

**MASTER•S  
STUDENT HANDBOOK**

**2021-2022**

# Important Contacts

|  |              |
|--|--------------|
| BC Info                                | 617-552-4636 |
| Graduate Programs Office (Phone)       | 617-552-4928 |
| Graduate Programs Office (Fax)         | 617-552-2121 |
| Kennedy Resource Center/Simulation Lab | 617-552-8806 |

## DEANS

|  |              |
|--|--------------|
| Dr. Katherine Gregory, Dean                                      | 617-552-4251 |
| Dr. Susan Kelly-Weeder, Associate Dean, Graduate Programs        | 617-552-8018 |
| Dr. Christopher Lee, Associate Dean, Nursing Research            | 617-552-1804 |
| Dr. M. Colleen Simonelli, Associate Dean, Undergraduate Programs | 617-552-3232 |
| Christopher Grillo, Associate Dean, Finance and Administration   | 617-552-8531 |

## CONTACTS FOR SPECIAL PROGRAMS

|                                 |                                      |              |
|---------------------------------|--------------------------------------|--------------|
| CRNA / Nurse Anesthesia:        | Dr. Susan Emery                      | 617-552-6844 |
| Adult-Gerontology Program:      | Dr. Kellie LaPierre                  | 617-552-4270 |
| Family Primary Care Program:    | Dr. Patricia Underwood               | 617-552-1846 |
| Pediatric Primary Care Program: | Dr. Laura White                      | 617-552-1630 |
| Psych-Mental Health Program:    | Dr. Carol Marchetti                  | 617-552-2328 |
| Women's Health Program:         | Dr. Allyssa Harris                   | 617-552-0550 |
| Doctoral Program:               | Dr. Susan Kelly-Weeder               | 617-552-8018 |
| Clinical Placement:             | Deborah Wenstrom, Assistant Director | 617-552-2833 |
| Continuing Education            |                                      | 617-552-4256 |

## STUDENT SERVICES

|   |              |
|---|--------------|
| Julianna González-McLean, Assistant Dean of Student Services, Diversity and Inclusion | 617-552-4541 |
| Brandon Huggon, Assistant Director of Student Services, Diversity and Inclusion       | 617-552-1626 |

## UNIVERSITY SERVICES

|   |              |
|---|--------------|
| University Counseling Services              | 617-552-3310 |
| Graduate Financial Aid                      | 617-552-3300 |
| Murray Graduate Student Center              | 617-552-1854 |
| Technology Help Center                      | 617-552-4357 |
| O'Neill Library                             | 617-552-4455 |
| Nursing Reference Librarian: Wanda Anderson | 617-552-4457 |
| Registrar/Student Services                  | 617-552-3300 |
| Student Accounts                            | 617-552-3300 |

# Table of Contents

|  |           |
|--|-----------|
| <b>GENERAL INFORMATION FOR ALL GRADUATE STUDENTS</b>                     | <b>3</b>  |
| Introduction   | 3         |
| Accreditation & Certification  | 4         |
| Organizational Structure of the Connell School of Nursing (CSON)         | 5         |
| Board of Registration in Nursing (BORN) Regulation Policies              | 6         |
| Academic Policies and Procedures   | 12        |
| Resources  | 16        |
| <br>   |           |
| <b>THE MASTER'S PROGRAM</b>  | <b>22</b> |
| Curricular Overview of the Master's Program                              | 22        |
| Master's Program Objectives  | 22        |
| Direct Entry, Master of Science, Nursing Advanced Generalist Program     | 24        |
| Master of Science, Nursing Advanced Generalist Program                   | 25        |
| Clinical Practice  | 26        |
| Clinical Placements & Preceptors   | 27        |
| Clinical Hours During International Service Learning Trips & Experiences | 27        |
| Liability Insurance  | 28        |
| Immunization / Health Requirements                                       | 28        |
| Expanded National Background Checks                                      | 28        |
| Safe, Competent and Professional Clinical Practice                       | 29        |



professional nursing practice and the improvement of health and health care for a diverse global society.

