

Program Handbook 2020-2022



Graduate Nursing Program

Welcome to Viterbo University

On behalf of the faculty and staff of the School of Nursing, welcome to Viterbo University. You are embarking on an educational experience, which will challenge you to advance your knowledge and skills. Contemporary health care is characterized by unprecedented changes in science and technology, by increasing globalization, and by socioeconomic and environmental imbalances. Advanced education in nursing will provide you with the specialized knowledge needed to address the health challenges of our global society.

Our faculty is committed to excellence in teaching and is known for their commitment to student learning. Through both face to face and web-enhanced courses, you will experience high quality, interactive instruction based on current nursing research and practice. You will have the opportunity for clinical practicum options to augment your learning in your chosen role preparation. We believe that graduates of our program are well prepared for demanding roles as professional nurses in advanced roles who will improve the health of the communities they serve.

Thank you for choosing Viterbo University for advancing your professional nursing career. May your journey be a rich adventure leading to both personal and professional development.

Martha Scheckel, Ph.D., RN

Dean, College of Nursing, Health, and Human Behavior

Graduate Nursing Program Handbook

This handbook does not establish a contractual relationship. Its purpose is to provide students with information regarding programs, requirements, policies, and procedures to qualify for a graduate degree in nursing from Viterbo University. A student follows the curriculum in effect at the time of formal admission as a degree seeking student provided attendance is uninterrupted and a degree is completed within the allotted period of time. This handbook is normally published every two years. When substantive policy or curricular changes are made before a handbook revision, timely notification is made to students. This handbook is designed to supplement the Viterbo University Graduate Catalog, not replace it. Both documents are essential to fully understand the policies and processes of the graduate program in general and the graduate program in nursing. In addition, the websites associated with the Graduate Program in Nursing are important resources to consult.



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Welcome to Graduate Study at Viterbo University's

School of Nursing

The School of Nursing is committed to providing an educational experience for qualified professional nurses who wish to pursue an advanced degree in Nursing. This program attempts to meet the unique needs of the graduate nursing student while assuring fulfillment of the expectations related to higher education. Various educational methodologies appropriate to the adult learner with life and professional experience are incorporated into the curriculum plan and course delivery methods. Attempts have been made to facilitate full-time study while maintaining the demands of family and professional roles.

We wish you the best of enriching experiences as you start graduate school. Welcome to this professional venture!

Mary Ellen Stolder PhD., ANP-BC, Graduate Nursing Program Director

School of Nursing General Information

Mission Statement:

The School of Nursing prepares nursing leaders for professional holistic nursing practice and advancement of nursing knowledge, through the pursuit of wisdom. Faculty create an educational experience that embraces diversity, equity and inclusion within the values of caring, wisdom, integrity, collegiality, and commitment for faithful service and ethical leadership in a global community.

Philosophy:

We believe nursing is a holistic, caring science. Our core values - caring, integrity, commitment, collegiality, and wisdom - together with our Catholic Franciscan traditions form the basis of a curriculum and learning environment designed to instill a sense of scholarly inquiry, a quest for excellence, and an aptitude for leadership and service in a dynamic healthcare environment. Faculty, staff, and students collaborate in forming an innovative, transformative learning experience while cultivating the importance of diversity, relationship-based care, and a holistic approach to persons.

We recognize the importance of reflection, engagement, and curiosity in developing ethical leaders who embrace sustainability and service. Through a commitment to quality, we strive to provide learning spaces and activities for our students that are grounded in multiple ways of knowing and an evidence informed base to build confidence and competence. We recognize the importance of developing resilience that accompanies participation in self-care practices

Vision:

The School of Nursing will develop nursing leaders whose competence, caring, and commitment to excellence will empower individuals and communities to achieve the highest level of health and well-being.

The Goals of the School of Nursing are to:

1. Implement a professional nursing curriculum that builds on a strong liberal arts foundation for undergraduate learners and offers specialization, expansion, and/or advancement in nursing practice for graduate and professional learners;
2. Provide an educational experience that emphasizes active learning in a values-based context;
3. Create a collegial environment that facilitates the professional development of students and faculty;
4. Prepare graduates for professional practice in a dynamic health care environment.

Key Definitions:

Professional holistic nursing practice

- Professional holistic nursing practice is built on the foundation of a baccalaureate education, which integrates the liberal arts and sciences with disciplinary knowledge, skills, and values. Professional nursing practice in a dynamic health care environment is independent, collaborative, evidence-informed, interdisciplinary, and interprofessional. Professional nurses are committed to self-care, reflective learning, contemplative practice, and scholarly inquiry.

Learning

- Learning is a lifelong endeavor that is self-motivated, reflective, and active. The processes and outcomes of learning include critical analysis and synthesis of knowledge, personal experience, and disciplinary expertise.

Teaching

- Teaching is a creative, reflective, and interactive process that facilitates learning. Teaching involves the sharing of knowledge and experience grounded in theory, research, and practice.

