

**Lourdes University  
College of Nursing**

**Handbook  
for the  
MSN Graduate Student**



**LOURDES**  
UNIVERSITY

**[lourdes.edu](http://lourdes.edu)**

**2016 – 2017**

## **A Message from the Dean of the College of Nursing**

Dear MSN Students,

The nursing graduate faculty and administration have developed this Student Handbook to provide you with information about the policies and procedures that apply to the Masters of Science in Nursing Program. It is a supplement to the information provided in the Lourdes University Catalog and the Graduate School Student Handbook. We hope this information is informative, helpful and supports your progression through the program.

The faculty and administration of the College of Nursing reserve the right to change the policies and procedures in this document at any time. If this occurs, you will be notified of the changes. Please read over the document, become familiar with its content and feel free to contact the graduate faculty or administration if you have any questions.

We wish you the best as you begin this new academic endeavor. On behalf of Lourdes University, and in the Franciscan tradition, we wish you “Peace and All Good” in your educational journey.

Sincerely,

Hollis Hamilton, DNP, RN  
Interim Dean  
College of Nursing

For updates, please visit our website at <http://www.lourdes.edu>.

*This handbook is published for informational purposes only. It creates no contract rights for either students or staff. All questions concerning the application of any stated policy to an individual must be referred to the appropriate University officials for final determination.(Revised 5/2014)*

# MSN Handbook

## TABLE OF CONTENTS

<b>MSN: COLLEGE OF NURSING DIRECTORY .....</b>	<b>4</b>
<b>UNIVERSITY DIRECTORY .....</b>	<b>5</b>
<b>INTRODUCTION .....</b>	<b>6</b>
<b>COLLEGE OF NURSING.....</b>	<b>6</b>
Mission .....	7
Philosophy .....	7
<b>CURRICULUM OF THE MSN PROGRAM .....</b>	<b>8</b>
Purpose .....	8
Program and Student Learning Outcomes.....	8
Master of Science in Nursing (MSN) Program Concentrations .....	9
RN to MSN Leadership Concentration .....	9
Graduate Nursing Certificates .....	10
Curriculum Standards for the MSN Program.....	11
On-line Etiquette Guidelines .....	12
Nursing Practicum.....	13
Nursing Capstone .....	16
Nursing Capstone Continuation Course .....	19
<b>COLLEGE OF NURSING ACADEMIC RULES, POLICIES, AND PROCEDURES</b>	
Advising for the MSN program.....	20
Health and Professional Requirements.....	20
Core Concepts Orientation .....	20
“On-Line” Suggestion Box.....	21
<b>RESOURCES AND SUPPORT.....</b>	<b>22</b>
Resources and Support Services.....	22
<b>ETHICS AND CONFIDENTIALITY REQUIREMENTS</b>	
HIPAA.....	24
Institutional Review Board (IRB) .....	24
<b>PROFESSIONAL OPPORTUNITIES</b>	
Sigma Theta Tau, Zeta Theta Chapter at Large.....	24
<b>HONORS, AWARDS, CONVOCATION, AND GRADUATION</b>	
Sigma Theta Tau, International Awards.....	25
Lourdes University College of Nursing Awards .....	25
Convocation.....	25
Baccalaureate.....	25
Commencement Ceremony .....	25
<b>APPENDIX A: Preceptor Learning Contract.....</b>	<b>26</b>
<b>APPENDIX B: Grading Rubric for Capstone Paper and Presentation .....</b>	<b>30</b>

## COLLEGE OF NURSING DIRECTORY

Last Name	First Name	Credentials	Title	Room #	Ext
Aubuchon	Dawn	MS, CRNA	Nurse Anesthesia Program Director, Instructor	SCH 237	(419) 517-8961
Brown	Howard	MSN, CRNA	Nurse Anesthesia Program Assistant Director, Instructor	SCH 238	(419) 824-3775
Deckelman	Sue	MSN, RN, CNS	Assistant Professor	SCH 244	(419) 824-3783
Doxsie	Gail	RN, MSN, CNP	Adjunct Instructor		
Duran	Gina	MOL	Administrative Assistant to the Dean, College of Nursing	SCH 251	(419) 824-3791
Hamilton	Hollis	RRT, RN, CNS, MS, MSN, NE-BC	Interim Dean, Assistant Professor	SCH 252	(419) 517-8905
Harrison	Rosalyn	DNPA, CRNA	Instructor		
Kruse	Julie	PhD, RN	Associate Professor	SCH 248	(419) 824-3797
Maurer	Mary Jo	PhD, MSN, RN	Interim Chair of Undergraduate Nursing Studies, Assistant Professor	SCH 239	(419) 517-8960
Maziarz	Lauren	PhD, RN	Assistant Professor	SCH 249	(419) 517-8995
Nims	Liz	PhD, RN, CPNP	Associate Professor	SCH 247	(419) 824-3787
Rawson	Susan	MA, CRNA	Nurse Anesthesia Program Assistant Director, Instructor	SCH 254	(419) 517-8956
Strelow	Marisol	BA	Administrative Assistant: MSN Program & Center for Nursing Scholarship	SCH 259	(419) 824-3871
Zechman	Rebecca	MSN, RN	MSN Program Coordinator, Associate Professor	SCH 259A	(419) 824-3972

<b>Other Important Numbers</b>	
College Phone	(419) 885-3211
College (Toll-Free)	(800) 878-3210
MSN Nursing Office	(419) 824-3871
Nursing Fax	(419) 824-3985
Center for Nursing Scholarship	(419) 824-3871

## UNIVERSITY DIRECTORY (check all)

Department	Name	Title	Office	Phone Number
Academic Support Center			Delp Hall 105	(419) 824-3748
Accessibility Services	Christine Miller	Asst. Director	SFH 109	(419) 824-3523
Bookstore			4900 N McCord Rd, Sylvania, OH 43560	(419) 824-3694
Campus Ministry	Sr. Barbara Vano	Director	San Damiano House	(419) 824-3861
Cashier's Office (Directions Credit Union)			MAH 128	(419) 824-3695
Counseling Services	Sophia Center		Canticle Center	(419) 882-4529
Dun Scotus Library			SCH 147	(419) 824-3761
Financial Aid	Deb LaJeunesse	Financial Aid Director	MAH 122	(419) 824-3733
Graduate School	Bob Arquette	Interim Dean	CC 105	(419) 824-3819
Graduate School	Tara Hanna	Graduate School Admissions Director	CC 104	(419) 824-3517
Graduate School	Kelly Conkle	Graduate School Coordinator of Student Services	CC 102	(419) 517-8881
Health & Wellness Center			Sylvan Square	(419) 824-3971
Information Technology	Help Desk		REH 003	(419) 824-3815
Public Safety			*411 (on campus)	(419) 517-8953
Public Safety (on Campus)	Michelle Vollmar	Director	Lourdes Commons	(419) 517-8953
Registrar	Bri Lievens Pilbeam	Registrar	LH 139	(419) 517-7449
Student Accounts Office	Marla Zink		MAH 127	(419) 824-3727
Welcome Center				(419) 885-3211

University Mailing Address: 6832 Convent Boulevard, Sylvania, OH 43560  
Canticle Center: 5335 Silica Drive, Sylvania, OH 43560

## **INTRODUCTION**

Lourdes University and the College of Nursing are accountable to the public for the quality of professional nurses who graduate from our Master's of Science in Nursing (MSN) Program. Therefore, Lourdes University and the College of Nursing have the right and responsibility to establish standards of admission, retention, progression, dismissal, and graduation in accordance with its philosophy and program objectives in order to protect the integrity of the educational program. Nursing students have the right to an educational environment where the freedom to learn is provided.

