

BOSTON COLLEGE

WILLIAM F. CONNELL SCHOOL OF NURSING



MASTER'S STUDENT HANDBOOK

2018-2019

Important Contacts

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DEANS

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Dr. Susan Kelly-Weeder, Associate Dean, Graduate Programs	617-552-8018
Dr. Christopher Lee, Associate Dean, Research	617-552-1804
Dr. Sean Clarke, Associate Dean, Undergraduate Programs	617-552-3232
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CONTACTS FOR SPECIAL PROGRAMS

MS/MBA: Dr. Susan-Kelly Weeder	617-552-8018
CRNA / Nurse Anesthesia: Dr. Susan Emery	617-552-6844
Adult-Gerontology NP Program: Dr. Jane Flanagan	617-552-8949
Family NP Program: Rosemary Byrne & Allison Marshall	617-552-1834
Pediatric NP Program: Sherri St. Pierre & Laura White	617-552-8008
Psych-Mental Health NP Program: Dr. Carol Marchetti	617-552-2328
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STUDENT SERVICES

Julianna González-McLean: Assistant Dean of Student Services, Diversity and Inclusion	617-552-4541
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UNIVERSITY SERVICES

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

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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 one section that specifically addresses curricula and policies that are relevant to students in the master's program. Additional program information is also available on the Boston College web site at www.bc.edu/nursing. The graduate associate dean and graduate program 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 office for the most up-to-date policies and procedures.

HISTORY OF THE 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 William F. Connell School of Nursing.

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's degree in nursing with a minor in education. Boston College began awarding the Master of Science degree in nursing in 1958. The PhD 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. 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 School of Nursing.

BOSTON COLLEGE SCHOOL OF NURSING MISSION STATEMENT

The mission of Boston College William F. 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 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 life-long 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 healthcare 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 practice nurse with knowledge and skill to advance the discipline and to improve healthcare through leadership, mentorship and evidence based practice. The graduate of the doctoral program is prepared to engage in and contribute to theoretically driven research and scholarship that address significant problems in nursing and healthcare and to influence policy.

BOSTON COLLEGE 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 School of Nursing.

The Boston College William F. 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 believes 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.

Organizational Structure of the William F. Connell School of Nursing

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

Susan Gennaro, RN, PhD, FAAN
Dean

Office: Maloney 294
Telephone: 617-552-4251

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

Sean Clarke, PhD, RN, FAAN
Associate Dean for Undergraduate Programs

Office: Maloney 218
Telephone: 617-552-3232

Christopher Grillo
Associate Dean for Finance & Administration

Office: Maloney 294
Telephone: 617-552-8531

Susan Kelly-Weeder, PhD, RN, FAAN
Associate Dean for Graduate Programs

Office: Maloney 220
Telephone: 617-552-8018

Dr. Christopher Lee
Associate Dean for Research

Office: Maloney 226
Telephone: 617-552-1804

Graduate Clinical Specialty Program Directors

Rosemary Byrne, RN, MSN, FNP-BC
Family NP Program

Office: Maloney 363
Telephone: 617-552-1834

Allison Marshall, RN, MSN, FNP-C
Family NP Program

Office: Maloney 357A
Telephone: 617-552-0179

Susan Emery, PhD, CRNA
CRNA Nurse Anesthetist Program

Office: Maloney 234
Telephone: 617-552-6844

Jane Flanagan, PhD, RN, ANP-BC
Adult-Gerontology Primary Care NP Program

Office: Maloney 353
Telephone: 617-552-8949

Allyssa Harris, PhD, RN, WHNP-BC
Women's Health NP Program

Office: Maloney 359
Telephone: 617-552-0550

Sherri St. Pierre, MS, APRN, PNP-BC
Pediatric Primary Care NP Program

Office: Maloney 356A
Telephone: 617-552-8008

Laura White, Ph.D., M.S., RN, CPNP
Pediatric Primary Care NP Program

Office: Maloney 361A
Telephone: 617-552-1630

Carol Marchetti, PhD, RN, PMHNP-BC, SANE
Family Psychiatric-Mental Health NP Program

Office: Maloney 373A
Telephone: 617-552-2328

Faculty may be full-time or part-time. Most full-time faculty teach in more than one level of the program. Faculty schedules for each semester are posted in their course syllabi and on their office doors. Each faculty member has a designated assistant. Faculty may be contacted via phone and voice mail, e-mail, 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

There are a variety of mechanisms for enhancing timely and effective communication within the School of Nursing. Each faculty member and staff member has voice mail and e-mail. Each faculty or staff person at BC can be reached via e-mail. Email addresses may be obtained by searching the directory on Agora (<https://portal.bc.edu/portal/page/portal/Public/PublicDirectorySearch>).

The graduate 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.

Matriculated students also have mail folders in the student lounge located in on the 2nd floor of Maloney Hall. Students are responsible for checking their mail folders routinely.

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

ACADEMIC AWARDS

Academic awards are contingent upon compliance with all academic standards and regulations. Stipends and scholarships are available to aid promising graduate students in the pursuit of their studies, including: University fellowships (PhD students), teaching assistantships, research assistantships, tuition remission, scholarships, and federal traineeships (depending on federal funding). A limited number of School of Nursing partial scholarships are available. Students should check emails for other scholarship announcements. 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 (http://www.bc.edu/content/bc/schools/son/admissions/financial_aid.html) for additional information about external sources of scholarships and financial aid.

TEACHING ASSISTANTSHIPS (TA)

Teaching assistants are graduate students enrolled in the 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. A call for TA applications will be sent to students in June of each year by the graduate office. TAs are usually assigned to a specific course and/or faculty member; per diem TA positions may also be available. These positions provide flexible help on an as-needed basis to assist in the clinical skills lab, proctor exams, prepare course materials, etc.

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.

TUITION REMISSION (TR)

The graduate program office provides partial tuition remission awards on the basis of merit, need or service learning activities. Students should contact MaryBeth Crowley (marybeth.crowley@bc.edu) in the graduate office for more information.

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. Students should contact MaryBeth Crowley in the graduate office for more information.

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 graduate associate dean. 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. In addition the School of Nursing provides information about outside scholarships available to master's students on its web page at www.bc.edu/schools/son/admissions/financial_aid.html.

Another useful web site for scholarship information is www.discovernursing.com.

Information about university-wide teaching or graduate assistantships is available through the Murray Graduate Center web site 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 still greater dimensions 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), there is 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 data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the library 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 (617-552-4457) is the reference librarian for nursing.

