



BOSTON COLLEGE
Connell School of Nursing

**DOCTOR OF NURSING
PRACTICE
STUDENT HANDBOOK**

2021-2022

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GENERAL INFORMATION FOR ALL GRADUATE STUDENTS

Introduction

The first section of the graduate handbook contains information applicable to all graduate programs. This is followed by the section that specifically addresses curricula and policies that are relevant to students in the Ph.D. program. Additional program information is also available on the Boston College web site at www.bc.edu/nursing. The Associate Dean of Graduate Programs and the Graduate Programs Office staff are also available to answer graduate students' questions. The student handbook reflects current policies and procedures; however, procedures may be revised and updated during the year as necessary. Please check with the Graduate Programs Office for the most up-to-date policies and procedures.

HISTORY OF THE CONNELL SCHOOL OF NURSING

Boston College inaugurated the School of Nursing in response to the need for a Catholic collegiate school of nursing in the Greater Boston area. With the cooperation of His Excellency, Most Reverend Richard J. Cushing, Archbishop of Boston, a program was offered in February 1947 leading to the degree of Bachelor of Science in Nursing for registered nurses. In September 1947, a basic collegiate program of five years leading to the degree of Bachelor of Science was introduced for high school graduates. Beginning in September 1950, a four calendar-year basic collegiate program was initiated, and in 1957 this was shortened to four academic years. In the spring of 1960 the School of Nursing moved from downtown Boston to the Chestnut Hill campus and occupied its own building, the gift of His Eminence Richard Cardinal Cushing. In 2001-2002, the school received a generous gift from the late William F. Connell and the school is now known as the Connell School of Nursing (CSON).

HISTORY OF GRADUATE PROGRAMS IN NURSING

Boston College began offering graduate courses in 1952. In the spring of 1956, nursing sought to bring its program into conformity with the standards of the profession, and proposed a Master of Science degree in Nursing, with a minor in education. Boston College began awarding the Master of Science degree in Nursing in 1958. The Ph.D. program, approved by the board of trustees in September 1986, began in fall 1988. Ten students were admitted in the program's initial year; the program expanded to 30 students at the end of three years. The Doctor of Nursing Practice (DNP) program was initiated in 2019. This terminal, practice-focused doctoral program prepares Advanced Practice Registered Nurses (APRNs) as Nurse Practitioners and Certified Registered Nurse Anesthetists (CRNAs). In the 1993-94 academic year, there was a general reorganization of graduate arts and sciences and the schools of nursing and education assumed administration of the graduate programs in their respective areas. This organizational change strengthened the already vigorous and vital graduate programs in the Connell School of Nursing.

CONNELL SCHOOL OF NURSING MISSION STATEMENT

The mission of the Boston College Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the University's Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice.

The Connell School of Nursing educates students as reflective lifelong learners who use knowledge in service to others. The faculty develops and disseminates knowledge for the advancement of 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 a 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 scholarly inquiry, and justice through promoting equal access to care for all people. Service, scholarship, and justice in caring include all people in the global community, particularly the underserved. The faculty believe that promoting the physical, psychological, and spiritual aspects of health are essential to understanding the human dimension of holistic nursing care. Nurses engage in partnerships with individuals and groups to promote and optimize wellness. The nurse respects the uniqueness of the person and the individual's right to choose and actively participate in decisions about health care. Nursing promotes self-determination by empowering clients and advocating for those who cannot do so independently. (rev 4/14)

ACCREDITATION & CERTIFICATION

The Connell School of Nursing accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates of the Doctor of Nursing Practice program are eligible to apply to take the certification examinations offered by the credentialing bodies of their specialty.

Organizational Structure of the Connell School of Nursing

The **Dean** of the Connell School of Nursing is responsible for the overall administration of the school.

Katherine Gregory, Ph.D., RN, FAAN
Dean

Office: Maloney 294
Telephone: 617-552-4251

The **Associate Deans** are responsible for the academic, research and financial administration.

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Carol Marchetti, Ph.D., RN, PMHNP-BC
Psychiatric-Mental Health Program

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Allyssa Harris, Ph.D., RN, WHNP-BC
Women's Health Program

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Board of Registration in Nursing (BORN) Regulation Policies

GRADUATE ADMISSION POLICY

All graduate nursing students are admitted through the Graduate Programs Office in accordance with the university admissions procedures. CSON admits students into a Doctor of Nursing Practice degree program, which prepares students as advanced practice registered nurses (APRNs).

The graduate admission process at Boston College is highly selective. A holistic review of applications for admission, ensuring that all aspects of candidates' applications are carefully considered is utilized. While academic preparation is the most important factor considered, admission decisions are made holistically. A wide range of criteria are considered including but not limited to: academic performance, the rigor of applicants' prior college transcripts, performance on standardized tests, leadership, recommendations, co-curricular involvement, work experience, potential for future success, and when appropriate, the ability to succeed despite facing significant obstacles or hardships.

Candidates are required to submit an application through the online admissions program (i.e., Slate), standardized test scores, official college transcripts, letters of recommendation, and two completed essays. Each applicant selects an advanced practice specialty (NP/CRNA) at the time of application to the DNP program. Post-Baccalaureate DNP programs admit candidates twice each year (fall and spring). CRNA applicants are required to have a minimum of one year of critical care nursing experience and current PALS and ACLS certifications. These candidates are admitted one time each year (spring). The Direct Entry program admits candidates one time each year (summer).

All candidates must comply with the immunization requirements specified by the [Massachusetts Department of Public Health](#). Official high/secondary school transcripts are required for admitted master's entry students prior to matriculation.

While there are no minimum cut-offs for graduate admission consideration, the typical enrolled student profile includes a mean undergraduate GPA of 3.43, and mean standardized test results of 71st, 53rd, and 72nd percentiles in the verbal, quantitative and analytical/writing sections of the GRE, respectively. For international students who do not speak English as their primary language, the recommended minimum English language proficiency scores are 100 on the TOEFL and 7.5 on the IELTS. Candidates must include translations and evaluations of non-English transcripts. Boston College does not set its level of selectivity; the size and quality of the applicant pool does. Therefore, decisions are made after all applications have been fully evaluated. This ensures that decisions are equitable and consistent within the context of our highly competitive pool. Class size and specialty NP concentration numbers are carefully monitored to ensure adequate availability of clinical placements.

CSON faculty have developed technical standards competency domains that they believe to be necessary for participation and success in clinical education with or without reasonable accommodations.

The Assistant Dean of Graduate Enrollment and Data Analytics, the NP/CRNA program directors, and the Associate Dean of Graduate Programs work collaboratively and are in frequent communication during the admission cycles to ensure that the academic quality and preparation of incoming students meets the faculty's expectations and standards.

Candidates are notified of admission decisions by the Associate Dean for Graduate Programs at the Connell School of Nursing.

GRADUATE ACADEMIC STANDINGS AND PROGRESSION POLICIES

The Graduate Academic Standards Committee, composed of professors responsible for the NURS courses in the MS (nursing) program, meets at the end of each semester to review the records of master's students with course failures, course deficiencies, low GPAs, or other academic concerns. This Committee makes recommendations about progression in the program in accordance with the policies described below and other relevant university policies. Final progressions decisions are made and implemented by the Associate Dean of Graduate Programs. (MHB, p. 14)

Graduate students are expected to maintain good academic standing at all times and progress through their program of study. Those who are not in good academic standing or are not progressing are subject to review by the Graduate Academic Standards and Progression Committee.

All graduate students in the Connell School of Nursing are expected to maintain a GPA of 3.0 in order to remain in good academic standing. The minimum acceptable passing grade for graduate courses is a B- (80). Students will undergo academic review if they have a GPA of less than 3.0 or earn a grade less than a B- (80) in a course.

If a student does not meet the minimum of a B- in any graduate NURS course, (s)he will be required to retake the course before advancing in the curriculum. Additionally, the student will be placed on academic probation and will be unable to progress until the deficit is remediated. Graduate students may repeat a nursing course only once after withdrawing from it or not achieving a B-.