Teaching-learning practices

- Teaching-learning practices encourage multiple ways of knowing, incorporate active learning strategies, promote critical thinking and clinical judgment, and provide opportunities to develop professional values. Effective teaching and learning is student-centered and takes place in an encouraging, challenging, and respectful environment.

Plans of Study for Specific Tracks/Degrees:

See Plans of Study at

<https://www4.viterbo.edu/graduate-program-nursing/plans-study>

Post-BSN to DNP

(AGNP, FNP, MBA, CRNA tracks)

Post-MSN to DNP

- For current APRNs
- For those wishing APRN preparation but who already have a Master's in Nursing
- For Master prepared nurses who are not APRNs and who wish to pursue advanced specialty at the aggregate/systems/ organizational level
- For Master's prepared nurses who wish to pursue a dual degree MBA/DNP

The curriculum will prepare graduates for advanced nursing roles that enhance the standard of practice in a variety of settings. Graduates may function as nurse practitioners or in other advanced professional leadership roles.

The curriculum is a variable credit program requiring core graduate nursing courses, the completion of a DNP project, the didactic courses, and the required practicum.

The DNP degree may be accomplished in three calendar years of study or two years (post-MSN to DNP), with 6-7 credits a semester considered full time. Options to shorten or extend this time period may be possible. Total credits and clinical hours needed for graduation vary according to choice of tracks. Classes are normally scheduled one day a week if face-to-face. Clinical practicums require additional time and can be done in the student's demographic area, if possible.

A partially online/partially face-to face course format is typically utilized, although some classes are totally online. Online schedules will vary depending on the role preparation. Post-MSN to DNP student schedules vary depending on if obtaining NP preparation or not.

The curriculum is arranged such that the first year includes core courses that are taken by all post-BSN to DNP students, and some post-MSN to DNP students.

During the first or second year of curriculum post-BSN to DNP students typically begin role specific courses and begin their scholarly writing assignments. In the final year students complete the clinical practicum assignments required for their designated track.

National Certification:

Graduates of the post-BSN to DNP program may be eligible for various certification examinations depending on the role preparation chosen and individual clinical backgrounds. For example, graduates of the Adult-Gerontology or Family Nurse Practitioner Track will be prepared to take the ANCC or AANP Adult-Gerontology or Family Nurse Practitioner exams, respectively.

Graduate Nursing Curricular Model



In this graphical representation of the curriculum, the broad and multidisciplinary aspects of theory, practice, research, and evidence comprise the outermost circle of the model and serve as the scientific underpinnings of nursing practice.

Graduate nursing students are assisted to integrate multiple theories from nursing and other disciplines, to analyze relevant research findings, and to seek and evaluate evidence with which to enhance their knowledge and skills in advanced professional practice.

The next circle delineates the curricular concepts of health, quality, leadership, advocacy, ethics, collaboration, technology, and diversity. These broad concepts flow from the mission and expected graduate outcomes as well as are consistent with the DNP Essentials documents (AACN, 2006).

Content related to these major concepts is addressed in the core courses and threaded throughout the role and population-focused coursework that prepares graduates for expanded, specialized, and advanced nursing roles. While specific role preparations are unique, the core curricular components and unified mission and outcomes represent the solidarity of purposes among them. The circular framework implies a systematic and life-long commitment to learning to be proficient and current in the chosen roles and settings.

Expected Outcomes for Graduates:

This program will prepare graduates who:

- Practice in an expanded, specialized, and/or advanced nursing role.
- Affirm the dignity of life and human diversity.
- Advocate for quality outcomes for individuals, families, populations, and systems.
- Demonstrate ethical leadership and faithful service in their chosen roles and settings.
- Facilitate translation of research and evidence into practice.
- Utilize technology to impact best practice.

Entry/Ongoing Requirements and Policies:

Attendance and Time Spent in Preparation for Classes:

Adult learning principles are utilized throughout the curriculum. Students are expected to be prepared for and actively contribute to classes. Past and current work experiences are utilized and built upon. The graduate program in nursing is designed such that concentrated coursework/clinical is scheduled in day-long formats. Because of this method of scheduling, arriving on time and being present for all of class is critical.

Arrangements must be made such that attendance is possible unless exceptional situations prevail. If students are unable to attend classes, the instructor must be contacted and arrangements must be made to meet learning outcomes. This makeup may require additional written work. If prolonged absence is unavoidable, continuation in the course may not be possible.

Outside of class, and during online weeks, students need to schedule their time carefully and condition themselves to meet the rigorous demands of the program. The “seat time” for face to face class and online class is a minimum of 750 minutes per credit. A guide for preparation for full-time students (at 6-7 semester-based credits) is 18- 21 clock hours a week in addition to campus class/online class time. Taking more credits will increase this time. Students taking courses at the 700-800 levels are advised that these courses are considered higher level courses and will require even more time than the minimum stated above. If courses are taught in an accelerated format (e.g., 10 weeks rather than 15 weeks), weekly time commitments will increase.

