



# **Florida Gulf Coast University**

Marieb College of Health & Human Services

## **School of Nursing**

**MASTER OF SCIENCE IN NURSING (MSN)  
NURSE EDUCATOR**

**PROGRAM GUIDEBOOK**

**2021-2022**

## ***Program Director's Welcome to Students***

Welcome to the School of Nursing at Florida Gulf Coast University (FGCU). We are pleased that your choice for graduate education is at FGCU School of Nursing. Faculty has designed rigorous curricula at the graduate level with innovative classroom, laboratory, and practice teaching experiences to prepare students with the requisite knowledge, skills, and attitudes necessary for teaching in complex educational environments.

The faculty and I want you to know that you will be entering a state-of-the-art program that will prepare you as a Nurse Educator. As you progress through your Program of Study, you will develop the core nurse educator competencies necessary to facilitate the education of future professional nurses. The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and fully approved by and the Florida Board of Nursing.

This guidebook should be used as a supplement to the current *FGCU University Academic Catalog*, *FGCU Graduate Student Handbook*, *FGCU General Graduate Academic Policies*, and *Student Code of Conduct* and other University, Marieb College of Health and Human Services, School of Nursing, and Nurse Educator Program Publications. As such, the policies, procedures, regulations, requirements, standard of conduct and other information are not reprinted herein, but incorporated by reference herein as if all the foregoing were set forth at length. Additional resources are provided on the MSN Nurse Educator Portal accessed via Canvas, the FGCU learning management system.

Please be aware that the curriculum, policies, guidelines, forms and any other information contained in this School of Nursing MSN Nurse Educator Program Guidebook remain under review and any section or part may be revised without notice or obligation during your tenure in the program.

Once again, welcome to the FGCU School of Nursing and the MSN Nurse Educator Program! We look forward to working with you as you pursue your graduate education.

Sincerely,

***Elizabeth Murray, PhD, RN, CNE***

Edith Potter Deats Professor in Nursing  
Director, MSN Nurse Educator Program

### *Accreditation/Approvals*

Florida Gulf Coast University (FGCU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500, for questions about the accreditation of Florida Gulf Coast University.

Florida Gulf Coast University School of Nursing is fully approved by the Florida Board of Nursing, 4052 Bald Cypress Way, BIN C02, Tallahassee, Florida 32399 -Telephone Number: (850) 488-0595.

The Master of Science in Nursing (MSN) program at Florida Gulf Coast University is accredited by the Commission on Collegiate Nursing Education.  
(<http://www.ccneaccreditation.org>)

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## NURSE EDUCATOR-MSN PROGRAM GUIDEBOOK

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# I. INTRODUCTION TO THE MSN NURSE EDUCATOR PROGRAM

## SCHOOL OF NURSING VISION, VALUES, MISSION, AND PHILOSOPHY

*Approved by Faculty Organization March 2017*

### **Mission**

The School of Nursing strives for excellence in providing evidence-based, learner-centered nursing education that prepares competent and compassionate nursing professionals to meet the ever-changing healthcare needs of diverse global communities.

### **Vision**

The School of Nursing envisions a future where faculty and students serve as mentors and interprofessional role models to develop engaged nurse leaders who deliver transformative care to diverse populations, conduct research, and promote evidence-based practice through academic and community partnerships.

### **Our Values**

#### **Caring**

- Value and exhibit a personal commitment of concern and empathy for patients, families, communities and self without bias
- Jean Watson: A caring environment is one that offers the development of potential while allowing the patient to choose the best action for him or herself at a given point in time

#### **Health Promotion**

- Actively participate in a culture acknowledging wellness, prevention, wholeness, physical and mental health, incorporating the mind, body and spirit of patients, families, communities and self
- Hochbaum, Rosenstock & Kegels' *Health Belief Model*:  
A person's health-related behavior depends on the person's perception of severity of a potential illness, susceptibility to the illness, benefits of taking preventive action, barriers to taking that action, and self-efficacy

#### **Critical Thinking**

- Mindful, judicious use of available knowledge and information to produce best outcomes for patients, families and communities
- Patricia Benner: Expert nurses develop skills and understanding of patient care over time through a sound educational base and a multitude of experiences

#### **Cultural Connectedness**

- Embrace diversity and uniqueness of patients, families, and communities while recognizing the importance of self-awareness
- Madeleine Leininger: Culture refers to learned, shared, and transmitted values, beliefs, norms and lifeways to a specific individual or group that guide their thinking, decisions, actions and patterned ways of living



### **Communication**

- Commitment to respectful interpersonal and interprofessional conveyance of trustworthy, responsible, reliable and ethical information
- Hildegard Peplau: The six main roles of a nurse are stranger, teacher, resource person, counselor, surrogate
- and leader

### **Safety Culture**

- The focus is on effective teamwork to accomplish the goal of safe, high-quality health care.
- QSEN Institute: A patient safety culture incorporates safety principles and is nonpunitive and emphasizes accountability, excellence, honesty, integrity, and mutual respect.

### **Philosophy**

The faculty of the School of Nursing believes that the practice of professional nursing rests upon a sound arts and science foundation that prepares graduates to excel in a diverse, rapidly changing, and technologically oriented society. Faculty members serve as guides, mentors, role models, and facilitators for students to synthesize the roles and responsibilities of the scope of nursing practice. Integrated and conceptually based curricula are built upon the principles of communication, critical thinking, cultural-connectedness, health promotion, and adherence to professional and ethical standards of practice, which form the foundation for knowledge and skills essential for nursing professionals. Teaching and learning activities are keystones of the curricula and occur within caring, interdisciplinary, and environmentally sensitive settings.

### **MSN PROGRAM OUTCOMES**

MSN Program administrators and faculty determine, approve, and maintain clearly specified educational objectives and outcome criteria consistent with the degree awarded.

#### **At the completion of the program, MSN graduates will:**

1. Lead quality improvement initiatives that influence policy processes aimed at promoting cultural connectedness and global health.
2. Exercise critical thinking and clinical reasoning to design and implement patient-centered strategies that are financially viable and evidenced-based.
3. Create and implement systems change strategies that support quality care and a safety culture.
4. Evaluate the effectiveness of health promotion, clinical prevention interventions, and advanced nursing care for individuals, families, and communities.
5. Employ effective communication strategies to develop, participate, and lead interprofessional teams and partnerships.
6. Integrate caring, theory, evidence, and emerging technologies using translational processes to improve practice, the care environment, and patient outcomes.

### **MSN NURSE EDUCATOR PROGRAM OVERVIEW**

The MSN Nurse Educator Program prepares students for the academic nursing education specialty. The emphasis of the program is the delivery of advanced nursing knowledge and leadership skills relevant to the nurse educator role. The MSN Nurse Educator program uses the core competencies outlined by the

National League for Nursing (NLN) as a framework for facilitating learning through curriculum design, teaching, evaluation, and other roles and functions in which nurse faculty may participate.

The MSN Nurse Educator Program is for students who hold a bachelor of science in Nursing (BSN) from a BSN program accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN; formerly NLNAC) and a regionally accredited institution. The MSN Nurse Educator Program requires 38 credit hours of coursework that includes a capstone project and educator practice hours in the classroom, laboratory, simulation lab, clinical, and online environments. The program can be completed in a full-time or part-time plan of study.

## **MSN NURSE EDUCATOR PROGRAM OUTCOMES**

The following MSN Nurse Educator Program Outcomes are derived from the MSN Program Outcomes.

### **At the completion of the program, graduates will:**

1. Incorporate knowledge from nursing and related disciplines to improve nursing education for the culturally diverse patient population. **(MSN #1)**
2. Integrate theory, research, and evidence within regulatory and professional standards to improve nursing education for patient centered care. **(MSN #2)**
3. Apply leadership skills and decision making in the pursuit of continuous quality improvement in academic nursing education to promote quality care and safety. **(MSN #3)**
4. Engage in advanced practice by using comprehensive assessment, teaching and evaluation strategies to meet diverse learning needs of students, peers, and patients in traditional and non-traditional educational settings. **(MSN #4)**
5. Collaborate effectively with others in curricular design, implementation, and evaluation. **(MSN #5)**
6. Use information and communication technologies, resources, and teaching-learning principles in educating students, peers, and patients. **(MSN #6)**

## **NURSE EDUCATOR CORE COMPETENCIES WITH TASK STATEMENTS**

**(From the National League for Nursing, 2012)**

### **1. Facilitate Learning**

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

### **2. Facilitate Learner Development and Socialization**

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.

### **3. Use Assessment and Evaluation Strategies**

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

#### **4. Participate in Curriculum Design and Evaluation of Program Outcomes**

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

#### **5. Function as a Change Agent and Leader**

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.

#### **6. Pursue Continuous Quality Improvement in the Nurse Educator Role**

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.

#### **7. Engage in Scholarship**

Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.

#### **8. Function within the Educational Environment**

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role.

### **MSN NURSE EDUCATOR MAJOR CURRICULUM**

The MSN Nurse Educator curriculum is developed by qualified faculty, constructed within graduate education, and approved by appropriate committees and organizations. Changes in the current Program length are approved by the governing entities, and published before implementation. The MSN Nurse Educator Program curriculum plan was developed by the University-based MSN Nurse Educator Program faculty and SON administrators and faculty and received approval from the following:

1. SON Faculty Graduate Curriculum Committee
2. SON Faculty Organization
3. College of Health Professions and Social Work Graduate Curriculum Committee
4. University Graduate Curriculum Committee

#### **Program Requirements**

- NGR 6002           Advanced Health Assessment (3)
- NGR 6002L       Advanced Health Assessment - Practice (1)
- NGR 6141           Advanced Pathophysiology (4)
- NGR 6172           Pharmacotherapeutics (4)
- NGR 6701           The Academic Role of the Nurse Educator (3)
- NGR 6710           Teaching & Assessment Strategies for Nursing Education (3)
- NGR 6711L         Advanced Clinical Practice for Nurse Educators (2)
- NGR 6712           Foundations of Nursing Education (3)
- NGR 6713           Designing & Evaluating Nursing Curricula (3)
- NGR 6811           Advanced Nursing Research (3)

- NGR 6930 ST: Test Development (1)
- NGR 6942 Nurse Educator Capstone (2-4)
- NGR 6941L Nurse as Educator Practicum (3)
- NGR 6945L Clinical Specialty Practice (1)

**TOTAL SEMESTER HOURS REQUIRED: 38 HRS**

#### **Additional Graduation Requirements**

- Apply for graduation by deadline indicated in the university calendar.
- Earn a minimum of 30 credit hours with a minimum of a 3.0 GPA on a 4.0 scale.
- Satisfactorily completion of Nurse Educator capstone project.

## **NURSE EDUCATOR CERTIFICATE (POST MASTERS) CURRICULUM**

### **Program Requirements**

#### **Coursework Accepted (or equivalent)**

- NGR 6002 Advanced Health Assessment (3)
- NGR 6002L Advanced Health Assessment - Practice (1)
- NGR 6141 Advanced Pathophysiology (4)
- NGR 6172 Pharmacotherapeutics (4)
- NGR 6811 Advanced Nursing Research (3)

#### **Program Coursework**

- NGR 6701 The Academic Role of the Nurse Educator (3)
- NGR 6710 Teaching & Assessment Strategies for Nursing Education (3)
- NGR 6711L Advanced Clinical Practice for Nurse Educators (2)
- NGR 6712 Foundations of Nursing Education (3)
- NGR 6713 Designing & Evaluating Nursing Curricula (3)
- NGR 6941L Nurse as Educator Practicum (3)

**TOTAL SEMESTER HOURS REQUIRED: 17 HRS**

## **NURSE EDUCATOR PROGRAM COURSE DESCRIPTIONS & CREDIT HOURS**

The School of Nursing is congruent with the university in regard to credit hour allocation: one semester hour of credit is awarded for one 50-minute clock hour of classroom instruction per week.

Didactic courses in the MSN Nurse Educator Program curriculum plan utilize a ratio of fifteen (15) contact hours to one (1) credit hour. Clinical practicum courses use a ratio of sixty (60) contact hours to one (1) credit hour to meet course objectives.

### **NGR 6002C Advanced Health Assessment - 4 credits(s)**

Collection and synthesis of client database and differential diagnosis of common client problems. Using critical thinking and a holistic lifespan approach, students interpret, analyze, and document alterations in health to serve as a basis for client management.