The graduate of the baccalaureate program is prepared as a generalist who promotes, maintains, and restores the health of individuals, families, and communities/populations across the lifespan through evidence-based practice. The graduate of the master's program is prepared as an advanced generalist nurse with disciplinary knowledge and skill to improve the delivery of care through leadership, mentorship, and evidence-based practice. The graduate of the doctorate in nursing practice program is prepared for the advanced practice role and is eligible for national certification in a specialty area. The graduate of the Ph.D. program is prepared to engage in and contribute to theoretically driven research and scholarship that address significant problems in nursing and health care and to influence policy.

### CONNELL SCHOOL OF NURSING PHILOSOPHY

Nursing is the art and science of human caring. The recipients of nursing care are individuals, families, aggregates of people, and communities/populations who are sick and well; culturally and linguistically diverse; within all socioeconomic strata; and at all stages in the life cycle. The study of nursing is based on a common intellectual heritage transmitted by liberal education and the art and science of nursing. Nursing focuses on the life processes and patterns of the individual in the context of the family and the community and also the health needs of the population. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing education prepares students for the appropriate level of knowledge and skills by building on the liberal arts and sciences. Nursing curricula are logically ordered to provide core knowledge and the application of that knowledge. The preparation for holistic nursing care requires a holistic approach in education, and education is most effective when it involves active participation by the learner. Students are supported in developing clinical skills as well as the ability to think and act ethically. Students are active participants in shaping the learning environment within the Connell School of Nursing.

The Boston College Connell School of Nursing instills the values of service to others, truth through

# Organizational Structure of the Connell School of Nursing

The Dean

Ball Re is g

Re into

Candidates are notified of admission decisions by the Assistant Dean of Graduate Enrollment and Data Analytics at the Connell School of Nursing.

**GRADUATE ACADEMIC STANDINGS AND PROGRESSION POLICIES**

The Graduate Academic Standards Committee, comp



the method requested by the faculty. See [http://www.bc.edu/offices/stserv/academic/univcat/undergrad\\_catalog/policiesprocedures.htm#religious](http://www.bc.edu/offices/stserv/academic/univcat/undergrad_catalog/policiesprocedures.htm#religious)

### COURSE EXEMPTION POLICY

The Direct Entry program is an accelerated and intensive curriculum that prepares graduates to practice as a registered nurse. Due to the specific course work and sequencing required to complete the pre-licensure component of the program, course exemptions are not allowed in the pre-licensure program.

### ADVANCED PLACEMENT POLICY

Graduate students, including students enrolled in the Direct Entry program, may not waive graduate course work based on previously completed Advanced Placement course work and/or examinations.

### TRANSFER POLICY

Matriculated graduate students may request permission to transfer in up to six (6) credits of graduate course work completed at another regionally accredited graduate university. Only courses completed within the past five (5) years that were not applied to a prior degree and in which the student earned a grade of 80 (B-) or better, can be considered for transfer. Matriculated students are not permitted to take courses outside of Boston College, other than through the Consortium. Core courses that were taken prior to matriculation may be considered on a case-by-case basis. Students will not be allowed to transfer in more than six (6) credits towards their degree.

To request to have an outside course considered for transfer, the student must provide a copy of the course description for electives and course syllabus for core courses to the graduate office. Core nursing courses that were taken prior to matriculation at Boston College must be reviewed for equivalency by the Teacher of Record for the course at Boston College, and approved by the TOR and the graduate associate dean (forms in the appendix and on the CSON web site.) If approved, the student must submit a final official transcript documenting a grade of B or better to the graduate office for processing. The transfer course and credit, but not a grade, will be recorded on the student's transcript after the student has successfully completed one full semester at Boston College.

Electives / cognates may be approved by the faculty advisor.

coursework, RN-MS students complete the master's degree in the same sequence and in the same courses as other master's students.

Completion of the RN-MS program results in the awarding of the MS degree in Nursing.

Additional related information can be located in the Transfer and Course Exemption policies.

### WITHDRAWAL FROM A COURSE

Students who withdraw from a course after the registration period but before the last three (3) weeks of class will have a grade of •W recorded in their permanent record. The last date for withdrawal from a course is specified on the academic calendar each semester. Students are not permitted to drop courses during the last three (3) weeks of classes or during the exam period; students who are still registered at this point will receive a final grade. Students may withdraw from a course or change from credit to audit up to three weeks prior to examinations and may receive a partial tuition refund on withdrawals submitted during the three (3) weeks following registration. Students who change from credit to audit receive no refund.

