

**Texas A&M University International  
College of Nursing and Health Sciences  
Dr. F. M. Canseco School of Nursing**



**GRADUATE STUDENT HANDBOOK  
2022-2023**

# Texas A&M International University

## MSN Student Handbook Index

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## **WELCOME!**

Welcome Students of the Canseco School of Nursing in the College of Nursing and Health Sciences (CNHS) at Texas A&M International University (TAMIU) in Laredo, Texas. We are delighted that you chose to further your education in nursing at our School!

These are exciting times in nursing with the aging of our society and the increasingly multicultural nature of our country's population. You have chosen to study nursing at one of eight nursing schools within the Texas A&M University System. Our school offers undergraduate and graduate nursing education within a conceptual framework of transcultural nursing as the essence of nursing. We view nursing as a partnership between the nurse and the client, likewise, we view education as a partnership between the student and the faculty.

The faculty at the Canseco School of Nursing has a broad range of backgrounds, experiences and areas of expertise to assist you in your journey to professional nursing practice. Many of our faculty are advanced practice nurses and most of our faculty hold specialty certification in a variety of areas of nurse specialization.

Within these pages are rules and procedures for success as a nursing student. Please take some time to review our policies, familiarize yourselves with the resources available to you on campus and get to know our curriculum. We have nursing advisors available to help you plan your schedule each semester. Please be sure you read the admission requirements carefully so that you can complete all the necessary paperwork prior to the deadline for admission.

Once again, welcome to our School of Nursing. Please let us know how we can assist you in your pursuit of higher education in nursing.

Sincerely,

Dr. Marivic Torregosa  
Associate Professors and Dean  
College of Nursing and Health Sciences  
Texas A&M International University

## PART I: GENERAL INFORMATION

### INTRODUCTION

Welcome to the College of Nursing and Health Sciences of Texas A & M International University. This *Handbook* is your primary resource for information about policies and procedures of the Masters of Nursing (MSN) Graduate Program at TAMIU. The *Handbook* will provide you with information that will acquaint you with various aspects of your program and help you plan your nursing studies. (Updates to this *Handbook* may be found online at the College website and in your blackboard courses).

In addition to this *Handbook*, official publications of interest to nursing students are: the TAMIU University Catalog, which contains descriptions of all graduate programs and general academic regulations, and the TAMIU student handbook, which contains many policies pertinent to all students at TAMIU. The catalog is accessible online at: <http://catalog.tamui.edu/>

The Student Handbook is also accessible online at:  
<http://www.tamui.edu/scce/studenthandbook.shtml>

#### College and University Websites

Websites of interest to students are the University homepage, the College of Nursing and Health Sciences (CNHS) home page, and the MSN Program homepage. Through the TAMIU homepage students have access to the academic calendar, the online student records system, and many University offices and services. The TAMIU homepage is accessed at: <http://www.tamui.edu>

The College of Nursing and Health Sciences homepage can be accessed at: <http://www.tamui.edu/cson>. The MSN Program homepage contains a specific information for MSN students. The homepage is accessed at: <https://www.tamui.edu/conhs/msnprograms.shtml>

#### Graduate Nursing at TAMIU

Students entering the MSN Program will find the experience of graduate education to be significantly different that of the undergraduate nursing program. At TAMIU CNHS, MSN students are expected to be much more self-directed and independent than undergraduate students. It is expected that MSN students will assume more responsibility for their education and learn to become active learners. In practice this means that graduate students will be expected to identify their educational needs, find new educational resources, and become proficient at accessing a variety of informational sources. Courses in the MSN program are designed to facilitate the transition from a passive to an active learner. Students will have an opportunity to research topics, prepare reading lists, and presentations for peers, do case presentations, and for nurse practitioner students, work independently with interactive diagnostic-reasoning software. These activities are designed to foster a spirit of inquiry, enhance critical thinking and communication skills and assist students to develop the tools needed to become lifelong learners.

## **Accreditation**

The MSN Program has full approval from the Texas Board of Nursing (TBON) | 333 Guadalupe, Suite 3-460 | Austin, TX 78701 | P. (512) 305-7400 | F. (512) 305-7401 | [www.bne.state.tx.us](http://www.bne.state.tx.us); and accreditation from the Accreditation Commission for Education in Nursing (ACEN) | 3343 Peachtree Road NE, Suite 850 | Atlanta, GA 30326 | P. (404) 975-5000 | F. (404) 975-5020 | [www.acenursing.org](http://www.acenursing.org). The MSN program accreditation is approved by ACEN until 2023.

## **Brief History of College of Nursing & Health Sciences**

Since its inception in Spring of 1995, the Canseco School of Nursing has grown from an RN to BSN program to a College of Nursing and Health Sciences in 2008. The history and development of the nursing programs are described below:

### **RN to BSN Program**

Board of Regents (BOR), and the Texas Health Education Coordinating Board (THECB), and Texas Board of Nursing (TBON) approved the RN to BSN program in 1994. The first RN to BSN students completed the program in 1996 with full accreditation by the Board of Nursing. In the Spring of 1997, the Canseco School of Nursing Building was dedicated and the program was fully accredited by the National League for Nursing.

### **BSN Program**

In 1998, the BOR, THECB approved the Basic BSN program, with initial accreditation by the Board of Nursing. The first basic BSN students completed the program in 2001, with full accreditation by the National League of Nursing in 2006.

### **MSN Program**

In Fall of 2004, initial approval of the Master of Science in Nursing (MSN) degree program for Family Nurse Practitioners (FNP) was achieved. In Fall 2006, the first class of FNP students graduated. The NADM track was added in Fall of 2013 and graduated its first class in Fall 2015. In Fall 2016, the NADM track moved from a hybrid to fully online program. The FNP track graduates of 2015 achieved 100% pass rate on their National certification examination. In Fall 2020, the FNP program will deliver its curriculum through an online format.

### **Faculty**

The College of Nursing and Health Sciences (CNHS) faculty operates with full-time faculty including the Dean, and several part time faculty. For the purposes of consistency, the Canseco School of Nursing will be referred to as the College of Nursing and Health Sciences (CNHS) throughout this document. The MSN program has a director and program coordinators for each of its tracks.

### **Students**

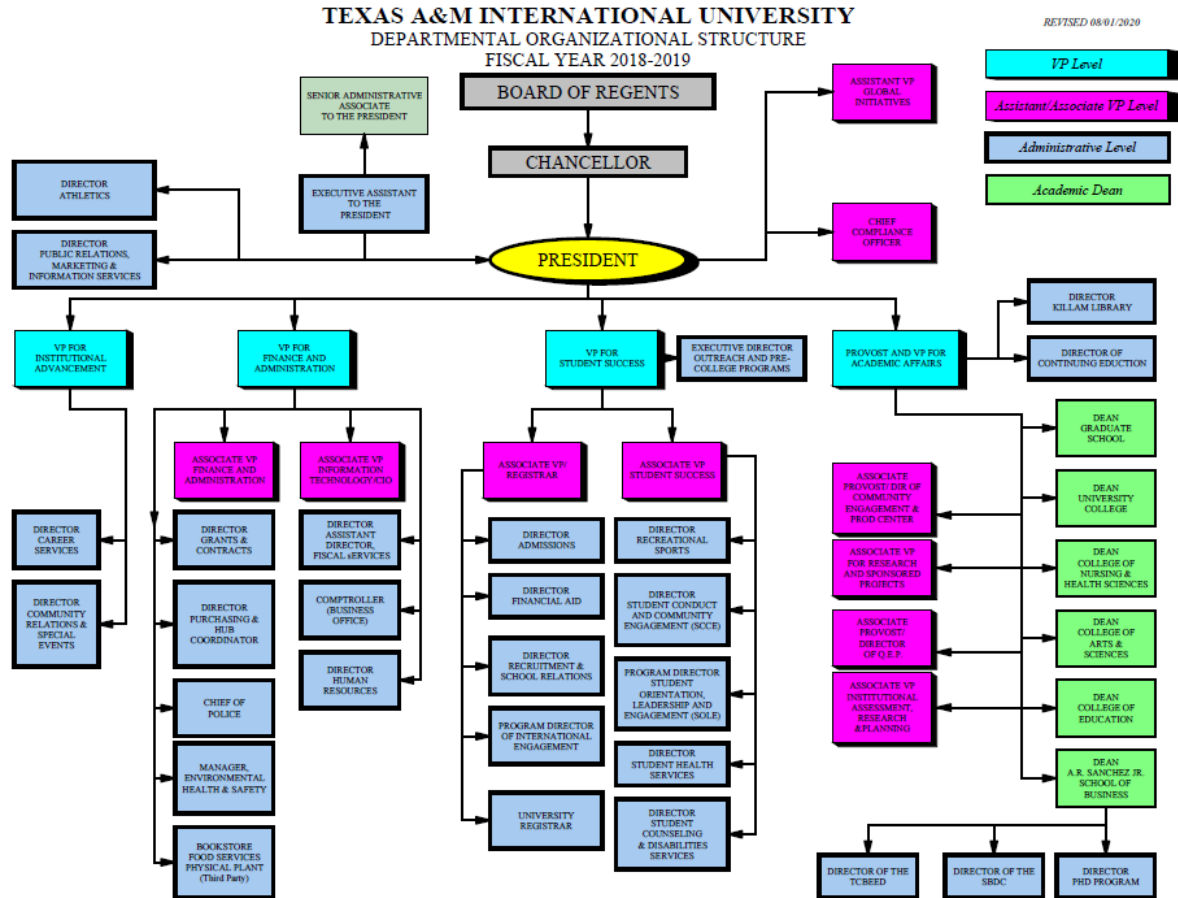
Since its inception in spring 1995, the CSON has grown from an RN to BSN program only to a college offering a traditional undergraduate bachelor's degree in nursing, the RN to BSN online program and the MSN program. The MSN program has a Family Nurse Practitioner (FNP) track and a Nurse Administrator track.



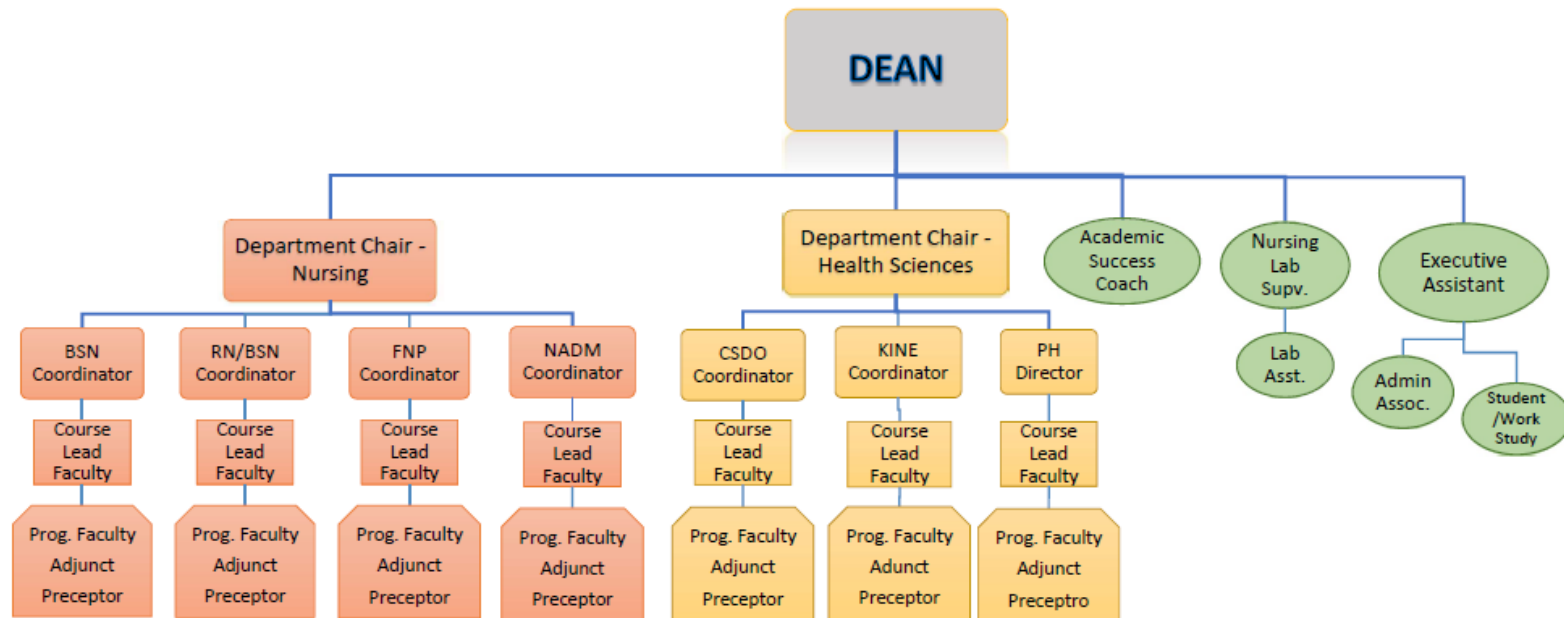
### **Clinical Practice**

Faculty teaching in the MSN program are doctoral prepared, and where appropriate hold advanced practice credentials and maintain active clinical practice.

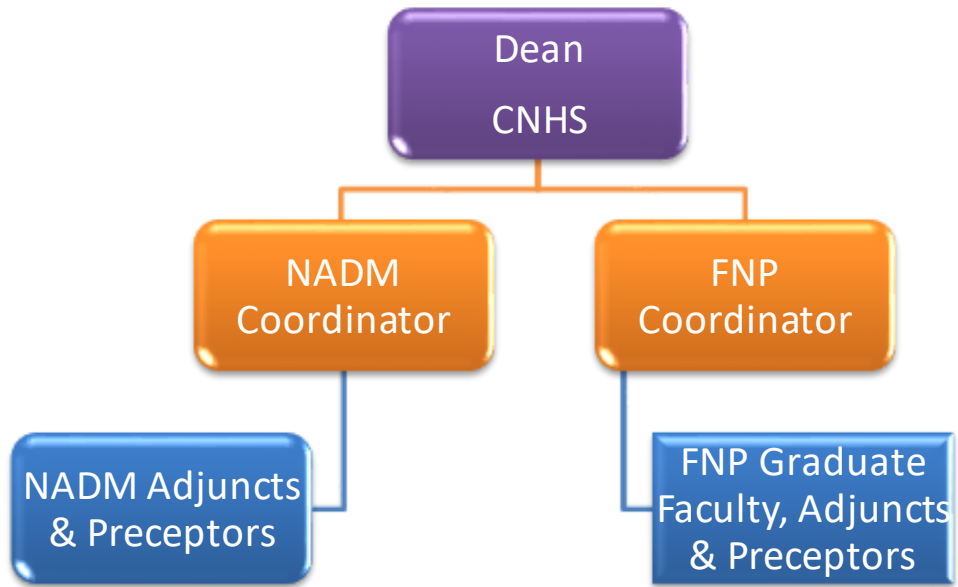
# TEXAS A&M INTERNATIONAL UNIVERSITY - ORGANIZATIONAL CHART



COLLEGE OF NURSING AND HEALTH SCIENCES - ORGANIZATIONAL CHART 2020-2021



**MSN PROGRAM - ORGANIZATIONAL CHART 2020-2021**



## **PART 2: MISSION AND PROGRAM OUTCOMES**

### **MSN Program Mission Statement**

To educate advance practice nurse leaders who, through research, policy, and practice will promote health and wellbeing of local, national and international communities so that all people can thrive.

### **MSN Program Outcomes**

Upon completion of the MSN program, graduates will:

1. Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan.
2. Collaboratively plan the delivery of culturally sensitive health care with organizations and the community.
3. Contribute to the advancement of nursing profession through evidenced-based research and practice.
4. Synthesize the leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs.
5. Operationalize ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan.
6. Advocate for advanced nursing practice through a commitment to lifelong learning and community service.

### **Mission of College of Nursing and Health Sciences**

The mission of the Dr. F.M. Canseco School of Nursing is to prepare professional nurses to improve the wellbeing of complex and diverse populations.

### **Texas A&M International University Mission Statement**

Texas A&M International University (TAMIU), a member of The Texas A&M University System, prepares students for leadership roles in an increasingly complex, culturally diverse state, national, and global society. TAMIU provides a learning environment built on a solid academic foundation in the arts and sciences. The University offers a range of baccalaureate and master's programs and the Doctor of Philosophy degree in International Business Administration. In addition, the University pursues a progressive agenda for global study and understanding across all disciplines.

Through instruction, faculty and student research, and public service, TAMIU improves the quality of life for citizens of the border region, the state of Texas, and national and international communities.

### **Philosophy of the College of Nursing and Health Sciences**

The Faculty believes that the College of Nursing and Health Sciences (CNHS) of Texas A&M International University is in a unique position, as a result of geographic location and institutional affiliation, to prepare professional nurses to improve the wellbeing of complex, multicultural and diverse populations. Faculty believe that professional nursing education must address a wide

range of health beliefs in combination with dynamic political, social, economic and legal issues.

Professional nurses have distinct educational needs and practice responsibilities. The faculty believes that nursing education is a lifelong process that includes formal and informal components, and that teaching, and learning are reciprocal activities during which faculty and students learn from each other. To effectively serve a diverse population amid rapid changes in health care systems and treatment, nurses must develop critical thinking through enhanced creative and flexible problem-solving skills. Diverse and changing health care needs and patient safety goals can best be met by evidence-based practice based on theory and research. The faculty of the School of Nursing are committed to educating outstanding clinicians, scholars, health advocates, mentors and leaders who will be instrumental in addressing the health care needs of communities. Strong communication skills are essential to enactment of these roles and professional nurses must also be increasingly concerned with the ethical, legal, political and socioeconomic dimensions of their practice.

Nursing is a learned and complex therapeutic process through which the nurse engages individuals, patients, families, or communities for the purpose of meeting health needs. Nurses understand health and illness to be relative conditions that include life experiences and biological phenomena. Effective nurses utilize a broad framework based on the humanities and the social and biological sciences. Furthermore, the nurse-patient relationship requires a broad understanding of diverse individuals and communities along with the therapeutic use of self.

### **CSON Conceptual Framework**

The conceptual framework of the Canseco School of Nursing is portrayed as a pair of hands joined within a globe. The globe signifies the international context of the nursing program. The hands are joined in such a way that the individual fingers are intertwined and hidden within the clasp of the two hands.