- NGR 6002L Advanced Health Assessment Practice - 1 credits(s)**  
Practice section of NGR 6002C. Emphasis is placed skills needed to assess health status of individuals across the lifespan. Students interpret, analyze, and document alterations in health to serve as a basis for client management.  
**Corequisite(s): NGR 6002**
- NGR 6141 Advanced Pathophysiology - 4 credits(s)**  
Emphasis is placed on investigation, analysis, and interpretation of pathophysiologic bases of clinical manifestations of selected alterations in health. Focus is on advanced practice nursing implications for health promotion, maintenance, and restoration.
- NGR 6172 Pharmacotherapeutics - 4 credits(s)**  
Focus is on the knowledge and skills to assess, diagnose and pharmacologically manage common health problems in a safe, high quality, cost-effective manner. Emphasis is on Pharmacotherapeutics using an integrative approach to examine the use and efficacy of traditional and some complementary drug therapies used in advanced practice nursing.
- NGR 6701 Academic Role of the Nurse Educator - 3 credits(s)**  
Emphasis on the role of the nurse educator in the academic setting. Integrates the core competencies and best teaching practices needed to be successful in academia and to transform nursing education and educational practices.  
**Prerequisite(s): NGR 6712**
- NGR 6710 Teaching & Assessment Strategies in Nursing Education - 3 credits(s)**  
Emphasis is on attainment of nurse educator competencies in developing and implementing teaching and assessment strategies used in classroom, laboratory, and clinical settings to enhance the achievement of learner outcomes.  
**Prerequisite(s): NGR 6712**
- NGR 6711L Advanced Clinical Practice for Nurse Educators - 2 credits(s)**  
Focuses on application of creative teaching strategies used in the classroom, online, clinical, and simulation environments.  
**Prerequisite(s): NGR 6712; NGR 6710**
- NGR 6712 Foundations of Nursing Education - 3 credits(s)**  
Exploration of nursing education within a broad context related to history, philosophy and the principles of adult-learning theory.
- NGR 6713 Design & Evaluation of Nursing Curricula - 3 credits(s)**  
Emphasis is on the role of the nurse educator in developing program outcomes, and designing and evaluating nursing curricula that reflect contemporary health care trends in which graduates are prepared to practice in a complex, dynamic, multicultural health care environments.  
**Prerequisite(s): NGR 6712**
- NGR 6811 Advanced Nursing Research - 3 credits(s)**  
Examination and evaluation of questions, methods, designs, and frameworks for research and evidence-based practice.
- NGR 6930 Testing & Evaluation in Nursing Education – 1 credit(s)**  
Focus on methods to measure student learning outcomes and student performance in various educational settings. Emphasis on test construction and test writing skills.  
**Prerequisite(s): NGR 6712**
- NGR 6941L Nurse as Educator Practicum - 3 credits(s)**  
Practicum for implementation of selected aspects of the nurse educator role including classroom, laboratory, clinical, and online teaching; participation in faculty governance; and enacting the role of a novice nurse educator using Boyer’s Model of Scholarship.

**Prerequisite(s): All Nurse Educator program course work must be completed; NGR 6942 may be taken concurrently**

**NGR 6942 Nurse Educator Capstone – 2-4 credits(s)**

Culmination of application of evidence-based nursing education. Students will demonstrate competency through the design, implementation, and analytical outcome measurements of a scholarly project.

**Prerequisite(s): All Nurse Educator program course work must be completed; NGR 6941L, NGR 6711L, and NGR 6701 may be taken concurrently**

**NGR 6945L Clinical Specialty Practice - 1 credits(s)**

Supervised clinical practice integrating advanced nursing knowledge related to nursing care of a specific patient population or role.

**Prerequisite(s): NGR 6712**

## **II. MSN NURSE EDUCATOR PROGRAM POLICIES AND GUIDELINES**

### **ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC INTEGRITY**

All students are expected to demonstrate honesty in their academic pursuits. In safeguarding the essential professional standards of honesty and integrity, faculty are compelled to apply academic sanctions which can be as severe as dismissal from the Nurse Educator Program. The university policies regarding issues of honesty can be found at the [Office of Student Conduct](#) website under [Academic Integrity](#). All students are expected to study the documents, including the [Student Code of Conduct](#), which outlines their responsibilities and consequences for violations of the policies.

### **ACADEMIC PROBATION AND DISMISSAL**

All students are expected to demonstrate continuing progress towards their degree. Any student failing to meet progression expectations may be placed on academic probation. Academic probation is governed by the rules of the University and Program. In order to continue in the Nurse Educator Program, the Nurse Educator student must:

1. Achieve a grade of “B” or better in all courses; **and**
2. Maintain a cumulative GPA of 3.0 or better throughout the program.

Should a student be placed on academic probation, the student will have three subsequent courses, or nine hours, to raise the GPA to 3.0 (per University policy). If the student does not bring the GPA up to 3.0 during the probation period, the student will be dismissed.

### **ACADEMIC PROGRESS TIME LIMIT**

A maximum of five (5) calendar years from the date of matriculation is allowed for completion of all Nurse Educator Program requirements (Time Limit). Students must enroll in the Fall, Summer, and Spring semesters of each academic year throughout completion of the Program.

### **ACADEMIC STANDARDS AND PROGRESSION**

**To progress in the MSN Nurse Educator Program curriculum, students must meet the following standards:**

1. Maintain an overall academic Grade Point Average of at least a **3.0** in all work attempted in the master's program.
2. Achieve a grade of "B" or above in all practice courses. Students who fail to earn a B or above in any one course will be placed on probation.
3. Students on probation will have three subsequent courses or the equivalent of nine credit hours to bring GPA to 3.0. If the student does not bring the GPA up to 3.0 during the probation period, the student will be dismissed.
4. A grade of "D" OR "F" is not a passing grade in any NGR course in the Nurse Educator Program. A student who receives a grade of "D" or "F" will be placed on probation or dismissed from the Nurse Educator Program.
5. A student receiving less than a "B" in two (2) different Graduate Nursing (NGR) courses is dismissed from the MSN program.
6. Achieve a grade of "S" (Satisfactory) in all Clinical Practice Courses. A student receiving a "U" (Unsatisfactory) in any clinical practice course will be placed on probation or dismissed from the Nurse Educator Program.
7. Students receiving a grade of "I" (Incomplete) in any clinical practice course may not progress to the next clinical practice course until the "I" has been changed to an "S" (Satisfactory) grade.

## ADMISSION REQUIREMENTS

Admission requirements for the MSN Nurse Educator Program are published in the printed and electronic information provided to applicants for the Program. The MSN Nurse Educator Program admissions requirements are consistent with the CCNE, the School, and the University.

Since the MSN Nurse Educator Program has a limited number of places, the applicant who meets minimum requirements for admission is not guaranteed admission to the Program. The MSN Nurse Educator Program Admissions Committee makes the admission decisions on applicants who are recommended to the SON Director.

All students must maintain current RN licensure, immunizations, and BLS while in the program. All students must complete level one and two background checks and drug screening after offer of admission to the MSN Nurse Educator Program and these must be cleared prior to the start of classes. Additionally, further background checks and drug screening may be required during the program. Details on these procedures will be given after applicants are conditionally accepted.

If the student matriculates into the MSN Nurse Educator Program, any information received on the criminal background check and/or drug screen will be available to the clinical sites if requested by the site.

All applicants must also provide a waiver granting the Graduate Admission and Progression Committee permission to contact the program(s) attended to verify information.

### **The MSN Nurse Educator degree applicant must:**

1. Submit a FGCU graduate application and satisfy all applicable university admission requirements.
2. Provide an official academic transcript showing the award of a BSN from a nationally accredited nursing program.
3. Show evidence of a cumulative GPA of 3.0 or higher on a 4.0 scale.
4. Complete the following courses at the undergraduate level with a grade of C or better prior to acceptance:
  - Statistics course.
  - Health assessment course.

- Pathophysiology.
5. Provide evidence of current and unrestricted registration as a registered nurse with eligibility for Florida RN licensure.
  6. Provide evidence of a minimum one year current practice experience as a registered nurse.
  7. Submit a current resume and statement of career goals.
  8. For applicants who have attended, but not completed another MSN program, provide a letter of standing from the dean of the school of nursing (or designee) that addresses the following:
    - Performance in the prior program.
    - Potential for success in the prior graduate program.
    - Interpersonal communication skills.
    - Other information as determined by the dean.

Applicants must also provide a waiver granting the Graduate Admission and Progression Committee permission to contact the program(s) attended to verify information.

**The Nurse Educator Certificate (Post Masters) applicant must:**

1. Submit a FGCU Post-Baccalaureate Non-Degree Application to the Office of Graduate admissions.
2. Have a Master's degree in nursing from a nationally accredited program with cumulative GPA of 3.0 or higher on a 4.0 scale.
3. Submit official transcripts from each post-secondary institution attended.
4. Have current and unrestricted registration as a registered nurse with eligibility for Florida RN licensure.
5. Complete the following courses (or equivalent) taken within the past five years:
  - Graduate level Pathophysiology.
  - Graduate level Health Assessment
  - Graduate level Pharmacology
  - Graduate level Nursing Research/Evidence-based Practice

Applicants must also provide a waiver granting the Graduate Admission and Progression Committee permission to contact the program(s) attended to verify information.

## ADVISING

Graduate Students enter Florida Gulf Coast University School of Nursing (SON) with varied backgrounds and motivating factors. To maintain the standards of the school and to serve the best interest of each student, academic advising by designated Nurse Educator Program faculty or Program Director is provided for every semester of enrollment. The School of Nursing is responsible for management of those processes related to admission, advising, and graduation of students.

The purpose of academic advising is to assist the student in his/her academic progression throughout the program. The role of the advisor is to assist students with adjustment to the School of Nursing and facilitate a smooth progression through the program.

The advisor/advisee relationship should be seen as a unique opportunity for mentoring and professional growth. The following principles guide the advisor/student relationship:

- The advisor and student have a joint responsibility to maintain contact with one another regarding progress within the graduate program.
- Students are encouraged to schedule regular advising sessions throughout the graduate program (minimum once per semester) to monitor progress towards completion of all requirements for graduation.
- Students are expected to phone or email their assigned advisor **in advance** to set up advising sessions.



- The student has the right to examine his/her advising file at any time and the responsibility to provide the information necessary to make it accurate and complete.

## **APPEAL PROCESS**

In accordance with University guidelines students may appeal the following:

1. Grades or other academic action taken by an instructor.
2. Grades resulting from an instructor's:
  - a) Alleged deviation from established and announced grading policy.
  - b) Alleged errors in application of grading procedures.
  - c) Alleged lowering of grades for non-academic reasons.

NOTE: The professional judgment exercised by an instructor in assigning a grade or in conducting a class are excluded from the provisions of this rule except as noted in (1), (2) a, b and c above.

## **RESOLUTION OF STUDENT APPEALS: SCHOOL LEVEL PROCESS**

- A. All student grade appeals or allegations of specific wrongful academic action(s) by an instructor shall first be brought to the attention of the instructor of the course. This action must be initiated within one semester of the alleged wrongful action or grade, or as soon thereafter as the student becomes aware of such action. The parties should attempt to resolve the problem in as speedy and satisfactory manner as possible. If dissatisfied with the instructor's decision, or if the instructor is not available, the student may continue to pursue an informal solution with the Program Director, Nurse Educator Program. If dissatisfied with the Program Director, Nurse Educator Program decision, or if the Program Director, Nurse Educator Program is not available, the student may continue to pursue an informal solution with the School of Nursing Director.
- B. The instructor, Program Director, Nurse Educator Program and School Director should make every effort with the student to solve the problem at the informal level. This resolution shall take place within ten (10) school days of the complaint being brought to the School Director. At the time the School Director notifies the student of this decision, he/she should also inform the student of the formal procedure for appeal. The School Director decision must be in writing.
- C. When the instructor is not available to discuss the problem, if at all possible, the resolution should wait until such time as the instructor can return to the campus, but not longer than one semester. If the Program Director, Nurse Educator Program and School Director determine that an emergency exists requiring that the problem must be solved prior to the availability of the instructor (e.g. In a case of probable delayed graduation), the Program Director, Nurse Educator Program and School Director shall make every reasonable effort to apprise the instructor of the situation. The instructor may elect to submit a written statement and to designate a faculty replacement to aid in solving the problem. If the instructor cannot be reached or does not elect to designate a replacement and the complaint must be dealt with promptly, then the School Director shall act on behalf of the instructor.
- D. If the appeal or allegation is made against the Program Director, Nurse Educator Program in the role of instructor, then the student shall treat the initial appeal as the appeal to the Program Director Nurse Educator Program and proceed accordingly.
- E. If the appeal or allegation is made against the School Director in the role of instructor, then the student shall treat the initial appeal as the appeal to the School Director and proceed accordingly.

## **RESOLUTION OF STUDENT APPEALS: COLLEGE LEVEL & FINAL APPEAL**

If not satisfied with the resolution of the complaint proposed by the School of Nursing Director, the student may proceed within ten (10) school days of receipt of the School Director's decision to file a written appeal with the Office of the Dean of the College in which the course is housed. The written

appeal is to be introduced at the college level only after informal resolution has failed and must clearly specify the action which the student perceives as wrong. Please refer to the complete process for the [MCHHS COLLEGE LEVEL Student Grade Appeals](#) and FINAL APPEAL.

## ATTENDANCE AND PUNCTUALITY

An expectation of professional Nurse Educator practice is that students attend all classes, skill labs, simulations, and clinical practice experiences. Responsibility and accountability for meeting course obligations is a fundamental component of professionalism.

In the event a student is absent, the student is responsible for all material covered and all announcements. If a student misses an examination or other learning assessment, the student must make arrangements with the faculty member beforehand, if possible. Permission to make up an examination or learning assessment is at the discretion of the faculty member.

Punctual attendance at nurse educator practice experiences is required. In the rare instance where illness or other catastrophic event prohibits attendance at or completion of a clinical practice experience, the following process must be followed:

1. Personal contact by telephone to clinical preceptor (**no email, no texts**).
- AND
2. Personal contact by telephone to Nurse Educator Program Director.
- AND
3. All missed clinical time must be completed to meet course requirements.

**Failure to meet class and clinical practice attendance and punctuality requirements may result in an unsatisfactory grade in the course and could result in dismissal from the NURSE EDUCATOR Program.**

## CHEMICAL IMPAIRMENT POLICY AND PROCEDURE

Approved Faculty Organization December 18, 2017

School of Nursing (SON) students are required to practice nursing with reasonable skill and safety to patients. SON students must also adhere to FGCU's [Drug Free Environment policy](#) and the [Student Code of Conduct](#) Standards related to Health, Welfare, and Safety at all times. Students are prohibited from reporting to class or any University activity while under the influence of illegal drugs or alcohol. Any student illegally manufacturing, distributing, dispensing, possessing, or using controlled substances or possessing or consuming alcohol on the University premises or as part of any of its off campus activities is subject to disciplinary action for misconduct. This policy does not prohibit the legal possession or dispensing of patient medications in accordance with the student's clinical assignment or the legal possession and consumption of alcohol in accordance with local and state law and FGCU regulations at approved non-clinical functions.

