesis to the Northwest University IRB prior to NURS 5333 Scholarly Project II.

In NURS 5333 students work with their scholarly project committee and course faculty to move their scholarly project into the implementation or data collection phase. In NURS 5333 students revise their scholarly project proposal in a paper to reflect the progress made on the scholarly capstone or thesis. The student in this course should revise the methods section, provide data or a description of the implementation, intervention, or program, and begin to draft the findings section of the written scholarly capstone/thesis paper. The student and scholarly project committee will complete a Scholarly Project Progression Form (see Appendix) by the end of this course to clearly communicate if the student's scholarly work is progressing and likely to be completed by the end of NURS 5913. The student will continue to work on the scholarly capstone or thesis with the chair if necessary, to gather more data, complete the implementation of the project, and analyze data with the scholarly project committee after the completion of NURS 5333.

NURS 5913 Scholarly Project Dissemination is the course for students to demonstrate their cumulative learning through the defense and dissemination of their MSN scholarly capstone or thesis in a written and oral format. After a formal scholarly project defense, the committee will provide feedback to the student regarding the success of the defense. (See Scholarly Project Defense Report in the Appendix.) The committee will also approve the final written paper for the scholarly capstone/thesis. (See Sample Title Page for Scholarly Capstone/Thesis in the Appendix.) Students will also develop a formal plan to disseminate their scholarly work beyond NURS 5913 in the format of an abstract submission to a conference, a manuscript, or a presentation at a formal organization or event.

Section IV.III Scholarly Project Course Instructor and Committee Member Roles

Course Instructor
The course instructor role in NURS 5043, NURS 5133, NURS 5333, and NURS 5913 is to support the student primarily in planning the elements of the MSN scholarly capstone or thesis project. Course instructors will provide support to students in the development and presentation process of the scholarly capstone or thesis elements assigned in each course. The course instructor will host discussion sessions, provide feedback on drafts, presentations, and papers associated with each individual scholarly project course. The course instructor in NURS 5133, NURS 5333, and NURS 5913 works closely with the scholarly project chair to facilitate clear communication and feedback to the student.

Scholarly Project Committee
At the beginning of NURS 5133, students review the BCON faculty list to select scholarly project committee members. Students begin with selecting a chair. When selecting an appropriate scholarly project chair, students should consider the faculty member's research interests, clinical specialty, and research methodology experience. Students then consult with the scholarly capstone/thesis chair for assistance in selection of other members. One member must be from the Northwest University faculty, and the second member may be a BCON faculty or an outside member who has either expertise in the subject matter or the methodology used in the scholarly capstone or thesis. All external scholarly project committee members must be approved by the Online Academic Program Coordinator. Faculty often work with multiple graduate students so students should be prepared to seek an alternative chair or committee member(s) in the event a potential committee member has reached their maximum limit for scholarly project committee participation.

Meetings are scheduled at the discretion of the full committee. The full committee accepts the proposal and the final report.

Chair

1. Doctorly prepared
2. Responsibilities:
   a. Guides the scholarly capstone or thesis process, works closely with student during the development of the scholarly capstone or thesis proposal, written paper, and public presentation or defense.
   b. Provide student timely feedback on scholarly project chapters, proposal, and defense.
   c. Communicates regularly with course instructor in NURS 5133, NURS 5333, and NURS 5913 in order to facilitate clear communication with student on scholarly project expectations.
   d. Approve, with committee, the proposal, defense, and final product.
   e. Ensures that the scholarly capstone or thesis is of sufficient quality to meet BCON and University standards.

      f. Decides when material should be submitted to committee members.

      g. Attends and chairs the public presentation whenever possible.

      h. With student, tracks progress. If student will not complete project by NURS 5913 communicates with CAPS Advising and Online Academic Program Coordinator

Committee Member

1. MS or Doctoral preparation
2. One committee member (chair or member) must be from Northwest University
3. One committee member may be external, minimum of MS degree and eligible for faculty appointment at university or college
4. One committee member must be a nurse and/or from the BCON
5. Responsibilities
   a. Read early draft of paper and provide feedback to student and chair
   b. Read final draft of paper and provide feedback to student and chair
   c. Approve, with full committee, the proposal and final product
   d. Attend or review final presentation.

Considerations when Selecting a Chair or Committee Member:

    a. Clinical or research interest in the unique student project. (For example, the member is able to introduce student to a relevant network of nurse experts in the topic area.)

    b. Adequate knowledge and sufficient time to review, provide feedback, and supervise the details.

    c. Familiarity or expertise within the content area and the proposed research design.