The MSN Student Handbook contains standards of academic achievement and conduct. Students are responsible for meeting these standards and have the right to be informed about these standards, the means of assessment, and the appeal process. Students are invited to participate in the formation and evaluation of academic and conduct standards through participation in the College of Nursing committee process. Students are free to present reasoned dissent and opinions that differ from those offered in any course; they are entitled to use the University appeal process throughout the academic program. No student is treated differently on the basis of age, religion, creed, national origin, handicapping condition, marital status, race, or sex.

## **COLLEGE OF NURSING**

### **COLLEGE OF NURSING STRUCTURE**

The College of Nursing is responsible for the mission, philosophy and learning outcomes of the all Nursing Programs. The central decision-making body of the College of Nursing is the General Nursing Assembly (GNA). The committees of the GNA include Admission, Progression and Graduation (APG), Curriculum, Evaluation, Master of Science in Nursing Committee, and the Nurse Anesthesia Selection Committee and Advisory Council.

The College of Nursing ascribes to a shared governance model. All students in the nursing program are invited to serve on designated departmental committees.

### **STUDENT COMMITTEE MEMBERSHIP**

Students willing to serve on the MSN and Graduate Executive Council (GEC) committees must inform the MSN Program Director/Coordinator. One student representative from each cohort is asked to serve on the MSN Committee. The appointment is for 1 year. One student representing all cohorts is asked to serve on GEC for one year.

### **STUDENT PARTICIPATION IN PROGRAM EVALUATION**

In addition to continuous informal student faculty interaction, students routinely participate in program evaluation and assessment of learning outcomes through completion of the Course and Practicum Evaluations as well as mid-program and end of program focus group interviews.

After graduation students participate in program assessment of learning outcomes by completing the *End of Program Questionnaire*, *End-of-Program Focus Group Interview* as well as other assessment tools. In addition, MSN program graduates have the opportunity to participate in the *Graduate and Alumni Surveys*.

## **ACCREDITATION STATEMENT**

Lourdes' MSN program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791 and Council on Accreditation for Nurse Anesthesia Educational Programs

## **MISSION, VISION AND PHILOSOPHY OF LOURDES UNIVERSITY COLLEGE OF NURSING**

### **MISSION**

The CON exists to prepare undergraduate and graduate students in an individualized educational environment that incorporates quality nursing practice, critical thinking, leadership, diversity, and Christian ethics. Both the undergraduate and graduate programs will prepare professional nurses who are competent in providing holistic care in a variety of settings in a dynamic society. The Bachelor of Science in Nursing degree builds on the liberal arts tradition of the University to prepare nurse generalists who are able to practice in the community, fulfill leadership roles, and utilize research. The Master of Science in Nursing degree builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced education and nursing leadership, and advanced clinical practice in nurse anesthesia knowledge, concepts, and skills. Emphasis is placed on nursing theory, research, and practice to facilitate personal and professional development in an environment that reflects the University's Franciscan values and encourages lifelong learning.

### **VISION**

Recognized as a national leader for excellence in nursing education, Lourdes University College of Nursing graduates an innovative workforce that continuously improves quality and safety in healthcare delivery systems and exemplifies holism, ethics, diversity, community service, and Franciscan values.

### **PHILOSOPHY**

The Faculty believes health is the dynamic state of physical, emotional, and spiritual well-being that is defined in the context of personal values and culture.

The Faculty believes nursing is a scientific and caring profession which utilizes the most current evidence in diagnosis and treatment to optimize health, reduce risk, and promote wellness.

The Faculty believes learning results in an increase in self-understanding and discovery of knowledge, values, and skills. Learning occurs in a supportive environment through a collaborative partnership that requires active involvement on the part of a student/learner and educator/facilitator.

The Faculty believes baccalaureate nursing education builds on a liberal arts education to prepare generalists to practice values-based nursing within the community, fulfill leadership roles and provide evidenced based nursing care. Masters nursing education builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills.

# CURRICULUM OF THE MSN PROGRAM

## **PURPOSE**

The MSN program prepares professional nurses for service in advanced roles of teaching and/or leadership in nursing and advanced nursing practice. The program is for nurses who have a foundation of quality nursing practice, critical thinking, leadership, diversity, and a holistic nursing philosophy.

## **MSN Program Outcomes:**

1. Retain and graduate 85% of students enrolled in the program.
2. Produce graduates who reflect Franciscan values and best practices related to the advanced role of nurses.
3. Produce graduates who are committed to the advancement of nursing scholarship as evidenced by professional publication and presentations.
4. Document that 90% of graduates are satisfied with the MSN program of study.
5. Produce graduates who are prepared to practice in advanced nursing roles in a variety of settings.
6. Produce 10% of graduates who show interest in working on a terminal degree within the next five years.
7. Ninety percent first time pass rate of our graduate students in advanced practice roles will successfully complete certification requirements. Ten percent of students in advanced roles express interest in completing certification exams in their specialty area.

## **Program Student Learning Outcomes**

The student will:

1. Incorporate knowledge from nursing science, related fields, and professional foundations in building advanced nursing roles.
2. Collaborate in scholarly activities of evaluation, application, and integration of nursing research into holistic nursing practice.
3. Engage in professional and practice activities, advocate for change, and articulate the role of the advanced nurse through inter-professional interaction.
4. Integrate Franciscan and personal values and beliefs into a framework for advanced nursing.
5. Demonstrate an understanding and appreciation of human diversity in the provision of health care including clinical prevention and population health.
6. Explore the impact of ethical, political, economic, legal, and moral issues related to healthcare in society.
7. Develop a commitment for lifelong learning and advanced study.
8. Utilize health information technologies for quality and safety initiatives related to advanced nursing roles.
9. Apply organizational and systems leadership principles in the advanced nursing role.