Any student who is unable to practice nursing with reasonable skill and safety to patients by reason of use of alcohol, drugs, narcotics, or chemicals or any other type of material or who violates the Drug Free Environment policy and/or the Student Code of Conduct Standards related to Health, Welfare, and Safety will be subject to immediate disciplinary action up to and including the following:

- Dismissal from the School of Nursing,
- Report to the FGCU Dean of Students or designee for disciplinary action,
- Report to governmental agencies and/or licensing boards
- Report to clinical agencies/partners

- Referral to the Florida Intervention Project for Nurses (IPN)
- Notification of appropriate authorities

**A. Substance abuse education** is included in the curriculum.

**B. Drug and Alcohol Screen** Students who are admitted to a SON program are required to inform the school of any history of substance abuse (SA), chemical dependence (CD), evaluation for SA/CD, or active participation in a peer assistance, chemical impairment, or SA/CD treatment program prior to matriculation and during enrollment in a SON program. Drug and alcohol screening is required on admission, annually, for reasonable suspicion, randomly, and as required by clinical agencies. Drug screening includes a 10 panel drug and alcohol test. Drug and alcohol screening is managed through the School of Nursing's approved background screening, drug testing, and compliance management provider, such as CastleBranch, and students are responsible for all costs. A student with a positive drug screen without a satisfactory explanation is presumed to be in violation of the Chemical Impairment policy. The "legal" use of a drug for recreational purposes, such as cannabis, is not a satisfactory explanation.

**Admission:**

Students admitted to a SON program are required to complete drug and alcohol screening sixty (60) days prior to matriculation. Students will not be permitted to register for classes and enroll in a SON program until this requirement is met.

**Annual:**

Students must complete a drug and alcohol screen annually for each year that the student is enrolled in a SON program as follows:

Fall admission: August 1

Spring admission: December 15

**Random:**

Students must agree to undergo immediate drug and alcohol testing as selected through the use of a random sample of FGCU SON students at regularly scheduled intervals as determined by the School of Nursing's approved background screening, drug testing, and compliance management provider, such as CastleBranch.

**As Required by Clinical Agencies:**

Students must agree to undergo additional drug and alcohol testing as required by FGCU clinical partners as a condition of initial or continuing participation in clinical practice experiences.

**Reasonable Suspicion:**

Students must agree to undergo immediate drug and alcohol testing and/or a physical examination on demand for reasonable suspicion of chemical impairment. It is the responsibility of every faculty member, clinical instructor, and nursing student to immediately report unsafe behaviors, working conditions or hazardous activities related to possible chemical impairment that may jeopardize the safety of the individual student, the patient, or colleagues. Faculty members are also responsible for recognizing the signs and symptoms of chemical impairment on academic and clinical performance.

**C. Signs of Chemical Impairment:** There are numerous signs of chemical impairment related to clinical performance and attendance. While single incidences of these behaviors may not be significant, the presence of several, and an increasing frequency or a consistent pattern of these behaviors may form the basis for reasonable suspicion of chemical impairment. Signs commonly associated with impairment include a change in the pattern of attendance, behavior or performance; physical signs of impairment or withdrawal, and unusual/abnormal use of controlled substances. For Example:

<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Excessive sick calls</li> <li>• Repeated absences with a pattern</li> <li>• Tardiness</li> <li>• Suspiciousness</li> <li>• Frequent accidents on the job</li> <li>• Frequent physical complaints</li> <li>• Peculiar/improbable excuses for absences</li> <li>• Frequent absence from clinical area</li> <li>• Frequent trips to rest room/locker room</li> <li>• Long coffee or lunch breaks</li> <li>• Early arrival or late departure</li> <li>• Presence in clinical during scheduled time off Confusion about work schedule</li> <li>• Request for assignments at less supervised setting</li> </ul>
<b>Behavior</b>	<ul style="list-style-type: none"> <li>• Sloppy/inappropriate clothing</li> <li>• Poor hygiene</li> <li>• Mood swings</li> <li>• Frequent irritably with others</li> <li>• Excessive talkativeness</li> <li>• Poor recall</li> <li>• Physical abuse</li> <li>• Rigidity/inability to change plans</li> <li>• Incoherent or irrelevant statements</li> <li>• Drowsiness at work</li> <li>• Uncooperativeness with staff</li> <li>• Tendency towards isolation</li> <li>• Deteriorating relationships Verbalizing/writing/posing/texting about drug use</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>• Excessive time required for record keeping Assignments require more effort /time</li> <li>• Difficulty recalling/understanding instructions Difficulty in assigning priorities</li> <li>• Display of disinterest in work</li> <li>• Absentminded/forgetful</li> <li>• Alternate periods of high and low activity</li> <li>• Increasing inability to meet schedules</li> <li>• Missed deadlines</li> <li>• Frequent requests for assistance</li> <li>• Carelessness</li> <li>• Overreaction to criticism</li> <li>• Illogical or sloppy charting</li> <li>• Deteriorating handwriting</li> <li>• Poor judgment</li> <li>• Inattentive</li> </ul>

	<ul style="list-style-type: none"> <li>• Disorganized</li> <li>• Tendency to blame others</li> <li>• Patient complaints regarding poor care</li> </ul>
<b>Physical Signs</b>	<ul style="list-style-type: none"> <li>• Hand tremors</li> <li>• Excessive sweating</li> <li>• Marked nervousness</li> <li>• Coming to clinical, simulation, or laboratory areas intoxicated/impaired</li> <li>• Blackouts</li> <li>• Frequent hangovers</li> <li>• Odor of alcohol</li> <li>• GI upset</li> <li>• Slurred speech</li> <li>• Increased anxiety</li> <li>• Unsteady gait</li> <li>• Excessive use of breath mints/mouthwash</li> <li>• Sniffling, sneezing</li> <li>• Clumsiness</li> <li>• Flushed face</li> <li>• Watery eyes</li> <li>• Anorexia</li> </ul>
<b>Unusual/ Abnormal Use of Controlled Substances</b>	<ul style="list-style-type: none"> <li>• Signs out more controlled substances than other providers</li> <li>• Frequently breaks or spills drugs</li> <li>• Waits to be alone before obtaining controlled substances for assigned cases</li> <li>• Discrepancies between patient’s charts and narcotic records</li> <li>• Patient complaining of pain out of proportion to medication charted</li> <li>• Frequent medication errors</li> <li>• Defensive when questioned about medication errors</li> <li>• Frequent disappearance immediately after signing out narcotics</li> <li>• Unwitnessed or excessive waste of controlled drugs</li> <li>• Tampering with drug vials or containers</li> <li>• Use of infrequently used drugs</li> </ul>

**D. Documentation of Reasonable Suspicion:** When chemical impairment is suspected, nursing students and faculty are responsible for reporting their concerns and observations to the Director of the School of Nursing, and in the case of graduate students, to the Director/Program Director of the student’s program or their designees. The Director(s) will explore the situation to substantiate observations and concerns about the student.

1. Documentation will be written, clear, concise, and include dates times, locations, and names of witnesses.
2. All pertinent records will be reviewed, including but not limited to patient records, narcotic inventory/usage, attendance records, record of grades, and clinical evaluations. Trends, violations or errors will be documented.

3. The Director(s) will determine the action to be taken, if any. This includes, but is not limited to:

- Report to the FGCU Dean of Students or designee for disciplinary action
- Report to governmental agencies and/or licensing boards
- Report to clinical agencies/partners
- Referral to the Florida Intervention Project for Nurses (IPN)
- Notification of appropriate authorities

4. Confidentiality of reportees will be maintained to the extent permitted by law, rules, regulations, and/or policies.

### **E. Inspection of Nursing Students and Their Property:**

The School of Nursing has a compelling interest to protect patients from nursing students who are unable to practice nursing with reasonable skill and safety to patients by reason of use of alcohol, drugs, narcotics, chemicals, or any other type of material. When there is reasonable suspicion to believe that a search will reveal evidence that a nursing student is violating the law or any rules or policies against chemical impairment, inspection of nursing students and their property may be conducted by authorized personnel, including but not limited to hospital and school administration, faculty members, or school/medical security/police officers without notice, without student consent, and without a search warrant. Such inspection of nursing students and their property will not be excessively intrusive and will be reasonably related in scope to the circumstances giving rise to the search.

Reasonable searches of nursing students and their property include, but are not limited to, lockers, mailboxes, lunch boxes, book bags, other items on school or medical center property, and private vehicles if parked on school or medical center property. Whenever possible, searches of personal property will take place in the presence of the nursing student.

Physical evidence such as used syringes, medication vials, or alcohol containers found during a search of a nursing student and/or their property will be retained by the police or by SON personnel as supporting evidence.

A nursing student who refuses to submit to an immediate search or to display of property shall be considered insubordinate and subject to immediate dismissal.

### **F. Dismissal from SON Program**

The following reasons are cause for dismissal:

1. Failure to provide a written consent for a drug and alcohol screen.
2. Failure to provide a blood, urine, or other sample for a drug and alcohol screen or to submit to a physical examination as directed and within the required timeframe.
3. Refusal to submit to an immediate search or to display of property upon request.
3. Arrest, charge, or other notice of a criminal offense related to chemical impairment.
4. Any disciplinary action related to chemical impairment.
5. Positive drug screen without a satisfactory explanation. The “legal” use of a drug for recreational purposes, such as cannabis, is not a satisfactory explanation.
6. Failure to inform the school of a history of substance abuse (SA), chemical dependence (CD), evaluation for SA/CD, or active participation in a peer assistance, chemical impairment, or SA/CD treatment program.

7. Inability to meet the [SON Core Performance Standards](#) due to chemical impairment.

### **G. Review of Decision to Dismiss**

Any action taken against a student for violation of this policy may be appealed according to the School of Nursing Unsafe/Unprofessional Behavior Policy and Procedure.

## **COMPUTER/TECHNOLOGICAL DEVICE REQUIREMENTS & DISTANCE LEARNING**

The MSN Nurse Educator Program is designed to use the latest technology in teaching and learning for more efficient use of faculty and students' time. Students are required to be computer literate (word processing) upon entering the Nurse Educator Program and have in their possession a laptop computer that is compatible with FGCU student computer-defined specifications.

At a minimum, students are required to have a computer with high-speed internet access, camera, microphone, headset, and software and web browser capable of accessing course materials and submitting course assignments using the Canvas Learning Management System. Students must be able to access FGCU Library services, audiovisual media, Eagle eMail, and web-based conference technology such as the Big Blue Button, Zoom, and Microsoft Teams. Faculty may require specific technology and/or software for completing course work and assignments, peer interaction, and electronic communication, which will be designated in the syllabus for each course.

### **Distance Learning Guidelines:**

Courses throughout the Nurse Educator Program will be taught in a hybrid Distance Learning format with on-line learning activities, web-based meetings, and on-campus meetings conducted throughout each semester using synchronous and asynchronous learning technology (Microsoft Teams, Big Blue Button, Zoom, Canvas Learning Management System, and other technology as appropriate). This format of instruction will permit students to engage in many of the learning activities regardless of geographic location.

Insightful preparation and participation in assignments is required for successful completion of Distance Learning format courses. Unless otherwise directed by the course instructor, all assignments are expected to be the original and independent work of the student. No substitution for an assigned activity will be permitted except in extenuating circumstances at the discretion of the course instructor.

In distance learning courses students are required to use Canvas email for all correspondence with instructors and fellow students. Students should monitor their Eagle mail accounts and their Canvas email at least once per day for announcements, assignments, and other relevant course and/or Nurse Educator Program information. Students should be aware that Canvas email and Eagle mail are two separate email systems. Both will need to be monitored daily as general correspondence from the School of Nursing and/or the Nurse Educator Program may be sent via Eagle mail. Students should not utilize their private email accounts for any FGCU or distance learning correspondence.

Students should take into account that faculty may require 24 to 48 hours to respond to electronic communications Monday through Friday, and that faculty may be unavailable to respond to electronic communications during weekends and holidays.

### **Technology Support Services for Students:**

Information about FGCU [Information Technology Services](#), and [Technology Support Resources](#) for students can be found online.

[Distance Learning Technology Requirements and Information for Students](#) provides online learning information and resources for students, including technology requirements.

[Academic and Event Technology Services](#) provides student support for Canvas and additional student technology resources.

Information Technology Services assists students with Eagle email, computer needs, virus protection, smartphone and other access devices. The [Information Technology Help Desk](#) may be contacted at 239-590-1188 and [helpdesk@fgcu.edu](mailto:helpdesk@fgcu.edu). Additional student information regarding Business Technology Services may be accessed at [Information Technology Services](#).

### **Synchronous Meetings**

**Course instructors may schedule mandatory synchronous meetings using distance learning technology.** Mandatory synchronous meetings require attendance and participation, and the ability to make up these assignments is extremely limited. Students should log into the synchronous meeting at least fifteen (15) minutes prior to the scheduled start time in order to ensure that their equipment is working properly and that needed software is available and updated, as needed.

Dates and times for mandatory synchronous meetings will be posted at the beginning of the semester for each course at the start of the semester. Permission to be absent from a mandatory synchronous meeting will be granted on a case by case basis only for extenuating circumstances, subject to the discretion of the course instructor. Requests for permission to be absent from a mandatory synchronous meeting must be made in writing via Canvas email to the course instructor as far in advance as possible. If the request to be absent is for religious observance, the request must be made in writing via email to the course instructor by the end of the first week of the semester.

Students are expressly prohibited from sharing synchronous meeting access links, passwords, log-in information, and/or recordings with anyone who is not enrolled in the course.