Graduate students who are on probation are not eligible for teaching assistantships, research assistantships, fellowships and/or any type of merit-based tuition remission award. Students will be dismissed from the Connell School of Nursing after two (2) nursing (NURS) course failures and/or withdrawals to prevent failure in NURS courses.

Graduate students, who demonstrate unsafe clinical practice or unprofessional conduct in clinical, classroom settings, and/or interactions with BC faculty or staff, will undergo academic review and may be dismissed from the program. 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.

The Associate Dean of Graduate Programs will notify the student of the outcome of academic review as soon as possible. If the student is dissatisfied with the decision, he / she may submit a formal appeal. See Graduate Students Rights & Grievances – Formal Appeals.

CSON CLASS and CLINICAL ATTENDANCE POLICY

Graduate students are expected to attend classes regularly, take tests, and submit assignments at the times specified by the professors on the course syllabi. For any absence, students must still meet all course requirements and learning objectives. Attendance in nursing class, clinical, simulation, and lab is expected for all students. Excused absences include student illness, bereavement for an immediate family member, military obligations, or religious observances. Students who anticipate military and religious absences should notify the faculty at the beginning of the semester so accommodations can be made to complete the learning objectives in a timely way. Students are

required to communicate an unexpected absence no later than two hours before class or clinical in the method requested by the faculty. See http://www.bc.edu/offices/stserv/academic/univcat/undergrad_catalog/policies_procedures.htm#religious.

COURSE EXEMPTION POLICY

The Direct Entry program is an accelerated and intensive curriculum that prepares graduates to practice as advanced practice registered nurses (APRNs) in the nurse practitioner role. 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 component of the program (first 5 semesters). Students, who hold a graduate degree from another accredited university, may waive a course in the post-licensure component of the Direct Entry program if they have previously completed an equivalent course.

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 core 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.

EDUCATIONAL MOBILITY

The RN-DNP program is designed for registered nurses without a BSN degree (with or without a baccalaureate degree in another field), who wish to earn a DNP degree and become nurse practitioners in one of the five clinical specialty programs offered: Adult-Gerontology (primary care), Family (primary care), Pediatric (primary care), Psychiatric-Mental Health, and Women's Health.

RN-DNP students undergo an educational portfolio review at the time of application and an individualized plan of study is developed. There is no set plan of study for the RN-DNP program; students may choose to complete the program on a part-time or full-time basis, depending on clinical availability.

Prior to matriculation, RN-DNP students must hold a valid RN license in Massachusetts, have completed required pre-requisite courses and have completed the equivalent of approximately 100 – 120 college credits. Completion of prerequisite nursing, science and liberal arts courses establishes baccalaureate level competencies as the basis for the study of advanced practice nursing.

Based upon the educational portfolio review and professional experience, students may be required to enroll in bridge courses prior to enrolling in DNP courses. After fulfilling pre-requisite and bridge coursework, RN-DNP students complete the master's degree in the same sequence and in the same courses as other master's students.

Completion of the RN-DNP program results in the awarding of the MS degree in Nursing; graduates are eligible to sit for the NP certification examination in their clinical specialty.

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 (3) weeks prior to examinations and may receive a partial tuition refund on withdrawals submitted during the three 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 CSON 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 practica; 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 to get the appropriate treatment to deal with the condition that led to the leave. Before the Associate 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 names of those receiving degrees will be included in the Boston College program for the following May commencement. Those students who would like to participate in the May ceremonies must notify the Graduate Programs Office.

GRADUATE STUDENT RIGHTS and GRIEVANCES

This grievance procedure provides a process for constructively resolving serious academic, supervisory or administrative grievances that graduate students may have with faculty, preceptors,

staff or administrators. Its purpose is to resolve in a fair manner any grievances arising from grading, other evaluation or supervisory practices, and appeals that students may want to initiate if they are dissatisfied with decisions made by the committees that direct their degree program or the Graduate Academic Standards Committee of the Connell School.

To that end, all concerned should display a cooperative manner. Resolutions should be attempted between the parties involved and mediated rather than directed. Outcomes should be sought at the lowest possible administrative level. Confidentiality of the student(s) and faculty members(s) involved should be maintained at all times. In the event that the student's Chairperson, advisor, preceptor, Dean or Associate Dean of Graduate Programs is a party to the grievance that person should recuse him/herself from considering the matter, and the appropriate administrator at the next highest administrative level will replace that person.

If a student believes that they have been evaluated unfairly or has another serious grievance, the student should discuss the matter with the faculty member or preceptor and course Teacher of Record (TOR) involved as soon as possible after the evaluation has been received or the grievance arises. This discussion should provide an opportunity for further dialogue and clarification between faculty and student about how the matter was determined, what criteria were used, and any related issues. If such a discussion results in a mutually acceptable resolution, the matter will be considered closed. If either party wishes to have a written statement of the outcome, the parties will put the resolution in writing, sign it, and each retain a copy. This written statement must be completed no later than two weeks after the mutually acceptable resolution has been reached.

If, however, a mutually acceptable disposition cannot be achieved, the student may present the matter in writing to the CSON Chairperson. The student's written statement to the Chair must be submitted no later than two weeks from the date of the final meeting with the faculty member or preceptor and clearly specify the nature of the complaint and the remedy requested. The Chairperson will review the matter by meeting individually with each individual involved and reviewing any written materials related to the grievance. The Chairperson will meet again with the individuals involved, either separately or jointly or both, in an attempt to resolve the matter.

The Chairperson will provide a written response within two (2) weeks of this meeting. If a settlement is reached, it is to be put in writing and signed by the Chairperson and each of the parties, with each to retain a copy. If no resolution is reached, the Chairperson will prepare a written summary of events relevant to the grievance and provide a copy of it to the student and the faculty member or other individuals involved. In the event that the grievance concerns treatment or evaluation in a practicum, the student should follow this same procedure, discussing the matter first with his or her preceptor and/or clinical instructor. If this discussion does not lead to resolution, the matter should be brought to the CSON Chairperson who will follow the guidelines described above.

FORMAL APPEAL PROCEDURES

If a graduate student is dissatisfied by the outcome of the discussions and process at the Chairperson level, the student may initiate a formal appeal. The student must initiate the appeal as early as possible, but not later than thirty (30) days after receiving the Chairperson's resolution.

A formal appeal consists of a written explanation of the grievance sent to the Associate Dean of Graduate Programs, which should include the reasons the student believes the faculty member's or preceptor's evaluation was arbitrary, unethical, or based on extrinsic error, and the reasons why

previous discussions were not satisfactory. The Associate Dean of Graduate Programs may request that the faculty member, the Chairperson and any other individual involved provide the Associate Dean of Graduate Programs with a written evaluation of the merit of the appeal and a summary of the attempts to resolve the grievance. Associate Dean of Graduate Programs will then convene an ad hoc committee composed of three members of the elected Grievance Committee. The ad hoc committee will conduct an independent review of the grievance, which will include discussing the grievance with the student, the Chairperson and other individuals involved. Within thirty (30) days of receiving the formal appeal, the ad hoc committee will provide a statement of the committee's resolution of the matter to the student, the Chairperson involved in the earlier level of the process, the person(s) against whom the grievance was brought, and the Associate Dean of Graduate Programs.

If the student is dissatisfied with the conclusions of the ad hoc committee, the student may submit a written appeal to the Dean. The appeal must be submitted as soon as possible but no later than thirty (30) days after the student has received the conclusions of the ad hoc committee.

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 preceptor's evaluation was arbitrary, unethical, or based on extrinsic error, and the reasons why previous discussions were not satisfactory. Copies of decisions made by the Chairperson and the ad hoc committee will be forwarded to the Dean for consideration in this review of the student's appeal. Within thirty (30) days of receipt of the student's appeal, the Dean will render a decision. The decision of the Dean is final, and will be communicated to the student in writing, with copies to the person(s) against whom the grievance was brought, and the CSON Chairperson and Associate Dean of Graduate Programs.