Students are advised that when enrolled in practicum experiences more than one day a week will be necessary to fulfill class and clinical requirements.

Health/Immunization Requirements/CPR/RN License:

Upon entry and as necessary throughout the program students must provide verification or updates of the following:

- Diphtheria Tetanus or Tdap Booster within 10 years
- Measles, Mumps, Rubella (two doses after age one) and/or positive titers.
- Varicella (Chicken Pox) – dates of disease or immunization (providing the result of a titer is required by some agencies, and having this evidence is highly recommended).
- Date and result of last PPD within the last year for program entry or QuantiFERON-TB Gold blood test. If PPD is positive, the date and result of last chest X-ray is necessary.
- Update needed if any known exposure.
- The student will complete a symptom checklist annually or an annual PPD.
- Dates of Hepatitis B vaccination (three doses) and/or evidence of a reactive hepatitis B titer.
- Annual influenza vaccination.
- Medical health insurance coverage for the duration of the program.
- A physical health exam within one year of entry into the program.

Students must submit immunization history and provide information regarding general health status. Students are asked to verify by signature that they believe themselves to be free of infectious disease or any other health conditions that may interfere with their personal safety or/and ability to provide safe care in advanced nursing roles. Some agencies may require additional verifications for clinical practicum experiences. It is the student's responsibility to verify any institution-specific criteria that requires more than what is the requirements of Viterbo University graduate program.

CPR must be current upon entry and throughout the program.

RN licensure must be unrestricted and current upon entry and remain so throughout the program. With each renewal students must provide a copy of their license. Students must have licensure in the state of their practicums. Separate Minnesota and Wisconsin licenses may be necessary for clinical practicum placement.

Procedure for Caregiver/Criminal Background Search:

1. Depending on plan of study, graduate nursing students will receive information on accessing Corporate Screening/ImmuniTrax to upload their immunization and licensure information. Corporate Screening will also complete a criminal history check for students. There is a one-time fee for this program.
2. Reports of positive findings in a criminal history check will be evaluated on a case-by-case basis by School of Nursing officials to determine whether a student is eligible to care for clients in contracted clinical placements. An individual whose background check identifies barriers to clinical placement may not be allowed to progress in the program.
3. Students who have evidence of a criminal record will be contacted by the Graduate Nursing Program Director to discuss the implications for progression in the nursing program.
4. Annual background information disclosure forms must be completed by all students; the full background check is done every fourth year.

Policy and Guidelines Applying to Non-Discrimination on the Basis of Disabilities:

The School of Nursing supports the Viterbo University policy and guidelines relating to the non-exclusion of qualified students from University programs solely by reason of disability. To meet the requirements of and to successfully participate in the graduate nursing program at Viterbo University, a student must be able to perform skills that are essential to advanced nursing roles.

While Viterbo University will provide reasonable accommodations in course requirements to assist a special needs student to meet course outcomes, there are some essential skills for which there are no known substitutes. The applicant to the graduate nursing program and the student throughout the program must be able to meet the requirements of the role preparation/population foci chosen.

Accordingly, these specific requirements may vary somewhat. In general, the following attributes/abilities are expected:

1. **Physical Requirements:** The student must be capable of performing physical care of the client/patient. This includes, but is not limited to, the ability to move and position them, perform visual inspection, differentiate among a full spectrum of colors, differentiate between various sounds, perform tactile assessments, administer medication, and read a variety of gauges and monitors. The student must be able to maintain necessary skills in cardiopulmonary resuscitation.
2. **Communication:** The student must be able to gather information relating to the client/patient, observe and describe physical and psychological changes, and recognize non-verbal communication. He/she must be able to communicate sensitively and effectively with clients/patients and their families, and relate intellectually and professionally with members of the health care team. Professional writing and professional presentation skills are expected.
3. **Intellectual Abilities:** Critical thinking, clinical reasoning, and problem solving are demanded of all professional nurses. This requires that the student possess abilities in logical thinking, measurement, calculation, reasoning, and analysis.
4. **Behavioral and Social Attributes:** The student must possess emotional health and maturity to participate in the graduate nursing program. He/she must be able to exercise good judgment and to act responsibly and promptly in completing program-related activities. The student must be able to function effectively under stress, adapt to changing environments, demonstrate flexibility, and function in uncertain circumstances while caring for patients/clients. The student must be able to demonstrate qualities of integrity, compassion, and skills in interpersonal relationships.
5. **Evaluation:** The student may be required to take written or practical tests to evaluate his/her abilities to perform required advanced nursing knowledge, attitudes, and skills. Viterbo School of Nursing recognizes its responsibility to prepare competent professional nurses and at the same time incorporate persons with disabilities into its program.