Students should arrange for orientation to the library resources through the many library offerings provided. The Campus Technology Resource Center (CTRC) in O'Neill Library (250) provides computers for student use. Visit <http://www.bc.edu/offices/its/ctrc.html> for more information.

GRADUATE STUDENT CENTER

The John Courtney Murray, S.J. Graduate Center is a facility established to meet the needs of graduate students. It is located across Beacon Street at 292 Hammond Street. The graduate 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 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 graduate center web site (www.bc.edu/gsc) or call 617-552-1851.

STUDENT LOUNGES

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

The Kennedy Resource Center (KRC) in the School of Nursing, Maloney Hall, 243 and 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, 2 small refrigerators and a microwave, as well as student mail folders. The Hillside Café is conveniently located on the 1st floor of Maloney Hall.

WIRELESS NETWORK

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

CONNORS FAMILY LEARNING CENTER - O'NEILL LIBRARY

The Connors Learning Center is responsible for providing 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 can assist students who need help in improving their writing skills. Please contact 617-552-8055.

ONLINE WRITING LAB (OWL)

This resource provides assistance for brief questions about writing as well as materials and resources related to writing. There are also longer and more interactive presentations on writing and research skills. See web site at: <http://owl.english.purdue.edu/>.

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. The 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. Contact the Graduate AHANA Association's Murray Graduate Center at 617-552-1663.

CAREER CENTER

The Career Center provides comprehensive resources and information concerning all aspects of career planning and job hunting. Its services are available to graduate and undergraduate students in all schools and concentrations, as well as to alumni.

For the job hunter, the career center provides 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.

Graduate students are encouraged to visit the career center at 38 Commonwealth Avenue, where they can pick up the Center's monthly publications. The career center is open on Tuesday and Wednesday evenings until 7:30 p.m. during the academic year for the convenience of graduate students and alumni.

CHAPLAINS

The Chaplains' Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, 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 215, 617-552-3475.

UNIVERSITY COUNSELING SERVICES (UCS)

University Counseling Services 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 the UCS office 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

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 dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, and the judicial process. Graduate students can reach the Director for Graduate Life, Dr. R. Darrell Peterson, at the John Courtney Murray Graduate Center, 292 Hammond Street, 617-552-1855.

SERVICES FOR STUDENTS WITH DISABILITIES

Students with disabilities applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admissions Office. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus. For more information regarding services for students with disabilities contact Paulette Durrett, Assistant Dean for Students with Disabilities, 617-552-3470. For more information regarding services for students with learning disabilities contact Dr. Kathleen Duggan, Associate Director, Learning Services, Academic Development Center, 200, O'Neill Library, 617-552-8093. **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.**

GRADUATE STUDENT ASSOCIATION

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 has its offices in the John Courtney Murray, S.J. Graduate Center located at 292 Hammond Street across Beacon Street from McElroy Commons. Its amenities include study rooms, a computer lab, DVD lending library, kitchen, deck and patio space, and complimentary coffee and tea. Throughout the year, the center hosts programs organized by the Office of Graduate Student Life and graduate student groups. Contact gsa@bc.edu for more information.

GRADUATE NURSES ASSOCIATION (GNA)

The GNA meets regularly in the School of Nursing to provide a forum for concerns and interests of graduate students. Periodically it sponsors coffee hours or luncheons so that graduate students can interact with each other and with faculty on an informal basis. The GNA also is 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.

HEALTH SERVICES

The primary goal of University Health Services 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 Ave. on the Chestnut Hill Campus; the phone number is 617-552-3225. The entrance is on St. Thomas More Rd. 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/infirmity 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 at University Health Services Office in Cushing Hall or online at www.bc.edu/offices/uhs.

Academic Policies & Procedures

ACADEMIC AND PROFESSIONAL INTEGRITY

Students are expected to have 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). 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 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 web site www.bc.edu/research/rcip/human/.

THE CONSORTIUM

Graduate students in the Connell School of Nursing may cross register for one course each semester at Boston University, Brandeis, or Tufts. Cross registration materials are available in Lyons Hall/Student Services. Prior approval by the host institution is necessary. The student 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.

See the list of recommended electives on the Master's Resources section of the website:

<https://www.bc.edu/schools/son/current/mastersresources.html>

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 six member schools: Boston College, Brandeis, Harvard, Northeastern, MIT, and Tufts. 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>.

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.

CLASS ATTENDANCE

Students are expected to attend classes regularly. Students who are absent from class or clinical practica will be evaluated by the faculty as to their ability to meet course objectives. Students are expected to notify faculty prior to a scheduled clinical session if they will be absent or tardy.

In some instances, a student misses too many classes or clinical days to satisfactorily complete the course. In such cases the student should discuss withdrawing from the course with the professor and academic advisor. All withdrawal requests must be approved and signed by the graduate associate dean. A student who is absent from class is responsible for the class content as well as for knowledge of any announcements that may have been given. In the case of an anticipated prolonged absence for illness or injury, the student obtains a leave of absence form from the office of the associate dean for graduate programs. The associate dean will notify the student's professors of the leave of absence.

If classes are cancelled due to a severe snowstorm, power failure, or some other emergency, notification will be broadcast on radio and television between 6:30 and 8:30 a.m. Stations announcing this information are WBZ (1030 AM), WRKO (680 AM), and WBMX (98.5 FM) on radio, as well as Channel 4 (WBZ-TV) and Channel 5 (WCVB-TV) on television. Notification is also available by calling 617-552-4636. Students who miss classes or clinical experience for religious reasons should discuss this with the faculty member in advance so alternative arrangements can be made.

STUDENT ABSENCES FOR RELIGIOUS REASONS

Any student who is unable, because of her/his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement that may have been missed because of such absence on any particular day. However, such makeup examination or work shall not create an unreasonable burden upon the University or the faculty.

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 the final examination. If students anticipate 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 high passing grade of A is awarded for course work that is distinguished. The ordinary passing grade of B is awarded for course work that is clearly satisfactory at the graduate level. 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 William F. 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 sit for master's or doctoral comprehensive examinations. 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 pre-requisite. Students may not enroll in a graduate course while they have an "I" (incomplete) in a pre-requisite 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 "0" 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 in relation to the other students in the course, 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. She/he is 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 the 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.