If a student's grievance relates to the student's legal rights under any law or regulation, the grievance will be addressed in accordance with the applicable legal requirements. In such cases, the faculty member or administrator responding to the grievance should consult with the Associate Dean of Finance and Administration who will facilitate communication with the Office of the General Counsel.

Academic Policies & Procedures

FACULTY

Faculty may be full-time or part-time. Most full-time faculty teach in more than one level of the program. Each faculty member has a designated assistant. Faculty may be contacted via phone and voicemail, email, or through their assistants. **Teachers of Record (TOR)** are faculty who are responsible for coordinating faculty and student activities within a course. Their areas of responsibility include the course syllabus, compiling exams, and computing grades.

COMMUNICATIONS

The Graduate Programs Office uses BC email for all communications. Upon admission, every student receives a BC email address. Students must activate their BC email address in order to receive important announcements. All students are responsible for checking their BC email routinely. Visit <http://g.bc.edu> to log in to your BC email account. You can arrange to forward your BC email to another email account by visiting www.bc.edu/offices/help/comm-collab/email.html.

Each faculty member and staff member has voicemail and email. Each faculty or staff person at BC can be reached via email. Email addresses may be obtained by searching the directory on Agora (<https://services.bc.edu/directorysearch/search!displayInput.action>)

ACADEMIC AND PROFESSIONAL INTEGRITY

Students are expected to maintain high standards of integrity in both the academic and clinical settings. CSON adheres to the Boston College policies surrounding academic integrity. This policy is outlined in the Boston College catalog. The catalog may be accessed online at <http://www.bc.edu/offices/stserv/academic/univcat.html>.

Expected ethical behavior in clinical situations is based on the American Nurses' Association Code of Ethics for Nurses (ANA, 2001, 2010, 2015). Students are expected to protect patients' confidentiality at all times, and to be honest in any documentation regarding the patient's condition and their own assessments and interventions. Students are expected to maintain high professional standards, including being physically, intellectually, emotionally, and academically prepared when caring for patients. Unprofessional conduct is considered serious and may result in dismissal from the school.

RESEARCH INTEGRITY AND RESPONSIBLE CONDUCT OF SCIENCE

Scientific integrity, the conscious adherence to a set of ethical principles, is the hallmark of all scholarly disciplines, including nursing. Boston College is guided by the ethical principles regarding all research involving human subjects. Graduate students in the Connell School of Nursing who plan to conduct research with humans or material of human origins must submit their research proposals to the Boston College Institutional Review Board (BCIRB) for review and approval prior to carrying out the project. See the website: <https://www.bc.edu/bc-web/research/sites/vice-provost-for-research/research-protections.html>.

GRADUATE CONSORTIUM IN WOMEN'S STUDIES

The Graduate Consortium in Women's Studies is an inter-institutional enterprise established to advance the field of women's studies and enlarge the scope of graduate education through new models of team teaching and interdisciplinary study. Faculty and students are drawn from nine member schools: Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons University, Tufts University and the University of Massachusetts Boston. Graduate students enrolled in degree programs at Boston College may with the permission of their department apply to participate in this program. For more information go to <http://mit.edu/gcws>.

Graduate students in the Connell School of Nursing may cross register for one course each semester (fall/spring) at Boston University, Brandeis, or Tufts. Cross registration materials are available in Lyons Hall/Student Services. Prior approval by the host institution is necessary. Students should consult with the appropriate BC consortium liaison at the host school about cross registration. Before registering for courses in the consortium, students are required to seek approval from their academic advisor and the associate dean for graduate programs. Cross registration is not available during the summer sessions.

COURTEOUS CELL PHONE USE

Out of respect for faculty and fellow students, please turn off your cell phones in class. If you need to be available in case of personal or professional emergencies, please adhere to the following guidelines:

- Put your phone on a vibrate setting
- Sit near the door
- If you receive a call, immediately exit the classroom and answer the call well out of earshot of classrooms and offices

Students should not use cell phones in the clinical setting.

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 double check the time, date, and place of all examinations.

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

LOST WORK

It is the student's responsibility to see that the faculty member receives the work submitted. Students should always make a copy of a paper or project before submitting it, especially if mailing it or leaving it at a department office. If a student 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, 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 B- (80) in a course. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, 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 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 "I" (incomplete). All of the course requirements for an incomplete course must be completed, and the "I" 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 "I" grade will permanently convert to an "F" grade. Any exceptions must be approved by the Associate Dean for Graduate Programs.

All courses must be successfully completed and all incomplete course grades must be resolved in order for students to be eligible to complete the clinical practicum sequence. Students must successfully complete any pre-requisite course (and all of the requirements within that course) before being allowed to enroll in a subsequent course for which the incomplete course was a prerequisite. Students may not enroll in a graduate course while they have an "I" (incomplete) in a prerequisite course.

LATE PAPERS/RESEARCH PROJECTS AND EXAMINATIONS

Students are responsible for submitting all work for a course to the faculty member by the specified deadline and taking examinations at their scheduled time and location (except as arranged in advance for specific learning needs). Professors are not obliged to accept any work beyond the deadline or to grant extensions. Any requests for extensions must be made prior to the original due date. All arrangements for submission of the work must be negotiated directly between the faculty member and the student. Students who anticipate a conflict with a scheduled examination should notify the Teacher of Record as soon as possible prior to the scheduled exam. Faculty members are not obliged to provide early or late exams. Make-up examinations will be given at the discretion of the faculty and only under extreme circumstances. Students who do not show up for a scheduled examination without prior notification to the teacher of record will receive a grade of "o" for the exam.

ACADEMIC EVALUATION DISPUTES

Students have the right to know the components of a course on which the final grade will be based, to be graded fairly, and to understand why a particular grade was given. The faculty member has the right to determine which course components will be graded and the weight that will be given to each, the right to determine the grading scale to be employed, and has a responsibility to grade students consistently on that scale. Faculty are also expected to provide a syllabus for each course, specifying dates for assignments and examinations, and the weight given to each course component in determining the final grade, as well as objectives for the course. If a student feels, in light of the above, that a grade is unfair, the student should first make an appointment to see the professor, bring a copy of the paper or exam in question, and request that she or he explain why and how the grade was determined. If, after discussing the grade with the faculty member, the student still feels the grade is unfair, the student may appeal to the chairperson of the department in which the course is offered. If this discussion does not produce a satisfactory resolution, the student may file a formal appeal. The Associate Dean of Graduate Programs can provide the student with further information about this appeal process.

TIME LIMITS

Students in the MS program have 5 years from initial enrollment to complete their program of study.

Students in the DNP and Ph.D. program have 8 years from initial enrollment to complete all degree requirements, including defending and submitting the final version of the dissertation.

Graduate students who exceed the program time limits or who fail to make progress towards their degree will be reviewed by the Graduate Academic Standards and Progressions Committee and may be subject to dismissal from the program.

ACADEMIC ADVISEMENT

It is the student's responsibility to take advantage of the advisement process. Each student is assigned to a faculty advisor. Students are expected to meet with their advisors on a regular basis, keep their advisors informed about their academic progress and seek assistance with problems in a timely manner. Advisor information is available on the Agora Portal.

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/advisor. Students are responsible for reviewing and updating their plans of study. In addition to providing guidance to students in 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 a 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 Advisory Committee and may be dismissed from the program. Students may also be immediately removed from the clinical site, undergo review by the Graduate Academic Standards Advisory Committee and/or be dismissed from the program under the following conditions:

1. Clinical performance endangering patient safety;
2. Use of drugs / alcohol rendering the student unfit for safe and competent clinical performance and endangering patient safety;
3. Physical health and/or mental health problems rendering the student unfit for safe and competent clinical performance and endangering patient safety;
4. Unprofessional behavior in the clinical setting; and /or
5. Behavior that violates the ANA Code of Ethics for Nurses.