Fees/Expenses:

University fees are added to cost per credit fees for all courses. In addition, course associated fees are assessed for selected courses in the graduate nursing curriculum.

Scholarships:

Limited scholarships are available to continuing students (see below). An application process occurs each year in spring for scholarships, and is directed to third year students. The Graduate Program Committee selects the awardees.

Endowed Nursing Scholarships:

- Sister Grace Clare Beznouz
- Beres Family Endowed NP Scholarship
- Heili Family Scholarship
- Bonnie Nesbitt Scholarship

Academic Support/Policies/ Grading:

Academic Advisement:

An academic advisor is assigned to graduate nursing students after admission to the program. It is a professional expectation that program graduates provide certification exam results when contacted by the University. This advisor assists the student in planning and implementing his/her plan of study throughout the graduate program. The plan of study is determined during the first year of coursework or before.

Thereafter an annual review of the plan of study by the student should occur, so that program requirements are met in a timely manner. The Degree Audit function should be consulted on Student Planner for verification. The academic advisor helps with plan of study decisions and advises on course and track-specific options. Usually students are assigned an advisor for the duration of enrollment in the graduate nursing program. In the event a student perceives a need/desire to change advisors, the Director of the Graduate Nursing Program should be consulted.

Predictor Exams:

An electronic standardized assessment has been shown to be highly accurate at predicting APRN certification success for NP students. NP students will be required to complete the predictor exam at the beginning of the final year. Students who do not meet the program benchmark of 70% will be required to remediate and retest. Students who are unsuccessful a second time will be required to pay out of pocket for another retest and will not be considered eligible to complete the certification testing application until providing evidence of meeting the benchmark.

The certification examination pass rate is one of the important outcome measure included in the accreditation standards for programs. **It is a professional expectation that program graduates provide certification exam results when contacted by the University.**

Credit for Prior Learning:

There is no credit awarded for prior learning offered except for transfer credits that are considered equivalent.

Evaluation/Grades:

Methods of evaluation are published in each course syllabus. Final course grades are determined on the basis of evaluation methods and criteria and are reported on VITNET for student's view, rather than in mailed grade reports. Symbols are used to indicate an instructor's evaluation of the student's work in a course. In the graduate nursing program the grading system for didactic coursework is as follows:

A	94-100% (Very good)
AB	92-93%
B	87-91% (Satisfactory)
BC	85-86%
C	80-84% (Less than satisfactory)
CD	78-79% (Unsatisfactory/failing)
D	74-77%
F	Below 74%

Satisfactory Progress/Probationary Status:

- Graduate students are expected to earn a B or better in all of their courses AND maintain a semester GPA of 3.0 or better.

Didactic Classes (includes theory, seminar, and DNP project):

Any student in the graduate nursing program who earns a C in any course, OR goes below a semester GPA of 3.0, will be placed on probationary status and must achieve a grade of B or better in all subsequent courses AND maintain a semester GPA of 3.0 to remain in the program. A student success plan may be initiated as part of the probationary status.

- A student who earns less than a C will be placed on probation and required to repeat the course AND earn B or better in this and all subsequent classes and maintain a semester GPA of 3.0 to remain in the program.
- Students enrolled in 800 level courses must receive a B or better for each course. In the event the student falls below B for any course, he/she will be placed on probation and face remediation consequences up to and including repeating the course and/or dismissal from the program.

Practicum Classes:

- A student receiving a C or less for clinical practicum may be dismissed from the program. If dismissal does not occur, the student will be placed on a clinical remediation plan for the subsequent practicum, must repeat the course with a B or better grade, and must achieve B or better in all remaining practicum courses to remain in the program.
- A student receiving a BC in practicum may remain in the program, but will be placed on a remediation plan for the subsequent practicum and must achieve B or better in all remaining practicum courses to remain in the program.
- Students on remediation plans may be required to complete additional clinical hours and/or register for additional clinical credits to achieve course/program outcomes.
- Expectations of a semester-based remediation plan must be fulfilled for progression to the next clinical practicum (or to graduate if that is the case). If the remediation plan is initiated before the end of the semester in which the student is registered, the remediation plan will continue for the following clinical practicum, with updates as indicated.
- After being on a remediation plan for one complete semester, grades of B or better must be earned for each subsequent practicum, or the student may be dismissed from the program.

Re-entry:

Dismissal for academic reasons (e.g., grades, academic dishonesty) precludes readmission.

Formal Complaint Process:

Viterbo Speaks Up is a place where students can report crimes, worrisome behaviors, harassment, sexual violence assault, hate/bias discrimination, violations of the Viterbo University Student Code of Conduct, and other issues and concerns. <https://www.viterbo.edu/student-affairs/viterbo-speaks>

Concerns should be expressed as soon as possible after an event occurs. Some complaint procedures have specific deadlines.

Track/Degree Level Change Request:

Students are admitted to a specific track and degree level for their specific role preparation/population foci.