GRADUATE ACADEMIC STANDINGS AND PROGRESSION POLICIES

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 Academic Standards and Progression Committee. The graduate academic standards and progression policy is summarized below:

All graduate students in the William F. 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. Academic review may result in a student being dismissed from the program or placed on probation with specific recommendations and requirements that must be met in order to continue in the program. These recommendations may include, but are not limited to: (a) completing an individualized remediation plan developed in collaboration with the course faculty and the student's advisor in order to achieve mastery of the course objectives; (b) repeating courses in which a grade of less than B- (80) was earned; and/or (c) reducing course loads until the GPA is > 3.0. Graduate students are not allowed to repeat a course more than once.

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 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. Students who fail to progress in their program of study and/or who exceed the time limits for the program will also undergo review by the Graduate Academic Standards and Progression Committee.

The Graduate Academic Standards and Progression Committee meets at the end of the Fall and Spring semesters and as needed; the Committee is comprised of faculty who teach in the Master's or PhD programs, the Teacher of Record for the course(s) in which a deficient grade was achieved, and the student's academic advisor. The Graduate Associate Dean will convene and conduct the meeting. Students may not attend the meeting but may submit a brief written statement that the Graduate Associate Dean will read or distribute to the Committee members.

Students will be notified as soon as possible that they are subject to academic review and will be given the opportunity to submit a brief statement to the Graduate Associate Dean regarding their academic performance and plans to improve. The Graduate Associate Dean will read or distribute the student's statement to the Committee members. The Committee will consider the student's statement, input from the TOR and the academic advisor, and review any pertinent materials including letters of warning, remediation offered to the student, use of tutoring or advisement sessions at the Connors Learning Center, and any other relevant information.

Academic review may result in recommendations that coursework be repeated, that the student be placed on academic probation, or that the student be dismissed from the program. The Graduate Associate Dean 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 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 notification of the outcome from the Graduate Associate Dean. A formal appeal to the Dean consists of a written explanation of the appeal which should include the reasons the student believes the Committee's decision was not satisfactory. 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 in writing to the student and to the Graduate Associate Dean.

Graduate students who are on probation or not in good academic standing are not eligible for teaching assistantships, research assistantships, fellowships and/or any type of merit-based tuition remission award. Renewal of PhD fellowships is contingent upon fellows remaining in good academic standing, passing comprehensive exams, demonstrating scholarly productivity and making significant progress toward the degree every year.

PROCEDURE FOR GRADUATE STUDENT GRIEVANCES

This grievance procedure provides a process for constructively resolving serious academic, supervisory or administrative grievances that undergraduate and 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 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 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 he or she has 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 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 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 Program, 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 may request that the faculty member, the Chairperson and any other individual involved provide the Associate Dean with a written evaluation of the merit of the appeal and a summary of the attempts to resolve the grievance.

The Associate Dean 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.

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 the Dean's 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 relevant CSON Chairperson and Associate Dean.

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.

TRANSFER OF CREDIT/S

Matriculated graduate students may request permission to transfer in up to 6 credits of graduate course work completed at another regionally accredited graduate university prior to matriculation to be applied toward their degree. Only courses completed within the past five years, that were not applied to a prior degree and in which the student earned a grade 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 MaryBeth Crowley in the graduate office. Electives / cognates may be approved by the faculty advisor. Core courses that were taken prior to matriculation at Boston College must be reviewed for equivalency by the TOR 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.

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 (Maloney 219D). Failure to do so may result in the university deactivating the student's enrollment and dismissing him/her.

LEAVE OF ABSENCE (LOA)

Students enrolled in degree program who do not register for course work, doctoral advisement, or doctoral continuation in any given semester must request a leave of absence for that semester. Leaves of absence are not normally granted for more than one semester at a time. Students may obtain the leave of absence form from the graduate program office or the CSON website and submit this form to that office for the graduate associate dean's approval. Leave time will normally 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 leave of absence 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 office by March 1 prior to the academic year they wish to return.

MEDICAL LEAVE OF ABSENCE

When a student takes a leave of absence 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 graduate associate dean can make a decision regarding readmission, we require 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 Thomas McGuinness, Director of University Counseling at 617-552-3310.

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 student portal.

PLAN OF STUDY

Each student must have a signed plan of study on file. These are usually completed with staff member in the graduate program office and/or with the specialty program director. 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). Plans of study can be obtained from the graduate office or the School of Nursing website, www.bc.edu/nursing.

SUMMER SESSIONS

The Connell School of Nursing usually offers several graduate courses during Summer Session I and Summer Session II. Courses with fewer than 10 students enrolled may be cancelled.

WITHDRAWAL FROM A COURSE

Students who withdraw from a course after the registration period but before the last three 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 weeks of classes or during the exam period; students who are still registered at this point will receive a final grade. Students may withdraw from a course or change from credit to audit up to three weeks prior to examinations and may receive a partial tuition refund on withdrawals submitted during the three weeks following registration. Students who change from credit to audit receive no refund. Keep in mind, graduate students are not allowed to repeat a course more than 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 office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate administrator will complete this form.

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 School of Nursing ceremony immediately following the completion of the overall 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 office.

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 his/her 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 and Progressions 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 and Progressions 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 mentor 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.

TIME LIMITS

Students in the MS program have 5 years from initial enrollment to complete their program of study. Students in the PhD program have 8 years from initial enrollment to complete all degree requirements, including defending and submitting the final version of the dissertation. Students in the MS/PhD program have 10 years from initial enrollment to complete all degree requirements, including defending and submitting the final version of the dissertation.

Graduate students may apply for a leave of absence (LOA) for personal reasons, health reasons or other extenuating circumstances. LOAs are usually granted for 1 semester; a 2 semester LOA may be granted under unusual circumstances. Leaves of Absence do not “stop the clock” or extend the program time limits. The only exception is for graduate students who require an LOA due to active military service. Some accommodations to program time limits may be made for active military service. Students should contact the Graduate Associate Dean. 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.

THE MASTER'S PROGRAM

The master's program prepares graduates for advanced nursing practice as nurse practitioners, clinical nurse specialists and nurse anesthetists. Advanced nursing practice encompasses the direct care role and other role components of research, teaching, consultation, collaboration, management, 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 master's 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. Theory and research are viewed as integral to advanced practice. 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 research-based and theory-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. The application and use of theory and research are essential elements of advanced practice. Master's 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 nurse practitioner, family nurse practitioner, pediatric primary care nurse practitioner, women's health nurse practitioner, family psychiatric-mental health nurse practitioner, clinical nurse specialist (currently not admitting students) and CRNA / nurse anesthetist. Specialization is augmented by courses in research and evidence-based practice and by support courses and electives.