Graduate students may only repeat a course once.

### WITHDRAWAL FROM BOSTON COLLEGE

Students in good standing who wish to withdraw from Boston College are required to file a withdrawal form in the Graduate Programs Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate administrator will complete this form.

### READMISSION POLICIES

Graduate student readmission will be granted in accordance with university policies.

## **Related Policies**

### POLICY ON NOT REGISTERED (NR) STUDENTS

Matriculated students who are not registered must complete a leave of absence or withdrawal form and return it to the Graduate Programs Office. Failure to do so may result in the university deactivating the student's enrollment and their dismissal from the program.

### LEAVE OF ABSENCE (LOA)

Graduate students enrolled in a degree program who do not register for course work, doctoral advisement, or doctoral continuation in any given semester must request a leave of absence (LOA) for that semester. LOAs are granted for one semester at a time. Students may obtain a LOA form from the graduate program office or the CSO website and submit this form to the Graduate Programs Office for the Associate Dean of Graduate Programs' approval. Leave time will be considered a portion of the total time limit for the degree unless due to active military service. Students must meet any conditions specified for return from a leave of absence. Students on LOA must still follow procedures and deadlines for initiating the placement process for clinical practice; clinical placements will be on a space available basis. Students must notify the Graduate Programs Office by March 1 prior to the academic year they wish to return.

When a student takes a LOA from Boston College for mental health reasons, the student is expected

Dean of Graduate Programs can make a decision regarding readmission, it is required that the student's mental health treatment professional provide sufficient information to Boston College for the purpose of assessing the student's readiness to return and take on the rigors of his/her academic program. For more information, please contact Dr. Craig Burns, Director of University Counseling Services at 617-552-3310.

## GRADUATION

The University awards degrees in May, August and December; commencement ceremonies are held only in May.

### May Graduation

Graduate degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a graduation form (online) by the deadline stated in the academic calendar (usually early in February). Students who sign up for graduation but do not graduate on the anticipated date are automatically moved to the next scheduled graduation period by the registrar's office.

Diplomas are distributed to individual students at the Connell School of Nursing ceremony immediately following the completion of the university commencement exercises. Diplomas will be mailed to students unable to attend commencement. Diplomas or transcripts will not be awarded or issued until all degree credits have been recorded on the student's permanent record and all accounts and fees have been paid.

### August and December Graduations

Graduate students who have completed all degree requirements by August 30 or December 31 are eligible to receive their degree as of those dates. The procedure is the same as for May graduation. Since there are no commencement exercises in December or August, the na

Record (TOR) involved as

A formal appeal to the Dean consists of a written explanation of the appeal, which should include the reasons the student believes the faculty member's or

## RESEARCH INTEGRITY AND RESPONSIBLE CONDUCT OF SCIENCE

Scientific integrity, the conscious adherence to a set of ethical principles, is the hallmark of all

## EXAMS AND QUIZZES

Students are responsible for taking all tests, quizzes, and examinations when they are given and have no inherent right as students to be given a make-up examination. Therefore, students should pay special attention to the announced dates and ~~date~~ check the time, date, and place of all examinations.

If a student anticipates missing an exam, they should ~~shu~~ contact the professor in advance and ask if she or he will discuss options. Any arrangements must ~~st~~ be worked out between the faculty member and the student.

## LOST WORK

It is the student's responsibility to see that the ~~faculty~~ faculty member receives the work submitted. Students should always make a copy of a paper or project ~~before~~ before submitting it, especially if mailing it or leaving it at a department office. If a student ~~does not~~ does not receive the graded work back on time or if there is any doubt as to whether it has been received, it is prudent to check with the faculty member immediately.

## GRADING

In each course in which she or he registers for graduate credit, the student will receive one of the following grades at the end of the semester: A-, B+, B, B-, C, or F. The minimum acceptable passing grade for a graduate course is a B- (80). Graduate students will undergo academic review if they have earned a grade less than (80) in a course. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, ~~or~~ C. No credit is granted for a course in which a student receives a grade of F. Please also see ACADEMIC STANDING.