Track/degree level changes after admission may not be possible. An application process to change tracks/degree level must be initiated with the Graduate Nursing Program Director.

The ability to change tracks/degree level will depend on meeting the admission criteria for the track desired and space available. The plan of study for the track/degree level desired will be followed if the application for track change is accepted.

Academic Integrity Policies:

Viterbo students are expected to adhere to a behavior of academic honesty befitting their enrollment at this ecumenical Catholic Franciscan University. Students and faculty are responsible for promoting such behavior. The willful violation of these standards will result in actions being taken against students who engage in unethical conduct. The full “Academic Integrity Policy” is available in the Viterbo University Graduate Catalog. Viterbo University expects and requires its students to maintain high standards of scholarship and conduct. Students are accountable for their own learning and achievement.

Plagiarism or other forms of academic dishonesty may lead to a failing course grade, and/or may contribute to a decision of dismissal from the program. It is expected that students work independently, unless instructed to do otherwise.

The School of Nursing Honor Code, which is provided below also is utilized. Students in the graduate nursing program, at the onset of their coursework, will be asked to sign a copy of this code as evidence of their ongoing support of this statement.

School of Nursing Honor Code:

I am committed to academic honesty and the five core values of the School of Nursing at Viterbo University, even in the face of adversity.

Core Values

Caring

We recognize and honor the dignity of students and faculty. We strive to interact with all persons in respectful and compassionate ways.

Integrity

We accept personal accountability for all we say and do. We strive to base our actions on ethical principles and values that flow from the Franciscan tradition.*

Commitment

We are committed to pursuing excellence in education and learning. We are committed to advocate for the health of all persons and for advancing the profession of nursing. We are committed to professional development through scholarly activities.

Collegiality

We recognize and celebrate diversity and contribute our individual talents to our common work as scholars and professionals.

Wisdom

We recognize that reflection and discernment are integral to learning and professional growth and are vital for advancing nursing practice.

To attain these ideals, I embrace this honor system as my way of life (*followed by signature*).

*Ethical Principles include autonomy, beneficence, nonmaleficence, justice and veracity.

*Values include contemplation, service, hospitality, stewardship, and integrity

Oral, Written, and Technological Communications:

Students receive directed feedback and critique on their speaking and writing skills throughout the program. Proper grammar, spelling, usage, and format are expected. It is essential that graduate students demonstrate effective communication skills. Students will utilize and develop various computer skills including presentation building skills, research skills, and the ability to participate in online learning modalities. APA format is required for written work.

Faculty Organization and Student Participation in Governance of the Graduate Nursing Program:

The faculty teaching in the graduate nursing program, the Director of the Graduate Nursing Program, and the Dean of the School of Nursing comprise the Graduate Nursing Program Committee (GPC), which is a standing committee of the School of Nursing. The chair of this committee is the Director of the Graduate Program.

The functions of this committee are to plan, review, and implement the graduate curriculum, implement a systematic plan of evaluation for the graduate program and its components, determine admission status of applicants to the graduate program and progression of current students, plan and implement faculty and program development activities, develop and review policies regarding the graduate program and award scholarships. This group meets monthly and as needed.

Virtual or in-person focus group sessions, attended by GPC members, and inviting all students at each level are conducted yearly for input into the curriculum, resource issues, including processes, policies, and student-related governance of the graduate nursing program. Alternatively, students may provide anonymous or signed feedback in writing. Student input is addressed in GPC meetings for ongoing quality improvement and future planning. In addition, students are invited to provide feedback at any time on an individual or group basis to the faculty or the Graduate Nursing Program Director who will bring the issues/suggestions to the GPC group.

DNP Project (for post-BSN to DNP and post-MSN to DNP students):

DNP students are expected to develop and conduct a culminating project, usually in association with a clinical agency. A faculty advisor and clinical mentor are facilitators in this process. This effort takes place over a minimum of four academic sessions of work, over 2 years. The DNP project guidelines are available on course site Moodle.

Practicum Advisement:

A practicum advisor is responsible for facilitating clinical arrangements and the indirect supervision of students in clinical experiences, along with an on-site preceptor who provides direct supervision, expert role modeling and role expertise.

Typically, the preceptor has at a minimum a Master's degree. The preceptor participates in the assessment of the student at the end of the contracted experience, however, the practicum advisor is responsible for the summative evaluation and final grade. Preceptors and practicum advisors will likely change during the semesters of practicum experiences.

Practicum Experiences-Post-BSN to DNP Level:

All DNP students, including those in post-Master's programs, are expected to complete a minimum of 1,000 post-baccalaureate practice hours. Pre-certification NP and CRNA students are required to engage in direct clinical practicum hours specific to their role and foci preparation.

Prescribed combinations of direct and indirect hours are allowed with the DNP project and clinical practicum. Complete DNP practicum guidelines are available on Moodle.

Students must accrue sufficient direct care hours for application to take the national certification exams for the specific role preparation.