Master's Program Objectives

1. Implement a philosophy of nursing congruent with the Judeo-Christian values that support the intrinsic worth of each human being.
2. Synthesize theory, research, and values within a conceptual framework to guide advanced practice nursing in a specialized area.
3. Integrate knowledge from science and the humanities to generate diagnostic, therapeutic, and ethical nursing & healthcare.

4. Develop organizational and systems leadership skills to promote critical decision making supporting high quality and safe patient care.
5. Apply methods, instruments and performance measures and standards for quality improvement within an organization.
6. Use evidence-based research findings to inform clinical practice, promote change and disseminate new knowledge.
7. Utilize technology to deliver, enhance, communicate, integrate, and coordinate care.
8. Intervene at the system level through policy development and advocacy strategies to influence health and health care.
9. Collaborate, consult and coordinate continuity of care with clients and other health professionals regarding prevention and strategies that improve the health of individuals, families, and populations in a diverse and global society.
10. Synthesizes information and experiences to promote personal and professional growth and commitment to lifelong learning

Accreditation

The Master of Science degree program is accredited by the Commission on Collegiate Nursing Education (CCNE). At present, there is no accreditation body for Ph.D. programs in nursing. The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Certification

Graduates of the master's program are eligible to apply to take the certification examinations offered by the credentialing bodies of their specialty. For example, graduates of the women's health nurse practitioner program are eligible to sit for the National Certification Corporation (NCC) examination for women's health nurse practitioners. Graduates of the pediatric primary care nurse practitioner program are eligible to sit for the ANCC examination or the PNCB certification examination. Graduates of the nurse anesthetist program may take the examination of the National Board of Certification and Recertification for Nurse Anesthetists. Graduates of the adult gerontology primary care nurse practitioner program, the family nurse practitioner program and the family psychiatric-mental health nurse practitioner program may sit for the ANCC certification examination in their respective specialties.

Curricular Overview of the Master's Program

Students may enter the master's program through a number of different routes of entry (e.g., traditional, direct master's entry, RN-MS, etc.) and may enroll in one of six clinical specialty tracks (adult-gerontology primary care NP, CRNA / nurse anesthetist, family NP, family psychiatric-mental health NP, pediatric primary care NP, women's health NP). Therefore, there are several different plans of study available. 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 MS curriculum is designed around three components: (a) core content considered basic to advanced practice nursing regardless of specialty area; (b) support courses (electives and required prerequisites); and (c) specialty courses (theory and practicum courses). Core courses provide a foundation for the study of patient responses and therapeutics within each clinical specialty area used by nurses to effectively

intervene and resolve patient problems. The clinical specialty courses consist of a two-semester sequence (fall-spring) and include a total of 18 credits taken over the two-semester sequence. The support courses are cognates, electives, or other required prerequisite courses that support the student's development as an advanced practice nurse in his/her area of specialization.

(A) CORE COURSES

Core courses provide content that is generic and central to all the areas of advanced nursing practice; this knowledge is then applied within the course of each specialty.

NURS 7415 Conceptual Basis for Advanced Practice Nursing (3 cr.)

This core course discusses the theoretical foundations of advanced practice nursing.

NURS 7416 Ethical Issues in Advanced Practice Nursing (3 cr.)

This core course focuses on the ethical responsibilities of the advanced practice nurse and current ethical issues in health care.

NURS 7417 Role of Advanced Practice Nurses (3 cr.)

This core course focuses on the role of the advanced practice nurse within complex health care systems.

NURS 7420 Advanced Pharmacology Across the Life Span (3)

This core course provides the advanced practice nurse with an understanding of pharmacology and pharmacotherapeutics as they relate to the advanced practice nurse, including prescribing.

NURS 7430 Advanced Health Assessment Across the Life Span (3 cr.)

This core course is designed to provide advanced practice nursing students with planned classroom and laboratory experiences to refine health assessment skills.

NURS 7520 Research Methods for Advanced Practice Nursing (3 cr.)

This core course provides essential understanding of research concepts and methodology as a basis for utilizing research in practice and connecting theory and research in nursing practice.

NURS 7672 Advanced Pathophysiology Across the Life Span (3 cr.)

This core course is a study of physiologic theories applicable to nursing. It focuses on normal and abnormal life processes with application to exemplar cases.

(B) SUPPORT COURSES / ELECTIVES / COGNATES

In addition to core coursework, master's students are also required to complete elective coursework. Elective courses must be at the graduate level. Elective courses should be selected to contribute to the student's professional development as an advanced practice nurse in his/her chosen area of specialization, with minimal redundancy of other course content. Most traditional and RN/MS students take two electives. Family psychiatric-mental health students are required to take NURS 7426 Advanced Psychopharmacology as one of their two electives, leaving only one true elective. Students in the nurse anesthesia program take NURS 7525 Integrative Review of Nursing Research and have no other electives. Students who enter through the direct master's entry program are only required to take one elective; family psychiatric-mental health students who enter through the direct master's entry program are required take NURS 7426 Advanced Psychopharmacology in lieu of an elective.

Students may choose to take electives through the School of Nursing, through other schools within Boston College (including the Lynch School of Education and the Graduate School of Social Work), or they may complete elective coursework through the University consortium. Students should consult with

their academic advisors regarding appropriate elective coursework. The following nursing courses are frequently offered within the Connell School of Nursing and are often used to fulfill the elective requirement(s):

Nursing Research Elective Courses

NURS 7524 Masters Research Practicum (3 cr.)

NURS 7525 Integrative Review of Nursing Research (3 cr.)

Palliative Care Courses

HLTH7700 Serious Illness, Death, and Dying (3 cr.)

HLTH7702 Responding to Suffering in Serious Illness, Death and Dying (3 cr.)

HLTH7704 Interdisciplinary Leadership in Palliative Care (3 cr.)

Forensic Nursing Courses

FORS 5315 Victimology (3 cr.)

FORS 5317 Forensic Mental Health (3 cr.)

FORS 5318 Forensic Science I (3 cr.)

FORS 5319 Forensic Science Lab: 75 hours (1 cr.) (optional)

Other Nursing Electives

NURS 5350 Global Health Challenges and Disparities (3 cr.)