Resources

Information about activities and resources for graduate students across the university is located at the Graduate Student Life website: <http://www.bc.edu/offices/gsc/>

FINANCIAL AID

FINANCIAL AWARDS

A limited number of Connell School of Nursing partial scholarships are available in the form of tuition remission and endowment scholarships. Financial awards are contingent upon compliance with all academic standards and regulations. Graduate students may not receive university financial aid (stipend and/or tuition scholarships) from two schools or departments simultaneously without the Dean's approval.

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 school has a limited number of teaching assistantships available each semester. The teaching assistant (TA), in addition to her or his program of studies, is usually responsible for either 7 1/2 or 15 hours per week of teaching/instructional activities in the undergraduate or graduate program performed under the supervision of the course faculty and/or teacher of record. TAs are compensated with a stipend. The Graduate Programs Office will send out applications for TA positions each summer.

RESEARCH ASSISTANTSHIPS (RA)

Research assistantships may be available through faculty grants. The nature and number of hours involved are determined by the faculty member holding the grant. Assistantships provide limited tuition remission or a stipend that varies among projects. Students who wish to be considered for these opportunities should contact the Office for Nursing Research.

TUITION REMISSION (TR)

The Graduate Programs Office provides partial tuition remission awards on the basis of merit, need or service learning activities.

ENDOWMENT SCHOLARSHIPS

Through generous funding from private endowments, the Connell School of Nursing is able to offer small partial tuition scholarships to the most qualified students who meet the criteria for the specific endowment scholarship. The Graduate Programs Office will distribute applications for endowment scholarships.

PROCEDURES FOR FINANCIAL AID RECIPIENTS

An aid recipient who wishes to relinquish an assistantship or a tuition scholarship must report this matter in writing to the Associate Dean of Graduate Programs. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is unsatisfactory. They may also be discontinued for unprofessional conduct or conduct injurious to the reputation of the University.

OTHER SOURCES OF FINANCIAL AID

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire at the University Financial Aid Office where all such aid is administered. Students receiving loans are expected to meet their ethical, legal and professional responsibilities in repayment of these loans. Another useful website for scholarship information is www.discovernursing.com. Information about university-wide teaching or graduate assistantships is available through the Murray Graduate Center website: www.bc.edu/gsc.

UNIVERSITY RESOURCES

THE LIBRARIES

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 2 million volumes, and approximately 21,000 serial titles are currently received. Special collections for nursing are housed in the Mary Pekarski Nursing Archives in Burns Library and include: nursing ethics, nursing history, and the recently acquired collections of the North American Nursing Diagnosis Association (NANDA) and the American Association of Nursing Attorneys.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds a greater dimension to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions. Through membership in New England Library Information Network (NELINET), students have online access to publishing, cataloging, and interlibrary loan location from the OCLC, Inc. database, which contains over 36 million records from the Library of Congress and from more than 25,000 contributing institutions worldwide.

Boston College Libraries is a member of the Association of Research Libraries (ARL). Boston College was among the first schools in the country to offer an online public computer catalog of its collections. The libraries' computerized system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions' procedures. Students may browse the catalog using video display terminals in all the libraries, and may access the catalog via computer from their homes or offices at www.bc.edu/libraries. In addition, the libraries offer computer searching of hundreds of commercial databases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the library's computerized system. Access to an increasing number of full-text journals is also available online.

Information on use of the libraries is contained in the Guide to the Boston College Libraries, on the Boston College website, and other brochures available in the libraries. There is a reference librarian assigned to each discipline. Wanda Anderson (wanda.anderson@bc.edu) is the reference librarian for nursing. Students should arrange for orientation to the library resources through the many library offerings provided.

MURRAY GRADUATE STUDENT CENTER

The John Courtney Murray, S.J. Graduate Student Center is a facility established to meet the needs of graduate students. It is located across Beacon Street at 292 Hammond Street. The Murray Graduate Student Center provides opportunities to gather for discussion, reflection, presentations, meals, and social functions. It offers a computer lab with PCs and Macs, study rooms with network stations, network activated jacks and wireless network connections for laptop computers, dining facilities, and an administrative staff to act as advocates for all graduate students. The Murray Graduate Student Center also serves as a coordinating center for graduate student groups such as the Graduate Student Association, Graduate International Student Association, and the Graduate AHANA Student Association. To reserve space for graduate events or for more information, please see the Murray Graduate Student Center website (www.bc.edu/gsc) or call 617-552-1851.

STUDENT LOUNGES

Students may use student lounges in all Boston College buildings. Students are able 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 2nd 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)

University Counseling Services (UCS) provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact UCS at 617-552-3100 or visit the office in Gasson Hall 001 during regular office hours of Monday through Friday 8:45AM-4:45PM.

OFFICE OF THE VICE PRESIDENT OF STUDENT AFFAIRS (VPSA)

The Office of the Vice President of Student Affairs (VPSA) coordinates the planning, implementation and evaluation of programs and services for graduate student development. This includes overseeing students' clubs and organizations, programming, the Graduate Student Association, alcohol and drug education, off-campus and commuting student affairs, and international student services. The VPSA is also responsible for coordinating policies and procedures concerning student conduct and discipline, and the judicial process. Graduate students can visit the Director of Graduate Life, Dr. Carole Hughes, at the John Courtney Murray, S.J. Graduate Center on 292 Hammond Street or contact via 617-552-1855 or gsc@bc.edu.

SERVICES FOR STUDENTS WITH DISABILITIES

Any student who wishes to request reasonable accommodations due to a documented disability should notify the faculty within the first two (2) weeks of a course. For more information regarding services for students with disabilities contact Caroline Davis, Director, Office of Student Outreach and Support Services (caroline.davis.2@bc.edu). For more information regarding services for students with learning disabilities, contact Dr. Kathleen Duggan, Director, Connors Family Learning Center, O'Neill Library (dugganka@bc.edu).

GRADUATE STUDENT ASSOCIATION (GSA)

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves students in the Graduate Schools of Arts and Sciences, Nursing, Social Work, the Lynch Graduate School of Education and the Carroll Graduate School of Management.

The GSA exists to provide academic support to students in the form of conference grants and special group funding, to host social, cultural and academic programs for graduates, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University community. The GSA nominates graduate students to serve on a variety of committees, including the University Academic Council, the University Committee on Alcohol and Drug Abuse, the Graduate Educational Policy Committee, and the new student center committee.

The GSA is funded by the activity fee charged to every graduate student at registration and is governed by the GSA Student Council, composed of student representation from each academic department. The council and staff work together to strengthen the collective voice of graduate students. The GSA publishes an annual Graduate Students Achievement Profile online, that lists all graduate students who have published or presented papers, won awards, or otherwise been acknowledged for their work.

The GSA is located in the Murray Graduate Student Center at 292 Hammond Street across Beacon Street from McElroy Commons. Contact gsa@bc.edu for more information.

GRADUATE NURSES ASSOCIATION (GNA)

The Graduate Nurses Association (GNA) meets regularly in the Connell School of Nursing to provide a forum for concerns and interests of graduate students. They sponsor coffee hours, luncheons and other social events so that graduate students can interact with each other and with faculty on an informal basis. The GNA also host a graduate student banquet prior to May commencement for graduating students and their families. They are also involved in a variety of projects to help fund various groups in the community. The GNA office can be reached at bcgradnurses@gmail.com. The GNA has membership in the GSA and two members of the GNA are appointed to represent graduate nursing students at GSA meetings and activities.

UNIVERSITY HEALTH SERVICES (UHS)

The primary goal of University Health Services (UHS) is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. It is located on the ground floor of 2150 Commonwealth Avenue on the Chestnut Hill Campus; the phone number is 617-552-3225. The entrance is on St. Thomas More Road. The services include a walk-in clinic as well as medical, surgical, gynecological, orthopedic, nutrition, physical therapy, allergy, and immunization clinics. The in-patient infirmary is open 24 hours a day when school is in session.

The health/infirmary fee for medical care on campus is not a substitute for a health insurance policy. Massachusetts law requires that all university students registered for 75 percent of a full-time course load be covered by an accident and sickness insurance policy so that protection may be assured in case of hospitalization or other costly outside medical services. Insurance information is available online at www.bc.edu/offices/uhs.