Practicum Experiences- Post-MSN to DNP Level:

Students who are already nationally certified as APRNs or otherwise qualified for the post-MSN DNP program will participate in direct and/or indirect hours to complete their required 480 hours. Practice hours may occur at the student's place of employment. Practice hours for post-MSN to DNP APRNs are designed to enhance knowledge and skills and demonstrate achievement of DNP Essentials. In order to accomplish these outcomes, students need to identify specific learning goals that extend beyond the student's normal practice expectations. A variety of mechanisms and/or processes are used to award post Master's DNP students practice hour credits.

Specific guidelines are available on Moodle. Pre-certification NP students, who are post-MSN, will follow the clinical experiences required of the post-BSN to DNP students.

Professional Dress/Behavior for Practicum Experiences:

Students will wear appropriate attire that distinguishes them as professionals in clinical practice and will conduct themselves accordingly. Often street clothes considered "business casual" will be acceptable. Jeans are not allowed. A white lab coat over professional attire will be necessary for most clinical placements. A Viterbo University name pin identifying the wearer as a RN and a graduate nursing student is required when participating in ANY clinical /field experience.

Professional Decorum/ Classroom Etiquette Guidelines for the Classroom:

Here at Viterbo University, it is our goal to provide an environment for students to learn and prosper. In order to minimize disruptive behavior to other students and faculty, each student is expected to adhere to the following:

- Be on time for class. Coming in late to class is both disruptive to other students and to those who may already be presenting (including guest lecturers). If you know in advance that you are going to be late or if you have an emergency/illness, please contact your instructor.
- Turn cell phones to silence. Cell phones should either be turned off during class or silenced. Texting is not permitted during classroom time.
- Laptops/Tablets. The use of technology is encouraged in the classroom pertinent to the classroom material. You should not be using laptop during presentations to view social media or other non-classroom related sites.
- Be respectful of others. Be respectful of your fellow students, instructors, and guest lecturers. This includes when others are asking questions to not have side conversations, as this is disrespectful to the individual asking the question and those who may be interested in hearing the answer.
- When you are to present in front of class or take part in formal test out sessions, professional decorum and dress is an expectation.

Health Insurance Portability and Accountability Act (HIPAA):

Maintaining confidentiality is an essential part of ethical nursing practice. Information accessed by students for patient care and for educational purposes is of a private nature and must be protected. Health information must be accessed and handled according to federal HIPAA standards and specific institutional policies. During every practicum or field experience, all students must follow HIPAA policy as outlined by the agency/institution. **Breach of the HIPAA policy could result in disciplinary actions up to and including dismissal from the program, as well as fines and civil penalties.** Some guidelines to follow include:

1. Do not give patient/client information to anyone unless there is a legitimate need to know.
2. When there is a need to discuss protected patient information, pay attention to who may overhear conversations. Look for a private place to speak.
3. Keep written information out of public viewing.
4. Dispose of patient/client information in a confidential manner.
5. **Remove all identifiers** from client information used in reporting cases in conference or in assignments.
6. Follow all agency policies and procedures on protecting the confidentiality of patient/client information.

Records, Notes, and Confidentiality:

Graduate nursing students are bound by the usual and expected rules of professional confidentiality and documentation related to their practice as Registered Nurses. Specific agency policies must be followed. When recording on a legal document the graduate nursing student will sign/scribe his/her name, RN, BSN or MSN (or equivalent as earned), Viterbo Graduate Nursing Student, unless the agency has another policy.

Liability Insurance:

At the present time, students are not asked to obtain personal liability insurance. The University carries a liability plan covering students in their approved practicum settings, but only during the specific periods of registration for that course. However, students may schedule practicum hours outside specific periods of registration for that course providing they hold personal liability insurance and have permission from Viterbo and the clinical agency to do so.

Exposure to Communicable Diseases/Agency Expectations:

Students may be asked to complete health/safety/confidentiality/electronic medical record verifications specified by the agency in which they are going to have their practicum hours. This requirement may include face to face classes/meetings, or online sessions with necessary verification paperwork completed.

Each year students are asked to verify their training in HIPAA, standard precautions and protection from bloodborne diseases, tuberculosis, and other safety hazards from the required trainings completed at their place of employment. This verification takes the form of a mandatory survey. The training must have occurred within the preceding two years. Alternatively, students will need to verify this training by alternative means (see Program Director to discuss) if not done at place of employment. Failure to complete the survey or necessary training will bar participation in practicum experiences.

The student is responsible for protecting him/herself and all clients by rigorously applying standard precautions in all clinical/field settings.

Students exposed to blood- borne/infectious pathogens in the clinical setting will follow the protocol for that agency regarding evaluation and prophylaxis following significant exposure and will be responsible for expense incurred.

If the agency protocol does not cover students, the student will report to the health care facility of choice

for evaluation and prophylaxis. Students are accountable to report exposure to the on-site preceptor responsible for the clinical experiences in the agency, the practicum advisor, and the DNP clinical practicum liaison.