## **MASTER'S OF SCIENCE IN NURSING (MSN) PROGRAM CONCENTRATIONS**

The Lourdes College MSN Program offers three concentrations – Nurse Educator, Nurse Leader and Nurse Anesthesia. Additionally, the RN to MSN option in Nursing Leadership is offered to Associate Degree or diploma nurses.

### **Nurse Educator (MSN):**

Graduates of the Nurse Educator concentration are prepared to function as generalists to teach in a variety of educational roles in nursing practice, including undergraduate nursing educational programs and staff development programs. The successful completion of the Nurse Educator concentration allows graduates, after meeting practice requirements, to sit for the Certified Nurse Educator exam developed by the National League of Nursing or the Nursing Professional Development exam offered by American Nurses Credentialing Center.

### **Nurse Leader (MSN):**

Graduates of the Nurse Leader concentration are prepared to function in advanced leadership roles in a variety of health care settings. Both concentrations include core content in nursing theory, trends in nursing, nursing research, statistics, health care policy, role development, ethics, diversity, and nursing informatics. The successful completion of the Nurse Leader concentration allows graduates, after meeting practice requirements, to take the Nurse Executive Certification credential offered by American Nurses Credentialing Center.

### **Nurse Anesthesia (MSN):**

Graduates of the Nurse Anesthesia concentration are prepared as advanced practice nurses to administer anesthesia in a variety of settings to a diverse patient population. The emphasis is placed on preparing the graduate student with the knowledge, concepts and skills to provide safe, quality patient care. Graduates of this concentration are eligible to sit for the National Certification Examination. Successful passage of the exam allows the graduate to practice as a Certified Registered Nurse Anesthetist (CRNA).

### **RN to MSN (Leadership and Education Concentrations)**

The RN to MSN degree option is offered to registered nurses who have graduated from an accredited diploma or associate degree nursing program. It is designed for the experienced registered nurse who wants to function in an advanced role in nursing leadership. The RN to MSN option has both an undergraduate and a graduate component. The undergraduate portion is designed to meet the essential knowledge needed by the diploma or associate degree nursing graduate to be successful in the MSN. The MSN builds upon the undergraduate courses to prepare graduates for advanced nursing roles. The leader concentration promotes the development of nursing leadership knowledge, concepts, and skills. Graduates of the RN to MSN nurse leader concentration are prepared to function in advanced leadership roles in a variety of health care settings.

## **GRADUATE CERTIFICATES**

For nurses with a Master's Degree in Nursing or another discipline Graduate Certificate Programs are offered in Nursing Leadership and Nursing Education. Nurses with a Master's Degree in Nursing who seek the CRNA credential may take the Nurse Anesthesia Certificate Program. Description of each certificate program follows.

### **Graduate Nursing Leadership Certificate**

The Graduate Nursing Leadership Certificate (GNLC) program is designed for current and prospective nurse leaders at all levels within any organization to expand their leadership knowledge, skills, and abilities. The GNLC will enhance the performance of nurse leaders in their respective organizations to make a positive difference in their organizations and in their communities. The GNLC program is an alternative for those individuals who desire leadership and administrative knowledge but are not necessarily interested in completing another graduate degree. The GNLC is also designed to provide relevant transfer credit into other graduate programs. Nurses interested in this certificate program will take the three Leadership concentration courses and the Leadership Seminar (descriptions of these courses are found in the University catalog).

### **Graduate Nursing Education Certificate**

The Graduate Nursing Education Certificate (GNEC) program is designed for nurses who may have a master's degree in areas other than nursing who want the knowledge, skills and ability to teach in a variety of educational settings with students, nurses or patients. The GNEC program is an alternative for those individuals who desire nursing education knowledge, but are not necessarily interested in completing another Master's Degree. The GNEC is also designed to provide relevant transfer credit into other graduate programs. Nurses interested in this certificate program will take the three Education concentration courses and the Practicum (descriptions of these courses are found in the University catalog).

### **Graduate Nurse Anesthesia Certificate**

The Graduate Nurse Anesthesia certificate is designed for nurses who have completed a Master of Science in Nursing in another nursing specialty and desire the knowledge, skills and ability to practice as a Certified Registered Nurse Anesthetist (CRNA). The graduate certificate student is required to take all of the nurse anesthesia courses (with exception of the five core courses) and one additional course (NUR 646 Professional Aspects of Nurse Anesthesia). Upon successful completion of the Graduate Nurse Anesthesia Certificate plan of study, the student is awarded a certificate of completion and will have fulfilled the requirements of National Board on Certification and Recertification for Nurse Anesthetists. They are then eligible to sit for the National Certification Exam.

## MSN CURRICULM STANDARDS

1. The grading scale of the MSN program is as follows:

<u>Score</u>	<u>Grade</u>
90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60	F

Numeric grades are calculated to the tenths place and rounded to the next higher number if five or above. For the courses that use satisfactory or unsatisfactory the parameters for each are determined by the individual instructor.

2. Each MSN course will have as a teaching strategy a scholarly paper and a presentation. The exceptions are the Statistics and Nurse Anesthesia courses.
3. All scholarly papers will be submitted in such a manner as to be evaluated by Turnitin. Turnitin is available in our Learning Management System, Sakai. Generally, if a score of greater than 30% is reported the faculty may suspect plagiarism. The policies of the university and the graduate school regarding academic honesty are followed in cases of academic dishonesty.
4. Students are expected to attend all classes. Each course has different requirements for attendance which are clearly identified in the course syllabus. Attendance and participation are very important. All courses involve extensive interaction and discussion on the part of students. Students will need to consistently attend class and have read and reflected upon the assigned readings for each class meeting. Class attendance is accompanied by informed, thoughtful, and reflective participation.
5. As a reflection of the Lourdes University guiding principles of community, reverence, learning, and service students will work with faculty to establish classroom norms at the beginning of each semester. These norms encompass, at a minimum, issues of civility and respect in addressing and working with students, staff and faculty. Student conduct in classes include respectful responses to student and faculty feedback. Students are to be focused on what is going on in class and not be distracted by technology. Realizing that graduate students may be on call for work reasons or family responsibilities all cell phones are to be placed on vibrate.
6. Faculty utilize a variety of teaching strategies. Course faculty members are considered content experts and may select the teaching method which, in their opinion, will provide the best learning outcome for their students.
7. Students must complete all the course required evaluation methods to pass the course.
8. All students are encouraged to participate in the course evaluations at the end of each semester. The Program Director receives aggregate results as well as the individual comments and shares evaluative feedback with the faculty after grades have been assigned.
9. In their 4<sup>th</sup> and final semester each cohort is invited to an evaluation forum. This forum is moderated by someone other than course faculty and in such a way as to allow students an

opportunity to provide open and honest feedback. Each student also assesses the achievement of the MSN Program Student Learning Outcomes and/or the Nurse Anesthesia Student Learning Outcomes.