### **Course Materials And Audio/Video Recordings**

All course materials, including but not limited to handouts, slide presentations, photographs, recorded lectures and/or workshops, audio and video materials, discussion boards, and literature are intended solely to facilitate discussion and learning in accordance with the mission and objectives of the Nurse Educator Program. Any use, reproduction, or dissemination of these materials for a purpose unrelated to Course and/or Program Objectives will be regarded as copyright infringement.

Students should be aware that discussions, lectures, presentations, and/or participation in distance learning activities, e.g., during synchronous meetings and Webinars, may be audio and/or video recorded.

### **Attendance Verification and Distance Learning Participation**

As of fall 2015, all faculty members are required to confirm a student's attendance for each course by the end of the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid. *The confirmation of attendance is required for all students, not only those receiving financial aid.*



Students are expected to regularly participate online, and faculty will monitor student participation in each course. Students who have not logged on and/or participated in distance learning activities for two (2) weeks will be at risk for not successfully completing the course.

### **Tips for Success In Distance Learning Courses**

- **It is critical that students have a reliable Internet connection**

Students must have access to a high-speed internet connection throughout the Nurse Educator Program. You will be using the Canvas Learning Management System extensively to download class materials, submit your work, and review and comment on the work of others.

Firewalls may interfere with the Canvas interface. Pop up blockers may need to be disabled to access Internet resources and activities. If you are encountering this type of problem, check the status of your popup blocker and disable if it is active.

- **Always save your work in multiple places**

Do not rely on your hard drive, flash drive, or your email account as the only space to save your work. Be sure to back up all of your documents in multiple places.

- **Technology is not a legitimate excuse for late work**

It is important to plan your time carefully. You are expected to pace yourself to access weekly content, participate in weekly discussions/activities, prepare work, and submit required assignments by the established due dates as set forth in course syllabi. You should avoid submitting required assignments just prior to the deadline in the event that you experience technical difficulty. You will have access to assignments and materials prior to their due dates. It is suggested that you do download information from Canvas for each course and save it elsewhere for easy access.

Failure to complete an assigned task because you did not timely obtain the assignment from Canvas will not be accepted as a legitimate reason for submitting an assignment late. You should formulate a backup plan in the event that your primary technology system misbehaves or becomes inoperable, i.e., campus labs, public libraries, or relatives/friends.

## **CRIMINAL OFFENSES AND DISCIPLINARY ACTIONS**

Approved Faculty Organization November 17, 2017

Students who are admitted to a School of Nursing (SON) program are required to undergo Level 2 FBI/Florida Department of Law Enforcement (FDLE) fingerprinting and Extended Criminal Background Check and drug screening prior to matriculation, annually, and as otherwise required throughout enrollment in a SON program. If the findings of the Criminal Background Check are incompatible with clinical practice site requirements or eligibility for licensure as a registered nurse in the State of Florida, or if the results of a drug screen are positive without a satisfactory explanation, the student will be dismissed from the program. The “legal” use of a drug for recreational purposes, such as cannabis, is not a satisfactory explanation.

A nursing student who is arrested, charged with, or otherwise receives notice of a criminal offense or violation of any rule or regulation that may result in disciplinary action, on or off-duty, must promptly (within 24 hours) inform the MSN Nurse Educator Program Director, the School of Nursing Director, and the Office of Student Conduct of the arrest and the nature of the charges and/or violation, as applicable.

Failure to notify the MSN Nurse Educator Program Director and the School of Nursing Director of an arrest, charge, or violation is grounds for dismissal from the School of Nursing, regardless of whether the arrest or charges lead to conviction or the violation results in disciplinary action.

Students arrested or charged for a criminal offense or facing disciplinary action will be immediately suspended from the School of Nursing pending resolution of the matter. Any nursing student who is arrested, charged with, or otherwise receives notice of a criminal offense or violation of any rule or regulation that may result in disciplinary action, on or off-duty, is expressly prohibited from attending clinical practice at any clinical site and all nursing classes until the matter is resolved and the MSN Nurse Educator Program Director and/or the School of Nursing Director give the student written permission to do so. The School of Nursing will impose a registration Hold while the student is on a suspension, which restricts the student from registering for classes.

A nursing student charged with a drug offense or DUI is also subject to reporting and disciplinary action under the SON Chemical Impairment Policy, the [FGCU Student Code of Conduct](#), and applicable laws and regulations governing the practice of nursing.

Upon conclusion of the legal and/or disciplinary proceedings, the MSN Nurse Educator Program Director and School of Nursing Director will determine whether the student will be allowed to continue in the School of Nursing. If a student is not cleared to return from suspension after two (2) consecutive semesters, the student will be dismissed from the MSN Nurse Educator Program. Re-enrollment is not guaranteed, and the student may be dismissed from the School of Nursing regardless of the outcome of the legal proceedings and/or disciplinary action.

A student who is allowed to return from suspension must meet with the MSN Nurse Educator Program Director to request removal of the registration Hold and may be required to test for competence in previously taken courses and complete work as necessary. Permission to return to the School of Nursing following an arrest, conviction, or disciplinary action does not guarantee that a student will be permitted to return to clinical sites, successfully complete the MSN Nurse Educator Program, or meet the requirements for licensure, certification, and/or employment in the nursing profession or specialty upon graduation.

## **EMAIL POLICY**

E-mail is an important communication tool used in the School of Nursing. Upon Admission to FGCU, all students are assigned an e-mail address that is accessible from any computer via the web page located at FGCU Webmail at <http://email.fgcu.edu>.

The FGCU assigned eagle e-mail address is the only address used by School of Nursing faculty to communicate with students via e-mail. Students are responsible and accountable for information sent via this e-mail address and should frequently check e-mails. Faculty in the School of Nursing may use email to communicate information, announcements, and memoranda. Course information such as assignments, handouts, and schedule changes will also be communicated through the email function in the Learning Management System (Canvas).

Students should communicate any problems with e-mail to faculty and/or Student Services Department of Student Information Systems and Technology. The ability to receive and read e-mail, open attachments, and access online information is vital to success in the FGCU School of Nursing Nurse Educator Program.

**Students should be aware that e-mails and voice mails in the FGCU system are public record. Correspondence intended to be confidential should be made in person, by mail or other confidential method.**

## **FACULTY EVALUATION OF STUDENTS**

Written evaluations of the student's classroom and practice performances are completed by faculty; the feedback is used for validation of the student's strengths and strategies for improvement.

All didactic and clinical faculty members complete formative and summative evaluation for each student's classroom and clinical performance. Faculty members who teach a didactic course provide a letter grade for each student at the end of the course, based on the grading methodology written in the course syllabus.

## **GRADING SYSTEM**

Grading methodology is described in the course syllabi and applied consistently. Plus and minus grades are not awarded in the School of Nursing.

<u>Numerical Grade Range</u>	<u>Letter Grade</u>
92 - 100	A
82 - 91	B
71 - 81	C*
62 - 70	D**
< 62	F**

\* A GRADE OF "C" results in Probation

\*\* A Grade of "D" or "F" results in Program dismissal

## **GRADUATION REQUIREMENTS**

Students must submit an *Application to Graduate* in the term of their expected graduation by the deadline noted in the academic calendar. All incomplete grades must be cleared prior to the application deadline. The School of Nursing and FGCU require completion of all required coursework in a major.

**The following are minimum requirements for the Master's degree:**

- Students must apply for graduation in the semester in which they expect to graduate. Students should refer to the academic calendar for specific deadline information. Posted deadlines are strictly adhered to.
- Students must complete a minimum of one (1) credit hour during the semester in which they apply for graduation.
- Apply for graduation by the semester deadline indicated in the University calendar.
- Earn a minimum of thirty (30) credit hours with a minimum 3.0 GPA on a 4.0 scale.
- Earn more than 50% of the credit hours toward the degree through FGCU.
- In addition, the following graduation requirements must be completed by the MSN Nurse Educator students. Graduates must complete:
  - Professional Portfolio
  - Capstone Project

## INFORMATION SHARING POLICY

Information about students is normally considered to be confidential. However, since students in the Nurse Educator Program are involved in direct patient care there are exceptions. E-mail addresses, physical addresses, phone numbers and other personal contact information must be shared with the clinical sites so that provisions for patient care can be made. Additionally, student information which could impact on patient care, including but not limited to, academic performance and personal health information will be shared with clinical faculty on a need to know basis.

## PROFESSIONAL STANDARDS

Students are expected to dress appropriately and behave in a professional manner at all times in the classroom, laboratory setting, simulation labs, and all clinical practice settings. Students are expected to comply with the *American Nurses Association Code of Ethics for Nurses with Interpretive Statements* and the *Florida Nurse Practice Act*. These documents are available at:

- *American Nurses Association Code of Ethics for Nurses with Interpretive Statements* available at <http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html>
- *Florida Nurse Practice Act* available at [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0400-0499/0464/0464.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0464/0464.html)
- *National League for Nurses Scope of Practice for Academic Nurse Educators*

Violations of the Nurse Practice Act will be reported to the Florida State Board of Nursing.  
Approved 7/2010.

## SCHOOL OF NURSING CIVILITY POLICY **Approved by Faculty Organization December 18, 2017**

The learning environment (classroom, virtual classroom, simulation, laboratories, practice sites, hallways, offices etc.) in which students gain knowledge, values, and competencies is co-created by all who enter into this environment. Students in the School of Nursing conform to, and express themselves in conventional patterns of social behavior. Such behavior is consistently expressed through social politeness, keen sensitivity, respect, and courteous treatment to others. Disruptive Behavior on campus will be managed through the [FGCU Classroom Management](#) process. Disruptive behavior in clinical settings may result in removal from practice and an Unsatisfactory grade in the course.

## SCHOOL OF NURSING LEAVE OF ABSENCE POLICY AND PROCEDURE **Approved by Faculty Organization November 17, 2017**

A student may apply for a leave of absence (LOA) from A School of Nursing Program due to illness, family emergency, or other extenuating circumstances. A LOA may be granted for a maximum length of two (2) consecutive semesters, and students may not seek more than two (2) semesters of LOA during their enrollment in the School of Nursing. Fall, spring, and summer are all semesters in the School of Nursing. Withdrawal from courses during a semester for academic reasons or suspension does not constitute a LOA.

A student seeking a LOA must meet with the MSN Nurse Educator Program Director to determine a plan to ensure knowledge and competencies are at the expected level upon return to the MSN Nurse Educator Program. A LOA form (Appendix E) must be completed and signed by the MSN Nurse Educator Program Director and the student's Faculty Advisor. Once signed, the LOA form must be submitted to the School of Nursing.  
Current: Fall 2021

Nursing Director for approval. The student will be notified by the School of Nursing Director if the LOA request has been approved.

The School of Nursing will impose a registration Hold while the student is on a LOA, which restricts the student from registering for classes. A student returning from an approved LOA must meet with the MSN Nurse Educator Program Director in order to remove the Hold and register for classes. A student returning from an approved LOA may be required to test for competence in previously taken courses and complete work as necessary. If a student does not return after two (2) consecutive semesters, the student will be dismissed from the MSN Nurse Educator Program.

### III. MSN NURSE EDUCATOR CLINICAL PRACTICE POLICIES AND GUIDELINES

#### AMERICAN HEART ASSOCIATION BLS

Students are to maintain current Basic Life Support (BLS) certification throughout their entire MSN Nurse Educator Program. A student who does not have current BLS certification will not be allowed to enroll and/or maintain enrollment in MSN Nurse Educator Program courses. It is the student responsibility to ensure BLS Certification is current at all times. Students must obtain BLS certification from the American Heart Association by completing the HeartCode BLS Course **AND** a BLS hands-on skills session and testing conducted with an AHA Instructor. This applies to initial and subsequent renewals. The School will not accept any other certification. The School of Nursing does not offer BLS certification classes. Supporting evidence of current BLS certification must be submitted by the student directly into the CastleBranch student tracker area.

Please check the following website for the American Heart Association HeartCode **BLS course**

[https://www.onlineaha.org/courses?filter\\_category=BLS+-+Basic+Life+Support#](https://www.onlineaha.org/courses?filter_category=BLS+-+Basic+Life+Support#)

Hands-on skills session information is at <https://www.onlineaha.org>

#### BACKGROUND CHECKS

In order to meet requirements of various clinical agencies where MSN Nurse Educator students have practice experiences, students are required to have background checks. An MSN Nurse Educator student with background check results that prevent placement at clinical sites may not be able to continue in the program. FGCU School of Nursing requires both of the following:

1. **Level 2 Background Check: Federal Bureau of Investigation (FBI) and Florida Department of Law Enforcement (FDLE).** This is a Background Check facilitated through Castle Branch that involves fingerprinting. Students must have fingerprinting on admission, then annually and as otherwise notified by the program or clinical agencies. Students must have fingerprinting completed at least six weeks prior to the first day of classes and follow the instructions provided by the School of Nursing. Students will be required to sign a waiver prior to scheduling a background check. The background screening includes drug test, criminal search, finger printing.
  - **Students will have an annual Level 2 Criminal Background check completed by August 1 each year in the Program.**
  - If the findings are incompatible with clinical practice site requirements or eligibility for licensure as a nurse practitioner in the state of Florida, the student will be dismissed from the MSN Nurse Educator program.

- If the findings do not impact clinical practice site requirements or eligibility for licensure as a nurse in the state of Florida, the student will sign a waiver allowing the Director of the School of Nursing to send a notification to any requesting clinical practice facility. A copy of such notification will also be placed in the student's file.

## CELL PHONE POLICY

The use of cellular phones, text messaging and internet devices, including devices for videotaping, photography, audio/video taping or any other multimedia device **is prohibited** in clinical practice and in the classroom except for use related to an assignment in the classroom. Students in violation of this policy may be placed on probation.