In the event of injury or health complications resulting from field/ practicum experiences, the student is financially responsible for initial and follow-up care and health insurance is required. The University assumes no liability for injuries, illnesses, or new or existing health complications that occur during, or associated with, practicum experiences.

Specific policies may be in place (e.g., COVID-19) and will be communicated to students.

Student Support Services/Resources:

(See University Graduate Catalog for additional support services/resources)

The Academic Resource Center:

The mission of the Academic Resource Center (ARC) is to provide service and assistance to students in the development of skills necessary for effective performance in and positive adjustment to the learning environment. A graduate writing specialist is available for consultation.

Library Services

Kim Olson-Kopp is the School of Nursing's librarian partner. Students may communicate with her directly with problems, concerns, or special needs. See the library home page for more information on the Library Services available.

Online Course Delivery:

Moodle is the school's online course management software. Students are enrolled in courses on Moodle to complete the asynchronous online components of courses. Moodle also serves as a repository for certain guidelines and forms needed during progression in the graduate nursing program. A password will be given to each student. Moodle is accessible from the campus web page.

Faculty use Moodle to link electronic article/document resources for students enrolled in didactic courses. These articles are copyright protected and provided to students for their fair use only.

Online webinar delivery systems may be utilized for synchronous learning activities in selected classes.

Graduate Student Resource Room:

The Graduate Student Resource Room Nursing Center is available on the 4th floor (447) for graduate nursing student use. It has a coded/locked access and students are advised not to share the code with others. Two computers and a printer are available in this room. A refrigerator and microwave is available outside of this room for student and faculty use. Please do not leave food in this refrigerator after your class day and respect the space by cleaning up after yourselves. Please do not eat meals in this room.

Food Service:

Campus dining facilities are located in Marian Hall, the student union, and adjacent to the library. Viterbo University students may eat at the Mayo Health System cafeteria located one block away from the nursing center.

Health Services/Counseling Services:

Nursing room 396 has lockable cubicles. You may bring a lock for daily use, unless instructed otherwise.

Counseling Services at Viterbo involve short-term counseling to students free of charge.

The Counseling Office also acts as a referral resource to community mental health facilities when additional services are needed. Students are invited to contact the counseling office in person or by telephone. Services involve primarily education, one-on-one sessions, and programs on mental health.

Viterbo University has a Health Services Office staffed by a Registered Nurse on a full-time basis. Office hours are available each school day. In addition, the University has the service of a consulting physician. Services through the Health Service Office are available to students without a fee.

La Crosse has excellent medical facilities available if needed. Mayo Clinic Health System-Franciscan Healthcare medical complex is located adjacent to the university. It includes a hospital, an emergency/urgent care department, and clinics. Gundersen Medical Center is located within eight city blocks of the campus, providing similar services.

Security/Safety:

Using an on-campus phone, daytime and after hours security can be contacted by dialing 3911. For all life-threatening emergencies contact 911 directly.

Emergency phones are located at various locations on campus. To help prevent theft, please lock cars and secure personal belongings. If questions/ concerns regarding security, please contact Physical Plant personnel.

VitNet:

VitNet is the web advisor for students. The student's schedule, transcript, degree audit, financial aid status, billing information, as well as grades and course descriptions can be accessed through this on-line resource through MYVU.

Help Desk:

Call or email the Help Desk for computer/technological problems: 608-796-3870 or helpdesk@viterbo.edu.

Miscellaneous Information

Use of Laptop Computers:

Laptop computers/iPads may access campus wireless with the appropriate password.

Email:

All students have an email account through Viterbo. This e-mail address is used throughout the length of the program. If students prefer to have their email forwarded to a home or work email address, they must input their forwarding information on the Viterbo email system. Students **MUST** check their Viterbo email on a daily basis to receive important communications. This includes during semester breaks, vacations, and summer times.

Health Insurance:

Personal health insurance is required. Students are not insured by Viterbo or by the health care agencies in which clinical experiences are conducted.

Printing:

A calculated amount of free printing is allowed via the computers in the computer labs, based on how many credits a student is enrolled in. If students exceed this amount in any semester, additional funding will need to be provided to apply to this account through the library.

Personal Copying:

Copiers are available in the library and various other locations for personal copying. Students can make copies by signing onto the copy machines with their student IDs. The copies will be charged against their printing account.

ATM:

An ATM machine is located in the Viterbo Student Union and at Mayo Clinic Health System (outside the cafeteria). There may be a transaction fee.

Class Cancellations/Alternative Arrangements Due to Severe Weather:

Information regarding university closings and weather delays will be announced by local television and radio stations and on the Viterbo website and social media. Information on individual class cancellations will be posted by the instructor to Moodle. Students are encouraged to sign up for cell phone weather apps or alerts on the WKBT or WXOW websites.