10. Each MSN course is reviewed and evaluated each semester by the full-time and part-time faculty. The Course Instructor leads this effort and submits the Course Report to the Program Director who summarizes all reports (Course Report Form B). Copies of individual course reports are to be placed in course notebooks and in each electronic course file.

## **ON-LINE ETIQUETTE OR NETIQUETTE Guidelines**

Introduction: Lourdes University College of Nursing requires students to engage in on-line learning as an integral part of instruction. On-line learning is used extensively in the education of nurses and in the professional nursing community. Lourdes University College of Nursing expects students, faculty, and staff to conduct on-line communication with the same respect for human dignity and professionalism that characterizes face-to-face, telephone, and paper communication. Netiquette expectations are consistent with the Franciscan values of the Sisters of St. Francis, the mission of Lourdes University, and the Lourdes University Student Handbook.

Netiquette Guidelines:

### General On-line Communication Guidelines

1. A few DO's taken directly from universal standards of etiquette.
  - a. Introduce yourself to the recipient/audience.
  - b. Open communications with a salutation or the name of the person you are writing. End communications with your name.
  - c. Thank others for their contributions.
  - d. Be concise. Respect the receiver's time.
  - e. Participate; do not dominate. Divide the opportunity to participate equally.
2. A few DON'T's taken directly from universal standards of etiquette.
  - a. Do not demean, ridicule, or insult someone on line. That is referred to as "flaming."
  - b. Do not attempt complex or crucial conversations on-line.
3. Written words alone lack the cues provided in face-to-face interactions. They can be misinterpreted easily. For this reason try to:
  - a. Avoid sarcasm.
  - b. Avoid humor.
  - c. Limit the use of emoticons.
  - d. Avoid abbreviations; they may not mean the same things to all people.
  - e. Avoid the use of all capital letters. This means shouting in the electronic world.
  - f. Use appropriate techniques for emphasis.
    - i. Italicize to emphasize.
    - ii. Use quotes for quotes.
    - iii. Underline important parts of the message.
    - iv. Use outlining, white space, or other visual techniques to structure communications.
    - v. State emotions, for examples:
      1. Put the word "grin" or "haha" in parentheses to show your humorous state of mind.

2. Begin statements with your emotion, for examples, “I am disappointed to inform you....” “I am sad to tell you ....”
4. Reread your work once, twice, or three times before you send it, especially if it could be sensitive material.

#### Additional Guidelines for the Completion of On-line Assignments

1. Complete on-line assignments on time. In addition to the potential for a grade penalty for late submissions, others may not have enough time to respond to your writing before the final due date if you are late in your post.
2. Use the same standards of authorship you would use in a formal paper. Cite references for contributions to your work.
3. Use correct grammar, sentence structure, spelling, and punctuation when completing an on-line assignment.

#### Additional Guidelines for Appropriate e-mail Communication or On-line Exchange

1. Do not “Reply All” unless it is warranted. Keep private conversations private.
2. Do not escalate an out-of-control conversation. Request a face-to-face meeting.
3. Do not forward spam, chain letters, or gossip.
4. Do not use the privilege of membership on an electronic address list for a purpose other than the one for which it was designed.

#### Sources:

Mayne, D. Proper Internet Etiquette. Accessed on April 10, 2015

<http://etiquette.about.com/od/Smartphones/a/Proper-Internet-Etiquette.htm>

Shea, V. NetEtiquette. Accessed on April 10,2015 at <http://www.albion.com/netiquette/index.html>

### **NURSING PRACTICUM - NUR 690 Guidelines**

**Course Description:** This course combines both theoretical and experiential learning. Students complete a clinical practicum (120 hours) in their area of concentration. For Nurse Educator concentration at least 20 hours of practicum must evidence a clinical focus with a specific patient population. Students are also assigned and meet regularly with a clinical faculty member. Class time focuses on the exploration and analysis of theoretical and practical components of the advanced nursing role.

**Purpose of the Course:** Application of graduate course learning to real-time clinical experiences in a mentored setting.

<b>PRACTICUM ACTIVITY GUIDELINES</b>	
Time Frames	<ul style="list-style-type: none"> <li>• Course Work 15 clock hours over 7 weeks ( 1 credit hour)</li> <li>• Practicum 120 clock hours over 15 weeks (2 credit hours)</li> </ul>
Health and Professional Requirements	<ul style="list-style-type: none"> <li>• All Lourdes University Health and Professional requirements must be on file prior to beginning practicum including proof of liability insurance</li> </ul>

Securing a Placement with a preceptor	<ul style="list-style-type: none"> <li>• Responsibility of individual student</li> <li>• Must have a direct relationship to area of concentration</li> <li>• Preceptor must have a minimum of a Master's degree in Nursing</li> <li>• Student role must be at the Master's Level</li> <li>• Must be approved by the MSN Program Director or her delegate e.g. course professor</li> </ul>
Agency Contract	<ul style="list-style-type: none"> <li>• Before a student may begin his or her practicum a contract between Lourdes University and the precepting agency must be secured and put on file</li> </ul>
Student Contract	<ul style="list-style-type: none"> <li>• the student is responsible for developing and signing a Student-Preceptor Learning Contract</li> </ul>
Evaluation of Practicum Experience	<ul style="list-style-type: none"> <li>• The student must receive a satisfactory evaluation of practicum experience from his or her preceptor in order to pass the course</li> </ul>

### Examples of Practicum Activities:

<b>CONCENTRATION IN EDUCATION</b>	
<b>Activity</b>	<b>Hours that count</b>
Teaching students <ul style="list-style-type: none"> <li>• Theory</li> <li>• Clinical</li> <li>• Lab</li> </ul>	Preparation Teaching Evaluation & Analysis
Health care teaching (health care staff, or community education)	Program planning Implementation Evaluation
Tutoring Students 2-3 students	20 hours (max)
Student learning activity (for classroom or lab)	Preparation Implementation Evaluation
Exams	Writing Grading Prior approval of course faculty is needed
Grading Papers	Prior approval of course faculty is needed
Professional conference: <ul style="list-style-type: none"> <li>• <b>DIRECTLY RELATED TO AREA OF CONCENTRATION</b></li> </ul>	Up to 8 hours Prior approval of clinical instructor needed
One on One meeting with preceptor	Clock hours
Meetings and conferences with CLINICAL instructor (not course time)	Clock hours

Professional meetings related to clinical placement	Clock hours
Other activities as negotiated and agreed upon with clinical instructor	Clock hours
Clinical focus with a patient population	Minimum of 20 clock hours

**Examples of Practicum Activities:**

<b>CONCENTRATION IN LEADERSHIP</b>	
<b>Activity</b>	<b>Hours that count</b>
Project implementation <ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedure</li> <li>• Program</li> </ul>	Clock hours Preparation Implementation Evaluation
Professional conference: <ul style="list-style-type: none"> <li>• <b>DIRECTLY RELATED TO AREA OF CONCENTRATION</b></li> </ul>	Up to 8 hours Prior approval of clinical instructor needed
One on One meeting with preceptor	Clock hours
Meetings and conferences with CLINICAL instructor (not course time)	Clock hours
Professional meetings related to clinical placement	Clock hours
Budget analysis or development	Clock hours
Workload analysis or development of guidelines	Clock hours
Quality Improvement project	Clock hours
Electronic Health Record Project	Clock hours
Other activities as negotiated and agreed upon with clinical instructor	Clock hours

**The NUR 690: Practicum in Advanced Nursing Role Student – Preceptor Learning Contract** includes elements related to the purpose of the practicum experience as well as learning activities which are to be developed in collaboration with the preceptor and clinical instructor (See Appendix A).