## CLINICAL INCIDENTS

Students must report any patient incidents or student injuries immediately as per clinical agency and or FGCU policies. Students must also report any patient incidents or student injuries to the course faculty and the Program Director within one business day.

## CORE PERFORMANCE STANDARDS

The faculty of the School of Nursing endorses the guidelines of the Southern Regional Education Board (SREB) Council for Collegiate Education for Nursing Education and has adopted Core Performance Standards. The FGCU School of Nursing Core Performance Standards (Standards) are the essential eligibility requirements for the School of Nursing and set forth the essential cognitive, sensory, affective, and psychomotor performance requirements that must be met throughout enrollment in an undergraduate or graduate nursing program. The Standards may be accessed at:

[https://www.fgcu.edu/mariecollege/nursing/files/SON\\_Core\\_Performance\\_Standards\\_8-25-2017-ada.pdf](https://www.fgcu.edu/mariecollege/nursing/files/SON_Core_Performance_Standards_8-25-2017-ada.pdf)

## FACULTY SITE VISITS

Faculty will conduct clinical practice sites visits periodically throughout the semester. The purposes of site visits are to:

- meet the preceptor;
- evaluate the clinical practice site for future placements;
- observe the student in the clinical practice site and in educational activities;
- gather information about the educational experience and about student progress toward meeting course learning outcomes; and
- evaluate the student's overall performance with the preceptor.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

Nurse Educator students will be working with nursing faculty and undergraduate nursing students and must have an understanding of FERPA. FERPA, also known as the Buckley Amendment is the United States Federal Law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the United States Department of Education. Students should become familiar with this law and can view additional information at the U.S. Department of Education <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> In addition, students should become familiar with FGCU's FERPA information available at <https://www.fgcu.edu/recordsandregistration/guidelines/ferpa/>

## FLORIDA RN LICENSE & CURRENT REGISTRATION

Students must maintain current, unrestricted licensure as a Registered Nurse in the State of Florida to be eligible for clinical instruction at any clinical location. Proof of current Florida RN licensure must be submitted to the School of Nursing and kept in the MSN Nurse Educator Student Professional Portfolio.

## HEALTH INSURANCE

Students are strongly encouraged to carry their own major health insurance for the entire time they are in the Nurse Educator Program. Students are encouraged to compare policies and coverage before entering the Program. The University student health clinic provides free, or low-cost, non-urgent care for all registered students and also offers cost-effective major medical health insurance coverage to registered students.

Students who are injured at a clinical affiliate site are examined/treated per the policies/procedures for that facility. Students must report any injuries to the Clinical Coordinator and the Program Director within one business day. If treated at the facility, the hospital/clinic bills the student's insurance carrier, or charges the student, for all care given. **THE UNIVERSITY, SCHOOL, AND/OR PROGRAM ARE NOT FINANCIALLY RESPONSIBLE FOR HEALTH CARE CHARGES INCURRED BY STUDENTS.**

## IMMUNIZATIONS AND SCREENING TESTS

All students are required to maintain current immunization/screening throughout their entire program. A student who does not have current immunization/screening requirements met will not be allowed to enroll and/or maintain enrollment in nursing courses.

Students are required to submit proof of immunization/screening into Typhon. It is the responsibility of the student to update immunization/screening during the program and to submit relevant updated documentation into Typhon. The School of Nursing requires the following immunization/screening:

- Positive Varicella (*Chicken Pox, Herpes Zoster*) titer test
- Current Tdap (within 10 years)
- TB (PPD) screening test on NURSE EDUCATOR Program admission and annually thereafter. *A positive test result must be followed up with a chest x-ray and annual TB cough assessment form to verify inactive status.*
- Flu Vaccine is required annually (notification of when due will be emailed to students each year.
- Positive Hepatitis B Titer

Hepatitis B Virus (HBV) infection is a known blood-borne disease with serious implications for health care workers which kills about 200 workers and infects thousands more each year.

Although much more infectious than human immunodeficiency virus (HIV) (risk 7 to 30 percent following percutaneous exposure to a hepatitis surface antigen carrier), it is less often fatal than HIV and HBV is completely preventable by immunization. Given these circumstances, the School of Nursing adheres to the following guidelines, when the titer does not prove immunity:

- Students are required to present documentation of the initiation of series of HBV immunization on admission to the graduate program and documentation of completed HBV series no later than six months after enrollment, or student must sign waivers and assume liability.
- Hepatitis B vaccines are given in a series of 3 injections. Injection #1 is followed one month later by injection #2. Injection #3 is given 6 months later. **Vaccines** are available through private medical providers, the Lee or Naples County Health Departments, and the

University Student Health Services.

*Approved 1/2003; Reviewed 7/2015.*

- Please note that additional immunizations/screenings may be required by clinical agencies of the School of Nursing during the academic year.

## **NURSE EDUCATOR CLINICAL PRACTICE GUIDELINES**

Nurse Educator students will engage in approved clinical practice activities related to specific courses. The Nurse Educator Program Director will assist students with identifying possible clinical practice sites and preceptors based on appropriateness to the specific course and required learning outcomes. **All clinical practice sites must have current affiliation agreements with FGCU School of Nursing in place.**

### ***Student Role and Responsibilities***

It is important for students to recognize his/her role as a MSN Nurse Educator student and related role and responsibilities in the practice setting. Students must:

- Establish preceptor's willingness to serve as a preceptor
- Provide preceptor with ***Preceptor Guidebook***
- Ensure completion of the ***Preceptor Agreement***
- Ensure submission of the ***Preceptor Agreement*** and ***Preceptor's Resume/Curriculum Vitae*** to the Program Director
- Submit individualized ***learning goals*** for practice experience
- Establish a mutually agreeable schedule for practice time with the preceptor.
- Arrive to the practice experience prepared to perform in accordance with course learning outcomes, individualized goals, and assigned learning activities
- Maintain currency of all MSN Nurse Educator program requirements
- Follow policies and procedures established in the practice site and keep the preceptor informed of all learning activities
- Participate in joint conferences with the preceptor and course faculty
- Maintain accurate records of practice time using ***Clinical Practice Logs*** and ***Weekly Practice Journals***
- Complete and submit practice site evaluations and student evaluation of preceptors at the end of each practice course

### ***Faculty Role and Responsibilities***

The MSN Nurse Educator Program Director and Course Faculty assume ultimate responsibility or student education. Faculty use several methods to ensure a successful practice experience for students such as communication with the preceptor, regular reviews of student work and practice journals, reviewing evidence from preceptors, direct observation of student, and evaluating assignments as outlined in the course syllabus. Faculty must:

- Evaluate practice sites for appropriateness of learning experience
- Evaluate preceptor to ensure they are academically and experientially qualified for their role as preceptor
- Ensure preceptor has the expertise to support student achievement of expected course and program outcomes
- Evaluate all documents related to the preceptorship



- Arrange at least one joint conference with preceptor and student
- Provide immediate consultation and support of preceptor if necessary
- Seek preceptor input regarding student performance
- Document student progress and specify satisfactory/unsatisfactory completion of the practice experience based on preceptor verbal input, *Preceptor Evaluation of Student*, and achievement of course specific learning outcomes and program outcomes
- Review *Student Evaluation of Preceptor* and *Practice Site Evaluation* at the end of each semester and make revisions based on student feedback

### **Preceptor Role and Responsibilities**

The Program Director and Course Faculty assume ultimate responsibility for the formal evaluation of students with the preceptor's input. The preceptor's primary role is teaching and supervising. The preceptor assists the student to integrate and apply knowledge from foundational MSN Nurse Educator courses into nursing education situations/activities. The preceptorship facilitates the student's ability to assess learning needs, identify effective educational strategies, and implement educational activities. The preceptor role models interpersonal, interprofessional, and intraprofessional skills. Additionally, the preceptor models the role of the nurse educator. Preceptors must:

- Sign the *Preceptor Agreement* and submit along with a Resume/Curriculum Vitae to the Program Director
- Provide a safe environment in which the student may observe and participate in educational activities in a healthcare or academic organization
- Function as a role model
- Provide leadership and supervision for the student
- Review and sign the student's *Clinical Practice Logs*
- Participate in at least one joint conference with student and course faculty to discuss student progress
- Observe student's during educational activities
- Provide frequent feedback to student on performance
- Consider student response to feedback as part of the evaluation process
- Compare student performance with practice standards, course outcomes, and program outcomes
- Complete the *Preceptor Evaluation of Student* at midterm and end of the semester as required by specific course
- Notify Program Director or Course Faculty immediately when student performance is in question

### **PROFESSIONAL ATTIRE and NAME TAGS REQUIREMENT**

Students must present a professional appearance in the practice setting. Professional dress and a white  $\frac{3}{4}$  length lab coat with the FGCU patch available through Scrubin <https://fgcu.scrubin.com/Master-of-Science> is required during all nurse educator practice experiences (no jeans, shorts, sweats, open-toed shoes).

Nurse educator students **should not wear scrubs** unless in a clinical area where staff are required to wear scrubs (i.e. labor and delivery, surgery, etc...). FGCU School of Nursing name tags (with Flu Sticker) are to be worn by students **at all times** when involved in FGCU related experiences. Students must wear lab coats and FGCU name tags anytime on campus related to this course.

**Remember, MSN Nurse Educator students are role models for all nursing students. Students look up to MSN Nurse Educator students. Please follow the guidelines for students:**

- School of Nursing name tag.
- Hair neatly groomed and off collar. Beards trim.
- Appropriate undergarments must be worn and not visible under attire.
- Clothing clean, pressed, and neat.
- Jewelry limited to watch, plain band wedding ring and engagement ring, and **one** pair small post earrings. Ear gauges should be covered with flesh- tone retainers. No necklaces, dog tags, nose/eyebrow/lip/cheek piercings etc. allowed.
- No visible tattoos. Visible tattoos must be appropriately covered.
- Short (no longer than ¼ inch) and well-groomed nails with clear nail polish or no polish (according to CDC guidelines). No artificial or gel nails of any type.
- Appropriate personal hygiene is expected with no use of perfumes/colognes and no cigarette smell.

## PROFESSIONAL LIABILITY INSURANCE

MSN students are required to provide evidence of current liability insurance when enrolled in the practice courses. If you already have individual RN liability insurance they can make an amendment to your current policy for an additional fee which will cover you in your scope of practice as a MSN Nurse Educator student. The following table provides sampling of insurance providers, costs, and coverage.

Name	Phone Number	Address
Nurse Guard	1-800-221-4904	Cotterell, Mitchell & Fifer, Inc. 99 Hudson Street. New York, NY 10013 <a href="http://www.cmfgroup.com">www.cmfgroup.com</a>
Marsh Affinity Group Services/American Nurses Association	1-800-503-9230	8515 Georgia Avenue Suite 400 Silver Spring, MD 20910 (301) 628-5000 (301) 628-5001 (fax) <a href="http://www.proliability.com">www.proliability.com</a>

## SOCIAL MEDIA POLICY *Approved by Faculty Organization 1-27-2014*

### INTRODUCTION

Nurses have a responsibility to understand the benefits and consequences of participating in social media. Students must consider important concepts and a number of principles when functioning within the virtual world of social media in order to maintain their own reputation, the reputation of the School of Nursing, and that of nursing as the most trusted profession. This policy encompasses personal and professional social media use.

### IMPORTANT CONCEPTS

To understand the appropriate use of social media, it is important to understand confidentiality and privacy in the context of nursing education.

- **Privacy** The patient sharing personal and health information with the expectation that they are treated with dignity and respect and the information will remain confidential.
- **Confidentiality** Safeguarding patient information.
- **Protected Health Information (PHI)** Any and all information covered by Health Insurance Portability and Accountability Act (HIPAA) such as a patient's health status, provision of health care, payment for health care and medical record that can be linked back to a specific individual.
- **Confidential personal or nonpublic proprietary information** Information about other students, families, FGCU faculty, staff, alumni, and clinical institutions and employees such as any non-public personal and financial information, pictures, sound/video recording without consent, computer codes/passwords.

### TYPES OF SOCIAL MEDIA

Social media is defined as web-based and mobile technology used for interactive communication. Regardless of the type of social media, students are responsible for content they post, text, share and promote. Examples of social media may include (but are not limited to) the following:

- Blogs – Blogger, LiveJournal, Xanga
- Microblogs – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter
- Podcasts – Blubrry
- Social networks – Allnurses.com, Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut, Second Life, SnapChat, Instagram, TikTok, and others
- Social news sharing – Digg, Flickr, Instagram, Reddit, Snapchat
- Social bookmarks/social tags – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosts – Vimeo, YouTube

### POLICY STATEMENT

The School of Nursing recognizes that social networking provides opportunities such as communication about the nursing profession, discussion of nursing and health related information, and the dissemination of research and evidence-based practice. However, privacy is a fundamental ethical and legal obligation for all nurses; therefore, the School of Nursing embraces the American Nurses' Association Principles for Social Networking (ANA, 2011) as guiding principles:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

Students should represent Florida Gulf Coast University (FGCU) and the School of Nursing in a fair, accurate, ethical, and legal manner while engaging in all internet activities. Official School of Nursing electronic communication regarding School business, academic schedules, academic classes will occur through School-sanctioned channels such as FGCU email, Canvas, listservs, and FGCU websites. When interacting on social media, students must be cognizant that information may be public for anyone to see and can be traced back to you as the individual. **Students are prohibited from disclosing through social media information such as (but not limited to) the following:**

- Patient protected health information as defined by HIPAA, including identifiable information concerning patients, clients, and clinical rotations and locations.
- Clinical discussions for the purpose of education that include any identifiable information related to patients or clinical institutions and employees.
- Location of clinical sites
- Confidential or non-public proprietary information including photos or videos of patients, patient families, students, faculty, staff, and clinical institutions and employees.
- Comments that are damaging to FGCU, other students, faculty, adjuncts, clinical instructors, staff, and clinical institutions and employees.
- Comments that are threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Postings that are in violation of any state or federal laws.
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Nursing faculty and students have an obligation to immediately report any violations of privacy and confidentiality.