At one level, the clasped hands represent the interaction between nurse and partner, be that patient, individual, family, population, community, or member of the interdisciplinary healthcare team. In this interchange, the fingers of the two hands become so intertwined that it becomes difficult to determine which fingers derive from which hand.

At another level, the two hands represent the two foci of the curriculum: expertise in clinical nursing care and nursing in partnership with communities. Together these two capacities can effect dramatic changes in the world with which they interact.

The hand clasp can be loosened somewhat to reveal individual fingers that represent the strands of the nursing curriculum, as described by the ten curricular objectives: (1) a broad base of knowledge; (2) cultural competence; (3) critical thinking and the research process; (4) the nursing process; (5) health promotion; (6) professional nursing roles; (7) societal trends; (8) law and ethics; (9) life-long learning; and (10) service to the profession and community.



The ten strands are defined within the context of the overall program philosophy of multicultural and community partnership, as follows:

- (1) A broad base of knowledge includes grounding in the natural and social sciences, the liberal arts as well as awareness of tradition and prior learning and experience.
- (2) Transcultural nursing and cultural aspects of care include awareness of individual and cultural variations in health status, human development, values, beliefs, attitudes, history and environment and how these differences affect the need for and acceptance of nursing care within a global context.
- (3) Critical thinking includes the use of problem solving, clinical judgment/decision making and the research process to apply appropriate principles for the resolution of ever changing societal and professional problems.
- (4) The nursing process involves assessing, diagnosing, planning, implementing and evaluating evidenced-based and culturally appropriate nursing care in collaboration with patients, families, populations, communities and other members of the health care team.
- (5) Health promotion strategies incorporate the three modes of Leininger's Transcultural Nursing Care theory (preservation, accommodation and patterning) to promote health of individuals/patients, families, populations and communities within the limits of culturally acceptable behaviors.
- (6) Professional nursing roles include those of provider of patient-centered care, health care team member/collaborator, leader/manager, educator, scholar, patient safety advocate, activist, mentor, and entrepreneur.
- (7) Societal trends involve analysis of the impact of evolving socioeconomic, political and demographic changes on nursing practice and health care systems.
- (8) Legal and ethical principles that guide professional nursing practice include adherence to the Texas Nurse Practice Act, standards of professional nursing, nursing codes of ethics, and statutory and case law.
- (9) Lifelong learning incorporates current evidence-based knowledge of nursing and health care standards.
- (10) Service to the profession and community includes participation in activities of nursing- and health- related organizations of the University and community.

## **PART 3: ORGANIZATIONS AND STUDENT SERVICES**

### **NURSING ADMINISTRATION OFFICES AND CLASSROOMS**

The School of Nursing is located in Canseco Hall (CH), on the East side of the TAMU campus. The Dean's office for the CSON is located in CH 304. Teaching laboratories, classrooms, and the computer laboratory are located on the first floor of the building. The simulation lab is located on the first and second floor of the building. Faculty offices are located in Canseco Hall first and third floor.

### **SUE AND RADCLIFFE KILLAM LIBRARY**

The library provides materials and service to meet the information needs of the students, faculty, and staff of Texas A&M International University. Library services and materials support the University's instructional programs at all levels. Through a combination of locally owned collections and access to off-site information resources, the library supports the research and current awareness needs of the university faculty and students at a level appropriate to the University's mission. The library enhances the availability of resources to the local university community and serves the academic community at the local, state, and regional levels through participation in cooperative library programs. The library supports the public service programs of the university and, as its resources permit, serves information needs of the local border community. The library develops its resources in accordance with the international focus of the University. Services to fulfill this mission include collection development, maintenance and preservation, library assistance and instruction, circulation, library technology infrastructure, and interlibrary services.

(COVID-19) Hours, Services, and Access.

Effective Monday, August 24, 2020 and subject to change, until further notice.

- Monday to Thursday: 8:00 a.m. - 10:00 p.m.
- Friday 8:00 a.m. - 5:00 p.m.
- Saturday: CLOSED
- Sunday: 12:00 p.m. - 8:00 p.m.

There may be times during the semester when these hours change to accommodate holidays or for extended study hours during exam periods. You may check the library schedule by using the following link: <https://www.tamtu.edu/library/Hours.shtml>

A link to the list of services provided to students can be found at:  
<https://www.tamtu.edu/library/student.shtml>.



## COMPUTER FACILITIES AND SERVICES

Student computer labs are available to all students. The computer labs are located in the Cowart Hall (C building), in the Sue & Radcliffe Killam Library second floor, in Pellegrino (PH) and in Canseco Hall (CH). All computers in the labs have a logon screen. To receive a username and password, one must setup an email for life account at <https://dusty.tamiu.edu/>.

The computer laboratory of the CSON has 48 computers to be used for a variety of computer-assisted tutorials as well as giving student's access to the Internet, Email and word-processing for the preparation of reports and assignments. All computers are networked through fiber optics building-to-building and floor-to-floor.

TAMIU nursing students and faculty may use the Laredo Regional Campus library as walk-in visitors. From on-campus they will have access through the library computers to all of the databases of the main campus in San Antonio as well as to all of the electronic journals accessible from those databases. Students can save their articles to a USB drive or email the articles to their email accounts. The Laredo Regional Campus is located at 1937 E. Bustamante Street. The phone number is (956) 523-7404. They are open Monday to Thursday from 9:00 a.m. to 5:00 p.m. and Friday 8:00 a.m. to Noon.

Support staff for computer education, troubleshooting and repairs is available within the CSON and from the University. All staff is knowledgeable about computer utilization, with varying levels of expertise. Specialized knowledge and skills are available from the University [Office of Instructional Technology \(OIT\)](#) help desk. OIT has solutions for problems as simple as network access and computer trouble shooting to complex instructional design and advanced telecommunications applications to facilitate the learning process.

## FINANCIAL AID

Specific information about financial aid opportunities can be found in the Texas A&M International University's Student Handbook. In addition, students should ask advisors about any special financial aid opportunities, which may be available to nursing students. Students may also find many additional opportunities through the Internet. Students are encouraged to exercise caution if solicited for financial aid opportunities outside of our University Financial Aid office. Many of these "opportunities" are actually phishing attempts to gain your personal information. School of Nursing scholarships applications can be picked up from the Nursing Administrative offices located in Canseco Hall.

## **PART 4: UNIVERISTY, COLLEGE & GRADUATE POLICIES AND PROCEDURES**

### **UNIVERSITY STUDENT POLICIES**

To review the University student polices, please refer to the link to the University Student Handbook @ <http://www.tamtu.edu/scce/studenthandbook.shtml>. This handbook is also located in every MSN Blackboard course under the Handbook tab on the left-hand side.

### **ACADEMIC RESPONSIBILITIES**

Students are expected to inform themselves thoroughly concerning the regulations of the University and the course requirements for the degree they seek and to make inquiries in case of doubt. It shall not be the University's responsibility should complications arise because of failure to follow regulations and requirements. Regulations will not be waived nor exceptions to requirements made on a plea of ignorance of the regulation or requirement. Students, therefore, should become familiar with all of the information related to the program contained in the printed University bulletin and online.

Personal Announcements sent to students through TAMIU's UConnect Portal and TAMIU Email are the official means of communicating course and university business with students and faculty – not the U.S. Mail and no other e-mail addresses. Students and faculty must check UConnect and their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or UConnect message from a faculty member, chair, dean or other University administrator is not accepted as an excuse for failure to take important action. Students, faculty, and staff are encouraged to sign-up for Dusty Alert (see [www.tamtu.edu](http://www.tamtu.edu)). Dusty Alert is an instant cell phone text-messaging system allowing the university to immediately notify you if there is an on-campus emergency, something of immediate danger to you, or a campus closing.

Each student, by registering, enters some college of the University and, except as to conduct, is thereafter under its jurisdiction with regard to the student's program of study and degree requirements. Students should work directly with the person in their major department who is assigned the responsibility of supervising their programs concerning course requirements and options, deficiencies, degree plan and special regulations. Requests to waive regulations and/or requirements should be directed in writing to the Dean of the College.

### **STUDENT-FACULTY COMMUNICATION**

#### **Advisement**

The student is provided with an advisor from admission through graduation. The MSN Director and Program Coordinator are responsible for student advising. Other faculty are responsible for advising students in their courses. The role of the advisor is to assist students in:

- (1) Planning their course of study when an alternative plan is needed
- (2) Selecting courses congruent with the nursing degree plan and career goals, and
- (3) Utilizing existing University facilities, such as financial aid services.

The student's responsibility is to meet with their advisor prior to or during each registration period to review progress in the student's degree requirements. It is the student's responsibility to meet with the Director whenever a change in the plan of study is required.

The semester before graduation there will be a degree audit. Students are responsible for degree plan adherence. The CNHS Admissions and Progression Committee will review all changes to the degree plan.

### **Student Records**

Students' records are maintained in the CNHS office. The Open Record Policy is followed whereby students can review their own records within the respective office but cannot take the record outside the office. All nursing students are responsible for keeping the Registrar's Office and the CSON office informed of any change in name, address, or phone number. In addition, students must provide evidence to the CSON of current nursing licensure (if appropriate), biannual successful completion of the American Heart Association healthcare providers certification, and current immunization status. A record of this information is kept in the student's administrative file. Such verification has to be made prior to clinical experiences each year.

### **Student Participation on Faculty Committees**

Students in the MSN program enter either the FNP or NADM track in cohorts. Each cohort will select a class representative to attend MSN and General Faculty meetings and other selected CNHS committees according to the By-Laws which can be found in the Faculty Handbook on the CNHS website.

### **Bulletin Boards**

Two bulletin boards are maintained in the Nursing Resources Center for student/faculty communications related to classroom and clinical assignments, projects, deadlines, etc. In addition, hallway bulletin boards offer information on programs, activities, employment opportunities and current events of interest to students, nurses and other health care providers.

### **TAMIU Student Complaint Process**

As indicated in its mission, Texas A&M International University (TAMIU) provides students with the highest quality programs, built on a solid academic foundation in the arts and sciences, and prepares them to lead their chosen professions in an increasingly complex, culturally diverse state, national, and global society. Consistent with our mission, TAMIU welcomes opinion and feedback about rules, procedures, programs and services in order to make changes that contribute to student success, development, and goal attainment. TAMIU is committed to ensuring that students have access to a complaint process. A student with a complaint that a policy, rule, regulation, or procedure has been improperly applied in a particular case has recourse through complaint and appellate procedure. In registering complaints and filing appeals, TAMU students must follow the procedures established by the unit where the complaint is filed. Refer to the TAMIU Student Handbook at:

<http://www.tamtu.edu/scce/studenthandbook.shtml>.

#### **Informal Process**

In most instances, complaints can be resolved through an informal process. Basic steps include:

- Arrange an informal meeting with the staff or faculty member wishing to raise a matter/concern preferably via face to face communication, or phone/email.

- Hold an informal meeting, confirming that this informal meeting is aimed at supporting the individual in addressing the specific concern.
- Explain your concern, provide an evidence or information relating to concern and discuss the impact these concerns are having on you.
- Explore how issues can be addressed and what you are seeking in terms of a resolution.
- If applicable, agree any follow up actions to ensure concern does not occur again.

### **Formal Process**

If the issue is still unresolved after following the appropriate informal complaint procedures, the student may submit a formal complaint. Formal complaints should be submitted using the [Report It form](#). A complaint must include the name, contact information of the person filing the complaint, and a brief description of the circumstances, including who has been involved, and current status.

The Office of Student Conduct and Community Engagement receives the complaint and forwards it to the appropriate department head, Dean, or supervisor. The department for which the complaint is lodged will contact the student within 10 University working days to arrange resolution.

Resolutions should be forwarded to the Office of Student Conduct and Community Engagement for record keeping.

To establish official documentation, the complaint or appeal must be submitted in writing and must include the name, contact information of the person filing the complaint, and a brief description of the circumstances, including who has been involved, and current status.

### **Grade Appeal Process:**

Faculty are authorized to change final grades only when they have committed a computational error, and to do so must receive approval of department chair and Dean. To receive that approval, faculty must attach a detailed explanation of the reason for the mistake. Rarely would another reason be entertained as legitimate for a grade change. A student who disputes a grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded improperly they may follow the grade appeal process defined in Article 4 of the TAMIU Student Handbook <http://www.tamtu.edu/scce/studenthandbook.shtml>.

### **Academic Suspension**

Students who have been placed on academic probation and fail to achieve the minimum institutional cumulative grade point average during the next long semester will be placed on Academic Suspension. Students on academic suspension must sit out one long semester and may re-enroll after such absence under academic probation. Prior to enrolling, the returning student must meet with the director of the graduate program to develop an Academic Improvement Plan. An advisor will then meet with the student throughout the semester to monitor the student's progress in meeting established goals and to determine appropriate subsequent actions.

To appeal the Academic Suspension, to the Dean of the CNHS, the student may submit a [petition for academic reinstatement](#) and a [student self-assessment](#). If the petition is approved, the student may enroll on academic probation. Prior to enrolling, the returning student must meet with the Dean to develop an academic improvement plan. The Dean or designate will meet with

the student throughout the semester to monitor his/her progress in meeting established goals and determine appropriate subsequent actions.

### **Student Conduct Grievance**

Any member of the University community may file a grievance against a student who violates the Student Code of Conduct/Student Rules. Grievances must be filed in writing within 15 University working days of the discovery of the alleged infraction to the Office of Student Conduct and Community Engagement via the Report It! reporting system (<http://www.tamtu.edu/reportit>). Timelines for the grievance process may be extended for good cause shown or upon the unilateral discretion of the Office of Student Conduct and Community Engagement.

### **Student Financial Aid Appeal**

A student not meeting SAP standards due to *extenuating circumstances* may appeal a financial aid suspension by submitting an Appeal of Financial Aid Satisfactory Academic Progress. Examples of extenuating circumstances include a major medical condition or hospitalization of self or immediate family member, death of immediate family member, or victims of violent crimes. Personal or financial issues with family, friends, or roommates are not considered extenuating circumstances.

The Financial Aid Appeal Committee will only evaluate appeals for students who have a complete financial aid folder and are enrolled for the semester of appeal. Students should make payment arrangements with the Bursar's Office while their appeal is being reviewed to ensure that they are not dropped for non-payment. The student will be notified thru official University student email account when the results of the appeal are available. Federal regulations do not allow the decisions of the Committee to be overturned by another institutional office or official.

### **Student Organization Complaints**

The Office of Student Orientation, Leadership and Engagement oversees all recognized student organizations on the TAMTU campus. Individuals who wish to file a complaint against a recognized student organization or a member, or officer, of a recognized TAMTU student group should follow the procedure outlined in [The Leader: A Guide for Student Organizations](#).

Other complaints about academic procedures or personnel must be filed with the appropriate College or School. Concerns or complaints about non-curricular procedures or personnel must be filed with the appropriate unit.

### **Students with Disabilities**

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126 and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

### **Non-Discrimination/Sexual Harassment**

Texas A&M International University (TAMTU) provides equal opportunity to all employees, students, applicants for employment, and the public regardless of race, color, national origin, religion, sex, age, genetic information, disability, veteran status, sexual orientation, or gender

identity. TAMIU will promptly, impartially, and thoroughly investigate all complaints of illegal discrimination, sexual harassment, and related retaliation in accordance with applicable federal and state laws, Texas A&M University System (TAMUS) Policy 08.01, TAMUS Regulation 08.01.01, and TAMIU rules and/or procedures.

Sexual harassment is a form of discrimination based on sex. It is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature that are so severe, persistent, or pervasive that it explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work or educational environment. Sexual harassment includes non-consensual sexual contact, sexual violence, rape, sexual assault, sexual exploitation as well as stalking, dating violence, and domestic violence when based on sex.

Any member of the campus community or public who witnesses, is subjected to, or is informed about incidents of illegal discrimination, sexual harassment, and/or related retaliation involving faculty, staff, or students should contact the University's Title IX Coordinator: Lorissa M Cortez, 5201 University Boulevard, Laredo, TX 78041 KL 159B, (956) 326-2857, [TitleIX@tamiu.edu](mailto:TitleIX@tamiu.edu). Anonymous Title IX reports can be made via TAMIU's online reporting system called Report It. All Title IX complaints can also be filed with the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, Phone: (214) 661-9600.

Inquiries regarding equal opportunity and disability services should be directed to the University's Director Title IX & Civil Rights Compliance/Title IX Coordinator from the Office of Title IX & Civil Rights Compliance: Lorissa M. Cortez, 5201 University Boulevard, Laredo, TX 78041, Killam Library, Room 159B, (956) 326-2857, [lorissam.cortez@tamiu.edu](mailto:lorissam.cortez@tamiu.edu).

[TAMUS Policy 08.01, Civil Rights Protections and Compliance](#)

[TAMUS Regulation 08.01.01, Civil Rights Compliance](#)

[TAMUS Regulation 32.01.01, Complaint and Appeal Procedures for Faculty Members](#)

[TAMUS Regulation 32.01.02, Complaint and Appeal Process for Nonfaculty Employees](#)

[University Rule 32.01.02.L1, Complaint and Appeal Process for Non-Faculty Employees](#)

[University Rule 08.01.01.L1, Civil Rights Complaint and Appeal Process](#)

[Student Handbook](#)

### **Pregnant and Parenting Students**

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students may file complaints of discrimination due to pregnant or parenting status with the TAMIU Title IX Coordinator (Lorissa Cortez, 5201 University Boulevard, KL 159B, Laredo, TX 78045, [TitleIX@tamiu.edu](mailto:TitleIX@tamiu.edu), 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600).

The University advises a pregnant or parenting student to notify his or her professor once he or she is aware that accommodations for such will be necessary. It is first recommended that the student and professor attempt to work out the reasonable accommodations with each other. The Office of Student Conduct and Community Engagement, 1100 University Blvd, Laredo, TX 78045, (956) 326-2857, [osce@tamiu.edu](mailto:osce@tamiu.edu).  
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[MGHernandez@tamiu.edu](mailto:MGHernandez@tamiu.edu)) can assist the student and professor in working out the reasonable accommodations. In the event that a student will need a leave of absence (LOA) for a substantial period of time from the University, the University urges the student to consider a Leave of Absence as outlined in the Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook <http://www.tamiu.edu/scce/studenthandbook.shtml>.