OVERVIEW OF THE **DOCTOR OF NURSING PRACTICE** **PROGRAM**

The Doctor of Nursing Practice (DNP) program prepares graduates for advanced nursing practice as nurse practitioners. Advanced nursing practice encompasses the direct care role and other role components including evidence-based practice, quality improvement, informatics, policy change and leadership. The direct care role reflects independent, autonomous evidence-based actions at the expert level. Overall role development as an advanced practice nurse is based on nursing knowledge and the utilization of knowledge from other disciplines.

The American Nurses Association's definition of advanced nursing practice provides a general framework for the program curriculum:

Nurses in advanced practice have a graduate degree in nursing. They conduct comprehensive health assessments. They demonstrate a high level of autonomy and expert skill in the diagnosis and treatment of complex responses of individuals, families and communities to actual or potential health problems. They formulate clinical decisions to manage acute and chronic illness and promote wellness. Nurses in advanced practice integrate education, research, management and consultation into their clinical role and function in collegial relationships with nursing peers, physicians, professionals and others who influence the health environment (American Nurses Association, 1991, 2003, 2004).

Advanced nursing practice is concerned with the recognition and treatment of complex human responses in health and illness within a specific patient population. Clinical judgment is a decision making process that uses diagnostic, therapeutic and ethical reasoning to identify and respond to patients' needs. This process is used to isolate problems and implement evidence-based nursing interventions to achieve desired patient outcomes.

Specialization occurs through the acquisition of in-depth knowledge about life processes as well as identification of responses and phenomena occurring in a particular patient population. DNP students select their area of specialization at the time they apply. Advanced practice nursing specialty programs are currently offered in the areas of: Adult-Gerontology (primary care), Family (primary care), Pediatric (primary care), Psychiatric-Mental Health, and Women's Health.

Curricular Overview of the DNP Program

Students may enter the DNP Program through a number of different routes of entry (e.g., direct entry, post-baccalaureate, post-Master's, RN (ASN) to DNP) and may enroll in one of five clinical specialty tracks: Adult-Gerontology (primary care), Family (primary care), Pediatric (primary care), Psychiatric-Mental Health, and Women's Health. Therefore, there are several different plans of study available. Post-baccalaureate and post-Master's students can also specialize in Nurse Anesthesia (CRNA). Examples of program-specific plans of study are included in this section. Students are responsible for reviewing and updating their plans of study every year and whenever changes are made.

The DNP curriculum is designed around five components: (a) core DNP sequence; (b) evidence-based practice and scholarly inquiry (DNP project) sequence; (c) advanced practice nursing core; (d) advanced practice clinical specialty sequence; and (e) support courses (electives and required prerequisites).

DNP core courses in epidemiology, informatics, health care policy, quality improvement, population health program planning and evaluation, and leadership provide a foundation for the DNP prepared advanced practice nurse to improve the health of populations in his/her role as a nursing leader.

The evidence based practice sequence begins with a foundational course, which addresses the nursing theory, research practice triad as well as major research designs and culminates with the development, implementation and evaluation of a DNP project. A novel approach to the DNP projects will be utilized. Students will be assigned to project teams in which they will complete both group and individual level work on an assigned project. Projects will be coordinated by course faculty in consultation with our practice partners. Each project team will include a collaborating practice partner and faculty member. The DNP project is designed to be completed in two semesters after the project charter is approved.

The advanced practice nursing core includes the three Ps (advanced pathophysiology, advanced pharmacology, advanced health/physical assessment), which are the foundational courses for specialty nurse practitioner education and practice. The advanced clinical specialty courses vary by specialty but include a combination of didactic, simulation and clinical practicum courses. For example, the psychiatric-mental health nurse practitioner sequence includes specialty didactic and clinical courses, as well as courses in individual psychotherapy, family and group therapy, psychopharmacology and psychobiology.

The support and elective courses are intended to support other aspects of the advanced practice nursing role and include courses on diversity and inclusion, ethics and the role of the advanced practice nurse. Elective courses are designed to support the student's individual interests and areas of specialization. Students may choose to take electives through the School of Nursing, through other schools within Boston College (including the Lynch School of Education and Human Development, and the Graduate School of Social Work), or they may complete elective coursework through the University consortium.

Please see the following pages for specific plans of study for post-baccalaureate and post-master's DNP curriculum. Additionally, course syllabi are available through the Agora portal.

Program Objectives

1. Generate a personal philosophy of nursing congruent with the Judeo-Christian values that support the intrinsic worth of each human being.
2. Synthesize knowledge, skills, and attitudes to promote personal and professional growth and lifelong learning in service to others.
3. Translate knowledge from sciences, humanities, nursing and other clinical disciplines to inform the development of a conceptual framework that guides the art and science of advanced practice nursing.
4. Develop strategies to manage organizational, business, and financial systems to ensure the delivery of safe, high quality and cost-effective person-centered care.
5. Critically evaluate and translate research findings into practice to improve and transform health care and patient outcomes.
6. Participate in the design, selection, and implementation of information systems and utilize data to monitor and evaluate programs, outcomes, and systems of care.
7. Lead in the development and evaluation of health care policy that advocates for social justice, equity, and ethical decision-making for the care of diverse populations.
8. Lead interprofessional health care teams in diverse and complex health care settings and systems.
9. Use evidence to design, implement, and evaluate programs that promote and sustain the health of individuals, families, communities, and populations.
10. Deliver knowledge driven, evidence based, comprehensive, person-centered care according to the standards and competencies of specialty practice.

Direct Entry Doctor of Nursing Practice (DNP)

The Direct Entry Doctor of Nursing Practice program is an accelerated program designed for individuals with a baccalaureate degree or higher in fields other than nursing who wish to pursue preparation as an advanced practice nurse. The Direct Entry DNP provides a seamless, integrated curriculum to prepare students for license as registered nurses and for certification as advanced practice 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 first 18-months of the program.

Students will meet both the AACN Essentials of Baccalaureate Education for Professional Nursing Practice and the AACN Essentials of Master's Education in Nursing during the 18-month pre-licensure portion of the program. A Master of Science in Nursing as a Nursing Generalist is conferred upon successful completion of the pre-licensure coursework, whereupon students are eligible to sit for the National Council Licensure Examination (NCLEX-RN). The pre-licensure component of the program consists of 56 academic credits.

After passing the NCLEX-RN exam and receiving a license as a registered nurse, students proceed into the doctoral level coursework in one of the following nurse practitioner specialty areas of practice: Adult-Gerontology (primary care), Family (primary care), Pediatric (primary care), Psychiatric-Mental Health, or Women's Health. In order to progress to nurse practitioner study (doctoral level), students must be in good academic standing and be licensed as registered nurses. The program includes a clinical project associated practicum, 1,000 clinical practice hours, and an additional 48 credits following conferral of the pre-licensure master's degree.

Applicants are reviewed and accepted into the clinical specialty program to which they apply and are assigned a clinical placement year at that time. Students are permitted to slow down and attend part-time during the nurse practitioner component. To do so, they should contact the graduate office to find out when a clinical seat would be available. Students who wish to change specialty programs must contact the graduate office and the two program directors, apply and be accepted into the desired specialty program. Acceptance is not guaranteed and may slow completion of the degree as the clinical year is assigned on a space available basis.

Direct Entry program students are not eligible to apply to the Certified Registered Nurse Anesthetist (CRNA) program because admission to this program requires a minimum of one-year of experience as a registered nurse in an intensive care (ICU) setting.