V. Program Specifics

Section V.I: Rigorous Academic Load

All of the online courses are built upon an accelerated learning model. Each semester is divided in two sessions. Students register for all courses within their semester, and then address their courses based on how they are offered in their respective sessions. This allows students to focus on concurrent courses for a shorter period of time. The accepted standard workload for a three-credit hour graduate level course is approximately 135 to 145 hours. Students should anticipate 15-20 hours of coursework per week.

Section V.II: Guidelines for Writing Papers

Papers for all nursing courses must be in APA format. Refer to the Publication Manual of the American Psychological Association (7th edition) for specifics. (See the Appendix for a Sample Title Page for Scholarly Project and for an APA Student Template for general course papers.) The Northwest University Writing Center is also available for students. Students are encouraged to use the NU online writing services. Contact the writing tutor with any questions.

The on campus Writing Center is located in the Hurst Library. Students can make appointments to access a writing tutor in person or via email with this link: Writing Center.

Course papers are often turned in through Turnitin, which is a software used to assist faculty in identifying plagiarism. Students are expected to produce original work in their course papers. Students are encouraged to use other plagiarism scanning software (e.g., grammarly) prior to turning in course papers if they have concerns about similarity.

Section V.III: Formal Complaint Process for Online BCON Students
The purpose of the formal complaint process is to provide guidelines for timely and equitable resolution of problems or disagreements regarding issues such as academic matters, policies, conditions, and faculty decisions. The goal of the BCON Formal Complaint Procedure is to achieve a fair and expeditious resolution of problems at the lowest authority level.

Formal complaints may be made only on the grounds of unfair treatment against standards stated in the Buntain College of Nursing Student Rights and Responsibilities and not against the professional judgment or personality of the instructor.

The Buntain College of Nursing formal complaint process is intended for complaints *not* having to do with discrimination, harassment, or sexual violence. For complaints of that nature, students should contact the Dean of Student Development or the Director of Human Resources. More information, including definition of terms, is available in the University's Non-Discrimination Policy. Issues involving grades in a particular class should be resolved between the student and faculty of the course and will not be considered grounds for formal complaints.

Formal Complaint Procedure for Online BCON Students

STEP ONE
- Schedule an appointment with the faculty member within five (5) academic days.
- Be prepared to discuss the issues of concern clearly. Do not speculate.
- Proceed to the next level of authority if the concern is not resolved.

STEP TWO
- Schedule an appointment with the Online Academic Program Coordinator within five (5) academic days.
- Be prepared to discuss the issues of concern clearly. Do not speculate.
- Proceed to the next level of authority if the concern is not resolved.
- The Online Academic Program Coordinator is responsible for preparing a summary of the points discussed and outcome of the meeting.
- Summary is placed in the student file.
- A copy of the summary is given to the student.
- A summary is also given to the faculty member involved. If the issue is resolved – the case is closed.

STEP THREE
- Submit a completed Formal Complaint Form to the BCON Student Affairs Committee (SAC) within five (5) academic days. (Formal Complaint)

- The SAC will review the Formal Complaint Form including other written documentation and make its decision.
- Proceed to the next level of authority if the concern is not resolved.

STEP FOUR
- Schedule an appointment with the Dean within five (5) academic days.
- Be prepared to discuss the issues of concern clearly. Do not speculate.
- The Dean may decide to intervene or not.
- The Dean will notify the student of the decision within five (5) academic days.
- Proceed to the next level of authority if the concern is not resolved.

STEP FIVE
- If an acceptable resolution is not reached, or if the professor is the dean, the student may appeal to the Provost using the Student Petition for General Academic Matters within five (5) academic days.
- See the Northwest University Student Appeals and Complaints procedure.

Section V.IV: Participation, Attendance, and General Expectations

Participation is an expectation for both online classes and practice experiences. The Buntain College of Nursing prepares students for participation in health care settings. Participating in online course discussions, applied learning activities, meeting timely project deadlines for preceptors and mentors, and arriving punctually to practice experiences are imperatives of professional courtesy. Course participation and attendance may affect the ability to progress in the course and or to receive financial aid. (See the CAPS Student Handbook for further guidance.)

Student Participation
Active involvement with course material is essential for learning. At the graduate level, student participation with faculty and peers provides rich opportunities to deepen knowledge and understanding. Interacting with colleagues in other nursing specialties or settings enables students to expand their frame of reference and see new possibilities in their own practice.