### **MSN CRIMINAL BACKGROUND CHECK POLICY**

All MSN students in the CSON shall have a criminal background check before attending classes. The Joint Commission on Accreditation of Healthcare Organizations (JACHO) requires clinical background checks for security purposes on all employees, staff and volunteers, who supervise care, render treatment and provide services in clinical settings. The CSON adheres to the policies of all clinical facilities, which the CNHS is affiliated with for student clinical learning experiences.

### **MSN SUBSTANCE USE/ABUSE SCREENING POLICY**

All students accepted into the MSN program shall have a urine drug screen before attending clinical classes to ensure safety of the public and comply with Joint Commission of Accreditation of Health Care Organizations (JCAHO) standards. Substance use screens apply to alcohol. Continued enrollment in the College of Nursing and Health Sciences (CNHS) will be withdrawn for [1] any student with a positive drug or alcohol (refers only to drugs that do not address a documented health related purpose) and those refusing to have screening done, and [2] any stipulations in the RN license while doing course work.

1. Nursing applicants must undergo a drug screen. Refusal of a drug or substance use screen, including alcohol, will result in the student's dismissal from the CSON.
2. Students must have a drug or substance use screen documented in the CSON before the first day of attending clinical classes.
3. The CSON and clinical agencies reserve the right to request random drug or alcohol screening at any time with the student responsible for all costs.
4. Students who test positive on a substance use screen (refers only to drugs that are illegal substances, or are non-prescribed substances that require a prescription for lawful use, or are deemed unsafe for the clinical setting, or includes alcohol) will not be eligible to enroll in the nursing program.
5. Continued enrollment in the CNHS is contingent upon satisfactory results. If there is a positive drug or alcohol screen or the student refuses to have a drug or alcohol screen, the student will be required to immediately withdraw from the CSON, or they will be dismissed from the CSON. Student will be ineligible for readmission into the SON. Graduate students who fail the drug screen will be reported to the TBON.
6. A company, designated by the CSON, will notify the TAMIU Director of Graduate Programs and the Dean of the CNHS of any individual who fails drug screening.

## MSN GRADING POLICY

Students must meet the standards for minimal performance and progression established by Texas A&M International University and the College of Nursing and Health Sciences. The Graduate requirements may be seen on the Graduate Division Website, this handbook identifies those policies and procedures specific to Master's programs in the CNHS.

Alpha Grade	Numeric
A	90-100
B	80-89
C	70-79
F	Below 70

All grade assignments and assessments (exams, quizzes, etc.) will be calculated to the hundredth (i.e. 2 decimal points). The final numeric course grade are calculated to two decimal places and rounded mathematically as follows: Less than 0.45: Round down to next whole number (i.e. 89.44 would be rounded down to 89) and 0.45 or greater: Round up to next whole number (i.e. 89.45 would be rounded up to 90).

## MSN POLICY FOR DISTANCE EXAMINATION

1. All major exams for the CNHS must be proctored; either with the faculty present or at the testing center. In the case of distance (off campus) testing, the Respondus Lockdown Browser and Monitor or similar product used by the university must be used.
  - a. The Respondus lockdown browser is free, there is a charge for Respondus monitor (student is responsible for costs. Student instructions for purchasing and installing respondus can be found: <https://www.tamtu.edu/distance/technology/respondus-ldb-and-monitor.shtml>).
2. Standardized testing
  - a. In the case of standardized exams, such as HESI, the CNHS will follow the guidelines and requirements of the standardized testing organization.
  - b. When using the standardized testing via remote proctoring, the student is responsible for all costs associated with the proctoring process such as *Examity* or the *Respondus monitor*.
3. Students who have a computer that does not have a webcam or microphone can contact OIT for assistance.

### Process for Testing using Respondus Lockdown Browser with Monitor.

1. Prior to giving any exams, the faculty will submit a sample exam with Respondus Lockdown Browser and Monitor for students use. The sample exam/quiz folder may be set up in the Content area of the course for this practice exam/quiz.
2. The test date and time must be specified; this includes the date and time the test begins and ends. It is suggested all exams be given during a limited period such as less than a 6-hour window.
3. All final exams, except in online courses, must be given at the date and time specified by the university (i.e. started at exactly 9:00AM and ending exactly 11:50AM. The test must be set up in such a way that at the end of the allotted time the exam will automatically close).



4. The student's tabletop or desk, and under the computer must be covered with a dark solid background. (Suggest a black plastic type tablecloth that can be reused).
5. Prior to the exam
  - a. The student must show their face and TAMIU ID on camera.
  - b. The webcam must be used to show a 360-degree view of the entire room as well as under the table and chair where the student will be sitting. (The door to the room must be kept closed at all times and any interruption to the exam by opening of the door or someone entering the room will result in an automatic zero on the exam.)
  - c. Student must use a mirror to show that the monitor screen, laptop, and keyboard are free of any stickers, post it notes, etc.
  - d. After the student uses their cell phone to sign in it must be powered-off and set it face down on the table where it can be seen by the video camera.
  - e. No wristwatches or pendants may be worn. No long sleeve shirts or sweaters may be worn. Arms up to elbows must be visible.
  - f. No caps or hoodies, earphones or ear buds may be worn.
  - g. Absolutely no talking during the exam either to yourself or to someone else. No music can be played during the exam.
  - h. Students must not leave the exam or view of camera until the exam is submitted.
  - i. All tests will require a password that will not be provided until just prior to the exam.
  - j. All tests will begin and end exactly at the time specified (it will automatically shut down at the end of the testing period).
  - k. Student failure to follow these guidelines will result in an automatic zero on the exam.

#### **MSN PROGRAM SUSPENSION, DISMISSAL, EXPULSION POLICY**

Graduate students must maintain a GPA of 3.0 or above to progress and graduate from the MSN program in the CNHS. Students must pass both clinical and theory components of a course in order to pass that course. A graduate student in the CNHS may receive no more than two C's during the course of graduate study.

1. Procedure for students when GPA falls below 3.0, 2 C's are earned during the course of study, F, grades are earned, or unprofessional conduct is evidenced.
  - a. Students must repeat any course in which they earn C or lower and will be placed on academic probation if their GPA falls below 3.0. For courses, wherein practicum and didactic are separate, students will have to repeat **ONLY** the course in which they were not successful.
  - b. Academic probation status will be removed in accordance with University policy.
  - c. Students earning a grade of C may not progress to courses for which that course is a prerequisite until the course is repeated and a grade of B is achieved. **No course can be repeated more than twice.**
  - d. While in the MSN program, students who earn, in any course, a third C or below will be dismissed from the program.
  - e. Readmission is competitive and based upon availability of space in the program. Students must meet the standards for minimal performance and progression established by Texas A&M International University
2. **Suspension, Dismissal, and Expulsion Policy:** In the event a graduate student becomes scholastically deficient, he or she may be subject to one of the following actions:

- a. Suspension: Separation of the student from the program for a definite period of time. The student is not guaranteed readmission at the end of this period of time. The student is guaranteed a review of the case and a decision regarding eligibility for readmission.
- b. Dismissal: Separation of the student from the program for an indefinite period of time. Readmission to the program may be possible in the future, but no specific time for a decision is established.
- c. Expulsion: Permanent separation of the student from the program for Scholastic Deficiency. The student is not eligible for readmission to the university. Expulsion can occur following a ruling by the Graduate Appeals Panel that does not support the student's appeal.

The recommendation to suspend, dismiss or expel the student because of scholastic deficiency must be made in writing to the Dean of the Office of Graduate Studies by the Dean CNHS.

3. **Suspension, Dismissal, and Expulsion Procedure:** These procedures emphasize support for the University procedures and extend beyond those of the University given the ethical issues surrounding nursing practice.
  - a. Students who fail to attain a 3.00 cumulative grade point average for two full time consecutive semesters will be dismissed from the School of Nursing.
  - b. Students may also be dismissed from graduate studies for any of the following reasons:
    - i. Academic misconduct such as any act of dishonesty involving academic work
    - ii. Unsafe clinical practice.
    - iii. Falsification of credentials.
    - iv. Conduct unbecoming to a student as described in the University Student Conduct Code.
4. **Expulsion for Unprofessional/Unsafe Conduct Policy:** CNHS administration and faculty reserve the right to dismiss students without previous warning for unsafe and/or unprofessional behavior.

#### **MSN ATTENDANCE POLICY**

The CNHS adheres to the [TAMIU Attendance Policy \(Section 3.07\)](#), the TAMIU Student Handbook. In addition, each course has specific attendance requirements for both classroom and clinical activities.

#### **COVID-19 EXPOSURE POLICY**

Student Exposure Policy: This policy becomes effective immediately for all currently enrolled and future students. This policy is to be followed if a student reports any of the following to faculty:

- Positive test (lab-confirmed) for COVID-19
- Possible exposure to COVID-19, either by close contact to an individual who has been diagnosed with COVID-19 or through recent travel to a high-risk area
- Currently experiencing symptoms of COVID-19 but have not been tested or are awaiting results of COVID-19 test (see below for common symptoms of COVID)
- Has been instructed to self-quarantine due to COVID-19 exposure
- Responsible for caring for someone who is experiencing symptoms of COVID-19 or has been diagnosed with COVID-19.

Common COVID-19 symptoms; however, symptoms may vary and in some instances an individual with COVID may be asymptomatic

- Chills or fever
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body ache
- Headache
- New loss of taste or smell
- Sore Throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The following procedure must be followed:

1. The student must immediately notify both TAMIU Student Health Services via email and their faculty member via email or phone; include the approximate date of exposure.
  - a. Nursing faculty is also required to report an incident to TAMIU Student Health Services COVID Reporting form: <https://www.tamtu.edu/health/covid-19-reporting.shtml>.
2. The student is to immediately discontinue all in-person class, clinical, or lab and shall not return until further instruction is provided to the student. The student is allowed to continue online classes
3. Once reported, Student Health Services will take the lead and determine what action should be taken regarding the plan of care.
4. If a student does incur clinical absences due to quarantine or becomes ill with COVID-19, the clinical absence policy outlined in each course syllabus will be followed. However, if the student must withdraw or take an incomplete, they will not be penalized for this.

## **PART 5: MSN PROGRAM ADMISSION REQUIREMENTS**

### **MSN FNP PROGRAM ADMISSION REQUIREMENTS**

#### **MSN FNP Program Admission Requirements**

Registered nurses who have graduated from a nationally accredited BSN program may pursue graduate education at TAMIU. The advancement of the profession of nursing requires a commitment to continuing education and lifelong learning. Students obtaining an MSN from TAMIU will provide the South Texas region with nurses with the advanced knowledge and competencies to improve health outcomes for citizens of the region.

1. To be considered for admittance to a masters' program in nursing, the nursing masters' student must meet both the general requirements listed at TAMIU <http://catalog.tamtu.edu/graduate-information/dr-fm-canseco-nursing/> and the specific requirements set by Canseco School of Nursing in the College of Nursing and Health Sciences.

- a. Submit an application to the Office of Graduate Studies by May 31<sup>st</sup> for Fall admission, November 30<sup>th</sup> for Spring admission.
  - b. Comply with all requirements identified under Graduate Admission Requirements as defined in the catalog for the year of admission at <http://catalog.tamtu.edu/graduate-information/admissions/>.
  - c. Registered Nurses seeking admission to the Master of Science in Nursing (MSN) program must complete the on-line "Apply Texas" application at the following site: [https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX). Admission to the University does not automatically guarantee admission to the School of Nursing. In addition to completing all requirements for general admission to the University, the student must submit/complete the following information to Canseco School of Nursing in the College of Nursing and Health Sciences:
    1. A valid unencumbered RN license without restrictions in the State of Texas. For recent graduates, this can be waived, with the condition to have a valid RN license by time of enrollment of NURS 5330 Advance Health Assessment Theory and NURS 5331 Advanced Health Assessment Practicum.
    2. Evidence of a minimum of one (1) year of work experience as a Registered Nurse with at least one year of inpatient nursing experience. For recent graduates, this can be waived, with the condition to have met this requirement by time of enrollment of NURS 5330 Advance Health Assessment Theory and NURS 5331 Advanced Health Assessment Practicum.
    3. Evidence of a baccalaureate nursing degree from a nationally accredited college or university.
    4. Evidence of successful completion of an undergraduate statistics course.
    5. Official transcripts identifying a minimum grade point average of 2.70 or better (on a 4.0 scale) for all college work and a 3.00 in all upper division courses.
    6. A personal interview may be required during the application process.
    7. Three academic and professional references indicating achievement and motivation for graduate study.
    8. Required immunizations, medical health insurance, physical examination completed by a licensed medical health provider, criminal background check and drug screen must be submitted separately to a designated vendor for repository of documents i.e. Verified Credentials.
      - i. Immunizations: MMR and varicella immunizations or rubeola, rubella or varicella titers; Tdap (tetanus, diphtheria, and pertussis); Hepatitis B (HBV) series or HBV titer or signed informed refusal; Annual influenza vaccination (received in the Fall of each year).
      - ii. Verification of drug and criminal background screening by a designated company or agency at student expense. (Contact the Director of graduate Program for questions).
      - iii. Submit a signed release of information form for release of information to the CNHS. (Contact the Director of graduate Program for this form).
2. **Provisional Admission Requirements:** If the requirements for full admission are not met, provisional admission may be available. The Admissions and Progression Committee of the School of Nursing will review any application for provisional admission. Students admitted provisionally are required to maintain a GPA 3.0 during the first 12 semester credit hours

enrolled in the FNP program.

3. **Non-degree Seeking Student Enrollment:** Any student seeking admission, as a non-degree seeking student must obtain permission from the Director for Graduate programs, the Dean and Graduate Council. Enrollment is limited to no more than 12 credits and subject to approval and space in the courses.
4. **Leave of Absence:** A student may petition for a leave of absence at any time. The student must petition the CSON Admission & Progression committee for approval. If the petition is granted, the registration requirement will be set-aside during the period of the leave. The requirement to complete the degree within five years remains and begins at the first semester admitted as a degree seeking student.
5. **Credit for Prior Learning Policy** (University Catalog): Canseco School of Nursing and College of Nursing and Health Sciences accept transfer credits from other universities according to the policy of Texas A&M International University.

#### **Procedure for Accepting Transfer Credits**

- a. Twelve (12) hours of graduate level study with a minimum grade of 3.0(B) on a 4.0 scale may be transferred from accredited institutions of higher education.
- b. Evaluation of the transferring credits identifies they are equivalent to the course they are replacing.
- c. Approval is obtained from the Admission and Progression Committee and the Dean of CNHS.

### **MSN NADM PROGRAM ADMISSION REQUIREMENTS**

Registered nurses who have graduated from a nationally accredited BSN program may pursue graduate education at TAMIU. The advancement of the profession of nursing requires a commitment to continuing education and life-long learning. Students obtaining a MSN from TAMIU will provide Texas with nurses with the advanced knowledge and competencies to improve health outcomes for citizens of the region.

1. To be considered for admittance to a masters' program in nursing, the nursing masters' student must meet both the general requirements listed at TAMIU <http://catalog.tamtu.edu/graduate-information/admissions/> and the specific requirements set by the College of Nursing and Health Sciences.
  - a. The NADM program has a rolling admission; submit an application to the Office of Graduate Studies.
  - b. Comply with all requirements identified under the Graduate Admission Requirements as defined in the catalog for the year of admission <http://catalog.tamtu.edu/graduate-information/admissions/#text>
  - c. Registered Nurses seeking admission to the Master of Science in Nursing (MSN) program must complete the on-line "Apply Texas" application at the following site: [https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX). Admission to the University does not automatically guarantee admission to the School of Nursing. In addition to completing all requirements for general admission to the University, the student must

submit/complete the following information to Canseco School of Nursing in the College of Nursing and Health Sciences:

1. A valid unencumbered RN license without restrictions in the State of Texas.
2. Evidence of a minimum of one year of work experience as a Registered Nurse.
3. Evidence of a baccalaureate nursing degree from a nationally accredited college or university.
4. Evidence of successful completion of an undergraduate statistics course.
5. Official transcripts identifying a minimum grade point average of 2.70 or better (on a 4.0 scale) for all college work and a 3.00 in all upper division courses.
6. A personal interview may be required during the application process.
7. Required immunizations, medical health insurance, physical examination completed by a licensed medical health provider, criminal background check and drug screen must be submitted separately to a designated vendor for repository of documents i.e. *Verified Credentials*.
  - i. Immunizations: MMR and varicella immunizations or rubeola, rubella or varicella titers; Tdap (tetanus, diphtheria, and pertussis); Hepatitis B (HBV) series or HBV titer or signed informed refusal; Annual influenza vaccination (received in the Fall of each year).
  - ii. Verification of drug and criminal background screening by a designated company or agency at student expense. (Contact the admissions counselor or advisor for questions).
  - iii. Submit a signed release of information form for release of information to the Canseco School of Nursing. (Contact the Director of Graduate Program for this form).
9. Annual tuberculosis (TB) skin test or blood test.
10. Students are required to provide proof of health insurance obtained from a U.S. health insurance provider.

Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing

**FAMILY NURSE PRACTITIONER PROGRAM (FNP)**

**FNP ONLINE DEGREE PLAN**

\*graduate core course

<b>YR 1: Fall</b>	<b>Spring</b>	<b>Summer</b>
<p>*<b>N5320</b>: Theoretical Perspectives &amp; Advanced Role</p> <p>*<b>N5321</b>: Research methods and Statistical Analysis</p>	<p><b>N5230</b>: Advanced Pathophysiology Part 1 (2 credit)</p> <p><b>N5232</b>: Advanced Pharmacology Part I (2 credit)</p>	<p>*<b>N5323</b>: Healthcare Policy &amp; Social Justice</p> <p>*<b>N5322</b>: Healthcare Informatics</p>
<b>Total credits: 6</b>	<b>Total credits: 4</b>	<b>Total credits: 6</b>
<b>YR 2: Fall</b>	<b>Spring</b>	<b>Summer</b>
<p><b>N5231</b>: Advanced Pathophysiology Part II (2 credit)</p> <p><b>N5233</b>: Advanced Pharmacology Part II (2 credit)</p>	<p><b>N5330</b>: Advanced Health Assessment Theory</p> <p><b>N5331</b>: Advanced Health Assessment Practicum</p>	<p><b>N5334</b>: Diagnostic Reasoning and Clinical Procedures (1 theory, 2 practicum)</p>
<b>Total credits: 4</b>	<b>Total credits: 6</b>	<b>Total credits: 3</b>
<b>YR 3: Fall</b>	<b>Spring</b>	<b>Summer</b>
<p><b>N5332</b>: Primary Care of Adults, Geriatrics, and Families</p> <p><b>N5333</b>: Primary Care of Adults, Geriatrics, and Families Practicum</p>	<p><b>N5335</b>: Primary Care of Pediatrics and Families</p> <p><b>N5336</b>: Primary Care of Pediatrics and Families Practicum</p>	<p><b>N5337</b>: Primary Care of Adults &amp; Women's Health</p> <p><b>N5430</b>: Integrated Family Practicum (4 credits)</p>
<b>Total credits: 6</b>	<b>Total credits: 6</b>	<b>Total credits: 7</b>

\*graduate core course

**Note: Unless otherwise noted. All courses are three credits. Practicum is 1 credit equals 45-clock hours.**

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**FNP FACE-TO-FACE DEGREE PLAN**

**\*graduate core course**

<b>YR 1: Summer</b>	<b>Fall</b>	<b>Spring</b>
<b>*N5320:</b> Theoretical Perspectives & Advanced Role	<b>N5230:</b> Advanced Pathophysiology Part 1 (2 credit) <b>N5232:</b> Advanced Pharmacology Part I (2 credit)	<b>N53FB:</b> Advanced Pathophysiology Part II (2 credit) <b>N5233:</b> Advanced Pharmacology Part II (2 credit)
<b>Total credits: 3</b>	<b>Total credits: 4</b>	<b>Total credits: 4</b>
<b>YR 2: Summer</b>	<b>Fall</b>	<b>Spring</b>
<b>*N5323:</b> Healthcare Policy & Social Justice	<b>*N5321:</b> Research methods and Statistical Analysis <b>N5330:</b> Advanced Health Assessment Theory <b>N5331:</b> Advanced Health Assessment Practicum	<b>*N5322:</b> Healthcare Informatics <b>N5332:</b> Primary Care of Adults, Geriatrics, and Families <b>N5333:</b> Primary Care of Adults, Geriatrics, and Families Practicum
<b>Total credits: 3</b>	<b>Total credits: 9</b>	<b>Total credits: 9</b>
<b>YR 3: Summer</b>	<b>Fall</b>	<b>Spring</b>
<b>N5334:</b> Diagnostic Reasoning and Clinical Procedures (1 theory, 2 practicum)	<b>N5335:</b> Primary Care of Pediatrics and Families <b>N5336:</b> Primary Care of Pediatrics and Families Practicum	<b>N5337:</b> Primary Care of Adults & Women's Health <b>N5430:</b> Integrated Family Practicum (4 credits)
<b>Total credits: 3</b>	<b>Total credits: 6</b>	<b>Total credits: 7</b>

**\*graduate core course**

**Note: Unless otherwise noted. All courses are three credits. Practicum is 1 credit equals 45-clock hours.**



## MSN PROGRAM CORE COURSE DESCRIPTIONS

### **NURS5320: Theories Influencing Practice, Research & Advanced Role (3 credits)**

The focus of this course is on the exploration of selected theories and conceptual frameworks, and their relationship to nursing practice and research. Emphasis is on the utilization of theories and models in nursing as a basis for practice to provide a caring, comprehensive, and holistic approach to health care delivery within a multicultural society. **Prerequisites:** Admission to the MSN program or permission of faculty.

### **NURS5321: Research Methods and Statistical Analysis (3 credits)**

This course focuses on the study of research design and methods to prepare students to be proficient in the evaluation and utilization of evidence-based practice within the clinical practice setting. Students will critically examine reported research to determine the utilization of scientific knowledge in order to provide high quality nursing health care, initiate change, and improve patient outcomes. Implementation science will be examined. **Prerequisites:** Admission to the MSN program or permission of faculty.

### **NURS5322: Healthcare Informatics (3 credits)**

This course focuses on current informational technology strategies related to the management of individuals, groups, and organizations. Students will examine the implementation and use of nursing informatics, and the role of informatics in evidence-based practice. **Prerequisites: N5320: Theories Influencing Nursing Practice and Advanced Role**

### **NURS5323: Healthcare Policy & Social Justice (3 credits)**

This course focuses on health care policy and cultural as well as ethical issues in patient care. The goal is to create leaders who provide culturally competent care and contribute to the development of policies to reduce health care disparities. **Prerequisites:** Admission to the MSN program or permission of faculty.

## FAMILY NURSE PRACTITIONER (FNP) COURSE DESCRIPTION

### **NURS5230: Advanced Pathophysiology Part 1 (2 credits)**

This course is part I of a comprehensive study of the pathophysiologic basis of disease as it affects human beings across the life cycle. Emphasis is placed upon endogenous and exogenous environmental factors that contribute to altered functional balance. The focus is on the cardiovascular, immune, neurologic and renal systems related to mechanisms of disease and specific mechanisms that cause abnormalities resulting in dysfunction. Disease states commonly encountered and managed in primary care settings are emphasized. **Prerequisites:** NURS5320: Theories Influencing Practice & Advanced Role or permission of faculty.

### **NURS5231: Advanced Pathophysiology Part II (2 credits)**

This course is part II of a comprehensive study of the pathophysiologic basis of disease as it affects human beings across the life cycle. Emphasis is placed upon endogenous and exogenous environmental factors that contribute to altered functional balance. The focus is on the endocrine, gastrointestinal, hematologic, hepatobiliary, lymphatic, reproductive and respiratory

systems related to mechanisms of disease that cause abnormalities resulting in dysfunction. Disease states commonly encountered and managed in primary care settings are emphasized. **Prerequisites:** NURS5230: Advanced Pathophysiology I.

#### **NURS5232: Advanced Pharmacology Part I (2 credits)**

This is part I of a course focused on clinical pharmacology and pharmacotherapeutics with emphasis on major drug classes related to the cardiovascular, immune, neurologic and renal systems. Special emphasis is placed on drugs and drug classes used to treat problems commonly encountered in primary care. **Prerequisites:** 5320: Theories Influencing Practice & Advanced Role or permission of faculty. **CO-requisite:** N5230: Advanced Pathophysiology Part I.

#### **NURS5233: Advanced Pharmacology Part II (2 credits)**

This is part II of a course focused on clinical pharmacology and pharmacotherapeutics with emphasis on major drug classes related to the endocrine, gastrointestinal, hematologic, hepatobiliary, lymphatic, reproductive and respiratory systems. Special emphasis is placed on drugs and drug classes used to treat problems commonly encountered in primary care. **Prerequisites:** 5232: Advanced Pharmacology I; **Co-requisites:** 5231: Advanced Pathophysiology II.

#### **NURS5330: Advanced Health Assessment Theory (3 credits)**

This course focuses on the integration of advanced knowledge and skills of health assessment and diagnostic evaluation. Emphasis is on a holistic approach to individuals across the life span. Evidence-based concepts related to health promotion and disease prevention are presented. Critical thinking and diagnostic reasoning skills are developed. Objectives of Healthy People 2020 along with concepts including family systems, developmental theories, cultural considerations, environmental factors, and spiritual influences and learning styles are explored. **Prerequisites:** Admission to MSN program or permission of faculty. **Co-requisites:** 5331: Advanced Health Assessment Practicum.

#### **NURS5332: Primary Care of Adults, Geriatrics and Families (3 credits)**

This course focuses on the theoretical and clinical foundation of advanced practice management of health care problems common to adult and older adults including the frail elderly, individuals and their families. The student will be introduced to the role of nurse practitioner in the primary care management of individuals and families of adult clients. Emphasis is on the application of assessment, wellness and health promotion practices in the comprehensive management and implementation of evidence-based practice in the primary care setting. Population based health disparities and their impact on the health of individuals and families will be explored. **Prerequisites:** 5232: Advanced Pharmacology I 5331: Advanced Health Assessment Practicum. **Pre or Co-requisites:** 5231: Advanced Pathophysiology Part II, 5233: Advanced Pharmacology Part II; **Co-requisite:** 5333: Primary Care Adults, Geriatrics and Families Practicum.

#### **NURS5335: Primary Care of Pediatrics and Families (3 credits)**

This course focuses on the role of the advance practice nurse in the management and care of newborns, children, and adolescents in the primary care setting. The emphasis is on the theoretical and practice foundation necessary to manage the pediatric population in a primary care setting.

The importance of health promotion, disease prevention, and appropriate screenings as well as the diagnosis and management of common conditions that present in the pediatric/adolescent is stressed. Students will be prepared to function in a team-based, inter-professional collaborative environment that integrates the biomedical, and psychosocial model of patient-centered care. **Prerequisites:** 5332: Primary Care of Adults, Geriatrics and Families, 5333: Primary Care of Adults, Geriatrics and Families Practicum **Co-requisite:** 5336: Primary Care of Pediatrics and Families Practicum.

### **NURS5337: Primary Care of Adults & Women's Health (3 credits)**

This course focuses on the theoretical and clinical foundation of advanced practice management of health care problems common to adult individuals and women. Consistent with the emerging definitions of women's health and women's health practice, this course examines a full range of health issues unique to women including societal and political determinants of health, health promotion and patient education. Emphasis is on integration and application of theory, health promotion, disease prevention, diagnostic process and clinical decision making to adult and women's health issues in the primary care setting. **Prerequisites:** 5332: Primary Care of Adults, Geriatrics and Families, 5333: Primary Care of Adults, Geriatrics and Families Practicum, 5335: Primary Care of Pediatrics and Families, 5336: Primary Care of Pediatrics and Families Practicum, 5334: Diagnostic Reasoning & Clinical Procedures, **Co-requisite:** 5430: Integrated Family Practicum.

## **FNP TRACK PRACTICUM COURSE DESCRIPTION**

### **NURS5331: Advanced Health Assessment Practicum (3 credits)**

This course focuses on a systems approach to health issues that present in the primary care setting with emphasis on assessment, screening, physical exam and differential diagnosis. Students will concentrate on history taking, physical examination, diagnostic reasoning and assessment. Clinical experiences will enable students to develop clinical reasoning skills that are necessary to perform comprehensive physical examination and develop a differential and final diagnosis in the primary care setting. A 135 hours of practicum is required. **Co-requisites:** 5330: Advanced Health Assessment.

### **NURS5333: Primary Care of Adults, Geriatrics and Families Practicum (3 credits)**

This clinical practicum course prepares the NP student to assess, diagnose, monitor, treat and coordinate care of adult individuals and their families who present with common acute, episodic, and chronic conditions in the primary care setting. Population based health disparities and their impact on the health of the individual and their family will be explored. There is 135 hours of practicum required. **Prerequisites:** 5230: Advanced Pathophysiology Part I. 5232: Advanced Pharmacology Part I, **Pre or Co-requisites:** 5231: Advanced Pathophysiology Part II, 5233: Advanced Pharmacology Part II, **Co-requisites:** 5332: Primary Care of Adults, Geriatrics and Families.

### **NURS5334: Diagnostic Reasoning and Clinical Procedures (3 credits; 1 theory, 2 clinical)**

This course presents the student with selected clinical diagnostic laboratory, imaging tests and with selected procedures practiced by advanced nurse practitioner in the primary care setting. Clinical decision-making for appropriate tests or procedures, and interpretation of diagnostic test

results is addressed. Laboratory, simulation and practicum experiences will facilitate learning of procedures such as suturing, EKG interpretation, dermatologic procedures and radiology. This course is a one-credit theory and two-credit, or 90 hours of practicum required. **Prerequisite:** 5332: Primary Care of Adults, Geriatrics and Families 5333: Primary Care of Adults, Geriatrics and Families Practicum.

**NURS5336: Primary Care of Pediatrics and Families Practicum (3 credits)**

This course emphasizes the integration and application of theory, health promotion, and disease prevention and provides clinical experiences in ambulatory pediatric primary health care settings. Students will perform comprehensive and appropriate clinical assessments, including appropriate developmental screening, diagnostic testing and therapeutic interventions in order to promote health in the pediatric care setting. This course requires 135-hours of practicum. **Prerequisites:** 5332: Primary Care of Adults, Geriatrics and Families 5333: Primary Care of Adults, Geriatrics and Families Practicum, **Co-requisites:** 5332: Primary Care of Pediatrics and Families.

**NURS5430: Integrated Family Practicum (4 credits)**

This course emphasizes the full integration of clinical practice management across the life span and builds on knowledge and skills acquired throughout the course of study. Emphasis is on the acquisition of clinical competence in the care and management of individuals (infant, child, adolescent, adult, elder and frail elderly) with episodic, acute and chronic conditions, both simple and complex. 180 hours of practicum is required with 90 of the hours in OB/GYN. **Prerequisites:** 5332: Primary Care of Adults, Geriatrics and Families 5333: Primary Care of Adults, Geriatrics and Families Practicum, 5335: Primary Care of Pediatrics and Families, 5336: Primary Care of Pediatrics and Families Practicum, 5334: Diagnostic Reasoning & Clinical Procedure.

**TOTAL** **165 credits (practicum courses)**  
**(Note: 1 credit = 45 hours practicum)**

**Total Credits in Entire FNP Program** **48 credits**  
**Clinical Practicum Hours** **675 hours**

## NURSING ADMINISTRATION (NADM) PROGRAM

### NADM DEGREE PLAN

#### Sample NADM PLAN OF STUDY – ACCELERATED Option

Two 7-week terms per semester

Fall 1	Spring 1	Summer 1
<b>N5320:</b> Theories Influencing Practice, Research and Advanced Role  <b>N5341:</b> Transformational Leadership	<b>N5321:</b> Research methods and Statistical Analysis  <b>N5340:</b> Organizational Behavior	<b>N5323:</b> Healthcare Policy & Social Justice  <b>N5440:</b> Nurse Executive Integrative Leadership Practicum – 4 credits
Fall 2	Spring 2	
<b>N5342:</b> Health Quality Outcomes  <b>N5322:</b> Health Care Informatics	<b>N5344:</b> Population Health  <b>N5343:</b> Finance for the Nurse Executive	
<b>Total Credits: 12</b>	<b>Total Credits: 12</b>	<b>Total Credits: 7</b>

**Note:** Unless specified all courses are three credits.

### NADM COURSE DESCRIPTION

#### **NURS5320: Theories Influencing Practice, Research & Advanced Role (3 credits)**

The focus of this course is on the exploration of selected theories and conceptual frameworks, and their relationship to nursing practice and research. Emphasis is on the utilization of theories and models in nursing as a basis for practice to provide a caring, comprehensive, and holistic approach to health care delivery within a multicultural society. **Prerequisites:** Admission to the MSN program or permission of faculty.

**Course Learning Outcomes:** Upon completion of this course the student will:

1. Examine own values, culture and beliefs relative to nursing and the advanced practice role.
2. Differentiate the advance-nursing role from other health care professionals.
3. Evaluate theories framing the organizational leadership and health care management
4. Analyze the relationship of theory and research to advance nursing practice.
5. Develop analytical diagnostic reasoning skills.

#### **NURS5321: Research Methods and Statistical Analysis (3 credits)**

This course focuses on the study of research design and methods to prepare students to be proficient in the evaluation and utilization of evidence-based practice within the clinical practice setting. Students will critically examine reported research to determine the utilization of scientific

knowledge in order to provide high quality nursing health care, initiate change, and improve patient outcomes. Implementation science will be examined.

**Prerequisites:** Admission to the MSN program or permission of faculty.

**Course Learning Outcomes:** Upon completion of this course the student will:

1. Determine the appropriate research methodologies for investigation of individual or system related healthcare problems.
2. Manage and analyze outcome data utilizing statistical software.
3. Critically analyze existing literature and other evidence for determination and implementation of the science of care for best practice methods that meets the needs of the identified population
4. Apply a systematic evidence-based approach to critically appraise the quality of research evidence and best practice for clinical practice.
5. Use of appropriate technology to identify important data sets of empirical literature and synthesize these findings to their relevance for enhancing the scientific basis of nursing practice.

### **NURS5322: Healthcare Informatics (3 credits)**

This course focuses on current informational technology strategies related to the management of individuals, groups, and organizations. Students will examine the implementation and use of nursing informatics, and the role of informatics in evidence-based practice. **Prerequisites: N5320:**

#### **Theories Influencing Nursing Practice and Advanced Role**

**Course Learning Outcomes:** Upon completion of this course the student will:

1. Analyze theories, principles and concepts underpinning the field of healthcare and nursing informatics.
2. Integrate information technology culture, processes, roles, and related terminology to maximize patient safety, cost-effectiveness and health care outcomes.
3. Utilize ethical principles and standards in the development of policies for health information technologies.
4. Examine informatics issues for regulation, accreditation and security of automated applications in health care.
5. Examine the impact of health information on populations and health care providers.

### **NURS5323: Healthcare Policy & Social Justice (3 credits)**

This course focuses on health care policy and cultural as well as ethical issues in patient care. The goal is to create leaders who provide culturally competent care and contribute to the development of policies to reduce health care disparities. **Prerequisites:** Admission to the MSN program or permission of faculty.

**Course Learning Outcomes:** Upon completion of this course the student will:

1. Examine health policy through the application of a social justice lens.
2. Investigate the link between health research and health policy, and motivations for policy reform.
3. Analyze and critique different health policies in relation to social injustices.
4. Apply methods and strategies to mitigate social justice issues and inequities in health care systems.

5. Evaluate policy models and policy making at the federal and state levels in the United States and the links between immigration policies and healthcare disparities on border towns.
6. Utilize leadership strategies in policy-making that promotes culturally competent care.

#### **NURS5340: Organizational Behavior (3 credits)**

This course focuses on the application of organizational behavior theories in the health care setting. The integration of evidence-based practice to improve outcomes is emphasized. Methods for analyzing organizational systems are evaluated. **Pre/Co-requisite: None**

##### **Upon completion of this course, the student will be able to:**

1. Describe and explain various organizational behavior theories and concepts.
2. Evaluate methods for analyzing organizational systems
3. Discuss how organizational behavior theories can be applied in the health care setting
4. Utilize the evidence on organizational behavior to identify solutions to improve outcomes in healthcare organizations

#### **NURS5341: Transformational Leadership (3 credits)**

This course focuses on the analysis, synthesis and application of management science to address current and emerging changes and transitions in health care systems. Leadership styles for quality/cost management, with a focus on transformational leadership, will be examined. **Prerequisites: 5320: Theories Influencing Practice, Research and Advanced Role**

##### **Upon completion of this course, the student will be able to:**

1. Describe the characteristics of a transformational leader
2. Identify the impact of leadership styles on quality and cost management in health care organizations.
3. Analyze, synthesize and apply management science to current and emerging changes in health care systems.
4. Discuss specific leadership change management strategies and how they can be implemented in healthcare organizations.