## **NURSING CAPSTONE - NUR 698 Guidelines**

**Course Description:** Student will complete a scholarly project related to their chosen program of study under the direction of a faculty member. Students complete a scholarly project which is significant to nursing and relates to their area of concentration. Research methodology will guide the Capstone project. This project is a culmination and synthesis of prior graduate learning.

**Purpose of the Course:** The purpose of the Nursing Capstone project is to provide for integration and synthesis of learning across MSN program. A student will be expected to complete the scholarly project and present the findings via a manuscript and an oral presentation. Throughout this course experience, the student will apply skills of professional collaboration with a nurse in an advanced role in the student's area of concentration.

The final project will be a Satisfactory (S) or Unsatisfactory (U) based upon the successful completion of the course objectives.

There is leeway in the development and implementation of a project as long as the rubrics are met. Ideas for Capstone projects may include, but are not limited to:

- A. Curriculum design and development
- B. Curriculum implementation and evaluation
- C. Integrated review of the literature
- D. Design and implementation of a change project
- E. Grant proposal
- F. Policy development, implementation and or outcome
- G. Systematic analysis of healthcare system in another geographic region

*A student may opt to do a thesis as a Capstone project with the understanding that the likelihood that a thesis will take longer than one semester to complete.*

### **NUR 698 Capstone Project: Procedures**

#### **Role of the Capstone Advisor**

1. Each student must work with a doctorally-prepared faculty member who will serve as the Capstone advisor. The advisor will guide the student and provide final approval for the Capstone proposal and completion of the project.
2. The student may choose to work with additional faculty or community member who has expertise in the student's area of interest.
3. If a student chooses to work with someone in addition to an advisor it will be up to the student and the advisor to determine the amount of input the additional person will have in the Capstone project.

#### **Procedure for Selecting Capstone Advisor**

1. The MSN Program Director will prepare a list of faculty members who are eligible to serve as Capstone advisors along with their areas of research interest.
2. The list will be made available to students prior to the start of NUR 696.
3. Students will identify faculty with whom they would like to work.
4. The student will submit a formal request for a Capstone Advisor to the MSN Program Director.



5. The MSN committee will meet with all faculty members volunteering to work on Capstone projects and assign advisors to students. Assignments will be made based on a good fit between the student and faculty interests and faculty workload.
6. Final assignment of Capstone advisors will be at the start of NUR 696.

### **Communication between Student & Faculty**

1. Standard turn-around for e-mail response: 24-48 hours during normal week
2. Graduate students must allow at least two weeks for faculty to review papers. Multiple drafts of the paper are expected

### **Timelines for Capstone Project (May be changed by Faculty as needed)**

<b>Semester Week # ____</b>	<b>Activity/Task To Be Completed</b>
<b>Pre-Semester</b>	
Pre- NUR 696	Students submit forms indicating their project topic, status of proposal completion, and requests for Capstone advisor
<b>NUR 696 Semester</b>	
NUR 696	Advisors assigned for each student project Student begins the review of literature for project Proposal developed for project Lourdes IRB approval
<b>NUR 698 Capstone Project Semester</b>	
Week 1	Organizational Meeting in class (advisors will be present) Discuss Finalization of Proposals, Project Methodologies, Statistical Methods and Support, and Individual Project Timetables
Week 2	Deadline for Final Project Proposals & Individual Project Timelines
Weeks 3-7	Data Collection/Field Work, Implementation
Weeks 7-10	Data Analysis, Report Writing
Week 10	Draft Project Report due to Advisor
Week 10-13	Final editing/rewriting of manuscript
Week 13	Deadline to Submit Final manuscript and power point presentation to Faculty
Week 14-15	Public Presentation of Project
Week 15	Faculty submit final grades and graduation eligibility End of Program Evaluation meeting with all students.

### **Students Desiring to Complete a Thesis**

1. The thesis is an option for any student in the Master of Science in Nursing Program. The student who wishes to write a thesis should anticipate that it will take at least one calendar year to complete.
2. A student who wishes to write a thesis should make their intentions known to the MSN Program Director as soon as possible in order to begin the process of selection of a thesis committee.
3. A Thesis committee will consist of a Thesis Chair who is a doctorally-prepared member of the Lourdes University faculty and two other faculty members. At least one of the other

members must be a full or part time member of Lourdes University Faculty. All faculty members must hold at least a masters' degree. Either the committee chair or one other member of the committee must be either a full or part-time member of the faculty of the Lourdes University College of Nursing.

4. The student will meet with the faculty member identified as a thesis chair. If the faculty member agrees to be the student's thesis chair the two of them can decide who to approach to be members of the thesis committee.
5. Once all members have agreed to work on the committee the student submits his or her request to the MSN Program Director.
6. The MSN Program Director must approve all these committees.
7. If no faculty member is willing to be Thesis Chair then the student may need to opt to do a Capstone project.

### **IRB Approval**

1. Even though a formal research project is not required for a Capstone project; many projects may include activities that meet the federal definition of research which is cited below.  
*A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities. (45CFR46.102(b))*
2. Any project that involves the use of human subjects and meets the above definition must receive approval from the Lourdes University Institutional Review Board (IRB) prior to the commencement of the project.
3. It is up to the student to be knowledgeable of IRB regulations and timelines and plan his or her project accordingly. Collaborative Institutional Training Initiative (CITI) training is completed during NUR 696 Capstone Design course. Student may go to <https://www.citiprogram.org/>. All training must be completed before the IRB proposal is submitted to the Lourdes University Institutional Review Board. The student may get information about Lourdes University IRB on the University Website at <http://www.lourdes.edu/academics/institutional-review-board/>.
4. It is strongly recommended that the IRB application be submitted prior to the end of the semester prior to the Capstone project to assure approval prior to beginning the Capstone. Any delay in securing IRB approval could delay the student's graduation.
5. Any student who needs IRB approval for his or her Capstone and wishes to be assigned a Capstone advisor early should submit her request to the MSN Program Director.