The following scale is used in graduate ~~courses~~ courses in the Connell School of Nursing:

|    |          |
|----|----------|
| A  | 94-100 % |
| A- | 90-93    |
| B+ | 87-89    |
| B  | 84-86    |
| B- | 80-83    |
| C  | 74-79    |
| F  | Below 74 |

## INCOMPLETE GRADES

All required work in any course must be completed by the date set by the course faculty member. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an ~~•IŽ~~ IŽ (incomplete). All of the course requirements for an incomplete course must be completed, and the ~~•IŽ~~ IŽ grade resolved, within the deadlines set forth by the university (March 1 for fall courses; August 1 for spring courses; October 1 for summer courses). After these deadlines, the ~~•FŽ~~ FŽ grade will permanently convert to an ~~•FŽ~~ FŽ grade. Any exceptions must be approved by the Associate Dean for Graduate Programs.

Students may not enroll in a graduate course while they have an IZ (incomplete) in a prerequisite



### PLAN OF STUDY

Each student must have a plan of study on file. These are completed with the Graduate Programs Office and/or with the specialty program director/supervisor. Students are responsible for reviewing and updating their plans of study. In addition to providing guidance to students progressing through the curriculum, the plans of study are used for course enrollment management and to schedule clinical placements (see clinical practica section).

### SUMMER SESSIONS

The Connell School of Nursing normally offers graduate courses\* during Summer Session I and Summer Session II.

\*Courses with fewer than 10 students enrolled may be cancelled.

### GRADUATE PROFESSIONAL STANDARDS AND PATIENT SAFETY POLICIES

Should a student become aware of risk to patient safety, the student **MUST IMMEDIATELY** report this to their preceptor, the clinical coordinator, and program administration. There are **NO** exceptions to this policy.

Unsafe clinical practice and/or unprofessional conduct are grounds for failure in any clinical course and may result in immediate removal from the clinical site. Students who demonstrate unsafe or unprofessional conduct in a clinical laboratory or clinical practice site will undergo review by the Graduate Academic Standards

See the CSON website (<https://www.bc.edu/content/bc-web/schools/cson/admission-aid/tuition-aid.html>) for additional information about external sources of scholarships and financial aid.

#### TEACHING ASSISTANTSHIPS (TA)

Teaching assistants are graduate students enrolled in the Connell School of Nursing. The graduate



## STUDENT LOUNGES

Students may use student lounges in all Boston College buildings. Students are able to book study rooms in O'Neill Library or in the Murray Graduate Student Center for small group study.

The Kennedy Resource Center (KRC) in the Connell School of Nursing, Maloney Hall 243 & 244, houses audiovisual programs and computer-assisted instruction.

The simulation laboratory in Maloney Hall is a state-of-the-art facility in which students may learn and practice a variety of nursing skills. This may be used by students as part of their coursework. The nursing student lounge is located on the 2<sup>nd</sup> floor of Maloney Hall and is available for use by all undergraduate and graduate students. The lounge houses a printer, two small refrigerators and a microwave, as well as student lockers. If students are interested, they can reserve a locker through the Graduate Programs Office; lockers are first-come, first-serve and may be reserved for a full academic year.

## WIRELESS NETWORK

The wireless network at Boston College provides laptop users with the flexibility to access the network from many points on campus including libraries, classrooms, dining halls, and even outdoor common areas. The Connell School of Nursing is equipped with a wireless network.

## CONNORS FAMILY LEARNING CENTER

The Connors Learning Center provides free tutoring to the student body at large, support services to students with learning disabilities or attention deficit disorder, and instructional support for graduate students and faculty. They also assist students who need help improving their writing skills. The Connors Family Learning Center is located on the second floor of the O'Neill Library.

## AHANA STUDENT PROGRAMS

The goal of this office is to promote the optimal academic achievement of African-American, Hispanic, Asian and Native-American (AHANA) students at Boston College, especially those identified as being at potential academic disadvantage. Services available include tutorial assistance, academic advisement, individual and group counseling tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. Students can contact the Graduate AHANA Association through the Murray Graduate Student Center.

## CAREER CENTER

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting, which includes providing group and individual assistance in resume writing, interview preparation, and job-hunting strategies. They also offer an on-campus-recruiting program, current job listings and a credentials service. These services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

Graduate students are encouraged to visit the Career Center in Southwell Hall at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications. Students are encouraged to make an appointment through the Career Center's website.