### CONSEQUENCES

Improper use of social media may violate state and federal laws established to protect patient privacy and confidentiality and can result in both civil and criminal penalties. Inadvertently or unintentionally breaching privacy and confidentiality may result in disciplinary action including:

- Failure in a course
- Report/Notification to the Dean of Students
- Student Conduct Hearing
- Dismissal from the clinical site, simulation or laboratory
- Dismissal from the Nursing Program
- Being reported to the Florida Board of Nursing

Students are legally responsible for any and all communications on social media websites. If you make a mistake, admit it immediately. Faculty and staff can assist you in finding a solution, potentially avoiding any harmful implications.

### References/Resources

American Nurses Association. (2011). *Principles for social networking and the nurse*. Retrieved from: <http://nursingworld.org/principles>

- Cronquist, R., & Spector, N. (2011). Nurses and social media: Regulatory concerns and guidelines. *Journal for Nursing Regulation*, 2(3), 37-40.
- NCSBN. (2011). *A nurse's guide to the use of social media*. [Brochure]. Retrieved from: [https://www.ncsbn.org/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/NCSBN_SocialMedia.pdf)
- National Student Nurses' Association. (n.d.). *Recommendations for: Social media usage and maintaining privacy, confidentiality, and professionalism*. Retrieved from [http://www.nсна.org/Portals/0/Skins/NSNA/pdf/NSNA\\_Social\\_Media\\_Recommendations.pdf](http://www.nсна.org/Portals/0/Skins/NSNA/pdf/NSNA_Social_Media_Recommendations.pdf)
- Skiba, D.J. (2011). Nursing education 2.0: The need for social media policies for schools of nursing. *Nursing Education Perspectives*, 32(2), 126-127.
- Spector, N., Kappel, D., (September 30, 2012). Guidelines for using electronic and social media: The regulatory perspective. *OJIN: The Online Journal of Issues in Nursing* 17(3), Manuscript 1.

## **UNSAFE/UNPROFESSIONAL BEHAVIOR POLICY AND PROCEDURE**

*Approved by Faculty Organization December 18, 2017*

Students must meet academic and professional standards of behavior at all times and adhere to clinical agency policies and procedures when in clinical practice to ensure client safety and well-being. Where there is Unsafe or Unprofessional Behavior, a student may be removed from clinical practice, clinical practice courses, and/or didactic courses to maintain client safety and well-being as well as the safety and well-being of other students, faculty, and agency personnel.

Although students will normally be notified during the semester when they are not meeting expectations, it should be understood that egregious deviations from the standards of care or other actions jeopardizing patient safety or unprofessional conduct may result in failure of a course and/or dismissal from a School of Nursing (SON) Program from a single incident in which no notification can be reasonably made.

Examples of Unsafe/Unprofessional Behaviors include, but are not limited to, the following:

- Inadequate preparation for the clinical assignment
- Careless or negligent behavior when caring for a client
- Providing care without the supervision of an Advanced Practice Nurse
- Failure to timely report an omission or error in care
- Falsifying patient or other records
- Breach of client confidentiality
- Breach of professional code of ethics
- Breach of School of Nursing policies related to personal electronic devices and social media
- Breach of School of Nursing Civility Policy
- Breach of Academic Standards
- Failure to adhere to agency policies and procedures
- Absence from clinical practice without appropriate notification to MSN Nurse Educator Program Director and Preceptor
- Chronic tardiness
- Impairment (e.g., drugs and/or alcohol; sleep deprivation; prescribed medications, positive drug screen)
- Non-adherence with School of Nursing practice attire/professional presentation requirements
- Violation of University Student Academic Behavior Standards and/or Student Code of Conduct

- Breach of School of Nursing or MSN Nurse Educator Program policies and/or guidelines
- Working by title or function [as a nurse, advanced practice nurse, nurse anesthetist], regardless of whether monetary compensation is received, while enrolled this item does not apply to MSN Nurse Educator students.
- Insubordination

MSN Nurse Educator Program-specific examples of Unsafe/Unprofessional Behavior include, but are not limited to, the following:

1. Unsatisfactory clinical practice performance, such as:
  - a. Breach of FERPA regulations.
  - b. Breach of HIPPA regulations.
  - c. Failure to carry out assigned duties in the clinical practice setting.
  - d. Failure to complete required weekly logs or documentation.
  - e. Violation of clinical practice site regulations or policies and procedures.
  - f. Inappropriate use of technological devices in the clinical practice setting (i.e. cell phone, cameras etc)
  - g. Mistreatment of a patient.
  - h. Level of incompetence representing a threat to patient safety.
  - i. Falsification of document records.
  - j. Insubordination or failure to follow direct instructs from faculty or clinical practice preceptor.
2. Unprofessional/Uncivil behavior by a MSN Nurse Educator Student towards faculty, staff, or clinical practice preceptor and violation of acceptable standards of decorum as demonstrated by:
  - a. Argumentative behavior with staff or faculty in the clinical practice setting having potential negative effect on student success and/or patient care.
  - b. Failure to follow instructions of staff or faculty in the clinical practice setting.
  - c. Any behavior deemed by the preceptor to which the student is assigned to be disruptive or inconsistent with the proper operation of that setting.
  - d. Absenteeism and/or tardiness

Removal from clinical practice (including simulation or laboratory) may be for a single clinical assignment, the remainder of a course, or all clinical practice courses. The student may receive an Unsatisfactory (“U”) grade in the clinical practice course(s) (“C” or “L”), a Failing (“F”) grade in any co-requisite nursing theory course(s), and/or be dismissed from the School of Nursing program when evidence of Unsafe or Unprofessional Behavior has been determined.

### **Procedures for Removal and/or Program Dismissal**

- I. **Single Clinical Assignment** – When a clinical instructor has determined that a student has demonstrated Unsafe/Unprofessional Behavior during a specific clinical assignment:
  1. The clinical instructor verbally informs the student of the reason(s) why the student is being removed from clinical practice and ensures that the student immediately leaves the practice area.
  2. The clinical instructor informs MSN Nurse Educator Program Director of the circumstances giving rise to removal of the student from clinical practice.

3. MSN Nurse Educator Program Director meets with the student within three (3) school days from being removed from clinical practice to determine whether the student may return to clinical practice.
4. If MSN Nurse Educator Program Director determines that the student may return to clinical practice, MSN Nurse Educator Program Director meets with the student and provides a written Student Performance Improvement Plan (Improvement Plan), within eight (8) school days of being removed from clinical practice where practicable, that describes:
  - a. The incident or unmet standard,
  - b. How the incident or unmet standard is in conflict with expectations and objectives,
  - c. The expected outcomes required to achieve success,
  - d. The time frame for achieving the expected outcomes, and
  - e. The consequences of not successfully completing the Improvement Plan.

If more time is required for the development of the written Improvement Plan, the student will be notified within eight (8) school days from being removed from clinical practice.
5. MSN Nurse Educator Program Director monitors the student's progress toward achieving the expected outcomes and makes the final determination as to whether the student has successfully completed the Improvement Plan.
6. Failure to satisfactorily complete the Improvement Plan within the specified timeframe may result in an Unsatisfactory ("U") grade in the clinical practice course(s) ("C" or "L"), a Failing ("F") grade in any co-requisite nursing theory course(s), and/or dismissal from the School of Nursing program.
7. The student has right of grade appeal under the Student Grade Appeals procedures of the University.
8. The student will not be allowed to withdraw (W, WF, WE) from any Program courses when a removal from clinical practice is in progress, whether or not the University deadline for course withdrawal without a grade or academic penalty has passed.

**II. Removal for the Remainder of a Course-** When MSN Nurse Educator Program Director has determined that a student may need to be removed from the clinical area for the remainder of a clinical course and co-requisite nursing theory course(s) due to Unsafe/Unprofessional Behavior:

1. MSN Nurse Educator Program Director notifies the student verbally, and then in writing within five (5) school days, that he or she may not return to clinical practice, clinical course(s), and co-requisite nursing theory course(s) while a decision is pending.
2. MSN Nurse Educator Program Director reviews the student behavior, clinical course objectives and expectations, and rationale for why the student should not be allowed to return to the clinical practice, clinical course(s), and co-requisite nursing theory course(s).
3. MSN Nurse Educator Program Director meets with the student within ten (10) school days of being removed from clinical practice, clinical course(s), and co-requisite nursing theory course(s) to discuss the issues prior to making the determination as to whether the student should be allowed to return to the clinical setting.
4. If MSN Nurse Educator Program Director determines that the student may return to clinical practice, MSN Nurse Educator Program Director meets with the student and provides a written Student Performance Improvement Plan (Improvement Plan), within fifteen (15) school days of being removed from clinical practice where practicable, that describes:
  - a. The incident or unmet standard,
  - b. How the incident or unmet standard is in conflict with expectations and objectives,

- c. The expected outcomes required to achieve success,
  - d. The time frame for achieving the expected outcomes, and
  - e. The consequences of not successfully completing the Improvement Plan.
- If more time is required for the development of the written Improvement Plan, the student will be notified within fifteen (15) school days from being removed from clinical practice, clinical course(s), and co-requisite nursing theory course(s).
- 5. MSN Nurse Educator Program Director monitors the student's progress toward achieving the expected outcomes and makes the final determination as to whether the student has successfully completed the Improvement Plan.
  - 6. If the student fails to satisfactorily complete the Improvement Plan within the specified timeframe, the student will not be allowed to return to the clinical setting, and the rationale is documented. A grade of Unsatisfactory ("U") will be awarded in the clinical course as well as a Failure ("F") in any co-requisite nursing theory course(s).
  - 7. The student has right of grade appeal under the Student Grade Appeals procedures of the University.
  - 8. The student will not be allowed to withdraw (W, WF, WE) from any School of Nursing program courses when a removal from clinical course(s) and co-requisite nursing theory course(s) is in progress, whether or not the University deadline for course withdrawal without a grade or academic penalty has passed.

**III. Removal from all Clinical Courses and Co-requisite Nursing Theory Courses, and/or Program Dismissal-** When it has been identified that a student has failed to satisfactorily complete an Improvement Plan or engaged in Unsafe/Unprofessional Behavior that may warrant student removal from all clinical courses and co-requisite nursing theory courses and/or Program dismissal:

- 1. The MSN Nurse Educator Program Director sends a written request for removal or dismissal to the Student Professional Review Committee and the student along with a clear description of the circumstances giving rise to the request and supporting documentation.
- 2. The School of Nursing Student Professional Review Committee reviews the student record and any associated documentation related to the Unsafe/Unprofessional Behavior and consults with MSN Nurse Educator Program Director. The Student Professional Review Committee also meets privately with the student to afford the student an opportunity to explain his or her perceptions related to the Unsafe/Unprofessional Behavior. The Student Professional Review Committee may choose to consult with the MSN Nurse Educator Program Director during the meeting with the student. This review shall take place within ten (10) school days of the issue being brought to the Student Professional Review Committee. The student must be given written notice of the time and place at least five (5) days prior to the meeting.
- 3. The student may have, at his or her own expense and initiative, one Advisor present at the meeting with the Student Professional Review Committee. The student is responsible for completing an [FGCU Authorization to Release Education Records to a Third Party](#) with the School of Nursing before the meeting. The Advisor may be present, but he or she will not be permitted to speak for the Student or otherwise participate directly in the meeting. The meeting will not be delayed or rescheduled based on the unavailability of an Advisor.



4. The Student Professional Review Committee provides the student a written decision, within five (5) school days of meeting with the student, as to whether the student will be removed from all clinical courses and co-requisite nursing courses and/or immediately dismissed from the SON Program.
5. If the Student Professional Review Committee determines that the student will not be removed from all current clinical courses and co-requisite nursing theory courses and/or dismissed from the SON Program, the MSN Nurse Educator Program Director meet with the student within five (5) school days of the Committee's written decision to inform the student of actions and requirements to address the student's Unsafe/Unprofessional Behavior, if any. At that time, a written Improvement Plan and procedure may be initiated as described above in this policy under section II, Remainder of a Course.
6. If the Student Professional Review Committee determines that the student will be removed from all current clinical courses and co-requisite nursing theory courses and/or dismissed from the SON Program, the Committee will describe the rationale for making this determination in the written decision provided to the Student.
7. The student will not be allowed to withdraw (W, WE, WF) from any Program courses when a removal from all clinical courses and co-requisite nursing theory courses and/or Program dismissal is in progress, whether or not the University deadline for course withdrawal without a grade or academic penalty has passed.
8. Within five (5) school days of receipt of the Student Professional Review Committee's written decision, the student may submit a written request for review of the Student Professional Review Committee's decision to the School of Nursing Director. Within ten (10) school days of receipt of the student's written request for review, the School of Nursing Director will review the record and notify the student as to whether the Student Professional Review Committee's decision will be upheld.
9. Within five (5) school days of receipt of the School of Nursing Director's decision, the student may submit a written request for final review of the decision to the Marieb College of Health & Human Services (MCHHS) Dean or Dean's designee. Within ten (10) school days of receipt of the student's written request for final review, the MCHHS Dean or Dean's designee will review the record and notify the student as to whether the Committee's decision will be upheld on final review. This process may take a period of up to four weeks once initiated in writing by the student. The student will not be allowed to attend any clinical courses, or in the case of Program dismissal, any Program courses, while the student's request for review of the decision is pending.
10. Instructors, faculty, SON Program Directors, the Student Professional Review Committee, the School of Nursing Director, and the MCHHS Dean or Dean's designee may reasonably extend any deadline with written notice to the student at least 24 hours prior to the expiration of the deadline. FGCU faculty, staff, and student email accounts may be used for all written notices provided to the student and requests for review submitted by the student.
11. The Student Professional Review Committee's decision and any review(s) of the Student Professional Review Committee's decision regarding removal from all clinical courses and co-requisite nursing theory courses and/or Program dismissal due to failure to satisfactorily complete an Improvement Plan, a pattern of Unsafe/Unprofessional Behavior, or a serious single incident of Unsafe/Unprofessional Behavior are not appealable under the Student Grievance or Grade Appeals procedures of the University.