### **Public Presentation of Capstone Project**

1. Every student is required to present his or her completed Capstone project in a public forum that includes faculty and peers.
2. Public presentation of Capstone projects will occur during the 14<sup>th</sup> and/or 15<sup>th</sup> week of the semester in which the Capstone is completed.
3. The Capstone advisor decides whether or not a student is ready to present his or her project based on the status of the project during week 13 of the semester in which the Capstone is being completed.
4. Failure to present the Capstone project at a public forum will result in the student receiving an Incomplete for his or her project.

5. Completion of an Incomplete Capstone project falls under the policies and procedures of the Lourdes University Graduate School.

### **Preparation of a Manuscript**

1. Every student is required to present his or her completed Capstone in the form of a manuscript worthy of publication in a professional journal.
2. The student and the Capstone advisor will determine the journal to which the manuscript will be submitted.
3. The format of the manuscript will depend on the guidelines set forth in the journal.
4. The Capstone advisor determines if the manuscript is ready for submission by week 13 of the semester in which the Capstone is being completed.
5. If the Capstone advisor determines that the manuscript is not ready for submission the student may not publicly present his or her project and will receive an SP or UP for the semester.
6. Completion of an Incomplete Capstone project falls under the policies and procedures of the Lourdes University Graduate School.
7. Authorship credit for any published manuscript will be negotiated between the student and his or her Capstone or thesis advisor.

Grading rubric for the paper and presentation can be found in Appendix B.

### **NUR 699 – Nursing Capstone Continuation (0)**

Students who do not finish their Nursing Capstone within the semester of original enrollment for NUR 698 are required to enroll each semester in the program's NUR 699 Nursing Capstone Continuation course for 0 credit hours. The continuation course will be graded non credit (NC). Upon the successful completion of the NUR 698 Nursing Capstone course, the SP or UP grade will be replaced with a Satisfactory (S) grade. For students that do not successfully complete the Nursing Capstone course within three semesters (including summer semester) the SP or UP grade will be replaced with an Unsatisfactory (U) grade. There is a fee for this course.

# COLLEGE OF NURSING ACADEMIC RULES, POLICIES AND PROCEDURES

## ADVISING FOR THE MSN PROGRAM

The MSN Program Director or assigned designee is the academic advisor for each MSN student. The MSN student consults with the advisor regarding all issues related to admission, progression, and graduation.

The MSN Program Director monitors the student's progression through the Nursing Major and signs the Application for Graduation. **The student and advisor share responsibility for maintaining and tracking student progress and completion of program requirements.** It is the student's responsibility to know the requirements of the major and the University for graduation and to ensure the successful completion of these requirements. See University catalog for year of admission to University for courses required for graduation.

## PROGRESSION AND GRADUATION REQUIREMENTS

The MSN program follows the progression and graduation policies of the Graduate School and these can be found in the *Handbook for the Graduate Student* which is found on the Lourdes University website under current students Graduate School.

## HEALTH AND PROFESSIONAL REQUIREMENTS

All students enrolled in NUR 690 Practicum in Advanced Nursing Roles must meet all College of Nursing Health and Professional Requirements. Students will need to sign a release of information to the clinical agencies.

Documentation for all requirements must be submitted to the MSN Program Director/Coordinator on or before the due dates. Retain a copy for your own records. The College of Nursing is not responsible for copying.

Please use the following pathway to access yearly health and professional requirements:

<http://www.lourdes.edu/academics/college-of-nursing/academic-resources/>

Fingerprinting is also a requirement. Please see <http://www.lourdes.edu/academics/college-of-nursing/academic-resources/>

## CORE CONCEPTS ORIENTATION

A Core Concept Skills review is required of all graduate nursing students prior to the practicum experience. Core Concepts Orientation covers the topics of HIPPA, body mechanics, fire and electrical safety, hazard communication, blood borne pathogens, and tuberculosis. A core concepts module and test is on the Lourdes University website the same place the Health & Professional Requirements are located <http://www.lourdes.edu/academics/college-of-nursing/academic-resources/>

The test must be passed at 85% or better. The core concept module review and test must be completed prior to the start of the practicum experience. If further clarification is necessary, call the MSN Program Director.

## **ON-LINE SUGGESTION SURVEY**

An anonymous online survey for suggestions, complaints, concerns, & compliments is available for students to access. The comments are sent to the administrative assistant of the Dean of the College of Nursing. This person then sends the email to the MSN Program Director/Coordinator who handles the MSN comments. Responses to the comments are posted on the MSN bulletin board or on-line as appropriate. Students are informed of the site location periodically. Access to the survey is at

<http://www.lourdes.edu/academics/college-of-nursing/academic-resources/> then click on 'Suggestion Survey'.

# RESOURCES AND SUPPORT

## RESOURCE AND SUPPORT SERVICES

### **The Duns Scotus Library**

The Lourdes University Library is located on the first floor of St. Clare Hall. In the library, students will find a large assortment of reference material, books, periodicals and computer assistance with review of literature. Electronic resources are available through the Library web page found at [www.lourdes.edu/library](http://www.lourdes.edu/library). Library staff is available to assist students in performing literature searches and locating references.

A student ID is required to check out library resources, request interlibrary loans and access electronic databases.

### **The Center for Nursing Scholarship**

The Center for Nursing Scholarship is located on the second floor of St. Clare Hall. In the Center for Nursing Scholarship the students can find assistance with all aspects of research and scholarly endeavors. There are computers with software for quantitative and qualitative analysis, and written resources for literature searches and analysis of research.

### **Academic Support Services**

The Academic Support Center, located in Delp Hall, provides free academic support services to currently enrolled students. Services include tutoring, workshops, multi-media technologies, Internet resources, APA writing guidance, and proctored testing (including all entrance and exit standardized tests). The Academic Support Center houses some nursing books, computer software, and video media. For more information, call 419-824-3748.

### **Nursing Office Hours/ Faculty Office Hours**

The Nursing Office is located in SCH 251 and open between the hours of 8:00 AM–5:00 PM, Monday – Thursday and 8:00 AM – 4:00 PM, Friday. Individual Faculty office hours are posted on the bulletin board outside of each office.

### **MSN Program Office Hours – SCH 259**

The MSN Administrative Assistant's hours are 9:30 AM – 6 PM, Monday – Thursday and 8:00 AM – 4:30 PM, Friday. Individual Faculty office hours are posted on the bulletin board outside of each office.