#### **NURS5342: Health Quality Outcomes (3 credits)**

This course focuses on leadership's role in the monitoring and measuring of quality outcomes for the consumer (patient) and organization. Students will examine tools for evaluating operations and care delivery systems, and performance management in diverse workforces and organizational cultures. **Prerequisites: Pre-Co-requisite: 5321: Research Methods and Statistical Analysis**

##### **Upon completion of the course, the student will be able to:**

1. Describe tools for evaluating operations and care delivery systems.
2. Evaluate performance management strategies for diverse workforces and organizational cultures.
3. Discuss leadership's role in monitoring and measuring quality outcomes for the consumer (patient) and organization.
4. Utilize the evidence for evaluating quality outcomes in the care delivery process.

### **NURS5343: Finance for the Nurse Executive (3 credits)**

This course focuses on the fiscal environment faced by the nurse executive and clinical manager in health care systems. Application and analysis of financial principles used in planning, budgeting, control, risk analysis, and decision-making in health care programs are examined. Prerequisites: **Prerequisites: 5320: Theories Influencing Practice, Research and Advanced Role**

**Upon completion of the course, the student will be able to:**

1. Describe factors that effect the fiscal environment in health care systems.
2. Understand financial principles needed by the nurse executive and clinical manager.
3. Evaluate the components of a program budget.
4. Create a business plan for a health care organization program

### **NURS5344: Population Health (3 credits)**

This course addresses the study of health and illness trajectories in global health systems along with frameworks designed to address these issues. Methods of predicting utilization are addressed. Topics include emerging health issues, wellness promotion and disease prevention, health education and behavior medication, and disaster preparedness. **Prerequisites: 5320: Theories Influencing Practice, Research and Advanced Role**

**Upon completion of the course, the student will be able to:**

1. Identify frameworks of health and illness trajectories in global health systems.
2. Evaluate methods of predicting healthcare utilization for various populations.
3. Explain various topics effecting global populations
4. Create an evidence-based population health management program.

## **NADM TRACK PRACTICUM COURSE DESCRIPTION**

### **NURS5440: Nurse Executive Integrative Leadership Practicum (4 credits)**

This is a 180-hour practicum course focused on observation and implementation of administrative principles and competencies covered. The preceptor, faculty, and student identify areas of focus for the practicum based on these principles. Students design practice objectives with their preceptor and faculty. Students complete an administrative collaborative health project. **Prerequisite: All NADM courses in Summer and Fall, Pre-requisite or Co-requisite: 5341Transformational Leadership**

**Upon completion of this course, the student will:**

1. Evaluate the use of administrative principles in the practicum setting.
2. Develop practicum specific goals and objectives that focus on administrative principles.
3. Utilize the evidence to complete an administrative collaborative health project.

(Note: 1 credit = 45 practicum hours)

<b>Total Credits:</b>	<b>19 credits</b>
<b>Total Credits in Program</b>	<b>31 credits</b>
<b>Clinical Practice Hours:</b>	<b>180 hours</b>



## PART 6: POLICES AND PROCEDURES FOR MSN PRACTICUM

### MSN STUDENT PRACTICUM OVERVIEW

Nursing courses with a required practicum or individual practicum courses require preceptor or faculty supervised experiences. Clinical practicum experiences will be in appropriate organizational settings that support the learning outcomes of the course. The purpose of the practicum experience is to provide students with the opportunity to integrate theory into practice. Students are primarily responsible to locate and select appropriate preceptors and practicum settings. MSN faculty is available to assist students in finding a preceptor and approving the preceptor and site selected. The following steps outline the process students should follow the semester prior to the practicum experience.

1. Students will identify appropriate preceptors and clinical settings based on the learning outcomes for the course. Clinical agencies and preceptors are located in Typhon to assist students.
2. Students will obtain a signed preceptor and site affiliation agreements prior to the second week of the semester and before starting the practicum rotation.
3. Students will comply with any orientation or other site requirements included in the affiliation.
4. Students will submit (to faculty or in Typhon) a semester schedule of practicum hours to be completed to the faculty of record for the practicum course, prior to beginning clinical hours and within the first two weeks of the course.
5. Students will be notified in writing (via email) by their course faculty when their preceptor agreements and site affiliation agreements have been approved and they are cleared to begin their clinical rotation.
6. Students must have a TAMIU student ID displayed prominently on their lab coat and worn at all times in the clinical setting.
7. Adherence to Texas BON regulations requires that a TAMIU student ID be worn at all times in the clinical setting. The student ID can be obtained from Campus Card services located in the Zaffirini Student Success Center.
8. All NP preceptors will hold certification from either AANP or ANCC as a Nurse Practitioner.
9. Preceptors must have a minimum of two years of clinical experience in the specialty in which they are practicing.
10. Experienced Nurse Practitioners and Physicians are appropriate preceptors in the FNP track. The use of Physician Assistants requires pre-approval. Students must discuss this with their clinical faculty and obtain FNP Program Director approval prior to completing the affiliation agreement with a PA at a clinical site. This determination will be made on a case-by-case basis.
11. Ideally, students will be placed at sites where the preceptor to student ratio is 1:1.
12. NADM students will consult the NADM coordinator or Graduate Director when selecting appropriate preceptors. Any preceptors who are not Registered Nurses will be approved on a case-by case basis.

#### FNP Track Students

As a graduate of the TAMIU CNHS FNP program, students will be expected to care for

individuals and families across the lifespan with a focus on providing team based, patient centered care. Therefore, it is preferred that students find clinical sites and preceptors who provide care in a primary care setting for the majority of clinical practicum courses. For example, Advanced Health Assessment students should identify sites where they will be able to conduct head to toe physical examinations such as community health centers, family practices, NP owned and managed health centers, corporate wellness clinics, employee health departments, public health departments, pre-op testing centers, and retail health centers.

Students in Primary care of Adults and Families practicum courses should identify sites, which incorporate episodic care and basic chronic care for individuals and families. During the Diagnostic Reasoning and Clinical Procedure course, students should identify acute care, urgent care, or internal medicine sites where students will have access to training in in-office procedures such as x ray interpretation, EKG interpretation and office-based procedures. For students in Primary Care of Pediatrics and Families, students should identify sites such as family practice clinics, pediatric practices, retail health centers, and community health centers with a preference for practices, which care for newborns, infants, young children, school age children and adolescents.

In the final clinical semester, students will be required to integrate the role of the nurse practitioner and provide the full scope of care. Ideal clinical sites will be those that provide primary care and women's health services. Examples of sites utilized during the Integrated Family Practicum would be family practice sites, community health centers and internal medicine clinics.

### **NADM Track Students**

As a graduate of the TAMIU CNHS NADM track it is expected that students will assume ever increasing administrative positions in a variety of healthcare settings. Students will work closely with NADM faculty to select preceptors and practicum experiences that are individualized to the needs and requirements of the student.

### **Practicum Timeline**

Students should begin identifying potential clinical sites a minimum of six weeks prior to the start of the clinical term in which they will conduct their practicum hours. Students must begin their clinical rotations within the first two weeks of the semester. Students must submit all clinical practicum documents to their course faculty for review and final approval requires sign off by both the Graduate Program Director and Dean. **Student may NOT begin their clinical rotation until all documents have been submitted and approved and the student has received their approval to begin practicum in writing from their course faculty.** A delay in beginning practicum within the first two weeks of the semester may result in a student having to withdraw from a course.

Faculty approves clinical placement sites based on the specific learning objectives of the course, site characteristics, and site/preceptor availability. Students need to be prepared to travel distances and have varied and flexible schedules to accommodate clinical experiences. Students are expected to conduct themselves with integrity at all times. The MSN program adheres to the American Nurses Association (ANA) Code for Nurses, which read as follows:

1. The nurse, in professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations

of inherent dignity, worth, and the uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective actions.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. *Source: Code of Ethics for Nurses, ANA 2011, [www.nursingworld.org/Mobile/Code-of-Ethics](http://www.nursingworld.org/Mobile/Code-of-Ethics)*

### Professional Integrity

Every MSN student is expected to demonstrate professional integrity, including but not limited to the standards below. Failure to maintain professional standards of integrity may result in failure of the clinical portion of the course.

- Adhere to the ANA Code for Nurses.
- Adhere to Texas Board of Nursing Board Rules
  - **213.27b Good professional character** – defined “good professional character as the integrated pattern of personal, *academic*, and occupational behaviors that indicate an individual is able to consistently conform his/her conduct to the requirements of the Nursing Practice Act.”
    - RNs enrolled in a nursing program, the TBON considers the student's practice setting the academic setting; therefore, accountable for good professional character while in school and academic dishonesty is considered a reportable offense.
  - **217.12(6)(A) Unprofessional Conduct** – Misconduct actions that include but not limited to:
    - Falsifying reports, client documentation, agency records or other documents.

- Examples: RNs falsifying clinical log entries, patient progress notes. etc.
- **217.12(6)(I) Unprofessional Conduct**– Misconduct actions that include “failing to answer specific questions or providing false or misleading answers in a licensure or employment matter that could reasonably affect the decision to license, employ, certify or otherwise utilize a nurse.”
  - The TBON and certifying body is reliant information provided to them by the RN student indicating that they have completed the required number of clinical hours when issuing a license or certification. False information provided to either organization is considered unprofessional conduct.
- Protect the confidentiality of patient health information.
- Recognize that within the community and surrounding areas, you are an ambassador of Texas A&M International University School of Nursing and you must conduct yourself in a manner consistent with University mission and values.
- Do not engage in any behavior that will compromise patient care or the University’s relationships with community partners.
- Always introduce oneself as a student and avoid misrepresentation of licensure and certification status.
- Do not practice outside of your scope or practice.
- Wear your TAMIU ID while in any clinical setting.

### **MSN Student Professional Dress and Appearance**

Students are representative of TAMIU College of Nursing and Health Sciences and must present themselves as ambassadors of this program. They are expected to be respectful to preceptor, faculty, staff, patients and their families. Reports of unprofessional behavior will result in the student being counseled and possibly subject to review by the CSON Admission & Progression Committee and/or the University Office of Student Conduct and Community Engagement. Students should be professionally dressed and wear an ID badge that identifies them as a Registered Nurse and TAMIU College of Nursing and Health Sciences graduate student. The student should only wear these badges when the student is in the clinical setting. The appropriate use of uniforms or lab coats should be determined through the preceptor/student interview. Students are expected to conform to the dress of the clinical site were the coursework is completed.

### **MSN Student Requirements for Clinical Courses**

Memorandums of understanding have been established between the Texas A&M International University, CSON and clinical practice facilities. As part of our agreement the CSON will abide by the practicum facilities policies and procedures. These policies and procedures may include immunization or health guidelines, which may be more stringent than what is defined below.

To be eligible for practicum coursework all nursing students shall have all immunizations current and documented via the immunization tracking system utilized by TAMIU-CSON.

1. Each student will submit records to Verified Credentials (immunization tracking system) showing proof of the following immunizations. Documentation stating history of illness will not be accepted
  - a. Tdap or Td (tetanus-diphtheria and pertussis).

- b. MMR series or positive titer confirming immunity.
  - c. Hepatitis B series or positive titer confirming immunity.
  - d. Varicella series or positive titer confirming immunity.
2. Students are also required to update immunizations annually and submit documentation to Verified Credentials. This includes:
    - a. Annual tuberculosis (TB) skin test or blood test.
      - i. If a documented reaction (10mm or more) or a history of documented reaction, a current chest x-ray within the last 3 years, shall be accepted.
      - ii. A tuberculosis questionnaire will be completed annually by all students who are unable to receive a tuberculin skin test, regardless of submission of a chest X-ray.
      - iii. A 2-step testing for first-time admission is required for students that have not had a TB test in the preceding 12 months. However, a TB blood test may be accepted in place of the 2-step test. A chest x-ray is required if the student is symptomatic, regardless of TB skin or blood test result.
      - iv. Students may be required to get more frequent TB skin or blood tests, based on clinical facility requirements.
    - b. Annual influenza (received in the Fall of each year).
  3. Students who decline to receive any of the required immunizations for religious or other reasons are required to use the Conscientious Exemption Form issued by the Texas Department of State Health Services, under the *Texas Administrative Code 97.62* for this program. However, the CSON adheres to the health care institution policies and procedures that we work with. Students may not be able to complete the required clinical rotations hours without a current immunization status.
  4. A current physical examination certifying good health and ability to perform student nursing functions, obtained from a U.S. healthcare provider (MD, NP, or PA) will also be required.
  5. Students are responsible to maintain their documentation required for clinical rotations current in *Verified Documents*. This includes current immunization status and physical examination, proof of health insurance and a current American Heart Association (AHA) Health Care Provider (HCP) Basic Life Support (BLS) certification.

## Licensure

All students are required to hold current unencumbered registered nurse licensure in the state of Texas where clinical rotations must be completed. The license must be unencumbered and in good standing in the state and the state of clinical placement two weeks prior to the start of the term in order for the student to proceed in the clinical sequence. **REQUIRED THROUGHOUT THE PROGRAM NOT JUST PRACTICUM.**

## MSN Clinical Absences

The CNHS MSN program, FNP and NADM tracks, specifies the number of practicum hours a student must obtain in order to graduate.

1. In keeping with this requirement, the CSON has defined a practicum absence as a failure to

Updated: 1/04/2022

Effective: 1/2022

complete an assigned clinical rotation due to a failure to attend practicum as assigned due to:

- a. An unexpected emergent situation (i.e., car accident, death of family member, etc.).
    - i. It is the student's responsibility to contact the clinical instructor and agency as soon as feasible given the emergency.
    - ii. The student must be assured that the instructor and agency have received the message by a return response or voice confirmation.
  - b. An illness.
    - i. It is the student's responsibility to contact the clinical instructor as soon as the illness is identified.
    - ii. The student must be assured that the instructor and agency have received the message by a return response or voice confirmation.
    - iii. The student must provide the clinical faculty with documentation to validate the clinical absence (from a U.S. licensed health care provider). The documentation certifies the release to return to the clinical setting and that the student is able to perform student nursing functions.
2. Student must contact the faculty of record to make arrangements to make up the missed clinical hours. Email followed up by a telephone call.
  3. Reasons absences are considered excused by TAMIU are found in the TAMIU Student Handbook, Article 13 - [Appendix F: TAMIU Attendance Rule](#).

### **MSN Confidentiality**

Nurses are entrusted with a great deal of personal information about their patients in order to plan comprehensive care. The student role requires that some of this information be shared with faculty and other students in a clinical conference setting. The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. Students and faculty share the burden of carefully protecting the privacy of all persons concerned.

1. Students shall not identify patients with any patient identifying information in any written assignment, i.e., patient full name, patient initials, medical ID#, room #s, etc.
2. Students shall not discuss any patient information outside of the assigned clinical conference or class time.
3. Social networking technology used to share or reflect upon your student nurse experience is strictly prohibited.
4. Violations of confidentiality are reportable to the TAMIU Honor Council.

### **MSN Faculty and Course Evaluations**

All students shall be given the opportunity to constructively evaluate faculty and courses near the end of each course. Faculty will not have access to the evaluation data until final grades are posted. A student should regard the evaluation of course faculty as both a privilege and a right, with inherent responsibility for objectivity. This concept necessitates the evaluation be done in a positive manner which focuses on course content, instructor's knowledge and expertise, and content presentation rather than on teacher personality.

The faculty responsibility in the teaching-learning process is to give serious thought to student input and to implement changes, when appropriate and feasible, within curricular design

constraints.

### **MSN Evaluation of Clinical Agency & Preceptor by Student**

To facilitate effective evaluation of practicum educational experiences, students will be provided with the opportunity to assess their preceptor and practicum sites for achievement of course objectives. The purpose of the preceptor/practicum agency evaluation is to facilitate the identification of strengths and weaknesses as well as the appropriateness of these sites for the achievement of student learning outcomes.

1. At the completion of each MSN practicum course, students will be asked to evaluate the preceptor/practicum agency in which they practiced.
2. The MSN faculty will analyze the data and make recommendations regarding the continued use of the clinical agencies and preceptors. All active preceptors and sites will be updated in Typhon.

### **Completion of Clinical Experience**

The expectation is that the minimum required number of clinical hours will be met, and the following items are completed by the end of the clinical semester.

- Evaluation of Clinical Site
- Evaluation of Clinical Preceptor(s)
- Evaluation of Course Faculty (end of term evaluation)
- Typhon Case Logs
- Time Logs
- Clinical Attendance Roster (signed by preceptor)

A final grade for the course cannot be awarded until students have completed and submitted all documents and verified by course faculty.

### **Clinical Evaluation**

Preceptors, students, and course faculty will complete student practicum performance evaluations each semester. Both midterm and final evaluations of your practicum performance are required.

#### ***Evaluations completed by Preceptors***

- Evaluation of student mid term
- Evaluation of student at conclusion of practicum rotation

#### ***Evaluations completed by Student***

- Evaluation of Preceptor and Clinical site at midterm and conclusion of term
- Self-Evaluation using the Clinical Evaluation Form at midterm and conclusion of term

#### ***Evaluations completed by Faculty***

- Evaluation of Student at midterm and conclusion of term
- Evaluation of Preceptors by Faculty using the Clinical Evaluation Form at midterm and conclusion of term.

## Clinical Hours

The minimum required number of clinical hours for each clinical course is outlined in the course syllabus. These hours reflect the minimum number of hours required for passing the course.

Hours counted toward the course total must represent direct patient care in which the student and preceptor are on site and patients are in the clinic. Continuing education, pharmaceutical lunch and learn, EMR training, commute time, and scheduled breaks during the clinical day will not be considered clinical hours.