### OFFICE OF CAMPUS MINISTRY

The Office of Campus Ministry strives to deepen the faith of Boston College students by offering opportunities to discover, grow, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Chaplains from a variety of faiths are available. Offices are located in McElroy Commons, Room 233.

### UNIVERSITY COUNSELING SERVICES (UCS)

department. The council and staff work together to strengthen the collective voice of graduate



6. Applies clinical and administrative data, evidenced-based findings, and performance measures to improve quality of care within a practice setting or organization.
7. Utilizes technology and data to coordinate and enhance care for individuals, families and populations.
8. Applies knowledge of policy development and advocacy strategies to influence policies that promote individual, family and population health.
9. Collaborates with patients and interdisciplinary colleagues to promote and improve health T1 1e0-2.52 7\* c



## Direct Entry, Master of Science in Nursing, Advanced Generalist Program

The DE-MS program is an accelerated program designed for individuals who have a baccalaureate or master's degree in another field and who are not already nurses. In this program, students complete extensive pre-requisite courses prior to acceptance and enrollment. Students study and complete generalist nursing requirements on an intensive full-time basis during the 18-month program. After successfully completing the 18-month program, students are conferred a Master of Science in Nursing as a Generalist Nurse and are eligible to sit for the NCLEX.

|   |
|---|
| 6 X P P H U 6 H P H V W H U ± 6 H V V L R Q                           |
| HLTH8000 Examining Diversity in Nursing and Health Care (2 cr.)       |
| NURS8001 Pharmacology/Nutrition (3 cr.)                               |
| NURS8002 Direct Entry Adult Health Nursing Theory 1 (4 cr.)           |
| ) D O O 6 H P H V W H U   |
| NURS8003 Direct Entry Adult Health Theory 2 (3 cr.)                   |
| NURS8004 Direct Entry Adult Health Clinical & Advanced Skills (3 cr.) |

## **Master of Science in Nursing, Advanced Generalist Program**

The Master of Science in Nursing, Advanced Generalist program does not have a set plan of study. Although some courses are prerequisites for later courses, there is some flexibility in when students take courses and in whether they study on a part-time or full-time basis. Students should contact the graduate office to develop a plan of study tailored to their specific needs. This program is designed for ASN- or BSN-prepared RNs, who are seeking to earn an advanced degree, other than APRN. For ASN-prepared RNs additional Bosh College bridge course credits will be required prior to beginning the MS curriculum. These credits are determined on an individual basis by the graduate office based on a portfolio review.

| Course Number | Course Name | Credits |
|---------------|-------------|---------|
|---------------|-------------|---------|

## **Clinical Practice**

The Clinical Placement Office is responsible for collecting and documenting all graduate students' required immunizations and other requirements and sending appropriate records to each clinical site. The Clinical Placement Office is also responsible for notifying students about (and ensuring compliance with) requirements that are unique to their agencies. The standard requirements include:

- " Personal Health Insurance, either private or through BC
- " An Immunization and Health Verification Form signed by a health care provider
- " Proof of immunity for MMR, Varicella and Hepatitis B; Hepatitis B- 3 vaccines and Titer, MMR- 2 vaccines and Titer, Varicella- 2 vaccines or Titer
- " A negative PPD within one (1) year (summer prior to clinical year) or appropriate follow-up if PPD is positive
- " Other immunizations required for all BC students: Tdap (with booster), polio, meningitis (or signed waiver), flu, COVID-19
- "

after notification, the TOR for the clinical practicum and the Associate Dean of Graduate Programs will be notified. At this point, clinical faculty will need to follow up and the student(s) should not be allowed in clinical areas until all requirements are met.

### CLINICAL PLACEMENTS & PRECEPTORS

All advanced practice specialty programs require that students complete a minimum number of hours of precepted and supervised clinical practice in their area of specialization in order to demonstrate competence. The minimum number of clinical hours varies by clinical specialty. The specialty program directors and faculty are knowledgeable about credentialing organizations' requirements regarding the numbers of precepted and supervised clinical hours that must be completed and the variety of clinical sites in which clinical practice should occur, in order for a student to demonstrate competence and qualify to sit for the certification examination in their specialty. As such, the program director or designated faculty member assigns clinical placements based upon the program requirements, the requirements of credentialing organizations, and the students' learning needs. The Assistant Director of Clinical Placement and their staff assist specialty program directors with arranging placements and ensuring that clinical site contracts and preceptor documentation are in place and verified prior to clinical placements.