NURS 7101 Independent Study in Nursing (3 cr.)

NURS 7426 Advanced Psychopharmacology Across the Life Span (3 cr.)

(C) SPECIALTY COURSES

The clinical specialty courses focus on the phenomena and responses of concern for specific patient populations and on development in the role of the advanced practice nurse in the designated clinical specialty. Students develop caseloads of patients and manage health care for varying amounts of time, depending on the clinical specialty, population, and setting.

In the first semester of these specialty courses, the focus is on application of advanced health assessment strategies and understanding of life processes, functional health patterns and human responses to the lived experience. In the second semester courses, intervention becomes more central and the direct care and patient management role is further developed and expanded. Indirect role components are developed. Emphasis is placed on understanding and critiquing the theory and research base behind life processes, human responses, and therapeutic interventions. In each clinical specialty track, students analyze patient care delivery systems for their impact on patient care, nursing and health care delivery, and develop strategies to improve care delivery in that setting. The generic sequence for the clinical year and the clinical year sequences for each of the clinical specialty tracks are shown below.

Generic Clinical Year Sequence (Total credits: 18)

Fall Semester

Advanced Specialty Theory I (3 cr.)

Advanced Specialty Practice I (6 cr.)

Spring Semester

Advanced Specialty Theory II (3 cr.)

Advanced Specialty Practice II (6 cr.)

Adult Gerontology Primary Care Nurse Practitioner Program

Fall:

NURS 7462 Primary Care of Adults and Older Adults Theory I (3 cr.)

NURS 7463 Primary Care Adult and Older Adult/Advanced Practice Nursing I (6 cr.)

Spring:

NURS 7562 Primary Care of Adults and Older Adults Theory II (3 cr.)

NURS 7563 Primary Care of Adult and Older Adult/Advanced Practice Nursing II (6 cr.)

Family Nurse Practitioner Program

Fall:

NURS 7470 Community and Family Health Advanced Theory I (3 cr.)

NURS 7473 Primary Care of Families/Advanced Practice Nursing I (6 cr.)

Spring:

NURS 7570 Community and Family Health Advanced Theory II (3 cr.)

NURS 7573 Primary Care of Families/Advanced Practice Nursing II (6 cr.)

Family Psychiatric Mental Health Nurse Practitioner Program

Fall:

NURS 7438 Advanced Practice Theories of Psychotherapy (3 cr.)

NURS 7437 Advanced Practice Psychiatric Nursing Across the Life Span I (6 cr.)

Spring:

NURS 7538 Advanced Theories of Family & Group Psychotherapy (3 cr.)

NURS 7537 Advanced Practice Psychiatric Nursing Across the Life Span II (6 cr.)

Pediatric Primary Care Nurse Practitioner Program

Fall:

NURS 7450 Women & Children's Health Advanced Practice Theory (3 cr.)

NURS 7457 Pediatric Primary Care/Advanced Practice Nursing I (6 cr.)

Spring:

NURS 7556 Advanced Clinical Decision-making in Pediatric Primary Care(3)

NURS 7557 Pediatric Primary Care/Advanced Practice Nursing II (6 cr.)

Women's Health Nurse Practitioner Program

Fall:

NURS 7450 Women & Children's Health Advanced Practice Theory (3 cr.)

NURS 7453 Women's Health Advanced Practice Nursing I (6 cr.)

Spring:

NURS 7550 Current Issues in Sexual Health Care Across the Lifespan

NURS 7553 Women's Health Advanced Practice Nursing II (6 cr.)

Traditional MS Nurse Practitioner (NP) Program

Unlike some of the other MS programs (e.g., Direct MSE, CRNA), the traditional MS NP program does not have a set plan of study. Although some courses are pre-requisites for later courses, there is some flexibility in when students take courses and in whether they study on a part-time or full-time basis. NURS 7420 *Advanced Pharmacology Across the Life Span* must be completed prior to or concurrent with the first clinical specialty practice course. In addition, NURS 7430 *Advanced Health Assessment Across the Life Span*, should be taken in the spring semester or summer session just prior to enrollment in the first clinical specialty practice course. Students are assigned a clinical placement year at the time of admission. Students should contact the graduate office to develop a plan of study tailored to their specific needs and to discuss the availability of clinical seats should they wish to accelerate or decelerate their plan of study. Students are admitted directly into the clinical specialty program to which they applied. Students who wish to change specialties must contact the graduate office and both program directors, apply and be accepted into the desired specialty program. Acceptance is not guaranteed and may slow completion of the degree.

Curriculum for the Traditional MS NP Program (Total = 45 credits)

Course #	Course Title	Credits	Semesters
NURS 7415	Conceptual Basis for Advanced Practice Nursing (3 cr.)		fall / spring
NURS 7416	Ethical Issues in Advanced Practice Nursing (3 cr.)		fall / spring
NURS 7417	Role of Advanced Practice Nurses (3 cr.)		fall / spring / summer
NURS 7420	Advanced Pharmacology Across the Life Span (3 cr.)		spring only
NURS 7430	Advanced Health Assessment Across the Life Span (3 cr.)		spring / summer
NURS 7672	Advanced Pathophysiology Across the Life Span (3 cr.)		fall / spring
NURS 7520	Research Methods for Advanced Practice Nursing (3 cr.)		fall / spring / summer
NURS 7524	Master's Research Practicum (3 cr.)		By arrangement
	OR		
NURS 7525	Integrative Review of Nursing Research (3 cr.)		By arrangement
	OR		
_____	Elective (3 cr.)		fall / spring/ summer
_____	Elective (3 cr.)		fall /spring / summer
	OR		
NURS 7426	Advanced Psychopharmacology Across the Lifespan (3 cr.) (required for PMH NP students)		spring only
NURS 7XXX	Advanced Specialty Theory I (3 cr.)		fall only
NURS 7XXX	Advanced Specialty Practice I (6 cr.) (includes 250 – 300+ hrs. of clinical practice)		fall only
NURS 7XXX	Advanced Specialty Theory II (3 cr.)		spring only
NURS 7XXX	Advanced Specialty Practice II (6 cr.) (includes 250 – 300+ hrs. of clinical practice)		spring only

Accelerated Direct Master’s Entry (MSE) Program

The MSE program is an accelerated program designed for individuals who have a baccalaureate or master’s degree in another field and who are not already nurses. In this program, students complete extensive pre-requisite courses prior to acceptance and enrollment. They study and complete generalist nursing requirements on an intensive full-time basis during the first 11 months of the program. After passing the NCLEX-RN exam and receiving a license as a registered nurse, they then proceed into the master’s level coursework in their specialty program. In order to progress to the second year (master’s level), students must be in good academic standing and be licensed as registered nurses.