Hours must be obtained during the semester. Students may not “carry over” hours from a prior course or attend clinical in between semesters to gain additional hours for future courses. In order for clinical hours to be counted toward the course total, they must be verified by your preceptor on the Clinical Attendance Roster and entered into the Typhon Clinical Hours Log. In order to count your clinical time, you must do each of the following:

- Entries for the clinical experience must be logged on the Clinical Attendance Roster and your preceptor must sign this each day that you are in clinical.
- Hours must be logged in the Typhon Clinical Hours Log.
- Each clinical day must have SOAP entries per the Typhon SOAP note policy.

Any clinical time that is not captured by all three of the above noted methods will not be counted toward the minimum hours’ requirement of the course.

The due date for clinical hours can be found in the course syllabus but is usually during the final week of course lecture and prior to reading week.

## Clinical Schedule

Students are responsible for arranging their clinical schedule with their preceptor during the first or second meeting with the preceptor. The schedule for the **entire semester** should be **emailed to faculty** by the end of the **first week of the semester**. The schedule must include the date for each day that you plan to attend clinical as well as the hours that you will be present. The schedule must include the name of the preceptor, name and address of the facility. The schedule must include any dates where the clinic closes early or late and indicate if and at what time the clinic closes for lunch each day. Students may not “cluster” hours during a semester. They must equally distribute the clinical hours so that they are attending clinical each week throughout the term.

It is the responsibility of the student to notify course faculty if they need to make any changes to the schedule. Any changes to the clinical schedule must be updated to the clinical schedule and uploaded into Typhon. Any absence from a regularly scheduled clinical day must be reported to the preceptor and course faculty as soon as the student becomes aware that they will be late to or absent from a scheduled day. Students should obtain the preceptors preferred method of contact during their initial meeting in the event that a student will be late to or absent from a clinical day. Missed hours must be made up and course requirements met before a final grade can be assigned. Students may NOT do clinical hours when the course has ended unless there is an “incomplete” approved by the course faculty and FNP program director.

The schedule will be used to track progress towards meeting clinical hours and will also serve as



a basis for the course faculty to schedule site visits. The faculty will schedule two or more visits during the semester to evaluate the students' progress towards meeting their course objectives and determine if they have successfully demonstrated their clinical skills to progress to the next course.

**TEXAS A&M INTERNATIONAL UNIVERSITY**  
**College of Nursing and Health Sciences**  
Canseco School of Nursing

**MSN STUDENT TELEMEDICINE PRACTICUM OVERVIEW**

**Policy**

National Organization of Nurse Practitioner Faculties (NONPF) defines Telehealth as the use of technology to provide healthcare services at a distance including direct patient care, remote monitoring, and education. To actualize the Institute of Medicine (IOM) nursing goals related to innovative solutions to healthcare using videoconferencing technology, Texas A&M International University Canseco School of Nursing FNP program will incorporate synchronous telehealth patient visits via videoconferencing technology. Videoconferencing technology is used in telehealth to connect two or more people in a live conversation for purposes related to healthcare delivery or education using cameras, TVs, microphone, software, and computer networks, which transmit both audio and video data in real time. Telehealth visits will be conducted during the Family Nurse Practitioner (FNP) student's clinical practicum experience and under the supervision of a licensed Medical Physician, Advanced Practice Nurse or Physician Assistant in an approved medical setting.

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**TELEMEDICINE PRACTICUM LIVE VIDEO EVALUATION OF FNP STUDENT**

**Policy:**

National Organization of Nurse Practitioner Faculties (NONPF) believes that Nurse Practitioners who are prepared to deliver care through telemedicine can make strong contributions to nursing and healthcare as they emerge from programs as future nurse leaders. As a form of student evaluation for distant practicum, Texas A&M International University Canseco School of Nursing faculty will evaluate synchronous telemedicine consults via telecommunication platforms such as WebEx, Zoom or other live stream technologies. Direct clinical visits can be accomplished in a direct face-to-face manner or through the direct use of telemedicine. Clinical faculty will evaluate Family Nurse Practitioner students' performance at clinical site while consulting patients remotely as part of clinical practicum. This policy allows faculty to evaluate out of region students face to face or remote consults synchronously with full consent of the clinical site/Preceptor/Patient. Preceptors must be available during live stream consults which will be conducted in an approved medical setting that support the learning outcomes of each individual course and all HIPPA regulations.

## MSN FNP CLINICAL DOCUMENTATION POLICY

Appropriate preceptor validation of patient findings is essential to assure successful billing for services and compliance. Students need to discuss with their preceptors the documentation policy used by the agency where they precept and comply with the policy. Students are expected to document patient encounters in the patient record whenever they are actively involved in the patient's care.

Typhon case log entries are made for students to document patient encounters. With case log entries, student must maintain a shadow chart for each patient encounter that consists of a SOAP note without patient identifiers. Faculty will review student's Typhon case log entries as part of their clinical practicum requirements.

## MSN FNP PRECEPTORS REQUIREMENTS

MSN FNP students are performing nursing interventions or delegated activities, under the supervision of advanced practice registered nurse (APRN) preceptors or other licensed health care professionals. Practicum preceptors must complete a preceptor/affiliation agreement (MSN program) with the CSON. Practicum preceptors will be selected by the student and approved by the faculty according to specific course requirements. Preceptors must demonstrate competence in designated practice areas.

APRN's selected to serve as preceptors shall have:

- A valid Texas RN license and master's degree in Nursing.
- APRN preceptors must have **at least 2 years of clinical experience** in the FNP role.

Other licensed health care professionals selected to serve as preceptors shall hold a minimum of a bachelor's degree in a specialty field. An example of a licensed health care professional is a medical doctor (MD).

Students are permitted to perform any function that falls within the scope of nursing practice for which they have received educational preparation and training.

## MSN NADM TRACK STUDENT PRECEPTORS

1. Practicum preceptors must have at least a master's degree and be currently working in a leadership position.
2. Practicum preceptors must complete a preceptor/affiliation agreement (MSN program) with the CSON.
3. Practicum preceptors will be selected by the student and approved by the faculty according to specific course requirements. Preceptors must demonstrate competence in designated practice areas.

## MSN FNP REQUIRED PRACTICUM EXPERIENCES

The following represent minimum requirements for the 675 clinical hours needed for completion of the FNP program of study.

Population	Total hrs. recommended	Minimum # of visits (Recommended)	Recommended Procedure/Visits	Percent of Time	Course Focus
Pediatric	135 hours	65 visits		20%	N5336
Newborn (0-4 weeks) exams		5			
Well child (5 weeks-5years)		20	20 well child exams		
School age (5-12 years)		20	5 well child exams		
Adolescents (12-17)		20	5 wellness exams/sports PE		
Adult	360 hours	300 visits		50%	N5331 N5333 N5430
Ages 18-65 & Geriatric 66+			150 episodic, acute & wellness exams 150 chronic care exams		
Men's Health			5 prostate exams		
Women's Health	90 hours	45 visits	5 pelvic examinations	15%	N5430
Diagnostic procedures	90 hours	15 visits	2 sutures 2 splint application 5 X-ray (chest) 5 X-ray (limbs) 2 Foreign body-eye exams 5 EKGs	10%	N5334

**PART 7: MSN FORMS**

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**FNP- SURVEY OF OBTAINMENT OF STUDENT LEARNING OUTCOMES**

**Completed by students at Graduation, and as alumni (1 year After Graduation)**

Using the following scale: 0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent, please rate yourself on the following question items.

1. Access, analyze and interpret nursing and other resources and apply them to advanced nursing practice as appropriate. [PLO#1]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
2. Translate research findings into the advanced nursing role/practice. [PLO#1]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
3. Deliver advanced nursing care that is sensitive to other people’s culture, values, rights, and needs. [PLO#2]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
4. Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO#3]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
5. Demonstrate leadership, negotiation, teaching, coaching skills to adapt evolving changes in healthcare. [PLO #4]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
6. Work collaboratively with other health professionals in the systematic implementation and evaluation of health care delivery and patient health outcomes. [PLO #4]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
7. Apply ethical principles and professional standards into the advanced nursing role. [PLO #5]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
8. Practice within the legal parameters in the practice of the advanced nursing practice role across the life span. [PLO #5]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
9. Demonstrate enhanced commitment to improve the advanced nursing profession. [PLO #6]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
10. Demonstrate commitment to life-long learning through scholarship and service. [PLO # 6].	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent

1. Do you have a position that will allow you to function as a Family Nurse Practitioner?

\_\_\_\_\_Yes \_\_\_\_\_No

If yes, did you obtain this position as a result of obtaining your MSN as a Family Nurse Practitioner?

\_\_\_\_\_Yes \_\_\_\_\_No

If no, do you plan to seek a position as a Family Nurse Practitioner?

\_\_\_\_\_Yes \_\_\_\_\_No

2. Are you currently using the competencies and knowledge you developed in the MSN Family Nurse Practitioner program in your current position?

\_\_\_\_\_Yes \_\_\_\_\_No

If yes, please explain. \_\_\_\_\_

\_\_\_\_\_

If no, please explain. \_\_\_\_\_

\_\_\_\_\_

3. Are you currently working in the South Texas Region?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

4. Where are you currently working?

\_\_\_\_\_  
\_\_\_\_\_

5. Would you recommend the MSN Family Nurse Practitioner program to your friends or colleagues?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

If yes, please explain. \_\_\_\_\_

\_\_\_\_\_  
If no, please explain. \_\_\_\_\_

\_\_\_\_\_

6. Did attending the program instill a desire to seek further knowledge in the profession?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

Please explain. \_\_\_\_\_

\_\_\_\_\_



**Texas A&M International University ♦ College of Nursing Health Science  
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**FNP- EMPLOYER SURVEY**

Using the following scale: 0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent, please rate yourself on the following question items.

1. Access, analyze and interpret nursing and other resources and apply them to advanced nursing practice as appropriate. [PLO#1]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
2. Translate research findings into the advanced nursing role/practice. [PLO#1]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
3. Deliver advanced nursing care that is sensitive to other people’s culture, values, rights, and needs. [PLO#2]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
4. Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO#3]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
5. Demonstrate leadership, negotiation, teaching, coaching skills to adapt evolving changes in healthcare. [PLO #4]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
6. Work collaboratively with other health professionals in the systematic implementation and evaluation of health care delivery and patient health outcomes. [PLO #4]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
7. Apply ethical principles and professional standards into the advanced nursing role. [PLO #5]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
8. Practice within the legal parameters in the practice of the advanced nursing practice role across the life span. [PLO #5]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
9. Demonstrate enhanced commitment to improve the advanced nursing profession. [PLO #6]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent
10. Demonstrate commitment to life-long learning through scholarship and service. [PLO #6]	0=very poor, 1=poor, 2=adequate, 3= neutral, 4=good, 5=excellent

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**NADM- SURVEY OF STUDENT LEARNING OUTCOMES OF THE PROGRAM AT TIME OF  
GRADUATION AND 1 YEAR AFTER GRADUATION**

Instructions: Please rate yourself on the following items using a 5-point scale.

	1	2	3	4	5
	Poor	Fair	Neutral	Good	Excellent
a. Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan. [PLO #1]					
b. Collaboratively plan the delivery of culturally sensitive health care with organizations and the community. [PLO #2]					
c. Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO #3]					
d. Synthesize leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs. [PLO #4]					
e. Demonstrate ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan. [PLO#5]					
f. Advocate for advanced nursing practice through a commitment to lifelong learning through research and community service. [PLO #6]					

1. Do you have a position that will allow you to function as a nurse administrator?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, did you obtain this position as a result of obtaining your MSN in Nursing Administration?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If no, do you plan to seek a position as a nurse administrator?

\_\_\_\_\_ Yes \_\_\_\_\_ No

2. Are you currently using the competencies and knowledge you developed in the MSN Nursing Administration program in your current administrative position?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please explain. \_\_\_\_\_

\_\_\_\_\_

If no, please explain. \_\_\_\_\_

\_\_\_\_\_

3. Are you currently working in the South Texas Region?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

4. Where are you currently working?

\_\_\_\_\_

5. Would you recommend the MSN Nursing Administration program to your friends or colleagues?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

If yes, please explain. \_\_\_\_\_

\_\_\_\_\_

If no, please explain. \_\_\_\_\_

\_\_\_\_\_

6. Did attending the program instill a desire to seek further knowledge in the profession?

\_\_\_\_\_ Yes    \_\_\_\_\_ No

Please explain. \_\_\_\_\_

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**NADM - EMPLOYER SURVEY**

Instructions: Please rate yourself on the following items using a 5-point scale.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Poor</b>	<b>Fair</b>	<b>Neutral</b>	<b>Good</b>	<b>Excellent</b>
a. Critically analyze, interpret and utilize appropriate knowledge, research and theories to meet the health care needs of diverse client populations across the lifespan. [PLO #1]					
b. Collaboratively plan the delivery of culturally sensitive health care with organizations and the community. [PLO #2]					
c. Contribute to the advancement of nursing profession through evidenced-based research and practice. [PLO #3]					
d. Synthesize leadership management, negotiating, teaching/coaching and consulting roles to foster continual improvement in order to meet changing societal and environmental needs. [PLO #4]					
e. Demonstrate ethical, legal, political, and economic principles in application to management of healthcare delivery across the lifespan. [PLO#5]					
f. Advocate for advanced nursing practice through a commitment to lifelong learning through research and community service. [PLO #6]					

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**MASTER OF SCIENCE IN NURSING PRECEPTOR/AFFILIATION AGREEMENT**

Approved 05/2016

The preceptor agreement permits Texas A&M International University, Canseco School of Nursing students to participate in a student preceptorship in your organization, \_\_\_\_\_ . Conditions of this agreement are as follows:

- a. The affiliation period will be from the following Semester/Year: \_\_\_\_\_.
- b. The student, \_\_\_\_\_, will be under the supervision of \_\_\_\_\_, acting as the preceptor.
- c. The CSON faculty member, \_\_\_\_\_, serves as the liaison with your organization.

**Preceptor Responsibilities:**

1. Participate in the written agreements between the program, affiliating agency, and preceptor to specify the responsibility of the program to the agency and the responsibility of the preceptor and agency to the programs.
2. Orient the student(s) to the clinical agency.
3. Facilitate the learning needs of the student based on course learning outcomes.
4. Collaborate with faculty to review the progress of the student toward meeting course learning outcomes.
5. Provide timely and appropriate feedback to the student regarding practicum performance.
6. Contact the faculty if assistance is needed or if any problem with student performance occurs.
7. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
8. Give feedback to the nursing faculty regarding the practicum experience with the student and suggestions for program development.

**Course Faculty Responsibilities:**

1. Responsible and accountable for coordinating the practicum learning experiences of assigned students.
2. Supervise no more than two students in any one clinical agency setting and six in any one section of the course.
3. Develop criteria for the selection of affiliate agencies or practicum practice settings that address the need for students to observe and practice safe, effective, efficient and responsibly based on the MSN track and course learning outcomes. Select and evaluate affiliate agencies or practicum settings that provide students with opportunities to achieve the learning outcomes of the MSN program.

4. Provide written agreements between the program and the affiliating agencies and specify the responsibility of the program to the agency and the responsibility of the agency to the program.
5. Develop written agreements jointly with the affiliating agency, review them periodically according to the policies of the program and the affiliating agency, and include provisions for adequate notice of termination.
6. Assume overall responsibility for teaching and evaluation of the student.
7. Meet regularly with practicum preceptor and the student in order to monitor and evaluate the learning experience.
8. Receive evaluation from the preceptor regarding student performance.
9. Receive evaluation from student regarding whether the preceptor and agency met their learning needs/clinical objectives.
10. Provide recognition to the preceptor for participation as a preceptor, for example, with a plaque or certificate.
11. Place all clinical evaluations in the student's record at the end of each semester.

### **Student Responsibilities:**

1. Maintain accountability for own learning activities.
2. Prepare measurable objectives for each practicum experience as directed.
3. Be accountable for own nursing actions while in the practicum setting.
4. Arrange for preceptor's supervision when performing all actions in the precepted environment; determine with the preceptor and faculty competencies that can be done independently. NOTE: Primary patient care CANNOT be performed in the precepted situation by Nursing Administration students.
5. Notify faculty in the event of unplanned absences of the student or preceptor and any incidents.
6. Follow the MSN policy on confidentiality while in the practicum setting.
7. Adhere to the MSN dress policy for practicum at all times.

## **II. CONHS AND PRECEPTOR/AGENCY MUTUAL RESPONSIBILITIES**

CONHS and PRECEPTOR/AGENCY agree to:

1. In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, TAMIU and PRECEPTOR/AGENCY will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation, veteran status, gender identity, and genetic information; admission policies; other programs or employment, unless and except if a person's status directly and adversely interferes with his or her ability to perform assigned duties and cannot be reasonably accommodated.

2. Determination of the number of students to be assigned to the clinical learning experience shall be a joint decision based on staff and space available at AGENCY and eligible students enrolled in the program who desire to be educated at CONHS.
3. This agreement does not prevent CONHS from participation in any other programs. Nor does this agreement prevent CONHS from placing students with other licensed health care facilities.
4. There will be on-going, open communication between CONHS and PRECEPTOR/AGENCY to promote understanding of the expectations and roles of both institutions in providing the clinical learning experience for students. CONHS and PRECEPTOR/AGENCY representative will meet as needed at the convenience of both parties to coordinate and improve the clinical learning experience.
5. Either CONHS or PRECEPTOR/AGENCY may remove a student participating in the clinical learning experiences if, in the opinion of either party, the student is not making satisfactory progress. Any student who does not satisfactorily complete the clinical learning experience or any portion of thereof may repeat the clinical learning experience with PRECEPTOR/AGENCY only with the written approval of both CONHS and PRECEPTOR/AGENCY.
6. At no time shall CONHS students be considered representatives, employee or agents of CONHS or PRECEPTOR/AGENCY. CONHS students are not eligible to receive payment for services rendered, replaced or substituted for a CONHS or PRECEPTOR/AGENCY employee, or possess authority to enter into any form of agreement, binding or otherwise, on behalf of CONHS or PRECEPTOR/AGENCY.
7. TAMIU and PRECEPTOR/AGENCY each acknowledge that neither party assumes liability for actions taken by students during the time that they participate in the clinical learning experience with PRECEPTOR/AGENCY.
8. TAMIU is not responsible for providing personal liability or medical insurance covering students. However, the medical malpractice nursing is provided for all contract clinical hours.
9. As an agency of the State of Texas, TAMIU may not agree to indemnify or hold any party harmless from any liability or expenses. Neither party to this assignment shall be required to indemnify or hold the other harmless unless ordered to do so by a court of competent jurisdiction.
10. CONHS and PRECEPTOR/AGENCY agree to assist each other in obtaining and maintaining approvals of regulatory agencies needed to conduct the clinical learning experiences under this agreement.