### **E-mail Policy**

Students are **required** to use their Lourdes University e-mail accounts for e-mail communication with University faculty and staff. If a student uses another e-mail account to submit an assignment, the student does so at her or his own risk. Should the document fail to arrive for whatever reason, the student is accountable for a missing assignment, subject to the terms of the individual instructor's syllabus. Under no circumstances should faculty or staff be transmitting FERPA-protected information to students via any e-mail account other than the student's Lourdes e-mail account.

**Printing Policy**

Each registered student will receive a \$15 printing credit on his/her student ID card at the beginning of each semester. Students are encouraged to print documents two-sided and in black and white to maximize their print credit.

Students using an on-campus computer will be able to view their remaining account allowance when logged into the computer. When students are utilizing an off-campus computer, they can login to the print management web center to view their remaining balance. Once a student is close to exhausting the \$15 print allowance, he/she will receive a notice to load dollars to his/her student ID. For additional information, please contact the Helpdesk at [helpdesk@lourdes.edu](mailto:helpdesk@lourdes.edu) or call 419-824-3807.

## **ETHICS AND CONFIDENTIALITY**

### **HIPAA**

The Health Insurance Portability and Accountability Act (HIPAA) governs the use and release of a patient's personal health information (PHI) also known as "protected health information". It is imperative that all students and faculty with any access to a clinical setting comply with HIPAA rules and regulations. This includes understanding HIPAA and training in HIPAA that meets the clinical agency's requirements.

### **INSTITUTIONAL REVIEW BOARD (IRB)**

Federal law requires that any project, survey or thesis involving the use of human subjects for data collection must be approved by the Institutional Review Board (IRB) for the protection of human subjects before the beginning of the study. Students engaged in research must receive approval from their Research Advisor and then submit their proposal to the IRB for review and approval. When the research is completed, a summary report of the findings must be submitted to IRB.

Please use the following pathway to access information regarding the IRB (directions for submitting an application, the human subject assurance research training, and IRB research applications): <http://www.lourdes.edu/academics/institutional-review-board/>

## **PROFESSIONAL OPPORTUNITIES**

### **SIGMA THETA TAU, ZETA THETA CHAPTER AT LARGE**

The purpose of the organization is to recognize superior academic achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

**Criteria for invitation:** MSN students will be considered for membership after one-fourth of the graduate curriculum is completed with a graduate program G.P.A. of 3.5 on a 4.0 scale. For more information about joining Sigma go to <http://www.nursingsociety.org/default.aspx> or <http://zetatheta.org/>. Scholarships and research grants are available for members.



## **HONORS, AWARDS, CONVOCATION, AND GRADUATION**

### **SIGMA THETA TAU, INTERNATIONAL AWARDS**

The Zeta Theta Chapter at Large of Sigma Theta Tau, International will present a Leadership, Clinical Practice, and Research awards to students in the Masters of Science in Nursing program. The recipients will be voted on by faculty and will be recognized at the chapter's annual dinner. They will also be recognized at the Lourdes University College of Nursing Convocation. Criteria is set by the Sigma Chapter.

### **LOURDES UNIVERSITY COLLEGE OF NURSING PRESENTS THE FOLLOWING AWARDS:**

#### **GRADUATE NURSING LEADERSHIP AWARD**

Presented to one December and one May graduate student who demonstrates the following criteria:

1. Impacts the quality of nursing through leadership that is innovative and recognized as exemplary by nursing peers.
2. Acts as a role model and/or mentor to peers.
3. Demonstrates leadership involvement in community organizations and activities that affect the quality of health of the community.
4. Influences quality of nursing care through scholarly pursuits.

#### **GRADUATE SPIRIT OF NURSING AWARD**

Presented to one December and one May graduate student who demonstrates the spirit of nursing as captured in the mission statement of the College of Nursing and the following criteria:

1. Integrates the Franciscan values and beliefs to professional practice through volunteerism and community service.
2. Acts as a positive role model and /or mentor to peers and students.
3. Demonstrates a strong commitment to advancing the art and science of nursing through creative and innovative practice.
4. Influences the quality of nursing care through scholarly pursuits.

### **CONVOCATION**

A Nursing Convocation is held twice a year in the fall and spring. This is a nursing celebration and recognition program for all graduates in the College of Nursing and their families. Nursing pins and awards are distributed to graduates during this ceremony.

### **BACCALAUREATE**

Baccalaureate is held in the Queen of Peace chapel for all Lourdes University graduates and their families. This is generally held the morning before the formal afternoon commencement ceremony in May only.

### **COMMENCEMENT CEREMONY**

The formal Lourdes University commencement ceremony is held in May. All Lourdes University graduates and family members are invited to attend.

## APPENDIX A

### **Student-Preceptor Learning Contract**

A contract that includes all of the following elements must be drafted and discussed with the faculty member and the preceptor the first week of the semester; the contract must be revised, as needed, signed and on file by the fourth week of the semester. All Learning Activities must be approved prior to completing any practicum hours associated with the activity. The contract is to be developed in collaboration with the preceptor and clinical instructor. The student is responsible for getting the required signatures.

Student: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Term: \_\_\_\_\_

Practice Site: \_\_\_\_\_

**Learning Outcomes:** These are the specific knowledge, skills and attitudes/values you want to acquire during this experience. Write each learning outcome as a measurable outcome (SMART Goals) so that you, the preceptor, and your faculty can evaluate if you have met the outcome and assess your practicum performance. (A minimum of 4 outcomes, but you may have more):

**Learning Activities:** These are the specific activities you plan to engage in this semester to meet your Learning Outcomes and to complete your 120 hours of Practicum Experience. Include the anticipated amount of time you will devote to each Learning Activity. You will typically record more than one Learning Activity per Learning Outcome. Educator Concentration students must indicate which learning activities focus on a specific patient population or clinical focus for a minimum of 20 or the 120 hours.

**Evidence of Learning:** These are the documents you will provide in your Portfolio that show evidence of having met your Learning Outcomes. Evidence will vary depending on what activities you engaged in while working with your preceptor. Examples might be:

- Copies of lectures with learning objectives
- Copies of exam questions/or any product you developed with analysis
- Annotated bibliography used while researching lecture, presentations or  
developing a project
- Evaluation tools or rubrics
- Copy of learning activity/project
- Analysis of meetings attended that met specific goals of practicum
- Description of a continuing education activity that you attended and how  
it met one of the Learning Outcomes.

**Please use the attached Student-Preceptor Learning Contract**

Student Name: \_\_\_\_\_ Preceptor Name: \_\_\_\_\_ Faculty Name: \_\_\_\_\_

Learning Outcomes	Learning Activities w/ Clock Hour Plan	Evidence of Learning
1.	a. Clk. Hr.____  b. Clk. Hr.____  c. Clk. Hr.____  d. Clk. Hr.____	a.  b.  c.  d.
2.	a. Clk. Hr.____  b. Clk. Hr.____  c. Clk. Hr.____  d. Clk. Hr.____	a.  b.  c.  d.
3.	a. Clk. Hr.____	a.

	b. Clk. Hr.____ c. Clk. Hr.____ d. Clk. Hr.____	b. c. d.
4.	a. Clk. Hr.____ b. Clk. Hr.____ c. Clk. Hr.____ d. Clk. Hr.____	a. b. c. d.