## IV. GENERAL INFORMATION

### CANVAS

“Canvas” is the name of the current FGCU Learning Management System. Students should plan to visit his/her courses on the Canvas Learning Management System a minimum of every other day.

### CONFIDENTIALITY AND PRIVACY RIGHTS

Cognizance of, and respect for, rights and privileges of others is an expectation of all within the helping professions. Faculty honor and respect the student’s privacy rights. Students honor, respect, and maintain confidences and privacy of patients and students under his/her supervision and conform to HIPPA and FERPA requirements.

### COPYING OF STUDENT RECORDS

Students may request copies of their student record. A release form requesting a copy of student record is submitted to School of Nursing or designee. Students are responsible for cost of duplicating records and mailing costs. The original release form is kept in student record after files are copied.

- Identification must be provided prior to release of record.
- Transcripts and references may not be copied or released to students.
- Copies of records will be sent to student via first class mail within one week of receipt of request.
- Student will pay \$1.00/page for copies. Payment must be received when request is submitted.
- Students may request a copy of their course practice evaluation, free of charge, during their final meeting with course faculty each semester.

### DISABILITY ACCOMODATIONS SERVICES

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

### INTELLECTUAL PROPERTY POLICY

[FGCU Policy 2.015 Student Created Intellectual Property](#) applies to intellectual property that is created by a student as part of a credit-bearing course or for degree requirements, or through independent efforts, so that the student retains interest in the intellectual property. FGCU encourages research endeavors and original creative activities by students.

Students are encouraged to present their intellectual property as a component of the MSN Nurse Educator Program. However, all posters, presentations, manuscripts, etc., must be approved by the MSN Nurse Educator Program Director and the course faculty, as applicable, prior to submission for publication or presentation. **Please see Appendix D for the Intellectual Property Policy and Acknowledgment Form.**

## **NAME AND ADDRESS CHANGE**

Upon admission to the School of Nursing, all students must provide and maintain a current address and phone number(s) where they can be contacted by the School of Nursing. It is a student responsibility to report any name or address change to the Office of the Registrar.

## **NURSE FACULTY LOAN PROGRAM**

Florida Gulf Coast University School of Nursing is a recipient of the Health Resources and Service Administration (HRSA) Nurse Faculty Loan Program (NFLP). The purpose of the NFLP is to increase the number of qualified nursing faculty nationwide. The program allows the FGCU School of Nursing to make loans\* from the fund to assist registered nurses in completing their graduate education to become qualified nurse faculty.

The NFLP provides partial loan forgiveness to students enrolled in advanced education nursing degree programs who are committed to become nurse faculty. In exchange for full-time post-graduation employment as nurse faculty or clinical educator/preceptor, the program authorizes cancellation of up to 85% of any such loan (plus interest thereon). Additional information regarding the NFLP can be accessed on the HRSA Website: <https://www.hrsa.gov/grants/find-funding/hrsa-20-004>

Although the NFLP is not a need based program, all students must complete a Free Application for Federal Student Aid (FAFSA) application. Students can access the FAFSA application here: <https://studentaid.gov/>

Additional information about the NFLP along with application can be found in your program specific portal on canvas.

## **SCHOLARSHIPS**

FGCU offers various funding sources for graduate studies. University Foundation Scholarships awarded on the basis of academic achievement, financial need, and/or other specifications set by donors. To apply for FGCU Foundation Scholarships, students must fill out the online scholarship application. The application will be available on-line annually between November 15<sup>th</sup> and March 1<sup>st</sup> for the following academic year. Useful links for scholarship information are:

[Financing Graduate Studies](#)

[Foundation Scholarships](#)

## **STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES**

Student representatives are invited to serve on the Graduate Curriculum Committee, and Graduate Admission and Progression Committee. Student representatives on these committees have the following

Current: Fall 2021

responsibilities:

- Attend committee meetings and notify Chair if unable to attend
- Share with committee ideas and student body views on issues, concerns, and suggestions
- Keep student body informed of committee issues, concerns, and suggestions
- Save agenda/minutes for inclusion in Professional Portfolio

## **TAU ZETA CHAPTER, SIGMA THETA TAU INTERNATIONAL HONOR SOCIETY OF NURSING**

The Florida Gulf Coast University Honor Society of Nursing was formed in 1998 with goal of becoming an official chapter of Sigma Theta Tau International (STTI) in November 2003. The Chartering ceremony was held April 10, 2004. One hundred thirty-seven members were inducted into the new Tau Zeta Chapter of Sigma Theta Tau International Honor Society of Nursing.

Purposes of the Tau Zeta Chapter of STTI Honor Society of Nursing are to: recognize superior achievement; develop leadership qualities in members; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. All members of Tau Zeta demonstrate superior scholastic achievement, academic integrity, professional leadership potential, and/or marked achievement in the discipline of nursing.

For Membership **Graduate students must:**

- Have completed 1/4 of the nursing curriculum
- Have at least a GPA of 3.5 (based on a 4.0 grading scale)
- Meet the expectation of academic integrity

## V. DISCLAIMER AND RESERVATION OF RIGHTS

The Nurse Educator Program Guidebook includes general information about the Nurse Educator Program as well as information on policies, procedures, and course information. This Guidebook is supplementary to and should be read in conjunction with the current *FGCU Academic Catalog*, *FGCU Graduate Student Handbook*, *FGCU General Graduate Academic Policies*, *FGCU Student Guidebook*, and *Student Code of Conduct*. Students are required to follow all guidelines, rules, and regulations as they relate to FGCU, Marieb College of Health & Human Services, the School of Nursing, and the Nurse Educator Program. However, the FGCU Nurse Educator Program reserves the right to revise, withdraw, amend, modify, and/or add to the foregoing policies, procedures, and information at any time without notice or obligation. Any such changes shall be immediately applicable to all Nurse Educator Program students. Current FGCU documents are available at the following websites:

[\*FGCU Academic Catalog\*](#)

[\*FGCU General Graduate Academic Policies\*](#)

[\*Student Code of Conduct\*](#)

## VI. APPENDICES

**APPENDIX A**

**Florida Gulf Coast University School of Nursing  
MSN Nurse Educator Program**

**STUDENT GUIDEBOOK RECEIPT ACKNOWLEDGMENT**

I, \_\_\_\_\_, acknowledge that I have received an electronic copy of the MSN Nurse Educator Program Student Guidebook 2020-2021 and agree to abide by all of the rules and regulations contained therein. I further acknowledge that I have had the opportunity to question and have received adequate explanations regarding the Guidebook contents and my rights and responsibilities in the MSN Nurse Educator Program’s Student Due Process procedures. I understand that the MSN Nurse Educator Program Policies, Procedures and Student Guidebook remain under review and any section or part may be revised without notice or obligation during my tenure in the program and that I will be responsible for abiding to any such revisions.

\_\_\_\_\_  
Student Signature and Date

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Faculty Witness Signature and Date

\_\_\_\_\_  
Faculty Witness Name (printed)

## APPENDIX B




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*FLORIDA GULF COAST UNIVERSITY*

10501 FGCU BLVD. S., FT. MYERS, FL 33965-6565, WWW.FGCU.EDU

### **Video Tape Recording and Photograph Authorization, Release and Indemnification**

Subject: \_\_\_\_\_

I hereby grant Florida Gulf Coast University (FGCU) and its legal representatives permission to use video tape recordings and/or photographs of me in connection with the subject/production which has been deemed for educational purposes, in any manner or form for any lawful purpose at any time. I also grant FGCU permission to use, at no charge, video tape recordings and/or photographs. I also waive any right that I may have to inspect or approve the finished product or the written copy that may be used in conjunction therewith, or the use to which it may be applied.

I release and discharge FGCU from any liability to me by virtue of alteration that may occur in the making or editing of said video tape recording and/or photographs.

I agree to indemnify and hold harmless FGCU, the State of Florida, and the FGCU Board of Trustees, arising from any events that may occur or circumstances that arise in the making of said video tape recordings and/or photographs.

I, the undersigned, am at least 18 years of age or I am the parent or guardian of a participant who is less than 18 years of age. I have read this Video Tape Recording and Photograph Authorization, Release and Indemnification and understand all its terms.

\_\_\_\_\_/\_\_\_\_\_  
**Signature of Participant (Parent if minor) / Printed Name**

\_\_\_\_\_  
**Date**

## APPENDIX C

### Florida Gulf Coast University School of Nursing Graduate/DNP Programs Simulation Participation Agreement

#### *Graduate Simulation Definition*

Simulated clinical experiences are active learning strategies involving the imitation or demonstrations of clinical experiences that are designed for competency attainment and competency assessment. Simulation involves an extensive range of low to high fidelity options including but not limited to standardized patients, web based simulation, computer based simulation, and manikin based technologies. Simulating real-life experiences offers students preparation in a safe environment allowing immediate feedback from faculty. At no time will simulated clinical experiences involve, or be for the purpose of, collecting or disclosing individually identifiable health information.

#### *General Guidelines: Simulation Lab Conduct/Behavior*

1. All users of the simulation lab must act in a manner that does not disturb the academic activities occurring in the lab.
2. No student shall infringe upon the privacy, rights, privileges, health or safety of other students in lab
3. No eating or drinking in simulation lab.
4. Do not use equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave simulation room.
5. Adherence to dress code is expected. Professional dress with white lab coat is required.
6. Photography, recording, reproducing and/or disseminating simulation activities in any form is expressly prohibited.
7. Confidentiality forms are required to be signed in each graduate course utilizing simulation.

#### *Participation*

As a student in training in a simulated patient care environment, I understand I will be both an active participant in realistic scenarios and an observer of others also participating in simulations. I understand participating in simulation-based education is part of my clinical learning experience. I will engage in and participate in the simulation fully as a professional and treat it as a realistic patient care experience. I understand all standards and guidelines set forth in the applicable program guidebook for clinical expectations will also be expectations for the simulation-based labs.

I will treat all simulated patients and simulator equipment as if they are real patients or clients. Simulation-based learning is an opportunity to experience real life patient care in a simulated



environment. I will treat all scenarios and experiences, regardless of their outcome, in a professional manner and participants and observers of simulated scenarios will treat everyone with respect.

I understand these opportunities are a learning tool and meant to be a positive learning experience. Simulated experiences maybe used for learning and practicing skills for competency assessment and attainment, as well as for student assessment and evaluation by faculty. All information about the scenarios, discussion, participants or observers will not be discussed or disclosed to anyone except those directly involved with the simulation experience and must be within the simulation learning environment. Recordings and other information from simulation sessions are educational records subject to protection under the Family Educational Rights and Privacy Act (FERPA). At no time will I collect or disclose individually identifiable health information or information that is part of a student's educational record under FERPA.

***Failure to comply with any of the above guidelines and regulations will be considered a violation of the School of Nursing Academic Behavior Standards and/or Unsafe/Unprofessional Clinical Practice (see Graduate/DNP Program Guidebook). This may result in a course failure and/or dismissal from the FGCU Nursing Program.***

I understand and agree to abide by this Simulation Participation Agreement and all standards and guidelines set forth in the applicable program guidebook for clinical expectations.

---

Signature of Participant

---

Printed Name

---

Date

## APPENDIX D

### Florida Gulf Coast University School of Nursing MSN Nurse Educator Program

#### Intellectual Property Policy Acknowledgment

Student course work completed in the MSN Nurse Educator Program abides by the Florida Gulf Coast University (FGCU) Student Created Intellectual Property policy. FGCU encourages research endeavors and original creative activities. Such work may lead to the development of new scholarship, works and inventions that stimulate learning and may lead to the discovery of new knowledge. Students are encouraged to develop Intellectual Property as part of their course work and should benefit from their efforts including securing, when applicable, patents, trademarks, or copyrights on their Intellectual Property under the following conditions:

1. Per the Intellectual Property policy of FGCU, the student gives FGCU a nonexclusive royalty-free license to mark on, modify, retain the work as may be required by the process of instruction, or otherwise handle the work as set out in the Intellectual Property policy or in the course syllabus. The University, nor the instructor, has the right to use the work in any other manner without the written consent of the student.
2. Typical instructor involvement in the student's work for the development of Intellectual Property for this MSN Nurse Educator Program is defined as limited suggestions related to topic and/or editing for improvement of the Intellectual Property. To determine the authorship of the Intellectual Property, the Intellectual Property created under these circumstances **will retain the original student as the primary author**. Future students and/or the instructor in an effort to further nursing knowledge and application to nursing practice may, **with the primary author's permission**, further the work of the primary author's Intellectual Property created in the MSN Nurse Educator Program and MSN Nurse Educator course work in subsequent semesters.
3. Significant suggestions or editing beyond that referred to in #2 to improve the Intellectual Property of the student by the instructor are considered significant, non-typical involvement in the student's creation, and as such, the instructor may be included as an additional author of the Intellectual Property **in the case of publication or presentation**. Future students in a course and/or the instructor in an effort to further nursing knowledge and application to nursing practice may at the instructor's discretion, further the original author's work created in the MSN Nurse Educator Program in subsequent semesters. The final product of the original author's Intellectual Property will retain the original author's name among subsequent contributors based on cumulative contributions.
4. Per the FGCU Intellectual Property policy, the University shall determine ownership of the works created from research or developmental activities that are collaborative efforts involving more than one student, several students among courses, or spanning several semesters, should it be necessary.
5. Intellectual Property created in courses in the MSN Nurse Educator Program shall include as authors all students having been involved in the development of the Intellectual Property from the time of its inception, as well as the course instructor, per the items above.
6. Please refer to the original Policy 2.015 in the online FGCU Policy Manual approved 12/13/2017 which supersedes the information above found at the [Office of the General Counsel website](#).