### **III. FERPA**

For purposes of this agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), PRECEPTOR/AGENCY agrees to maintain the confidentiality of the education records in accordance with the provisions of FERPA attached as Exhibit B.

### **IV. HIPAA**

TAMIU and PRECEPTOR/AGENCY agree that:

Updated: 1/04/2022

Effective: 1/2022

1. PRECEPTOR/AGENCY is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Privacy Regulation”).
2. To the extent that CONHS students are participating in the program [and CONHS faculty are providing supervision at PRECEPTOR/AGENCY as part of the program], such students [and faculty members] shall:
  - a. Be considered part of PRECEPTOR/AGENCY workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not be construed to be employees of PRECEPTOR/AGENCY
  - b. Receive training by PRECEPTOR/AGENCY facility on, and subject to compliance with, all of PRECEPTOR/AGENCY privacy policies adopted pursuant to the HIPAA Privacy Regulations
  - c. Not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to CONHS which a student accessed through program participation [or a faculty member accessed through the provision of supervision at PRECEPTOR/AGENCY that has not first been de-identified as provided in 45 CFR §164.514 (a)]
3. CONHS will not access or request to access any Protected Health Information held or collected by or on behalf of PRECEPTOR/AGENCY, from a student [or faculty member] who is acting as a part of PRECEPTOR/AGENCY workforce as set forth above, or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a) and no services are being provided to PRECEPTOR/AGENCY by CONHS pursuant to this agreement and therefore this agreement does not create a “business associate” relationship as that term is defined in 45 CFR §160.103.

Signatures below confirm that the above conditions reflect correctly your understanding of an agreement to this affiliation.

**Facility/Preceptor:**

Preceptor Name/Title: \_\_\_\_\_  
 Date of Approval: \_\_\_\_\_  
 Agency Name/Title: \_\_\_\_\_  
 Date of Approval: \_\_\_\_\_

**TAMIU-Canseco School of Nursing Signatures:**

Student:	_____	Date:	_____
Faculty Member:	_____	Date:	_____
MSN Program Director:	_____	Date:	_____
Dean CONHS:	_____	Date of Approval:	_____



Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing

CONFIRMATION OF STUDENT-PRECEPTOR-FACULTY AGREEMENT TO CLINICAL  
PRECEPTORSHIP

**Student** - Texas A&M International University, College of Nursing & Health Sciences

<i>(Print)</i>	<i>(Sign)</i>	<i>(Date)</i>
----------------	---------------	---------------

**Preceptor / Clinical Agency/Type of Agency** [Rural Clinic, Private Practice, Public Health,  
Other (name)]

<i>(Print)</i>	<i>(Sign)</i>	<i>(Date)</i>
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**Clinical Faculty** - Texas A&M International University, College of Nursing & Health Sciences

<i>(Print)</i>	<i>(Sign)</i>	<i>(Date)</i>
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**Site Name:**

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**Site Address:**

---

**City, State, Zip:**

---

**Location Phone No.:**

---

Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing

PRECEPTOR CONTACT INFORMATION

**PRINT CLEARLY**

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

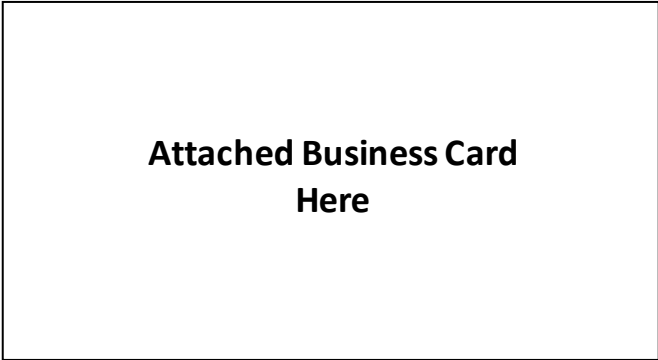
Preceptor Email: \_\_\_\_\_

Preceptor Mailing Address: \_\_\_\_\_

City / State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone Numbers: Office: \_\_\_\_\_ Fax: \_\_\_\_\_

License No.: \_\_\_\_\_



**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**BRIEF PRECEPTOR CURRICULUM VITAE \*\***

The preceptor may choose to complete this brief Curriculum Vitae (CV), to submit an entire CV or submit a current résumé.

**PLEASE WRITE CLEARLY:**

**Professional Education (post-secondary schools attended) and dates attended:**

Institution	Degree Earned	Date

**Certifications:**

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**Academic & Professional Honors:**

---

---

---

**Professional Experience:**

Position	Dates in Position	Institution

**Preceptor Experience (specify educational program for precepted student):**

Type of Student Preceptored	Role of Student in Preceptor Relationship	Date of Experience

***\*\*If you have not submitted a completed Vitae in the last 12 months, please attach one to this form. Thank you.***

<b>Preceptor's Name:</b>	<b>Date:</b>
<b>Student's Name:</b>	<b>Date:</b>

**TEXAS A&M INTERNATIONAL UNIVERSITY**  
**College of Nursing and Health Sciences**  
Canseco School of Nursing

**Student-Preceptor-Patient Consent for remote (Virtual) faculty Evaluation of Student performance via WebEx/ Zoom.**

Student /Texas A&M International University, College of Nursing & Health Sciences

\_\_\_\_\_  
(Print)                      (Sign)                      \_\_\_\_\_ (Date)                      \_\_\_\_\_  
Clinical site Preceptor

\_\_\_\_\_  
(Print)                      (Sign)                      \_\_\_\_\_ (Date)                      \_\_\_\_\_  
Patient

\_\_\_\_\_  
(Print)                      (Sign)                      \_\_\_\_\_ (Date)                      \_\_\_\_\_

Site Name:

\_\_\_\_\_  
Site Address:

\_\_\_\_\_  
City,                      State,                      Zip

\_\_\_\_\_  
Phone #  
\_\_\_\_\_

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**FNP PRECEPTORSHIP DOCUMENTATION OF HOURS**

Students should use this form to provide preceptors with a summary of the hours they spent with a preceptor. **This complete document should be returned to Clinical Faculty.** Preceptors will receive a copy for their files.

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

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

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Clinical Instructor's Name: \_\_\_\_\_

Date of Clinical	Hours Completed	Preceptor Initials	Student Initials
<b>Total Hours Completed</b>			

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**NADM PRECEPTOR DOCUMENTATION OF HOURS**

Students should use this form to provide preceptors with a summary of the hours they spent with a preceptor. This complete document should be returned to Practicum Faculty via the dropbox in the gradebook. Please add rows as needed. You will also need to post your practicum hours in Typhon.

Preceptors will receive a copy for their files.

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

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

Course: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Clinical Instructor's Name: \_\_\_\_\_

Date	Hours	Activities	Preceptor Initials	Student initials

**Total hours** \_\_\_\_\_

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**EVALUATION OF FNP STUDENT BY FACULTY, PRECEPTOR OR FNP STUDENT SELF-EVALUATION**

**Instructions:** This form is to be used to evaluate student performance and for FNP student’s self-evaluation. Satisfactory clinical performance requires a score of “3 or 4” on the question items.

**Midterm  Final**

Student name: \_\_\_\_\_ Preceptor name: \_\_\_\_\_

Evaluation by: Self  Preceptor  Faculty  Course#: \_\_\_\_\_

Course Title: \_\_\_\_\_ Clinical hours completed: \_\_\_\_\_

**KEY: Fail 1 & 2**

**Pass 3 & 4**

- |                                 |                     |
|---------------------------------|---------------------|
| 1 Does not meet standard        | 3 Meets standard    |
| 2 Inconsistently meets standard | 4 Exceeds standards |

N/A Not applicable (Advanced Health Assessment Practicum)

**COMPETENCIES & CRITICAL ELEMENTS**

COMPETENCY 1: Practice Health Promotion, Health Protection, Disease Prevention & Treatment	1	2	3	4	N/A	Comments
1.1 Performs comprehensive organized history and physical examinations.						
1.2 Perform periodic focused history and physical examinations.						
1.3 Differentiate between normal and abnormal findings						
1.4 Develop differential diagnoses by priority.						
1.5 Plan appropriate diagnostic strategies & testing.						
1.6 Performs appropriate diagnostic strategies and technical skills.						
1.7 Diagnoses complex acute, critical, and chronic physical and mental illness						
1.8 Formulate plan of care to address client’s needs						
1.9 Prescribes appropriate pharmacologic therapy.						
1.10 Prescribes appropriate non-pharmacologic therapies.						
1.11 Promote safety and risk reduction.						
1.12 Initiates appropriate referral and consultations with specialist & support services.						
1.13 Performs therapeutic interventions & procedures to stabilize acute & critical health problems.						



<b>COMPETENCY 1: Practice Health Promotion, Health Protection, Disease Prevention &amp; Treatment</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
1.14	Accurately documents comprehensive evaluation, assessment and plan of care.						

<b>COMPETENCY 2: Nurse Practitioner-Patient Relationship</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
2.1	Maintains confidentiality and privacy.						
2.2	Builds therapeutic relationship with clients & families.						
2.3	Develops mutually acceptable plan of care						
2.4	Facilitates client and family decision-making regarding complex and critical treatment decisions						

<b>COMPETENCY 3: Teaching-Coaching and Professional Role</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
3.1	Educates clients, families and caregivers regarding current health problems, treatment, complications, health promotion, and disease prevention as appropriate.						
3.2	Utilize an evidence-based approach to care using current standards.						
3.3	Collaborate effectively with members of the health care team.						
3.4	Provides care recognizing professional limitations.						
3.5	Accepts feedback and constructive criticism.						
3.6	Demonstrates self-direction and seeks opportunities to assist other health care team members						
3.7	Utilizes time effectively and efficiently						
3.8	Demonstrates professional approach to clients, families and colleagues.						

<b>COMPETENCY 4: Managing &amp; Negotiating Health Delivery Systems &amp; Quality Practice</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
4.1	Works collaboratively to manage transitions across the healthcare delivery system.						
4.2	Promote efficient, cost effective use of resources.						
4.3	Identifies how situations related to access, cost, efficacy and quality influence care decisions.						
4.4	Demonstrate responsibility in monitoring practice for quality of care						

<b>COMPETENCY 4: Managing &amp; Negotiating Health Delivery Systems &amp; Quality Practice</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
4.5	Functions with credentialing and scope of practice.						

<b>COMPETENCY 5: Demonstrate Cultural Competence</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
5.1	Show respect for the inherent dignity of every human being regardless of age, gender, religion, socioeconomic class, sexual orientation and ethnicity.						
5.2	Recognize cultural issues and interact with clients in culturally sensitive ways.						
5.3	Provide appropriate educational materials that address the language and cultural beliefs of the clients.						
5.4	Incorporate cultural preferences, health beliefs, behaviors and practices into management plan.						

<b>COMPETENCY 6: Ensure the quality of health care practice</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
6.1	Assume accountability for practice.						
6.2	Engage in self-evaluation concerning practice and use evaluation information to improve.						
6.3	Collaborate and/or consult with members of the health care team about variations in health outcomes.						

**Provide additional Comments as needed:**

**Faculty: Provide a summary of the clients evaluated with the student.**

\_\_\_\_\_  
FACULTY / PRECEPTOR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

## PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER POST MASTERS CERTIFICATE PROGRAM CLINICAL EVALUATION TOOL

### Clinical evaluation by Faculty, Preceptor, and PMHNP Student Self-Evaluation

**Instructions:** This form is to be used to evaluate student performance and for PMHNP student's self-evaluation. Satisfactory clinical performance requires a score of "3 or 4" on the question items.

**Date:** \_\_\_\_\_ **Midterm**       **Date:** \_\_\_\_\_ **Final**

Student name: \_\_\_\_\_ Preceptor name: \_\_\_\_\_

Evaluation by: Self  Preceptor  Faculty

Course#: \_\_\_\_\_ Course Title: \_\_\_\_\_ Clinical hours completed: \_\_\_\_\_

**KEY: Fail 1 & 2**

1 Does not meet standard

2 Inconsistently meets standard

**Pass 3 & 4**

3 Meets standard

4 Exceeds standards

N/A Not applicable

### COMPETENCIES & CRITICAL ELEMENTS

COMPETENCY 1:		1	2	3	4	N/A	Comments
<b>Practice Health Assessment, Health Promotion, Health Protection, Disease Prevention &amp; Treatment</b>							
<b>A. Assessment</b>							
1.1	Obtains an accurate health history						
1.2	Performs an organized comprehensive or problem focused psychiatric evaluation.						
1.3	Identifies age, gender, and cultural differences.						
1.4	Selects age and condition specific diagnostic tests and/or screening procedures.						
1.5	Assess support resources for patient and/or caregiver						
<b>B. Diagnosis</b>							
1.6	Identifies signs & symptoms of common physical and mental illness.						
1.7	Performs appropriate diagnostic tests and/or screening procedures.						
1.8	Differentiate between normal and abnormal findings						
1.9	Formulates differential diagnoses						
1.10	Diagnoses acute, crisis, and/or chronic psychiatric disorders & mental health problems.						
<b>C. Plan &amp; Implementation</b>							

Updated: 1/04/2022

Effective: 1/2022

<b>COMPETENCY 1: Practice Health Assessment, Health Promotion, Health Protection, Disease Prevention &amp; Treatment</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
1.11	Formulate plan of care based on selected patient outcomes that address client's needs						
1.12	Identifies & prescribes appropriate pharmacologic therapy.						
1.13	Identifies & prescribes appropriate non-pharmacologic interventions & modalities.						
1.14	Plan allows for differences in age, gender, and culture						
1.15	Initiates appropriate referral and consultations with counselors, specialist & support services.						
1.16	Plans care in the context of safety, cost, and risk reduction.						
1.17	Accurately documents comprehensive evaluation, assessment and plan of care.						

<b>COMPETENCY 2: Nurse Practitioner-Patient Relationship</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
2.1	Maintains confidentiality and privacy.						
2.2	Builds therapeutic relationship with clients & families.						
2.3	Demonstrates knowledge of legal/ethical principles (i.e., professional boundaries, patient autonomy, consent/assent of treatment, patient rights, HIPPA...)						
2.4	Develops mutually acceptable age-appropriate treatment plan for mental health problems & psychiatric disorders.						
2.5	Facilitates client and family decision-making regarding complex and critical treatment decisions						

<b>COMPETENCY 3: Teaching-Coaching and Professional Role</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
3.1	Provides anticipatory guidance, psychoeducation, counseling, and information to clients, families and caregivers regarding mental condition & psychiatric disorders as appropriate.						
3.2	Teaches patients, families and groups about treatment options with respect to developmental, physiological, cognitive, cultural ability and readiness.						
3.3	Utilizes an evidence-based approach to care using current standards of care and practice guidelines.						

3.4	Collaborates effectively with members of the health care team.						
3.5	Provides care recognizing professional limitations.						
3.6	Oral report to preceptor is effective and accurate.						
3.7	Accepts feedback and constructive criticism.						
3.8	Demonstrates self-direction and seeks opportunities to assist other health care team members						
3.9	Utilizes time effectively and efficiently						
3.10	Demonstrates professional approach to clients, families and colleagues.						

<b>COMPETENCY 4: Managing &amp; Negotiating Health Delivery Systems &amp; Quality Practice</b>		1	2	3	4	N/A	Comments
4.1	Identifies how situations related to access, cost, efficacy and quality influence care decisions.						
4.2	Demonstrate responsibility in monitoring practice for quality of care.						
4.3	Functions with credentialing and scope of practice.						
4.4	Evaluates the appropriate use of seclusion and restraint in care processes						

<b>COMPETENCY 5: Demonstrate Cultural Competence</b>		1	2	3	4	N/A	Comments
5.1	Show respect for the inherent dignity of every human being regardless of age, gender, religion, socioeconomic class, sexual orientation and ethnicity.						
5.2	Language is appropriate for client's age and culture						
5.3	Recognize cultural issues and interact with clients in culturally sensitive ways.						
5.4	Provide appropriate educational materials that address the language and cultural beliefs of the clients.						
5.5	Incorporate cultural preferences, health beliefs, behaviors and practices into management plan.						

<b>COMPETENCY 6: Ensure the quality of health care practice</b>		1	2	3	4	N/A	Comments
6.1	Assume accountability for practice.						

6.2	Engage in self-evaluation concerning practice and use evaluation information to improve.						
6.3	Collaborate and/or consult with members of the health care team about variations in health outcomes.						

**Provide additional Comments as needed:**

**Faculty: Provide a summary of the clients evaluated with the student.**

\_\_\_\_\_  
FACULTY / PRECEPTOR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**FNP STUDENT EVALUATION OF PRECEPTOR/AGENCIES**

Semester/Course Number/Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_ Site: \_\_\_\_\_

Key: Please mark an X in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.

<b>Frequently</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Not Observed</b>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

<b>PRECEPTOR</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1. The preceptor's professional experience was appropriate.					
2. The preceptor was available to the student for clinical assistance.					
3. The preceptor allowed the student to formulate a plan of care for clients based on the science of nursing and related disciplines.					
4. The preceptor allowed the student to use cognitive, affective, perceptual, and psychomotor skills to promote health with clients of diverse cultural backgrounds.					
5. The preceptor allowed the student to practice collaborative skills in conjunction with other members of the health care team in order to provide comprehensive care to clients.					
6. The preceptor encouraged the student to assume increasing clinical responsibility during the semester.					
7. The preceptor communicated clear expectations for student learning.					
8. The preceptor provided immediate and adequate feedback with questions and client presentations.					
9. The preceptor was supportive and accessible for consultation.					
10. The preceptor led student through decision making rather than giving own impressions.					
11. The preceptor allowed student to assess client, make diagnoses, and suggest interventions and plan care.					
12. The preceptor offered constructive comments to student regarding assessment, diagnosing, planned interventions and care.					
13. The preceptor provided an environment for critical					

Updated: 1/04/2022

Effective: 1/2022

thinking and decision making for the student.					
<b>AGENCY/CLINICAL SETTING</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
1. The clinical setting provided opportunities for the student to meet the clinical objectives.					
2. The host personnel fostered and encouraged student participation on the health team.					
3. The agency/facility meeting areas (A/V equipment, facilities, etc.) were adequate and accessible.					
4. The agency/facility had supplies, materials, and equipment that met student needs.					
5. The agency/facility was well-equipped to handle the client visits.					
6. The agency/facility provided the student with good learning experiences to meet clinical objectives.					
7. The agency/facility provided the student with an environment that stimulated ideas for research.					
8. The agency/facility personnel demonstrated an understanding of professional responsibility through adherence to legal and ethical standards of practice.					