Master of Science Curriculum
Summer Semester 1
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.)
Fall Semester 1
NURS8003 Direct Entry Adult Health Theory 2 (3 cr.)
NURS8004 Direct Entry Adult Health Clinical & Advanced Skills (3 cr.)
NURS8005 Direct Entry Psych-Mental Health Nursing Theory (3 cr.)
NURS8006 Direct Entry Psych-Mental Health Nursing Clinical (2 cr.)
NURS8715 Nursing Leadership in Complex Health Care Settings (3 cr.)
Spring Semester 1
NURS8007 Direct Entry Child Health Nursing Theory (3 cr.)
NURS8008 Direct Entry Child Health Nursing Clinical (2 cr.)
NURS8009 Direct Entry Childbearing Nursing Theory (3 cr.)
NURS8010 Direct Entry Childbearing Nursing Clinical (2 cr.)
NURS8713 Health Care Information Technology Management (3 cr.)
Summer Semester 2
NURS8011 Nursing Synthesis Practicum [Clinical] (3 cr.)
NURS8712 Health Care Quality Management (3 cr.)
NURS8716 Health Care Policy for Nursing Leaders (3 cr.)
NURS9720 Epidemiology (3 cr.)
Fall Semester 2
NURS8012 Population Health Clinical (2 cr.)
NURS8717 Foundations of Evidence Based Advanced Nursing Practice (3 cr.)
NURS9730 Advanced Physiology and Pathophysiology across the Lifespan (3 cr.) <i>Required to continue on to DNP coursework</i>
NURS9816 Population Health Principles, Program Planning and Evaluation (3 cr.)
<p>Master's conferred in December & sit for the NCLEX 56 credits minimum to be awarded Advanced Generalist MS degree 59 credits needed for Direct Entry students to move on to DNP</p>

DNP Curriculum
NURS8714 Nursing Ethics & Professional Responsibility in Advanced Practice (3 cr.)
NURS9717 Methods of Advanced Scholarly Inquiry (3 cr.)
NURS9731 Pharmacotherapeutics in Advanced Practice Nursing (3 cr.)
NURS9732 Advanced Health/Physical Assessment across the Lifespan (3 cr.)
NURS9814 Bridge to Primary Care Practice (3 cr.) [AGNP, FNP, PNP, WHNP]
NURS9842 Psychobiology of Mental Health & Illness (3 cr.) [PMHNP]
NURS9815 Role of the Advanced Practice Nurse (2 cr.)
NURS9836 Advanced Psychopharmacology (3 cr.) [PMHNP]
NURS9904 DNP Project Seminar 1 (2 cr.)
NURS9906 DNP Project Seminar 2 (2 cr.)
NURSXXXX Clinical Specialty 1 (6 cr.)
NURSXXXX Clinical Specialty 2 (6 cr.)
NURSXXXX Clinical Specialty 3 (6 cr.)
NURSXXXX Specialty Theory Requirement or Elective (3 cr.)**
NURSXXXX Specialty Theory Requirement or Elective (3 cr.)**
Total Credits AGNP, FNP, PNP, WHNP: 104 PMHNP: 107

**** Required Specialty Theory Courses:**

- NURS9838 Individual Therapy (3 cr.) (PMHNP)
- NURS9840 Family and Group Therapy (3 cr.) (PMHNP)
- NURS9844 Current Issues in Sexual Health Across the LifeSpan (3 cr.) (WHNP)
- NURS9832 Clinical Decision Making (3 cr.) (PNP)
- NURS9834 Developmental, Behavioral and Mental Health in Pediatrics (3 cr.) (PNP)

Post-Baccalaureate Doctor of Nursing Practice (DNP) Program

The Post-Baccalaureate DNP provides a seamless, integrated curriculum to prepare registered nurses for certification as advanced practice nurses. This program is designed for individuals who hold baccalaureate degree in nursing and wish to specialize in one of the following nurse practitioner specialty areas of practice: Adult-Gerontology (primary care), Family (primary care), Pediatric (primary care), Psychiatric-Mental Health, or Women’s Health. The program can be completed on a full- or part-time basis, which includes a clinical project associated practicum, 1,000 clinical practice hours, and 71 academic credits.

Course Code	Course Name	Credits
HLTH8000	Examining Diversity in Nursing and Health Care	2
NURS8712	Health Care Quality Management	3
NURS8713	Health Care Information Technology Management	3
NURS8714	Nursing Ethics & Professional Responsibility in Advanced Practice	3
NURS8715	Nursing Leadership in Complex Health Care Settings	3
NURS8716	Health Care Policy for Nursing Leaders	3
NURS8717	Foundations of Evidence Based Advanced Nursing Practice	3
NURS9717	Methods of Advanced Scholarly Inquiry	3
NURS9720	Epidemiology	3
NURS9730	Advanced Physiology and Pathophysiology across the Lifespan	3
NURS9731	Pharmacotherapeutics in Advanced Practice Nursing	3
NURS9732	Advanced Health/Physical Assessment across the Lifespan	3
NURS9814	Bridge to Primary Care for Nurse Practitioner Students OR	3
NURS9842	Psychobiology of Mental Health and Illness (PMHNP only)	3
NURS9815	Advanced Practice Nursing Role	2
NURS9816	Population Health Principles, Program Planning and Evaluation	
NURS9904	DNP Project Seminar I	2
NURS9906	DNP Project Seminar II	2
NURSXXXX	Specialty Clinical I	6
NURSXXXX	Specialty Theory Requirement or Elective	3
NURSXXXX	Specialty Clinical II (all specialties)	6
NURSXXXX	Specialty Clinical III (all specialties)	6
<i>NURS9836</i>	<i>Advanced Psychopharmacology (PMHNP)</i>	<i>3</i>
<i>NURS9838</i>	<i>Individual Therapy (PMHNP)</i>	<i>3</i>
<i>NURS9840</i>	<i>Family and Group Therapy (PMHNP)</i>	<i>3</i>
<i>NURS9844</i>	<i>Current Issues in Sexual Health Across the LifeSpan (WHNP)</i>	<i>3</i>
<i>NURS9832</i>	<i>Clinical Decision Making (PNP)</i>	<i>3</i>
<i>NURS9834</i>	<i>Developmental, Behavioral and Mental Health in Pediatrics (PNP)</i>	<i>3</i>

NURSXXX	Elective(s) 2 electives required for FNP and AGNP 1 elective required for WHNP No electives required for PMHNP or PNP students	6 3
	Total Credits AGNP, FNP, PNP, WHNP: PMHNP:	71 74

Post-Master's Doctor of Nursing Practice (DNP) Program

The Post-Master's DNP program is designed for currently practicing master's prepared nurses who wish to complete a terminal practice degree program with the option to pursue a nurse practitioner specialty. Following a complete portfolio review and building on prior clinical knowledge and experience, students will focus on innovative core class work in healthcare quality, safety, informatics and policy. Master's prepared nurses have the option to pursue a nurse practitioner specialty through this route of entry. Building on a foundation of evidence-based practice knowledge, students will develop and lead an innovative practice improvement or change project. The program includes a project associated practicum and a minimum of 30 academic credits.

Course Number	Course Name	Credits
HLTH8000	Examining Diversity in Nursing & Healthcare	2
NURS8712	Healthcare Quality Management	3
NURS8713	Healthcare Information Technology Management	3
NURS8715	Nursing Leadership in Complex Healthcare Settings	3
NURS8716	Healthcare Policy for Nursing Practice Leaders or Advance Practice Nursing Leaders	3
NURS8717	Foundations of Evidence-based Advanced Nursing Practice	3
NURS9720	Epidemiology	3
NURS9816	Program Planning and Evaluation for Population Health	3
NURS8714	Nursing Ethics and Professional Responsibility in Advanced Practice	3
NURS9717	Advanced Scholarly Inquiry Methods	3
NURS9904	DNP Project Seminar I	2
NURS9906	DNP Project Seminar II	2
	Total Credits:	33

Curriculum is laid out for students who will not pursue a nurse practitioner specialty. For Post-Master's DNP applicants who wish to pursue an NP specialty, a portfolio review will be conducted to determine total credits required.

RN (ASN) to Doctor to Nursing Practice (DNP) Program

The RN to DNP program is designed for associate's prepared registered nurses who wish to earn a Doctor of Nursing Practice degree and become nurse practitioners in one of the nurse practitioner clinical specialty programs offered. RN-DNP students undergo an “educational portfolio review” at the time of application and an individualized plan of study is developed. There is no set plan of study for the RN-DNP program; students may choose to complete the program on a part-time or full-time basis, depending on clinical availability.