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 who wish to slow down and attend part-time during the second year should contact the graduate office to find out when a clinical seat would be available. Students who wish to change special 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. MSE program students are not eligible to apply to the nurse anesthesia program because admission to this program requires a minimum of one year of experience as a registered nurse in an intensive care setting.

MSE Program –Plan of Study (Total = 77 credits)

First Year *	
Summer Session NURS 6397 Foundations of Nursing Practice 3 weeks (2)	
<u>Fall Semester 1:</u> NURS2204 Pharm/Nutrition (3) NURS6400 Nsg Practice and Public Health (2) NURS6398 Adult Health Theory (6) NURS6399 Adult and Pop Health Clinical (4) NURS7672 Adv. Pathophysiology (3)	<u>Spring Semester 1:</u> NURS6460 Childbearing Nursing Theory (3) NURS6470 Child Health Nursing Theory (3) NURS 6468 Psych Mental Health Theory (3) NURS6461 Childbearing Nursing Clinical (2) NURS6471 Child Health Nursing Clinical (2) NURS6469 Psych Nsg. Clinical (2) NURS7420 Adv Pharm Across Lifespan (3)
<u>Summer Session 1:</u> NURS7430 Advanced Health Assessment Across the Lifespan (Required) (3) NURS6411 Nursing Synthesis Practicum (Required) (3) <i>Students sit for RN Licensure NCLEX Exam, July / August</i>	
<u>Summer Session 2:</u> NURS7520 Research Methods for Advanced Practice Nursing (Required) (3) (Students may choose to take Role this session, if schedule permits) NURS7417 Role of Advanced Practice Nurses- offered summer / fall / spring (3)	
Second Year **	
<u>Fall Semester 2:</u> NURS7415 Conceptual Basis (3) NURS7416 Ethical Issues (3) NURSXXX Advanced Specialty Theory I (3) NURSXXX Advanced Specialty Clinical I (6)	<u>Spring Semester 2:</u> NURS7417 Role of Advanced Practice Nurses (3) Grad Elective or (NURS7426 for PMH students) (3) NURSXXX Advanced Specialty Theory II (3) NURS Advanced Specialty Clinical II (6)

* Must be taken Full-Time; ** May be taken Full-Time or Part-Time on a space available basis

CRNA / Nurse Anesthetist Program

The CRNA / nurse anesthetist program is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum takes advantage of the core courses common to all advanced practice nursing specialties and combines these with the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice.

CRNA Program –Plan of Study (Total 70 credits effective for class of 2018)

FIRST YEAR
Spring Semester
NURS 7415 Conceptual Basis for Advanced Practice Nursing (3 cr.) NURS 7420 Advanced Pharmacology Across the Life Span (3 cr.) NURS 7490 Physiologic Variables for Nurse Anesthesia I: Respiratory (3 cr.) NURS 7491 Chemistry and Physics for Nurse Anesthesia Practice (3 cr.) NURS 7672 Advanced Pathophysiology Across the Life Span (3 cr.)
Summer Session 1 & 2
NURS 7417 Role of Advanced Practice Nurses (3 cr.) NURS 7430 Advanced Health Assessment Across the Life Span (SS I) (3 cr.) NURS 7492 Basic Principles of Nurse Anesthesia Practice (3 cr.) NURS 7493 Pharmacology of Anesthetics and Accessory Drugs (3 cr.) NURS 7494 Physiologic Variables for Nurse Anesthesia Practice II: Cardiovascular (3 cr.)
SECOND YEAR
Fall Semester
NURS 7416 Ethical Issues in Advanced Practice Nursing (3 cr.) NURS 7590 Physiologic Variables for Nurse Anesthesia Practice III (3 cr.) NURS 7591 Nurse Anesthesia I (5 cr.)
Spring Semester
NURS 7520 Research Methods for Advanced Practice Nursing (SS II) (3 cr.) NURS 7592 Advanced Principles for Nurse Anesthesia Practice (3 cr.) NURS 7593 Nurse Anesthesia II (5 cr.)
Summer Session 1 & 2
NURS 7525 Integrative Review of Nursing Research (3 cr.) NURS 7595 Nurse Anesthesia III (5 cr.)
THIRD YEAR
Fall Semester
NURS 7691 Nurse Anesthesia IV (5 cr. effective for class of 2018)
Spring Semester
NURS 7693 Nurse Anesthesia V (5 cr. effective for class of 2018)

CRNA students participate in clinical practica at a variety of off-campus clinical sites 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.

There is no part-time plan of study in the CRNA Nurse Anesthetist Program. The 70 credit curriculum must be taken in sequence and completed over 27 months of full-time study. Beginning with incoming students in 2016 the curriculum will include 70 credits. The program received a full 10 year accreditation by the Council of Accreditation of Nurse Anesthesia Educational Programs in 2016. **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.**

RN - MS Program

The RN-MS program is designed for registered nurses without a BSN degree (with or without a baccalaureate degree in another field), who wish to earn a MS degree and become nurse practitioners in one of the clinical specialty programs that we offer (adult-gerontology primary care NP, family NP, family psychiatric-mental health NP, pediatric primary care NP, women’s health NP). RN-MS students undergo an “educational portfolio review” at the time of application and an individualized plan of study is developed for them. There is no set plan of study for the RN-MS program; students may choose to complete the program on a part-time or full-time basis, depending on clinical availability. Prior to matriculation, RN-MS students must hold a valid RN license in Massachusetts, have completed required pre-requisite courses and have completed the equivalent of 112 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 (please see below) prior to enrolling in MS courses. After fulfilling pre-requisite and bridge coursework, RN-MS students complete the master's degree in the same sequence and with the same master's courses as other master's students. Completion of the RN-MS 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.

Students who are interested in the RN-MS program should contact the graduate office at (csongrad@bc.edu) to request more information and/or an educational portfolio review.

Bridge Courses for RN-MS Students –must be completed prior to MS coursework.