COMMENTS:

1. STRENGTHS OF PRECEPTOR:

2. WEAKNESSES OF PRECEPTOR:

3. STRENGTHS OF AGENCY:

4. WEAKNESSES OF AGENCY:

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

Reviewed by:

Faculty of Record: \_\_\_\_\_ Date: \_\_\_\_\_



**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**FNP FACULTY EVALUATION OF PRECEPTOR AND AGENCY**

Course Number/Name: \_\_\_\_\_

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

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

Completed by: \_\_\_\_\_

Semester: \_\_\_\_\_

Key:

1. Please mark an "X" in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.
2. Space is provided after each statement if you choose to add any comments.

<b>Frequently</b>	<b>Fairly</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Not</b>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

<b>PRECEPTOR</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Comments</b>
<b>1.</b> The preceptor's professional experience was appropriate.						
<b>2.</b> The preceptor was available to the student for clinical assistance.						
<b>3.</b> The preceptor allowed the student to formulate a plan of care for clients based on the science of nursing and related disciplines.						
<b>4.</b> The preceptor allowed the student to use cognitive, affective, perceptual, and psychomotor skills to promote health with clients based on the science of nursing and related disciplines.						
<b>5.</b> The preceptor allowed the student to practice collaborative skills in conjunction with other members of the healthcare team in order to provide comprehensive care to clients.						
<b>6.</b> The preceptor encouraged the student to assume increasing clinical responsibility during the semester.						
<b>7.</b> The preceptor communicated clear expectations for student learning.						
<b>8.</b> The preceptor provided immediate and adequate feedback with questions and client presentations.						
<b>9.</b> The preceptor was supportive and accessible for consultation.						
<b>10.</b> The preceptor led student through decision making rather than giving own impressions.						

11. The preceptor allowed student to assess client, make diagnoses, and suggest interventions and plan care.						
12. The preceptor offered constructive comments to student regarding assessment, diagnosing, planned interventions and care.						
13. The preceptor provided an environment for critical thinking and decision making for the student.						
<b>AGENCY/CLINICAL SETTING</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Comments</b>
1. The clinical setting provided opportunities for the student to meet the clinical objectives.						
2. The host personnel fostered and encouraged student participation on the health team.						
3. The agency/facility meeting areas (A/V equipment, facilities, etc.) were adequate and accessible.						
4. The agency/facility had supplies, materials, and equipment that met student needs.						
5. The agency/facility was well-equipped to handle the client visits.						
6. The agency/facility provided the student with good learning experiences to meet clinical objectives.						
7. The agency/facility provided the student with an environment that stimulated ideas for research.						
8. The agency/facility personnel demonstrated an understanding of professional responsibility through adherence to legal and ethical standards of practice.						

Do you recommend the clinical site for continued use?

Yes \_\_\_\_\_ Stipulations (if any) \_\_\_\_\_

No \_\_\_\_\_ Rationale \_\_\_\_\_

This site is appropriate for (check all that applies):

Advanced Health Assessment \_\_\_\_\_ Primary Care of Adults \_\_\_\_\_

Diagnostic Reasoning \_\_\_\_\_ Primary Care of Pediatrics \_\_\_\_\_ Women's Health \_\_\_\_\_

Integrated Clinical Practicum \_\_\_\_\_

Strengths of site:

\_\_\_\_\_

Weaknesses (if any) of site:

\_\_\_\_\_

Updated: 1/04/2022

Effective: 1/2022

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**NADM STUDENT EVALUATION OF PRECEPTOR AND AGENCY:**

Semester/Course Number/Name: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_ Site: \_\_\_\_\_

Key: Please mark an X in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.

<b>Frequently</b>	<b>Often</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Not Observed</b>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

Preceptor Characteristic	4	3	2	1	0
Participate in planning for management experience orientation with me.					
Willingly completed written agreements between the program, affiliating agency, and preceptor to specify the responsibility of the program to the agency and the responsibility of the preceptor and agency to the program.					
Oriented me to the clinical agency.					
Participated with me in meeting competencies.					
Identified activities that helped me meet the competencies for successful experience completion					
Provided me with continuous feedback regarding my performance during the preceptor experience.					
Advised me when a meeting between my clinical faculty and my preceptor (or other agency personnel) would be of benefit for discussing competency achievement or planning for activities that might fall outside of the competencies but augment my management learning experience					
Provided work space for me to review documents, meet with appropriate members of the management team or health care team, meet with clinical faculty, and complete activities related to the preceptor experience.					
Willingly spent time with me to answer competency related questions.					
Demonstrated management characteristics that I could compare with AONE competencies and ANA Standards and Scope of Practice					
Provided me with at least formative (approximately mid-term) and summative (end of experience) evaluations using the Competency Evaluation form.					
Communicated with me using respect and formulated a relationship where succession planning characteristics* were evident.					
Guided me in the application of didactic information to practice					

Facilitated beginning autonomy in a specific role for nurses with advanced preparation					
Promoted my self-confidence that lead to administrative competency					
<b>Agency Characteristics</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
The agency where I worked (through the preceptor) retained the ultimate responsibility for all administrative duties					
The preceptor's work schedule was flexible, and my preceptor was available a sufficient amount of time to meet my learning needs.					

COMMENTS:

1. STRENGTHS OF PRECEPTOR:

2. WEAKNESSES OF PRECEPTOR:

3. STRENGTHS OF AGENCY:

4. WEAKNESSES OF AGENCY:

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

Reviewed by:

Faculty of Record: \_\_\_\_\_ Date: \_\_\_\_\_

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**EVALUATION OF NADM STUDENT BY FACULTY & PRECEPTOR**

Midterm       Final

Student name: \_\_\_\_\_ Preceptor name: \_\_\_\_\_

Evaluation by: Self  Preceptor  Faculty  Course#: \_\_\_\_\_

Course Title: \_\_\_\_\_ Clinical hours completed prior to evaluation: \_\_\_\_\_

**KEY: Fail 1 & 2**

**Pass 3 & 4**

1 Does not meet standard

3 Meets standard

2 Inconsistently meets standard

4 Exceeds standards

N/A Not applicable

**COMPETENCIES & CRITICAL ELEMENTS**

<b>COMPETENCY 1: Communication and Relationship Building</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
1.1	Makes oral presentations to diverse audiences on nursing, health care and organizational issues						
1.2	Identifies how preceptor incorporates caring about people as individuals and demonstrating empathy and concern, while ensuring organizational goals and objectives are met						
1.3	Identifies how the preceptor rewards appropriate behaviors and confronts and manages inappropriate behaviors						
1.4	Defines multicultural in terms of gender, race, religion, ethnic, sexual orientation, age, etc.						
1.5	Engages staff and others in decision-making						
1.6	Identifies how the preceptor represents the organization to non-health care constituents within the community						
1.7	Collaborates with physicians to determine patient care equipment and facility needs						
1.8	Determines current and future supply and demand for nursing care						
<b>COMPETENCY 2; KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
2.1	Maintains knowledge of current nursing practice and the roles and functions of patient care team members						

Updated: 1/04/2022

Effective: 1/2022

2.2	Articulates various delivery systems and patient care models and the advantages/disadvantages of each						
2.3	Articulates federal and state payment systems and regulations, as well as private insurance issues, which affect the organization's finances						
2.4	Interprets impact of legislation at the state or federal level on nursing and health care organizations						
2.5	Articulates the role of the governing body of the organization in the following areas: Fiduciary responsibilities; Credentialing; and Performance management						
2.6	Disseminates research findings to patient care team members						
2.7	Monitors clinical activities to identify both expected and unexpected risks using informatics and healthcare technology						
2.8	Articulates the organization's decision-making for the utilization/case management model adopted by the organization.						
2.9	Defines metrics as related to process improvement						
2.10	Identifies areas of risk/liability						
<b>COMPETENCY 3: Leadership</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
3.1	Recognizes one's own method of decision-making and the role of beliefs, values and inferences						
3.2	Assesses one's personal, professional and career goals and do career planning						
3.3	Synthesizes and integrate divergent viewpoints for the good of the organization						
3.4	Develops a succession plan for one's own position						
3.5	Utilizes change theory to plan for the implementation of organizational changes						
<b>COMPETENCY 4: Professionalism</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
4.1	Answers for the results of own behaviors and actions						
4.2	Develops own career plan and measure						

	progress according to that plan						
4.3	Articulates the application of ethical principles to operations						
4.4	Advocates use of documented best practice						
4.5	Role models the perspective that patient care is the core of the organization's work						
4.6	Participates in at least one professional organization						
<b>COMPETENCY 5: Business Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>	<b>Comments</b>
5.1	Educates patient care team members on financial implications of patient care decisions						
5.2	Identifies clinical and leadership skills necessary for performing job related tasks						
5.3	Understands what organizations should measure in order to balance the financial perspective						
5.4	Analyzes marketing opportunities						
5.5	Recognizes the utility of nursing involvement in the planning, design, choice and implementation of information systems in the practice environment						

**Provide additional Comments as needed:**

**Faculty: Provide a summary of the clients evaluated with the student.**

\_\_\_\_\_

\_\_\_\_\_

FACULTY / PRECEPTOR SIGNATURE

DATE

\_\_\_\_\_

\_\_\_\_\_

STUDENT SIGNATURE

DATE

Do you recommend this preceptor for continued use?

Yes: \_\_\_\_\_ Strengths: \_\_\_\_\_

Weaknesses (if any): \_\_\_\_\_

No: \_\_\_\_\_ Rationale: \_\_\_\_\_

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**NADM FACULTY EVALUATION OF PRECEPTOR AND AGENCY**

Course Number/Name: \_\_\_\_\_  
 Preceptor Name: \_\_\_\_\_  
 Clinical Faculty Name: \_\_\_\_\_  
 Site: \_\_\_\_\_  
 Completed by : \_\_\_\_\_  
 Semester: \_\_\_\_\_  
 Date of Completion: \_\_\_\_\_

**Key:**

1. Please mark an X in the most appropriate space after each statement below to provide a summative feedback to the preceptor named above.
2. Space is provided after each statement if you choose to add any comments.

<b>All of the Time</b>	<b>Most of the time</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Other: Please specify</b>
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>

<b>Preceptor Characteristic</b>	<b>Ranking</b>					<b>Comments</b>
	4	3	2	1	0	
Provided all needs that students must meet for student participation in a preceptorship at the health agency at a pre-planning meeting.						
Participated in planning with the student and clinical faculty the management experience.						
Completed all written agreement forms between the program, affiliating agency, and preceptor in a timely manner.						
Oriented me to the clinical agency.						
Participates with the student in identifying what activities will meet required competencies.						
Is amenable to meeting with both clinical faculty and students for mid-term and final evaluations.						
Discussed both areas where student excelled and where						



Preceptor Characteristic	Ranking					Comments
	4	3	2	1	0	
student needed extra work in meeting the competencies or related behaviors in the precepted environment.						
Provided resources (other personnel, suggested actions, readings, manuals, agency documents, etc.) for the student to use to attain information needed to be successful in meeting course objectives.						
Provided workspace to meet with clinical faculty during evaluations and for the student in completing work associated with preceptorship.						
Expressed management ideas and that were progressive and compatible with AONE competencies and ANA Standards and Scope of Practice						
In-depth participation during mid and final evaluation sessions with examples of competency level attained and suggestions appropriate for progression.						
Communicated in a manner that demonstrated precepting graduate administration students was important to the future of health care.						
Facilitated beginning autonomy in specific role for the graduate level student appropriate for the level of the student.						
Credential(s)/experience of the preceptor was/were appropriate for the preceptor role						
The preceptor showed an interest in the curriculum, program, and student.						

Preceptor Characteristic	Ranking					Comments
	4	3	2	1	0	
<b>AGENCY CHARACTERISTICS</b>						
The agency retained the ultimate responsibility for all administrative duties						
The preceptor's work schedule allowed sufficient time* to meet the learning needs of the student.						
The agency facilitated student placement by working with student, university, and clinical faculty.						
<p>*'Sufficient time' is interpreted with the knowledge that the masters' level student is responsible for their own learning, asking questions, and retrieving data after limited suggestions and explanations.</p> <p>Other evaluatory comments appropriate to preceptorship.</p>						

**COMMENTS:**

1. STRENGTHS OF PRECEPTOR:

2. WEAKNESSES OF PRECEPTOR:

3. STRENGTHS OF AGENCY:

4. WEAKNESSES OF AGENCY:

Other comments as needed.



Texas A&M International University  
 College of Nursing and Health Sciences  
 Dr. F. M. Canseco School of Nursing

**LETTER OF RECOMMENDATION**

A Member of the Texas A&M University System

**INSTRUCTIONS TO APPLICANT:** This form is to be given to each of the two persons you are naming as references. References should be chosen from persons who are able to comment on your qualifications for advanced study in nursing.

Last name: \_\_\_\_\_ First: \_\_\_\_\_ Middle: \_\_\_\_\_

The Family Education Rights and Privacy Act of 1974 and its amendments guarantee students access to educational records concerning them. Students are also permitted to waive their rights of access to recommendations. The following signed statement indicates the wish of the applicant regarding this recommendation.

\_\_\_\_\_ I waive, \_\_\_\_\_ I do not waive my right to inspect the contents of the following recommendation.

Signature: \_\_\_\_\_ Student ID#: \_\_\_\_\_ Date: \_\_\_\_\_

**INSTRUCTIONS TO REFERENCE:** Please write below your frank opinion of the above-named applicant. Evaluation reports are used in the process of admission. Your opinion will assist us in determining the applicant’s qualifications for acceptance.

I. On the following characteristics please rate applicant against other students you have known in comparable fields.

	Exceptional	Above Average	Average	Below Average	No Information
Persistence					
Intellectual Ability					
Leadership Ability					
Self -Motivation					
Ability to Work with Others					
Ability to Express Self Orally					
Writing Ability					
Emotional Maturity					
Likelihood of Success in Advanced Work					
Problem Solving Ability					
Analytic Ability					

II. How long and under what circumstances have you known applicant?

III. Where would you rank the applicant on the following scale?

Not recommended for Admission     Unsure of Ability     Recommended for Admission

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name \_\_\_\_\_ Title \_\_\_\_\_

Institution \_\_\_\_\_ Address \_\_\_\_\_

**\*Please add comments on the back of this form or as an attachment.**

**Texas A&M International University ♦ College of Nursing Health Science  
Canseco School of Nursing**

**INCIDENT REPORT FORM**

1. Name of the Faculty or Student: \_\_\_\_\_
2. Location of Incident: \_\_\_\_\_
3. Date of Incident: \_\_\_\_\_ Day: \_\_\_\_\_ Time: \_\_\_\_\_
4. Name of Supervisor: \_\_\_\_\_

5. If the incident involved physical injury:

a. Description of injury (give only factual information):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Description of situation resulting in incident:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. Name(s) of any witness to medical care provided at time of injury:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Description of action taken at time of incident, including name of person who provided initial health care:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Name(s) of any witnesses to incident:

\_\_\_\_\_  
\_\_\_\_\_

8. Person receiving report of non-injury: \_\_\_\_\_

\_\_\_\_\_  
Signature of Supervisor and/or Faculty Member

\_\_\_\_\_  
Date



TEXAS A&M INTERNATIONAL UNIVERSITY  
**COLLEGE OF NURSING AND HEALTH SCIENCES**  
**DR. F.M. CANSECO SCHOOL OF NURSING**

**ANNUAL TUBERCULOSIS HEALTH QUESTIONNAIRE**

Your health records indicate you to be reactive (skin test positive) to the tuberculin skin test. The tuberculin skin test is the most widely used test for identifying infection with *Mycobacterium tuberculosis*, the bacteria that cause tuberculosis (TB), in people who do not have tuberculosis disease.

People who have a positive tuberculin skin test result should not have repeat chest radiographs (CXR) performed routinely. The Canseco School of Nursing policy reads that students should have an CXR every three years that is at least one CXR to exclude a diagnosis of TB disease, during your nursing program. Afterwards, repeat radiographs are not needed unless signs or symptoms of TB develop, or a clinician recommends a repeat chest radiograph, or after a new exposure to M. tuberculosis.

Adults who have active TB disease usually have many of the following symptoms: cough for more than two weeks duration, loss of appetite, weight loss of ten or more pounds over a short period of time, fever, chills and night sweats. A person can have TB germs in his or her body but not have active TB disease (this is called latent TB infection or LTBI).

**Please answer the following questions:**

TB can cause fever of long duration, unexplained weight loss, a bad cough (lasting over two weeks), or coughing up blood. As far as you know:		
Have you been around anyone with any of these symptoms or problems?	YES	NO
Have you had any of these symptoms or problems?	YES	NO
Have you been around anyone sick with TB?	YES	NO

**In the last year, have you had any of the following?**

Productive cough (over 2 weeks)	YES	NO	Persistent low-grade fever	YES	NO
Unexplained weight loss	YES	NO	Fatigue, malaise	YES	NO
Swollen glands (usually in the neck)	YES	NO	Coughing up blood or blood-tinged sputum	YES	NO
Night sweats	YES	NO	Shortness of breath	YES	NO
Loss of appetite	YES	NO	Chest pain	YES	NO
Have you traveled in the past year to Mexico or any other country in Latin America, the Caribbean, Africa, Eastern Europe or Asia for longer than 3 weeks?				YES	NO
<b>If yes, please specify which country/countries:</b>					
Have you spent longer than 3 weeks with anyone who is/has been an intravenous (IV) drug user, HIV-infected, in jail or prison or recently came to the United States from another country?				YES	NO
<b>If you answered yes to any of the items above, please provide a brief history or explanation ***:</b>					

\*\*\*Use the back of this page to provide a brief history or explanation to any positive response

Signature: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
 Print Name: \_\_\_\_\_ Date: \_\_\_\_\_



## PART 8: FACULTY ROSTER

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