Full participation in graduate nursing courses is expected from all students. This participation may take different forms in different courses. At a minimum, students are expected to fully engage in all course activities and to invest in course assignments. Participation in discussion forums is required. Criteria and points for discussion questions are described in each course. Additionally, students have an opportunity to engage in practice hours. This allows learning from and sharing knowledge with individuals in a variety of healthcare settings. This level of engagement and dissemination of information are key characteristics of master's-prepared nurses.

Practice Experience Attendance
Absences from practice experiences should be limited to illnesses, hospitalizations, or family emergencies. Please communicate with the course instructor and the mentor/preceptor in a timely

manner if you need to be absent from a practice experience. Online classroom attendance is generated electronically through your participation, and as such, absences from online courses are not traditionally acceptable.

BCON Online Late Work Policy
Northwest University expects students to meet all deadlines for all class assignments. However, unexpected situations may arise that affect students' abilities to meet assignment deadlines. In these unanticipated or emergency situations, instructors can opt to accept some assignments after the due date, with the following restrictions:

1. It is required all assignments be submitted according to dates and times specified by faculty.
2. Student must request in writing the reason for late submission prior to the due date and time (11:55 PM PST).
3. Discussion Posts and Response Posts – cannot be submitted late. These interactive communications rely on responses exchanged between students and instructors that are not monitored after the discussion days. It is similar to a student having a classroom discussion after the instructor and fellow students have left the classroom.
4. If your course instructor agrees to late submission of weekly ALAs and Final Summative Projects, late assignments, including assignments turned in after the stated time on their due date, are penalized 5 percentage points per day, including each weekend day.
5. All assignments are completed-by the individual student; no "group work" on assignments-are allowed unless specifically designed as group work or stated by the assigned faculty.
6. It is the student's responsibility to keep track of points received for assignments and to know their total points received throughout the semester.
7. A missed quiz results in a score of zero (0).
8. Instructors will grade any late submitted assignments (which have been approved in writing) during their next grading cycle for that type of assignment.
9. Exception: Students who enroll in a course during the first week of the course are given an allowance for the first week's assignments to be late without grade reduction.

Section V.V: Professionalism

Professionalism includes a variety of behaviors. Professional behaviors include being punctual, prepared, and compliant with Northwest University, College of Adult and Professional Studies, Buntain College of Nursing, and practice experience site policies. Conveying respect is yet another aspect of professionalism. One way that students show respect for nursing faculty is by using "Professor" or "Doctor". The Buntain College of Nursing expects students to use these titles along with the faculty member's full last name in classroom and practice experience settings as well as any University sponsored event.

Academic Honesty

Northwest University expects honesty from students in all areas, including their academic lives. Academic dishonesty is a serious violation of Christian standards and may result in the student

receiving an "F" in the course, being dismissed from the course, or possibly being dismissed from the Buntain College of Nursing and/or Northwest University. Instances of academic dishonesty may be reported to the Office of the Provost. Academic dishonesty includes cheating on assignments or examinations, submitting the same (or essentially the same) paper in more than one course without prior consent of the current assigning professor(s), sabotaging another student's work, and plagiarizing. (See Academic Honesty Policy.)

Social Media

While social media can be an effective way to communicate, it also creates vulnerabilities for individuals and institutions, especially those involved in the healthcare environment. Depending on the privacy settings, anyone with access to the internet can view posted profiles, photos, and opinions and can share them anywhere. Social media networking sites are in fact public forums. The potential impact on professional careers and professions is an important consideration when posting. The Buntain College of Nursing maintains that social media networking is strictly a personal activity and any participation in such will be consistent with the American Nurses Association's (ANA) Code of Ethics as well as Northwest University's Lifestyle Standards. (See Social Media Networking Policy and Guidelines.)

Alcohol, Tobacco and Substance Use

Violations of city, county, state and federal laws regarding the use of illegal drugs, including diversion of client drugs or controlled substances, and/or alcoholic beverages may result in referral to the proper local, state of federal law enforcement authorities as well as the University student accountability processes. Furthermore, violations of city, county, state and federal laws may result in dismissal from the Buntain College of Nursing. (See Northwest University Alcohol, Tobacco, and Substance Use Policy, Diversion of Drugs or Controlled Substances Policy, and the Washington Administrative Code 246-840-513)

Section V.VI: Technology Expectations

Students are expected to check their Northwest University e-mail accounts each day, Monday through Saturday, to stay abreast of messages from faculty and fellow students.

The Health and Science Center has two Computer Labs (HSC 252 and HSC 254.) The Hurst Library at Northwest University also has computers available for student use. All student workstations in the computer lab and library are equipped with MS Windows, MS Office software, IBM SPSS Statistics, and are connected to the Internet via high-speed Internet connections. Students are free to use the computer labs when classes are not in session. Online students are expected to maintain personal technology capable of participating and meeting the course requirements.