Course #	Course Title	Credits
NURS 4260	Community Nursing Theory	3
NURS 4261	Community Nursing Clinical Lab (scheduled on space available basis)	3
NURS 4263	Nursing Synthesis Clinical Lab (may be waived for experienced RNs at graduate dean’s discretion)	3
NURS 3170	Principles of Evidence Based Nursing	2

Additional Specialty Concentration

The additional specialty concentration / certificate option is designed for registered nurses who have a master's degree in nursing and who wish to enhance their educational background by becoming certified in an additional specialty area. It is a non-degree program of study, individually designed by the student and faculty advisor to meet the individual student’s career goals. The specific plan of study is individualized based upon the student’s previous training and professional credentialing and educational requirements. **A written gap analysis** is completed by the specialty program director / faculty advisor and/or graduate associate dean along with the student. The gap analysis compares the student’s previous

MS coursework to the current requirements of the accredited clinical specialty program at BC in order to identify gaps. The number of credits required to complete the additional specialty certificate will vary. Gap analysis forms may be obtained from the graduate office or from specialty program directors.

Clinical requirements of the clinical specialty program and requirements of the national certification organizations are used to identify and guide the plan for supervised clinical experiences in the advanced practice nurse role with the specialty population and focus. At the discretion of the specialty program director and / or graduate associate dean, some supervised clinical training hours in the NP role from an earlier MS nurse practitioner program may count towards completion of the additional specialty if the clinical hours were: (a) recent; (b) clearly documented; (c) appropriately supervised as part of the previous MS / NP training program; and (d) in a setting and with a population that is appropriate to the current specialty. Work experience may not be counted as “supervised clinical training hours in the NP role.” CNS training experiences are usually not eligible to be counted toward NP supervised clinical training hours. Some exceptions may be possible in the case of psychiatric-mental health CNSs who are returning to school in order to become family psychiatric-mental health nurse practitioners. In such cases, it may be possible to count some clinical hours from the CNS training program toward the required number of supervised clinical training hours in the NP role, provided these hours were clearly documented as individual, family or group therapy. This determination is made by the program director.

Nurse practitioners who are returning to study to become nurse anesthetists may not be required to complete all core courses; however, due to the sequencing of specialty courses, the time to complete the nurse anesthesia program remains 27 months.

In some cases, an additional specialty student’s individualized plan of study may not require him/her to enroll for or complete the entire 6 credits in a specialty clinical APRN practice course. In those cases, an independent study course may be arranged that more accurately reflects the number of credit hours of classroom and supervised clinical in which the student will participate. In rare cases in which a student will only be participating in supervised clinical training hours and experiences, tuition will be assessed as:

# of Supervised Clinical Training Hours	# of Credits
1 – 99	1
100 – 199	2
200 +	3

Dual Degree Programs

BS/MS IN NURSING

The BS/MS plan provides an opportunity for highly qualified students enrolled in the William F. Connell School of Nursing’s baccalaureate program to be admitted to the master’s program. Students may then take selected master’s courses during their undergraduate program. Undergraduate students must apply by December 30th of their senior year and maintain continuous enrollment to be eligible for the BS/MS plan. Students interested in this option should consult with Dr. Sean Clarke, associate dean for undergraduate programs.

MS/PhD PROGRAM IN NURSING

The MS/PhD program is designed for individuals with a BS in nursing who wish to obtain preparation as advanced practice nurses and also earn a Ph.D. as nurse scientists and researchers. The program streamlines the process by allowing 12 credits of the master’s program (Conceptual Basis for Advanced

Practice Nursing; Research Methods for Advanced Practice Nursing; MS Research Practicum; and master's elective) to be met through doctoral program courses. Students who are interested in the MS/PhD program in nursing should contact the Associate Dean for Graduate Programs, Susan Kelly-Weeder (Susan.kelly-weeder@bc.edu) or attend a PhD program information session. Detailed information about the MS/PhD program is included in the PhD student handbook.

MS/MBA DUAL DEGREE

The MS/MBA dual degree is a combined program for both the education of advanced practice nurses and preparation in business administration in the Carroll Graduate School of Management at Boston College. Students work toward completion of both degree requirements concurrently or in sequence. Through overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Applicants must be accepted to both schools.

MA/MS - PASTORAL MINISTRY AND NURSING

The dual MA in Ministry/MS in Nursing was developed by the Institute of Religious Education and Pastoral Ministry (IREPM), now part of the School of Theology and Ministry (STM), and the Connell School of Nursing (CSON). It is designed for nurses with experience in clinical practice who wish to pursue graduate studies that combine theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of caring. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Nurses educated in the dual MA/MS program will be well prepared to offer advanced practice nursing across the life span. For nurses committed to addressing the spiritual dimensions of nursing care in any setting, the degree will enhance both their nursing practice and their participation in a community of Christian faith.

Students must apply and be accepted independently to the STM for the MA in Theology and Ministry *and* to the CSON for the MS in Nursing. Students may begin their studies in either the STM or CSON. CSON requirements are sequenced as detailed in the catalog but STM requirements need not be. Students must follow the policies of each program regarding part-time and full-time study in fulfillment of degree requirements. The entire dual program must be completed within 6 years. The integrity of both degrees is to be maintained:

- a. CSON requires 45 credits for the MS degree, of which 6 are taken in STM (except Family Psychiatric-Mental Health program, for whom 3 credits are taken in STM).
- b. STM requires 48 credits for the MA in Theology and Ministry, of which 9 are taken in CSON courses. A dual degree student completes the requirements for both degrees with a total of 80 credits (83 for Family Psychiatric-Mental Health students), rather than the 93 entailed if taken independently.

Students are to develop an appropriate plan of study by working with designated faculty advisors in each of the two degree programs. Students must follow the relevant policies of each program in academic requirements, financial aid, registration and all other matters. For further details, refer to the *CSON MS Student Handbook* and the STM website.

All students must enroll TMPS 7080 Spiritual Formation for Ministry during their first academic year, regardless of whether they are taking primarily STM or CSON courses.

During their first year of studies, students must participate in the STM Professional Ethics in Ministry Workshop. Part I is traditionally offered in the fall and Part II in the spring.