**Students should not attempt to arrange their own clinical experiences, nor should they make changes to their clinical placements.** Students are encouraged to bring ideas for new clinical sites to the program director. Sites and preceptors must be reviewed and approved by the program director and the Clinical Placement Office. Clinical placements that are not approved and arranged in accordance with school policies cannot be counted towards the minimum clinical hours required for credentialing. In order to avoid potential conflicts of interest, clinical preceptors should not be family members or family friends of students they are asked to precept. Similarly, students should not engage in personal relationships with preceptors and clinical supervisors in order to avoid the perception of conflict of interest and bias. Clinical placements may be located outside of the Boston area. Students are responsible for providing their own transportation and all costs pertaining to that transportation.

Students are assigned a clinical year at the time of admission. Students who wish to change their clinical year will be accommodated when possible on a space-available basis. Scheduling of clinical practice may vary from year to year. Students must have up-to-date immunizations, malpractice insurance, background checks and complete all other pre-clinical requirements prior to participating in any clinical placements. In the clinical settings, students should clearly identify themselves with a name badge as a graduate student in the Connell School of Nursing.

Students must complete their assigned clinical hours within the academic semesters. In the event a student needs to complete clinical hours during school breaks, they need to contact the Graduate Programs Office as soon as possible.

### CLINICAL HOURS DURING INTERNATIONAL SERVICE LEARNING TRIPS AND EXPERIENCES

Graduate nursing students who wish to participate in international service learning trips and experiences and have those hours count towards the required supervised and precepted clinical hours for their specialty program should contact the specialty program director. Clinical hours from international service trips and experiences must be pre-approved by the specialty program director, Assistant Director of Clinical Placement and Associate Dean of Graduate Programs. The ability to

count these experiences towards the minimum number of clinical hours required to sit for certification exams varies by specialty and depends on many factors, including the credentials of the supervising faculty and preceptors. In addition, international clinical experiences must:

- ' be supervised by a CSON faculty member
- ' be precepted by an approved preceptor
- ' include a 1:1 ratio if the preceptor is seeing patients or 1:2 if not seeing patients
- ' include direct patient care
- ' record and document clinical hours accurately

### LIABILITY INSURANCE

Students who are registered nurses (RNs) must arrange for their own individual malpractice liability insurance as advanced practice nursing students. Nurse anesthesia students will obtain student nurse anesthetist liability insurance through the American Association of Nurse Anesthetists when instructed to do so by the program director. Master students must provide evidence of individual liability insurance and RN license prior to enrollment in a course with an advanced practice (APRN) clinical component.

### IMMUNIZATION/HEALTH REQUIREMENTS

Commonwealth of Massachusetts law requires all graduate nursing students to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus/diphtheria, varicella, hepatitis B, and COVID-19. Students are also required to have meningitis vaccine or sign a waiver if they decide not to be immunized against meningitis. Students who fail to provide adequate documentation of immunizations will not be permitted to register and attend classes. The only exceptions permitted are when immunization requirements conflict with personal religious belief or when a physician documents that immunizations should not be given due to pre-existing medical problems. The Connell School of Nursing also requires certified evidence of good health and an annual TB test completed just prior to enrollment in a clinical practicum course. More frequent testing for TB may be required by specific clinical agencies. Some clinical sites may require drug testing.

### EXPANDED NATIONAL BACKGROUND CHECKS (ENBC)

Hospitals and health care agencies that are used by Connell School of Nursing for clinical experiences require that all students and faculty undergo expanded national criminal background checks before they can be at that agency. The mechanism for this is called a ENBC or iCORI check. All students must have permission on file in the Graduate Programs Office for Boston College to obtain ENBC checks and permission for the actual ENBC requests. Failure to have these on file could prevent a student from participating in a clinical practicum. A background check that comes back positive (i.e., shows a misdemeanor or felony) may prevent the student from participating in a clinical practicum.