Section V.VII: Personal Information

1 - Name Change

Students must keep Northwest University informed of changes in personal information such as name, address, phone number. Please send any personal information changes to the Online Program Academic Coordinator.

2 - Consistent Use of Legal Name

Northwest University recognizes that many of its students use "preferred" names other than their "legal" names to identify themselves. In the Buntain College of Nursing, students participate in practice experiences to match their Registered Nurse license.

The following are examples for which students must consistently use the legal name:

1. University e-mail address
2. Social security card
3. Driver's license
4. Government issued passport
5. Nursing application
6. American DataBank
7. Practice Experience/clinical facility identification badges.

Nursing students can indicate a "preferred" first name, which is a name by which the student wishes to be referred, if different from his or her legal first name. This might only be seen on class and grade rosters. Students must use his or her legal name when conducting official Buntain College of Nursing and Northwest University business.

The legal name, as maintained in the University's database, will be the name that appears on the student's official transcript, diploma, and in the commencement program. The student's legal name can only be changed by requesting a formal name change through the Northwest University. Before requesting a name change, students must first make the legal name change on his or her social security card.

Section V.XIII: Student Participation on College of Nursing Committees

Student representatives are desired on the Curriculum and Evaluation and Student Affairs committees. The College of Nursing allows a maximum of 2 students per committee to represent the online students. Please submit a letter of interest to the Online Academic Program Coordinator. Committee work typically requires participation in a meeting lasting up to one-to-two hours once a month. Online students have an opportunity to participate in the shared governance through committee meetings in-person, by telephone or through videoconferencing.

The Curriculum and Evaluation Committee of the Buntain College of Nursing has been established to regularly evaluate the current curriculum for consistency with the mission, philosophy, and core values of the school, and for its adherence to standards for accreditation

The committee is also responsible for evaluating the outcomes of the program and proposing changes to the curriculum and nursing program for faculty approval.

The Faculty Affairs Committee (FAC) of the Buntain College of Nursing has two main purposes: hear and act on school-level issues of the nursing faculty, individually and corporately; and take responsibility for the sociocultural well-being of the Program's faculty, staff and administration. On occasions, the Faculty Affairs Committee may be asked to assist the University Faculty Development Committee in promotion and tenure issues, task forces pertaining to all University faculty affairs, and campus-wide celebrations. The Faculty Affairs Committee does not include student representatives.

The Simulation Committee oversees and provides leadership for the implementation and evaluation of the simulation-based education for the Buntain College of Nursing. The committee is responsible for the systematic review and evaluation of all simulation-based education in the Buntain College of Nursing. The committee assures that simulation-based education is in the alignment with the mission, philosophy, and core values of the Buntain College of Nursing, and for its adherence to standards of best practice.

The Student Affairs Committee (SAC) of the Buntain College of Nursing is the body responsible for three primary areas in the education of nursing students First, the SAC oversees the process of admitting students to the program, secondly, it oversees the progress of students through the program, and, thirdly, the committee is responsible for post program issues both for those who have graduated and those who attended but did not graduate.

Section V.IX: **Student Rights and Responsibilities**

Registered nurses are responsible for promoting and restoring health, preventing illness, and protecting people entrusted to their care which requires nursing students to be held to high ethical and professional standards. Therefore, in conjunction with the Northwest University Community Handbook and the Buntain College of Nursing (BCON) Student Handbook, the BCON recognizes that all nursing students have specific rights and that with these rights come responsibilities necessary for successful continuance in the MSN degree program. (Washington State regulations WAC 246-840-519)

Section V.X: Non-Discrimination

Northwest University does not discriminate on the basis of race, color, national origin, age, sex, disability, or genetic information in its admissions policies. Further, it is the policy of the University not to discriminate on the basis of race, color, national origin, age, sex, disability, genetic information, or veteran status in the administration of its educational programs, including employment, scholarship and loan programs, and athletic and other college administered programs and activities.

As a religious educational organization, the University reserves the right to prefer employees and prospective employees on the basis of religion, and also reserves its right to prefer students and prospective students on the basis of religion. At this time, only traditional undergraduate students

and faculty (undergraduate and graduate) are required to comply with the University's faith requirements.

Northwest is a drug and alcohol-free campus for all employees and students and offers educational programs in alcohol and drug awareness for all campus groups. Northwest University is committed to a policy of nondiscrimination with regard to race, color, national origin, sex, age, marital status, or physical disability.