Add pages as needed.

I. Practicum Role Expectations

- i. Student Responsibilities
  - 1. Collaboratively identifies outcomes and learning activities to meet outcomes
  - 2. Identify with preceptor frequency and length of regular meetings for collaboration, support, and evaluation
  - 3. Identifies notification system when unable to meet required activities
  - 4. Notifies faculty of planned activities
- ii. Preceptor Responsibilities
  - 1. Provides a copy of current curriculum vitae or resume to the Director of MSN Program prior to or in conjunction with the signing of this contract. CV Document can be sent electronically to [rzechman@lourdes.edu](mailto:rzechman@lourdes.edu) &/or [mstrelow@lourdes.edu](mailto:mstrelow@lourdes.edu).
  - 2. Collaboratively plans for student activities/experiences
  - 3. Is available for consultation
  - 4. Completes the clinical evaluation form
- iii. Faculty Responsibilities:
  - 1. Assesses expectations and activities to assure that the student meets course objectives
  - 2. Evaluates feedback on project development and implementation
  - 3. Assesses student self-evaluation and reflection
  - 4. Available for faculty/student conferences

Student  
Signature \_\_\_\_\_

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

Preceptor  
Signature \_\_\_\_\_

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

Faculty  
Signature \_\_\_\_\_

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

## Appendix B

### NUR 698 MSN Capstone Rubric

Student Name:			Date:	
<i>Element</i>	<b>Does not meet standard</b>	<b>Minimally meets the standard</b>	<b>Meets standard</b>	<b>Points Earned</b>
	<b>0</b>	<b>1</b>	<b>2</b>	
<b>1. Statement of problem/Introduction</b>	Focus is unclear, confusing and not focused Does not address the significance to area of concentration in nursing	Occasional lapses in clarity and focus Connections to the significance to the area of concentration are not clear	Clearly stated Relevant to concentration and includes several supporting details and /or examples. Sharply focused and highly coherent in thought	
<b>2. Background of the Problem/Supporting literature?</b>	Literature used does not support problem statement Literature is not cited Use of scholarly literature is awkward and difficult to follow	Omits major literature related to topic Incorporates scholarly literature but not always clearly done. Literature not always cited correctly	Scholarly literature flows clearly and supports problem statement Shows depth of understanding not simply quotations and citations	
<b>3. Research or Project questions or problem statement</b>	Unclear statements, do not flow from research/project problem	Some statements and connections are weak and unclear in relation to the research/project problem	Clear, concise statements and strong connections are made to the research/project problem.	
<b>4. Conceptual Framework/theory</b>	Theory does not fit the problem. Little or no theory used	Theory used is connected but connections are weak	Theory is a good fit for the problem Explanation of framework is logical and makes sense	

<i>Element</i>	<b>Does not meet standard</b>	<b>Minimally meets the standard</b>	<b>Meets standard</b>	<b>Points</b>
	<b>0</b>	<b>1</b>	<b>2</b>	
<b>5. Project Description or Research Methodology</b>	Project description is unclear Research/project methodology is not well explained. Steps in the process are missing	Description for the most part is clear Methodology-all steps are described minimally	Clearly related project to the problem statement In depth description of each phase of the project	
<b>6. Findings/Results/Outcomes/Product</b>	Does not address research/project questions/problem	Addresses research questions/project questions but not clearly or not in depth	Addresses research questions/project questions/problem with depth Explanation of results are consistent with the research questions	
<b>7. Analysis/Discussion Implications/Conclusions</b>	Very broad, uses general terms. Insights are superficial Are not framed in any theory Research questions are not answered Implications not identified	Shows connections to literature but not always clear Insights demonstrate some thought Research questions are answered Conclusions are framed somewhat in the framework Implications identified but very superficial	Insights are related to literature and are thought provoking Conclusions are framed in the context of the theoretical framework Research questions answered with further questions identified Implications identified with clear correlations to practice	

<i>Element</i>	<b>Does not meet standard</b>	<b>Minimally meets standard</b>	<b>Meets standard</b>	
	<b>0</b>	<b>1</b>	<b>2</b>	
<b>8. Ethical Considerations (If applicable)</b>	Ethical implications for research/project are not discussed IRB protection not addressed	Ethical implications are addressed but very brief and unclear connections Human subjects protection not addressed with sufficient depth	Ethical implications are well thought out and discussed Human subjects protection clearly described	
<b>9. Project Management</b>	Does not follow process or meet deadlines Does not meet with advisor as requested	Follow process but had difficulty meeting deadlines Failed to follow up with advisor at times	Follows process Stays on task Organized Keeps deadlines Seeks out advisor and meets regularly with him/her	
<b>10. Evidence of collaboration</b>	Did not work with or seek out relevant community/agency members	Needed encouragement to seek out community/agency members to support project.	Actively seeks out and communicates with relevant community members for successful completion of project	
<b>11. Writing Style</b>	Is not readable Does not flow logically Has grammar and spelling errors Numerous APA errors Sentence and paragraph construction are poor	Readable and logical for the most part Some grammar errors Very few APA errors Some paragraphs do not have a topic sentence or a conclusion Sometimes need to reread to understand ideas.	Writing is outstanding APA Format adhered to completely, no errors. No Grammar or Punctuation errors Paragraphs flow in logical sequence. Only needs to be read once in order to be understood. Paragraph construction includes topic sentence.	



<b>Element</b>	<b>Does not meet the standard</b>	<b>Minimally meets the standard</b>	<b>Meets the standard</b>	
	<b>0</b>	<b>1</b>	<b>2</b>	
<b>12. Oral Presentation</b>	Unclear, incomplete, disorganized Audience attention maintained for less than 50% of presentation. Not delivered in the timeframe No visual materials used Read notes Voice monotone and hard to hear and understand Appearance was unprofessional	Clear Leaves out important information Audience interest maintained for 50-75% of presentation Visual aids were unclear or distracting Voice modulations were appropriate Professional appearance Goes over or under by 5 minutes each way.	Clear All important information included Visually appealing Delivered within timeframe Professional appearance Voice modulation appropriate Engaged audience	
<b>Total Points</b>				

Passing projects must have no zeros in any section unless the section does not apply.

Grading Requirements:

1. No zeros on any section unless it does not apply.
2. The score must be between 20-24 points.

Evaluator: \_\_\_\_\_

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