Prior to matriculation, RN-DNP students must hold a valid RN license in Massachusetts, have completed required pre-requisite courses and have completed the equivalent of approximately 100 – 120 college credits. Completion of prerequisite nursing, science and liberal arts courses establishes baccalaureate level competencies as the basis for the study of advanced practice nursing. Based upon the educational portfolio review and professional experience, students may be required to enroll in additional courses prior to enrolling in DNP courses. Completion of the RN-DNP program results in the awarding of the DNP degree in Nursing; graduates are eligible to sit for the NP certification examination in their clinical specialty.

DNP Coursework		
Course Number	Course Name	Credits
HLTH8000	Examining Diversity in Nursing and Healthcare	2
NURS8712	Healthcare Quality Management	3
NURS8713	Healthcare Information Technology Management	3
NURS8715	Nursing Leadership in Complex Healthcare Settings	3
NURS8716	Healthcare Policy for Nursing Practice Leaders or Advance Practice Nursing Leaders	3
NURS8717	Foundations of Evidence-based Advanced Nursing Practice	3
NURS9720	Epidemiology	3
NURS9730	Advanced Physiology & Pathophysiology Across the Lifespan	3
NURS8714	Nursing Ethics and Professional Responsibility in Advanced Practice	3
NURS9717	Advanced Scholarly Inquiry Methods	3
NURS9731	Pharmacotherapeutics in Advanced Practice Nursing	3
NURS9732	Advanced Health/Physical Assessment Across the Lifespan	3
NURS9814	Bridge to Primary Care for Nurse Practitioner Students	3
NURS9842	OR Psychobiology of Mental Health and Illness (PMH only)	3
NURS9815	Advanced Practice Nursing Role	2
NURS9904	DNP Project Seminar I	2
NURS9906	DNP Project Seminar II	2
NURSXXX	Specialty Clinical I	6 3
NURSXXX	Specialty Clinical II (all specialties)	6
NURSXXX	Specialty Clinical III (all specialties)	6

NURS9836	Advanced Psychopharmacology (required for PMHNP)	3
NURS9838	Individual Therapy (required for PMHNP)	3
NURS9840	Family and Group Therapy (required for PMHNP)	3
NURS9844	Current Issues in Sexual Health Across the LifeSpan (required for WHNP)	3
NURS9832	Clinical Decision Making (required for PNP)	3
NURS9834	Developmental, Behavioral and Mental Health in Pediatrics (required for PNP)	3
NURSXXX	Elective(s) 2 electives required for FNP and AGNP 1 elective required for WHNP No electives required for PMHNP or PNP	6 3
	Total DNP Credits	
	AGNP, FNP, PNP, WHNP:	71
	PMHNP:	74

Nurse Anesthesia (CRNA) Doctor of Nursing Practice (DNP) Program

The Nurse Anesthesia Program is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all DNP nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. The Nurse Anesthesia program of study includes 47 credits of core courses and 51 credits of specialty and theory clinical practicum. Clinical practica take place at the varied facilities where Anesthesia Associates of Massachusetts provide services and give students broad hands-on experience and in on-campus clinical simulation activities; this provides students with a broad range of hands-on experiences. 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. The 36-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs; graduates are eligible to sit for the National Certification Examination of the Council on Certification. The Nurse Anesthesia Program is accredited through June 2026 by the Council on Accreditation (COA) for Nurse Anesthesia Programs. **CRNA students should refer to the CRNA Student Handbook for additional policies and procedures that apply to them and their participation in the CRNA / Nurse Anesthetist Program.**

Summer Semester 1
NURS9720 Epidemiology (3 cr.)
NURS9730 Advanced Physiology and Pathophysiology across the Lifespan (3 cr.)
NURS9731 Pharmacotherapeutics in Advanced Practice Nursing (3 cr.)
NURS9864 Chemistry, Biochemistry and Physics for Nurse Anesthesia Practice (3 cr.)
NURS9866 Respiratory Physiology and Pathophysiology for Nurse Anesthesia Practice (3 cr.)
Fall Semester 1
HLTH8000 Examining Diversity in Nursing and Health Care (2 cr.)
NURS8714 Nursing Ethics and Professional Responsibility in Advanced Practice (3 cr.)
NURS9816 Population Health Principles, Program Planning and Evaluation (3 cr.)
NURS9862 Foundations of Nurse Anesthesia Practice (3 cr.)
NURS9868 Cardiovascular Physiology & Pathophysiology for Nurse Anesthesia Practice (3 cr.)
Spring Semester 1
NURS8712 Health Care Quality Management (3 cr.)
NURS8715 Nursing Leadership in Complex Health Care Settings (3 cr.)
NURS9732 Advanced Health/Physical Assessment across the Lifespan (3 cr.)
NURS9860 Pharmacotherapeutics in Nurse Anesthesia Practice (3 cr.)
NURS9870 Nurse Anesthesia Care for Patients with Coexisting Diseases (3 cr.)
Summer Semester 2
NURS8713 Health Care Information Technology Management (3 cr.)
NURS9815 Advanced Practice Nursing Role (3 cr.)
NURS9849 Nurse Anesthesia Clinical Practice I (5 cr.)
NURS9850 Advanced Practice Principles for the Nurse Anesthetist I (3 cr.)

Fall Semester 2
NURS8717 Foundations of Evidence Based Advanced Nursing Practice (3 cr.)
NURS9851 Advanced Practice Principles for the Nurse Anesthetist II (3 cr.)
NURS9852 Nurse Anesthesia Clinical Practice II (5 cr.)
Spring Semester 2
NURS8716 Health Care Policy for Nursing Leaders (3 cr.)
NURS9717 Methods of Advanced Scholarly Inquiry (3 cr.)
NURS9853 Nurse Anesthesia Clinical Practice III (5 cr.)
Summer Semester 3
NURS9904 DNP Project Seminar I (2 cr.)
NURS9855 Nurse Anesthesia Clinical Practice IV (5 cr.)
Fall Semester 3
NURS9906 DNP Project Seminar II (2 cr.)
NURS9857 Nurse Anesthesia Clinical Practice V (5 cr.)
Spring Semester 3
NURS9859 Nurse Anesthesia Clinical Practice VI (5 cr.)
Total Credits: 98

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 healthcare 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
- All graduate students are required to submit updated documentation for expired immunizations and submit proof of a yearly physical
- RN license for the state(s) in which you will have clinical; this is due as soon as you have the RN license and can then apply for malpractice insurance.
- Malpractice Insurance (Coverage as an NP student \$1 million / \$6 million)
- CPR certification within the year (Not to expire before June of the current year – Must be at the health care provider level through the American Heart Association or the American Red Cross)
- CORI record release (Clinical Placement Office Maloney Hall 222 –student must bring picture ID)
- Copy of Resume/Curriculum Vitae
- All students entering the clinical year must complete the Online Clinical Application process: <https://htmlbprod.bc.edu/clinicalapp>

In addition, certain sites may require a two-step PPD or PPD within 60 days of the start date. Individual sites may have additional requirements.

Students are not allowed to attend any clinical activities and are not allowed in clinical agencies / sites until all clinical requirements have been met and documented with the Clinical Placement Office. It is the student's responsibility to make sure that all requirements are met prior to the announced deadline. The Clinical Placement Office will notify students who are not in compliance with these requirements. In the event that a student is still not compliant with these requirements

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 practica 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 practica 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 setting, 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 their 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 upon 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. DNP students must provide evidence of individual liability insurance and RN licensure 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, and hepatitis B. Students are also required to have the 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.

Clinical agencies may refuse to take students with positive criminal histories. This could potentially delay or prevent completion of the program. Students are encouraged to contact the Clinical Placement Office (csoncp@bc.edu). Some school systems and other health care agencies may also require fingerprinting. Some organizations require that fingerprinting be completed through their designated fingerprinting agency. Students will need to complete the requirements of the specific agency where they will be placed for clinical practica. Flexibility may be required as requirements change over time.