### SAFE, COMPETENT AND PROFESSIONAL CLINICAL PRACTICE

Graduate students from the Connell School of Nursing who are engaged in clinical practica courses and other types of supervised clinical training experiences are expected to perform and practice in a manner that is at all times safe, competent, and consistent with the Nurse Practice Act and the ANA Nurses Code of Ethics. Unsafe or incompetent clinical practice and/or unprofessional conduct are grounds for failure in any clinical course and may result in immediate removal from the clinical site. Students who demonstrate unsafe or unprofessional conduct in a clinical practice site will undergo academic review and may be placed on probation or dismissed from the program (please see ACADEMIC PROGRESSION AND REVIEW).

### DOCUMENTATION OF SUPERVISED CLINICAL EXPERIENCES

It is the student's responsibility to maintain written documentation regarding supervised clinical experiences and practica. Specific requirements for clinical documentation are determined by the program director. In general, at a minimum, this documentation should include dates, hours, preceptor, agency, population focus, age group served and activities. Although clinical logs are signed off at the time of the master's comprehensive exam

Students who have been inadvertently exposed to tuberculosis should be directed to the University Health Services OR to their primary health care provider. The student and faculty will notify the Associate Dean of Graduate Programs.

Current policies consistent with existing OSHA and CDC guidelines will be posted in the simulation laboratory.

If a student, while engaged in clinical practice activities, has an exposure to potentially infected body fluid from a client, the student should do the following:

- a. Immediately remove soiled clothing and wash the exposed area with soap and water.
- b. Notify faculty member.
- c. Report to nearest emergency room on site at the agency or as directed by the University Health Service within 1-2 hours
- d. Identify self as student with a possible HIV/HBV exposure
- e. Give close attention to filling out the Incident Report for the agency, the Connell School of Nursing and University Health Services. A copy of the agency report form must be forwarded to the Associate Dean of Graduate Programs within 72 hours of the exposure.

Boston College will assume the financial responsibility, if necessary, for emergency assessment and interventions through the first 72 hours after an exposure incident. No member of the Boston College community, either student or faculty member, shall be denied medical evaluation and counseling. The Connell School of Nursing will keep a confidential record of medical treatment and evaluation according to OSHA standards.

#### REASONABLE ACCOMMODATIONS FOR QUALIFIED INDIVIDUALS WITH DISABILITIES IN CLINICAL COURSES

\*\* Adapted from the model technical standards in Marks and Ailey, White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on Employment of People with Disabilities (CCEPD) and the web-published technical standards of the University of Pennsylvania School of Nursing and the New York University College of Nursing.

The Connell School of Nursing is committed to providing educational opportunities to otherwise qualified students with disabilities and/or learning differences. Such students will be provided with opportunities equal to those provided to non-disabled students to achieve desired educational outcomes. A qualified individual with a disability is one who, with or without reasonable accommodations, meets the Connell School of Nursing's academic requirements and Technical Standards. Students with disabilities are not required to disclose the disability to the Connell School

Bi.7268 043D .0005 Tc .0009 Tw [(nal P7.2IV/).5(cor7(dations, mee be ))reg1(a)-1.sn)]T





## Technical Standards Competency Domains

Domain

Standards

- needed to care for persons, families and/or communities across the health continuum in various settings
2. Able to accomplish the learning objectives of each course in their specific program as well as the terminal objectives of the program by the time of graduation
- ” process (i.e. assessment, diagnosis, goals, plan of care, and evaluation)
  - ” Retrieves and critically appraises reference material to use in a patient’s nursing plan of care
  - ” Uses information from written documents, demonstrations, and patient records to carry out the phases of the nursing process
  - ” Accurately follows course syllabi, assignment directions, patient care protocols and corrective learning plans developed by faculty or health care agency staff

## **Master's Comprehensive Examinations**

At the end of the MS program all students must pass a comprehensive exam, which gives students the opportunity to demonstrate the integration and application of core content with specialty knowledge and skills. This examination also serves as a program outcome measure for the master's degree program.

The exact content and format for the comprehensive examination may vary across specialty programs; these are determined by the program director and faculty of each specialty program. Students should consult the program director of their specialty program to learn the timing and format of the comprehensive examination.

Students must be in good academic standing in order to take comprehensive examinations. The following grading scale is used for the comprehensive examination:

- ” Pass with Distinction (PWD)
- ” Pass (P)
- ” Fail (F)

A candidate who fails the master's comprehensive examination may repeat the examination only once.

RO \_\_\_\_\_ GRAMFO