Students are encouraged to present their intellectual property, as a component of the MSN Nurse Educator Program, however, all posters, presentations, etc., must be approved by the course faculty, MSN Nurse Educator Project Advisor or MSN Nurse Educator Program Director prior to submission of applicable abstracts and presentations.

---

Student Signature and Date

---

Student Name (printed)

## APPENDIX E



**School of Nursing  
Leave of Absence Request Form**

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**Student Name:**

**Address:**

**E-mail Address:**

**Phone Number:**

**University Identification Number:**

**School of Nursing Program:**

---

*REASON FOR REQUESTING LEAVE OF ABSENCE:*

*LENGTH OF TIME OF LEAVE OF ABSENCE (no more than 2 consecutive semesters or 2 semesters total over entire program are allowed):*

*PLAN TO ENSURE KNOWLEDGE AND COMPETENCIES ARE AT EXPECTED LEVEL FOR COURSE(S) OF STUDY ON RETURN TO THE NURSING PROGRAM:*

\_\_\_\_\_ Date: \_\_\_\_\_  
Student Signature

\_\_\_\_\_ Date: \_\_\_\_\_  
Program Director Signature

\_\_\_\_\_ Date: \_\_\_\_\_  
Faculty Advisor Signature

---

**SCHOOL OF NURSING DIRECTOR:** \_\_\_\_\_ **APPROVED**

\_\_\_\_\_ **DENIED**

*COMMENTS:*

\_\_\_\_\_ Date: \_\_\_\_\_  
SON Director Signature  
Cc: Student File

**APPENDIX F**

**Florida Gulf Coast University  
School of Nursing  
Master of Science in Nursing (MSN) – Nurse Educator Program**

**Program of Study #1****Year 1**

<b><u>Fall Semester</u></b>		<b><u>Credits</u></b>
NGR 6002	Advanced Health Assessment	3
NGR 6002L	Advanced Health Assessment (45 hours clinical*)	1
NGR 6141	Advanced Pathophysiology	4
NGR 6712	Foundations of Nursing Education	<u>3</u>
		11
<b><u>Spring Semester</u></b>		<b><u>Credits</u></b>
NGR 6172	Pharmacotherapeutics	4
NGR 6811	Advanced Nursing Research	3
NGR 6713	Designing & Evaluating Nursing Curriculum	<u>3</u>
		10
<b><u>Summer Semester</u></b>		<b><u>Credits</u></b>
NGR 6710	Teaching & Assessment Strategies for Nursing Education	3
NGR 6930	Special Topics: Test Development	1
NGR 6945L	Clinical Specialty Practice (60 hours clinical*)	<u>1</u>
		5

**Year 2**

<b><u>Fall Semester</u></b>		<b><u>Credits</u></b>
NGR 6701	Academic Role of the Nurse Educator	3
NGR 6942	Nurse Educator Capstone	2
NGR 6711L	Advance Clinical Practice for Nurse Educators (120 hours clinical*)	<u>2</u>
		7
<b><u>Spring Semester</u></b>		<b><u>Credits</u></b>
NGR 6942	Nurse Educator Capstone	2
NGR 6941L	Nurse as Educator Practicum (180 hours clinical*)	<u>3</u>
		5

**TOTAL PROGRAM CREDITS: 38****TOTAL CLINICAL HOURS: 405**

\*Clinical hours are scheduled in various settings working with Master's or Doctorally prepared Nurse Educators

Graduates will be eligible to sit for the Certified Nurse Educator (CNE) Examination through the National League for Nursing (NLN) Academic Nurse Educator Certification Program (ANECP).

## APPENDIX G

**Florida Gulf Coast University  
School of Nursing  
Master of Science in Nursing (MSN) – Nurse Educator Program  
Program of Study #2**

### Year 1

<u>Fall Semester</u>		<u>Credits</u>
NGR 6141	Advanced Pathophysiology	4
NGR 6712	Foundations of Nursing Education	3
		<u>7</u>

<u>Spring Semester</u>		<u>Credits</u>
NGR 6713	Designing & Evaluating Nursing Curriculum	3
		<u>3</u>

<u>Summer Semester</u>		<u>Credits</u>
NGR 6945L	Clinical Specialty Practice (60 hours clinical*)	1
		<u>1</u>

### Year 2

<u>Fall Semester</u>		<u>Credits</u>
NGR 6002	Advanced Health Assessment	3
NGR 6002L	Advanced Health Assessment (45 hours clinical*)	1
		<u>4</u>

<u>Spring Semester</u>		<u>Credits</u>
NGR 6172	Pharmacotherapeutics	4
NGR 6811	Advanced Nursing Research	3
		<u>7</u>

<u>Summer Semester</u>		<u>Credits</u>
NGR 6710	Teaching & Assessment Strategies for Nursing Education	3
NGR 6930	Special Topics: Test Development	1
		<u>4</u>

### Year 3

<u>Fall Semester</u>		<u>Credits</u>
NGR 6711L	Advance Clinical Practice for Nurse Educators (120 hours clinical*)	2
NGR 6942	Nurse Educator Capstone	2
NGR 6701	Academic Role of the Nurse Educator	3
		<u>7</u>

<u>Spring Semester</u>		<u>Credits</u>
NGR 6942	Nurse Educator Capstone	2
NGR 6941L	Nurse as Educator Practicum (180 hours clinical*)	3
		<u>5</u>

**TOTAL PROGRAM CREDITS: 38**

**TOTAL CLINICAL HOURS: 405**

\*Clinical hours are scheduled in various settings working with Master's or Doctorally prepared Nurse Educators

## APPENDIX H

**Florida Gulf Coast University**  
**School of Nursing**  
**Master of Science in Nursing (MSN) – Nurse Educator Program**  
**Program of Study #3**

### Year 1

<u>Fall Semester</u>		<u>Credits</u>
NGR 6712	Foundations of Nursing Education	<u>3</u>
		3

<u>Spring Semester</u>		<u>Credits</u>
NGR 6713	Designing & Evaluating Nursing Curriculum	<u>3</u>
		3

<u>Summer Semester</u>		<u>Credits</u>
NGR 6945L	Clinical Specialty Practice (60 hours clinical*)	<u>1</u>
		1

### Year 2

<u>Fall Semester</u>		<u>Credits</u>
NGR 6141	Advanced Pathophysiology	<u>4</u>
		4

<u>Spring Semester</u>		<u>Credits</u>
NGR 6172	Pharmacotherapeutics	<u>4</u>
		4

<u>Summer Semester</u>		<u>Credits</u>
NGR 6710	Teaching & Assessment Strategies for Nursing Education	3
NGR 6930	Special Topics: Test Development	<u>1</u>
		4

### Year 3

<u>Fall Semester</u>		<u>Credits</u>
NGR 6711L	Advance Clinical Practice for Nurse Educators (120 hours clinical*)	2
NGR 6002	Advanced Health Assessment	3
NGR 6002L	Advanced Health Assessment (45 hours clinical*)	<u>1</u>
		6

<u>Spring Semester</u>		<u>Credits</u>
NGR 6811	Advanced Nursing Research	<u>3</u>
		3

Year 4
--------

**Fall Semester**

NGR 6942	Nurse Educator Capstone	<u>Credits</u> 2
NGR 6701	Academic Role of the Nurse Educator	<u>3</u>
		5

**Spring Semester**

NGR 6942	Nurse Educator Capstone	<u>Credits</u> 2
NGR 6941L	Nurse as Educator Practicum (180 hours clinical*)	<u>3</u>
		5

**TOTAL PROGRAM CREDITS: 38****TOTAL CLINICAL HOURS: 405**

\*Clinical hours are scheduled in various settings working with Master's or Doctorally prepared Nurse Educators

Graduates will be eligible to sit for the Certified Nurse Educator (CNE) Examination through the National League for Nursing (NLN) Academic Nurse Educator Certification Program (ANECP).

## APPENDIX I

## NURSE EDUCATOR ADVISING WORKSHEET

Name: \_\_\_\_\_ UIN: \_\_\_\_\_

Date of Admission: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Conditions (if any): \_\_\_\_\_ Specialty Focus: \_\_\_\_\_

<u>Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Practice Hours</u>	<u>Semester</u>	<u>Grades</u>
NGR 6002	Advanced Health Assessment	3		_____	_____
NGR 6002L	Advanced Health Assessment - Practice	1	45	_____	_____
NGR 6141	Advanced Pathophysiology	4		_____	_____
NGR 6172	Pharmacotherapeutics	4		_____	_____
NGR 6701	Academic Role of the Nurse Educator	3		_____	_____
NGR 6712	Foundations of Nursing Education	3		_____	_____
NGR 6710	Teaching & Assessment Strategies for Nsg Ed.	3		_____	_____
NGR 6711L	Advance Clinical Practice for Nurse Educators	2	120	_____	_____
NGR 6713	Designing & Evaluating Nursing Curriculum	3		_____	_____
NGR 6811	Research	3		_____	_____
NGR 6930	ST: Test Development	1		_____	_____
NGR 6949L	Nurse as Educator Practicum	3	180	_____	_____
NGR 6942	Nurse Educator Capstone	4		_____	_____
NGR 6945L	Clinical Specialty Practice	1	60	_____	_____
<b>Totals</b>		<b>38 Credits</b>	<b>405 Practice</b>	_____	_____

**Other Requirements:**

1. Portfolio Completed  Yes  No
2. Capstone Project Completed  Yes  No

**Title of Capstone Project:**

\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

Graduation Requirements Met  Yes  No\_\_\_\_\_  
MSN Nurse Educator Program Director Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Second Signature – Verification Graduation Requirements Met\_\_\_\_\_  
Date







**School of Nursing  
Student Performance Improvement Plan**

---

**Student Name:**

**Program:**

**Course:**

**Course Faculty:**

**Program Director:**

**Semester/Year:**

---

*Standards and behaviors essential to developing your professional role as a graduate from this program are outlined in the FGCU Student Code of Conduct, School of Nursing MSN Nurse Educator Program Guidebook, and course syllabi. Adherence to such standards and behaviors is absolutely critical; therefore, expectations remain constant in every classroom and practice experience throughout the program. This Student Performance Improvement Plan is established for the purpose of assisting you in transforming specific, identified behaviors impeding your successful progress through the MSN Nurse Educator Program. You will work with your course faculty and Program Director as outlined below. Failure to meet the terms outlined in this Student Performance Improvement Plan may result in a course failure and/or dismissal from the MSN Nurse Educator Program.*

- 1. Description of incident or unmet standard:**
  
- 2. Description of how incident or unmet standard is in conflict with professional/university/course expectations and/or course/practice objectives:**
  
- 3. Outline of expected outcomes required to achieve success:**
  
- 4. Time frame for achieving expected outcomes:**
  
- 5. Consequences of not successfully completing the Student Performance Improvement Plan:**

**Student Comments:**

Next Student Performance Improvement Plan Review Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

**Student Signature**

\_\_\_\_\_ Date: \_\_\_\_\_

**Program Director or Course Faculty Signature**

Final Student Performance Improvement Plan Review Date: \_\_\_\_\_

Student Performance Improvement Plan Completion: \_\_\_\_\_ Satisfactory

\_\_\_\_\_ Unsatisfactory

**Program Director or Course Faculty Comments:**

\_\_\_\_\_ Date: \_\_\_\_\_

**Program Director or Course Faculty Signature**

**Student Comments:**

\_\_\_\_\_ Date: \_\_\_\_\_

**Student Signature**

Cc: Student File  
Course Faculty (name)  
Program Director

Student Performance Improvement Plan Template approved by Faculty Organization 10\_27\_2017

**Florida Gulf Coast University  
School of Nursing  
Master of Science in Nursing (MSN) – Nurse Educator Program**

**Course Offerings by Semester**

These are typically how courses are offered each year. Nurse Educator students are required to take at least one (1) course in the major each semester.

FALL	SPRING	SUMMER
<p><b>NE MAJOR</b>                      NGR 6712 Foundations of Nursing Education (3)                      NGR 6701 Academic Role of Nurse Educator (3)                      NGR 6942 Nurse Educator Capstone (2)                      NGR 6711L Advance Clinical Practice for NE (2-120 hrs)</p> <p><b>GRADUATE CORE</b>                      NGR 6002 Advanced Health Assessment (3)                      NGR 6002L Adv Health Assessment* (1-45 hours)                      NGR 6141 Advanced Pathophysiology (4)</p>	<p><b>NE MAJOR</b>                      NGR 6713 Designing &amp; Evaluating Nurs Curricul (3)                      NGR 6942 Nurse Educator Capstone (2)                      NGR 6941L Nurse as Educator Practicum* (3-180 hrs)</p> <p><b>GRADUATE CORE</b>                      NGR 6172 Pharmacotherapeutics (4)                      NGR 6811 Advanced Nursing Research (3)</p>	<p><b>NE MAJOR</b>                      NGR 6710 Teaching &amp; Assessment Strategies (3)                      NGR 6930 Special Topics: Test Development (1)                      NGR 6945L Clinical Specialty Practice* (1 – 60 hrs)</p>

\*Courses with “L” suffix include clinical practice hours with a Master’s or Doctorate Nurse Educator