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 seen and activities. Although clinical logs are signed off at the time of the master's comprehensive examination, it is the student's responsibility to continue to document any additional hours that are completed after the comprehensive examination and obtain the appropriate supervisor's sign-off. Students should maintain their own educational, immunization, and training records in a portfolio after graduation. The Graduate Programs Office is limited in the number and type of student records it can retain and for how long these records may be kept. There may be circumstances in the future (e.g., moving to new state, change in credentialing requirements) when students may need detailed documentation of supervised clinical practica and the graduate office may not have these records.

BLOOD-BORNE PATHOGENS EXPOSURE POLICY

Every clinical student in the Connell School of Nursing is required to complete yearly training in Standard Precautions, Prevention of Blood Borne Pathogens and Prevention of Tuberculosis. The training modules are located on the Centralized Clinical Placement website of the Massachusetts Department of Higher Education. This website is updated yearly. Completing training modules is a professional responsibility and required for participation in clinical nursing courses.

Students who are exposed to blood or bodily fluids will immediately notify their on-site clinical instructor or preceptor and they will follow the protocols for Occupational Exposure to Blood-Borne Pathogens in place at their clinical site. If the agency does not have a protocol for occupational exposures, then the student should be directed to the nearest emergency room for treatment. At the earliest reasonable time, but no later than 24 hours, the student and faculty will notify the Associate Dean of Graduate Programs.

The Connell School of Nursing will document student exposures according to OSHA Requirements as they apply.

TUBERCULOSIS EXPOSURE POLICY

Connell School of Nursing graduate students are not routinely assigned to care for patients with active tuberculosis or suspected tuberculosis because they have not been fit-tested for a respirator mask.

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 their disability to the Connell School of Nursing. However, students wishing to request reasonable accommodations must register with Connors Family Learning Center (CFLC) and/or Disability Services Office (DSO) to initiate the process.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act define a person with a disability as someone who: (1) has a physical or mental impairment that substantially limits one or more major life activities; OR (2) has a record of such an impairment; OR (3) is regarded as having such an impairment. Students are encouraged to meet with a CFLC and DSO representative

when unsure if a condition qualifies as a disability. Please note that limitations created by short-term illnesses are not normally covered by these guidelines.

The CFLC or DSO determine qualified disability status and assist students in obtaining appropriate accommodations and services. Decisions regarding reasonable accommodations are made on a case by case basis taking into consideration each student's disability-related needs, disability documentation and program requirements. While the process for requesting reasonable accommodations may be started at any time, reasonable accommodations may not be implemented retroactively. It is therefore important that students allow ample time for their accommodation requests to be processed. While the Connell School of Nursing will make every effort to work with students with disabilities to accommodate their learning difference or disability-related needs, the Connell School of Nursing is not required to provide accommodations that fundamentally alter or waive essential program requirements.

This information is intended to facilitate discussions between the Graduate Program Office and other school officials, faculty, and students as a list of capabilities believed to be necessary to participate and succeed in a clinical education with or without reasonable accommodations. If you believe you may have a qualifying disability or are concerned that you require reasonable accommodations to meet any of the these technical standards, you may contact DSO, CFLC, or the Associate Dean of Graduate Programs for further information. Clinical or lab faculty may also come forward to the Graduate Programs Office to indicate concerns regarding these technical standards for participation in clinical placements that will then be discussed with the student with appropriate steps taken.

Technical Standards Competency Domains

Domain	Standards	Examples
Communication	<p>Able to communicate sensitively and effectively in interactions with clients (patients/persons, families and/or communities)</p> <p>Able to communicate effectively with the healthcare team (patients, their supports, other professional and non-professional team members).</p>	<p>Accurately and clearly conveys information to and interprets information from patients and the health care team in spoken and written English.</p> <p>Accurately elicits and interprets information from medical history and other data sources to adequately and effectively evaluate a client's or patient's condition.</p> <p>Uses and comprehends standard professional nursing and medical terminology when using and/or documenting in a patient's print or electronic record.</p> <p>Conveys appropriate information to patients and the health care team and teaches, directs and counsels a wide variety of individuals</p>
Psychomotor	<p>Able to move in and around care settings, handle equipment safely and participate in the physical care of patients in clinical placement settings</p>	<p>Possesses sufficient proprioception (position, pressure, movement, stereognosis, and vibration), physical strength and mobility to carry out physical assessments and other nursing procedures</p> <p>Demonstrates sufficient manual dexterity and fine and gross muscular coordination to provide safe general care and specific treatments</p> <p>Demonstrates an appropriate and timely response to emergency situations, including any circumstance requiring immediate and rapid resolution.</p> <p>Navigates patients' rooms, work spaces, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations.</p> <p>Has the endurance to complete all required tasks during a clinical practice day of a customary or contracted length</p>
Data gathering and interpretation	<p>Able to observe patient conditions and responses to health and illness</p> <p>Able to assess and monitor health needs</p>	<p>Accurately obtains and interprets information from comprehensive assessment of patient status and responses such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.</p> <p>Accurately obtains and interprets information regarding a patient's environment</p> <p>Synthesizes objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses</p>
Critical thinking	<p>Able to think critically, solve problems and make decisions needed to care for persons, families and/or communities across the health continuum in various settings</p> <p>Able to accomplish the learning objectives of each course in their specific program as well as the</p>	<p>Synthesizes and critically interprets data on ongoing basis to carry out the nursing process (i.e. assessment, diagnosis, goals, plan of care, and evaluation)</p> <p>Retrieves and critically appraises reference material to use in a patient's nursing plan of care</p> <p>Uses information from written documents, demonstrations, and patient records to carry out the phases of the nursing process</p>

	terminal objectives of the program by the time of graduation	Accurately follows course syllabi, assignment directions, patient care protocols and corrective learning plans developed by faculty or health care agency staff
Behavior and social interaction	<p>Able to demonstrate concern for others, integrity, ethical conduct, accountability, interest and motivation</p> <p>Possesses interpersonal skills necessary for interactions with diverse populations of individuals, families and communities in the course of the clinical education program</p> <p>Possesses interpersonal skills for professional interactions with members of the healthcare team in the course of the clinical education program</p>	<p>Conforms to all requirements set forth by the Connell School of Nursing's health care agency's affiliation agreements as well as any additional regulations and practices specific to a particular clinical settings.</p> <p>Conforms to Connell School of Nursing attendance and clinical dress code/professional appearance requirements for on-campus clinical simulation and off-campus clinical learning session.</p> <p>Maintains effective, appropriate, and empathic communication and relationships with clients/patients, students, faculty, staff and other professionals under all circumstances.</p> <p>Makes appropriate judgments regarding safe, confidential, and respectful care and interactions with patients.</p> <p>Functions calmly and effectively under stress and adapts to changing environments inherent in clinical practice.</p> <p>Integrates constructive criticism from instructors and clinical agency personnel into performance</p> <p>Correctly judges when a nursing intervention requires additional assistance from clinical faculty or clinical agency staff</p>

PROGRAM FORMS

DOCTOR OF NURSING PRACTICE PROGRAM FORMS

Available in the Graduate Programs Office:

- Direct Entry DNP Plan of Study
- Post-Baccalaureate DNP Plan of Study
- Post-Masters DNP Plan of Study
- RN-DNP Plan of Study
- Nurse Anesthesia DNP Plan of Study
- Independent Study Form
- Research Elective Form
- Course Transfer Request Form
- Tuition Remission Request Form
- Teaching Assistantship Application
- Change of Specialty Request Form (available by request from the Graduate Programs Office)
- Recommended Electives

UNIVERSITY FORMS

Available in the Office of Student Services or on the web at: https://www.bc.edu/content/bc-web/offices/student-services/registrar/academic-forms.html#graduate_forms

- Graduate Withdrawal/Leave of Absence Form