Persons having questions regarding University policy of nondiscrimination should contact the Dean of Student Development. Northwest University is in compliance with the Family Educational Rights and Privacy Act of 1974/1996. A full statement on FERPA rights is found in the Academic Catalog.

Section V.XII: Sigma Theta Tau (STTI)

Sigma, Psi-at-Large Chapter

Sigma is the honor society for nursing. Founded in 1922 in Indianapolis, Indiana, by six nurses, the name comes from the Greek words for love, courage, and honor. The mission of Sigma "is advancing world health and celebrating nursing excellence in scholarship, leadership, and service."

> The Psi-at-Large Chapter is the local chapter comprised of community leaders and students from Northwest University, Olympic College, Seattle Pacific University, Pacific Lutheran University, and University of Washington. MSN students who have completed 1/4 of the nursing curriculum, achieve academic excellence, have a cumulative grade point average (GPA) of at least 3.5 and meet the expectation of academic integrity are eligible for membership. Students in graduate programs who are registered nurses, legally recognized to practice in their country and have a minimum of a baccalaureate degree or the equivalent in any field, shall be eligible to be considered as a Nurse Leader at any point in the program. Nurse Leader Candidates must be legally recognized to practice nursing in their country, have a minimum of a baccalaureate degree or the equivalent in any field, and demonstrate achievement in nursing.

Section V.XIII: Application for Graduation

MSN students apply for graduation two semesters prior to the anticipated graduation date. Students must submit the completed graduation application form online. Students will be notified by a CAPS advisor when it is time to apply for graduation. All applicants for graduation are assessed at the time of application a fixed, nonrefundable graduation fee to cover the costs connected with the diploma and Commencement (whether or not the student participates in the public Commencement ceremonies). If the student cancels the application for graduation, the graduation fee is retained and applied when the student does graduate.

Section V.XIV: Commencement

Commencement is an event to celebrate the completion of degrees along with all other graduates of Northwest University. Your undergraduate college of nursing pin and Sigma cords (if a member of Sigma) may be worn on the graduation gown at commencement; however, in a spirit of respect for graduates of all other programs, the cap and gown are not adorned with any nursing equipment or symbols.

Section V.XV: Contact Information

Mark and Huldah Buntain College of Nursing
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Buntain College of Nursing

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Kirkland, WA 98033

Telephone: (425) 889-7822

Fax: (425) 889-5748

College of Adult and Professional Studies (CAPS)
Physical Mailing Address: Northwest University

Buntain College of Nursing

5520 108th Ave NE; P.O. Box 579

Kirkland, WA 98033

Telephone: (425) 889- 7793

IX. Appendices

Buntain College of Nursing Policies, Procedures, and Resources for Students

Section IX.I: APA Instructions Buntain College of Nursing Papers
1. Basics of APA Style
2. Hurst Library Article Databases
3. Learning APA Style
4. APA Student Template (see scholarly project section for specifics on scholarly project formatting)

Section IX.II: ANA Code for Nurses

Section IX.III: Committee Descriptions

1. Curriculum and Evaluation Committee
2. Faculty Affairs Committee
3. Simulation Committee
4. Student Affairs Committee

Section IX.IV: Forms & Resources

1. American Databank
2. Dismissal/Withdrawal Form
3. Formal Complaint Form
4. Informed Consent
5. Northwest University Injury Report Form
6. Progression Warning and Learning Contract
7. Preceptor/Mentor Agreement Form
8. Readmission Application and Plan
9. Unusual Occurrences/Injury Report Form
10. Plagiarism and Student Affirmation Form
11. Medical Release Form

Section IX.V: Policies and Procedures

1. Academic Honesty Policy
2. Blood Borne Pathogen Exposure
3. Clinical Attendance Policy
4. Conflict of Interest Policy
5. Criteria for Preceptors/Mentors

6. Diversion of Drugs or Controlled Substances/Student
7. Electronic Device Policy
8. Northwest University Alcohol, Tobacco and Substance Use Policy
9. Readmission Policy and Process
10. Social Media Networking Policy and Guidelines
11. Student Injury Reporting
12. Student Rights & Responsibilities
13. Unusual Occurrence Reporting/Client Harm, Risk of Harm, Diversion of Drugs
14. Washington Administrative Code 246-840-513

Section IX.VI: Scholarly Project Documents, Forms, and Guides

1. Northwest University Institutional Review Board
2. Sample Title Page for Scholarly Project
3. Scholarly Project Proposal Approval Form (NURS 5133)
4. Scholarly Project Committee Agreement Form (NURS 5133)
5. Scholarly Project Defense Report and Completion Form (NURS 5913)
6. Scholarly Project Progression Form (NURS 5333)