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 responsible for notifying students about (and ensuring compliance with) requirements that are unique to their agencies. The standard requirements include:

- Personal Health Insurance, either private or through BC
- An Immunization and Health Verification Form signed by a health care provider
- Proof of immunity for MMR, Varicella and Hepatitis B; Hepatitis B- 3 vaccines and Titer, MMR- 2 vaccines and Titer, Varicella- 2 vaccines or Titer
- A negative PPD within one 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
- All graduate students are required to submit updated documentation for expired immunizations
- *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. (Cut-off date of August 15th or contact Dean Kelly-Weeder for extension to get your license)
- *Malpractice Insurance (coverage as a NP student \$1 million / \$6 million)
- CPR certification within the year not to expire before June of the current year
- CORI record release (Clinical Placement Office Maloney Hall 222 –student must bring picture ID)
- Copy of Resume/CurriculumVitae
- All students entering the clinical year must complete the On-Line 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 graduate associate dean 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. Most of the nurse practitioner programs require a minimum of 500 – 600 + hours of supervised practice in the nurse practitioner role. (The master's 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 his/her specialty). As such, the program director or designated faculty member assigns clinical placements based upon the program requirements, the requirements of credentialing organizations, the students' learning needs, and the availability of clinical sites. The clinical placement specialist and his/her staff assist specialty coordinators/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/specialty coordinator. Students should not make arrangements with preceptors or clinical sites themselves. Sites and preceptors must be reviewed and approved by the program director and the clinical placement office; this process may take up to two months. Clinical placements that are not preapproved 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 master's student in the Boston College William F. 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, clinical placement specialist and graduate associate dean. 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 BC faculty member
- be precepted by an approved BC preceptor
- include a 1:1 ratio if the preceptor is seeing patients or 1:2 if not seeing patients

- include direct patient care
- record and document clinical hours accurately

LIABILITY INSURANCE

Students who are registered nurses (RNs) must arrange for their own individual malpractice liability insurance as advanced practice nursing students. Nurse anesthesia students will obtain student nurse anesthetist liability insurance through the American Association of Nurse Anesthetists when instructed to do so by the program director. Master's 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 Boston College 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 master's students must have on file in the graduate office permission 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, Hansella Robson, with any questions.

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 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., DNP program, 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

Every clinical student in CSON 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 appropriate academic Associate Dean in CSON.

CSON will document student exposures according to OSHA Requirements as they apply.

TUBERCULOSIS TESTING

CSON 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 appropriate academic associate dean in CSON.

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, School of Nursing and University Health Services. A copy of the agency report form must be forwarded to the Associate Dean 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 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 Boston College’s 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, CSON 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 these technical standards, you may contact DSO, CFLC, or the Associate Dean for further information. Clinical or lab faculty may also come forward to the

Associate Dean’s 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	<ol style="list-style-type: none"> 1. Able to communicate sensitively and effectively in interactions with clients (patients/persons, families and/or communities) 2. Able to communicate effectively with the healthcare team (patients, their supports, other professional and non-professional team members). 	<ul style="list-style-type: none"> • Accurately and clearly conveys information to and interprets information from patients and the health care team in spoken and written English. • Accurately elicits and interprets information from medical history and other data sources to adequately and effectively evaluate a client’s or patient’s condition. • Uses and comprehends standard professional nursing and medical terminology when using and/or documenting in a patient’s print or electronic record. • Conveys appropriate information to patients and the health care team and teaches, directs and counsels a wide variety of individuals
Psychomotor	<ol style="list-style-type: none"> 1. Able to move in and around care settings, handle equipment safely and participate in the physical care of patients in clinical placement settings 	<ul style="list-style-type: none"> • Possesses sufficient proprioception (position, pressure, movement, stereognosis, and vibration), physical strength and mobility to carry out physical assessments and other nursing procedures • Demonstrates sufficient manual dexterity and fine and gross muscular coordination to provide safe general care and specific treatments • Demonstrates an appropriate and timely response to emergency situations, including any circumstance requiring immediate and rapid resolution. • 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. • Has the endurance to complete all required tasks during a clinical practice day of a customary or contracted length
Data gathering and interpretation	<ol style="list-style-type: none"> 1. Able to observe patient conditions and responses to health and illness 2. Able to assess and monitor health needs 	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • Accurately obtains and interprets information regarding a patient's environment • Synthesizes objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses
Critical thinking	<ol style="list-style-type: none"> 1. 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 2. Able to accomplish the learning objectives of each course in their specific program as well as the terminal objectives of the program by the time of graduation 	<ul style="list-style-type: none"> • Synthesizes and critically interprets data on ongoing basis to carry out the nursing process (i.e. assessment, diagnosis, goals, plan of care, and evaluation) • Retrieves and critically appraises reference material to use in a patient's nursing plan of care • Uses information from written documents, demonstrations, and patient records to carry out the phases of the nursing process • Accurately follows course syllabi, assignment directions, patient care protocols and corrective learning plans developed by faculty or health care agency staff
Behavior and social interaction	<ol style="list-style-type: none"> 1. Able to demonstrate concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Possesses interpersonal skills necessary for interactions with diverse populations of individuals, families and communities in the course of the clinical education program 3. Possesses interpersonal skills for professional interactions with members of the healthcare team in the course of the clinical education program 	<ul style="list-style-type: none"> • 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. • 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. • Maintains effective, appropriate, and empathic communication and relationships with clients/patients, students, faculty, staff and other professionals under all circumstances. • Makes appropriate judgments regarding safe, confidential, and respectful care and interactions with patients. • Functions calmly and effectively under stress and adapts to changing environments inherent in clinical practice. • Integrates constructive criticism from instructors and clinical agency personnel into performance • Correctly judges when a nursing intervention requires additional assistance from clinical faculty or clinical agency staff

Master's Comprehensive Examinations

At the end of the MS program all students must pass a comprehensive exam, which gives students the opportunity to demonstrate the integration and application of core content with specialty knowledge and skills. This examination also serves as a program outcome measure for the master's degree program. The exact content and format for the comprehensive examination may vary across specialty programs; these are determined by the program director and faculty of each specialty program. Students should consult the program director of their specialty program to learn the timing and format of the comprehensive examination.

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

pass with distinction (PWD)
pass (P)
fail (F)

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

PROGRAM FORMS

MASTER'S PROGRAM FORMS

Available in the graduate office and on the web at: http://www.bc.edu/bc-web/schools/cson/sites/students.html#col1-bc_tabbed_content-tab-1

- MS Plan of Study
- MSE Plan of Study
- RN-MS Plan of Study
- CRNA Plan of Study (Ask Dept.)
- 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 Office)
- Recommended Electives

UNIVERSITY FORMS

Available in the Office of Student Services or on the web at:
<http://www.bc.edu/content/bc/offices/stserv/forms.html>

- Graduate Withdrawal/Leave of Absence Form