Because students and faculty come from different locations with varying weather patterns, either may be unable to get to class even though classes have not been officially cancelled. In the event of hazardous driving conditions, both students and faculty must use individual judgment in attempting to get to campus.

If students are not able to come to class, they should contact their instructor(s) as soon as possible. Occasionally when regionally severe weather warrants and when possible, alternative arrangements such as online class, podcasts, or webinars may be utilized.

Overnight Accommodations:

A variety of accommodations are available in La Crosse, sometimes at a discount for those associated with Viterbo. In the event of the unexpected need to stay overnight; in town faculty and students often are willing to have overnight guests.

Sigma Theta Tau (Pi Phi Chapter)

Graduate Student - Doctoral students are invited to apply for membership if they are enrolled in a graduate programs at an accredited institution of higher education and have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to at least a 3.5). Full-time students are entitled to pay 1/2 of the chapter and international membership fees. Be sure to mark your membership renewal form indicating that you are a full-time student.

Nurse Leader - These application candidates must be legally recognized to practice in their countries, have at least a baccalaureate degree in nursing or other field, and demonstrate achievement in nursing.

Directory

School of Nursing

Martha Scheckel

Dean, College of Nursing, Health, and Human Behavior Professor, Nursing

BSN, Graceland University

MSN, Clarke College

PhD, University of Wisconsin

Mary Ellen Stolder

Graduate Program Director

BS, University of Wisconsin-Madison

MS, ANP, University of Wisconsin-Madison

PhD, University of Iowa

608-796-3625

Full-time and Part-time Nursing Faculty

Judy Anderson, Professor

BSN, Viterbo College

MSN, UW Eau Claire

PhD, Widener University

608-796-3680

LuAnn Fowler, Assistant Professor

BSN, Viterbo University

MSN, FNP, Viterbo University

DNP, Viterbo University

608-796-3672

Sherry Harris, Assistant Professor

BSN, Winona State University

MSN, FNP, Indiana State University

DNP, Indiana State University

608-796-3676

Michele Merten, Assistant Professor

BSN, Viterbo University

MSN, ANP, Viterbo University

DNP, Viterbo University

608-796-3667

Directory (continued)

Adjunct Faculty

Janet Bahr, MSN, ANP-BC
Darlene R. Bannon, DNP, CRNA
Molly Bracha, DNP, ACACNP-BC
Dorie Beres, PhD, ANP-BC, Professor Emerita
Cheristi Cognetta-Rieke, DNP, MBOE
Michelle Copley, MSN, ANP
Ann Falkenberg Olson, PhD, FNP, WHNP-BC
Katy Grangaard, MSN, FNP-C
Adam Gregg, Pharm.D, BCPS
Rachael Guenzel, DNP, CNP
Marcia Hagen, DNP, FNP
Karen Hayter, PhD, RN
Jennifer Hill, DNP, FNP
Rosemarie Hoff, DNP, CNE
Camilla Jaekel, PhD, RN
Julia Jurgensen, DNP, FNP

Kathryn Koehne, DNP
Cameron Kiersch, DNP
Becky Liebert, DNP, FNP
Michael Lewandowski, Pharm.D, BCPS
Amanda Meyer, DNP, FNP
Bonnie Nesbitt, PhD, ANP-BC, Professor Emerita
Cynthia Niesen, DNP, RN, NEA-BC
Jessica Peterson, PhD, CRNA
Teresa Pulvermacher, MSN, FNP
Jamie Riegel, DNP
Stephanie Schrader, MSN, FNP
Megan Smith, PhD, RN
Katherine Trelstad-Andrist, MSN, CNP
Patricia Zander, PhD, Professor Emerita
Edward Zhovtis, DNAP, CRNA

Selected Support Staff

Barb Clark

Graduate Nursing Program Administrative Assistant

Associate Degree Legal Secretarial, Western Technical College

Chad E. Gilbeck

Help Desk Service Coordinator

BS, University of Wisconsin-La Crosse

Korinda Salaski

Registrar

BA, Concordia University

Selected Professional Personnel

Jane Eddy

Director, Academic Resource Center

BS, University of North Carolina

MSEd, University of Wisconsin-La Crosse

Terry Norman

Financial Aid Office

Kevin Ganther

Director of Student Billing

BS, University of Wisconsin-La Crosse

Administrative Offices and Service Areas (Off Campus use 796 prefix 608 Area Code)

Interim Provost.....	3801
Alumni Office	3072
ADA Coordinator	3194
Box Office (Fine Arts Center)	3100
Business Office (Billing)	3850
Copy, Mail and Media Center	3055
Counseling	3808
IT Help Desk	3870
Academic Resource Center	3190
Library	3269
Graduate Program Administrative Assistant	3671
Graduate Nursing Program Director	3625
Physical Plant	3920
President's Office	3001
Registrar	3180
Dean, College of Nursing, Health and Human Behavior.....	3664
Fax, School of Nursing	3668