



1.1 ABOUT THE UNIVERSITY

Missouri State University was founded on April 17, 1905, when the Missouri General Assembly authorized the establishment of Missouri State Normal School, Fourth District. The first classes were held in June 1906 in off-campus facilities. Tuition averaged \$6 per term for the more than 500 students enrolled. Forty acres at the corner of Grand Street and National Avenue were donated by the citizens of Springfield for the new campus. When the first building, Academic Hall (now Carrington Hall), was completed in 1908, the campus moved to its current location. In 1919, Fourth District Normal School changed its name to Southwest Missouri State Teachers College. In 1945, the institution's name changed for a second time to Southwest Missouri State College, displaying the school's expansion beyond teacher education to liberal arts and sciences. A residence center was established in West Plains, Missouri, in 1963 for students taking first- or second-year classes. This grew into another campus of the University. In 1972, Southwest Missouri State College changed its name to Southwest Missouri State University in recognition of the diversity of programs at the undergraduate level and development of graduate programs. In 2005, Southwest Missouri State University changed its name to Missouri State University.

In just over 105 years, Missouri State University has grown from a single building at the corner of Cherry and Pickwick to a campus of 163 acres with 40 buildings. Additionally, Missouri State University has Darr Agricultural Center and Jordan Valley Innovation Centers in Springfield; the State Fruit Experimentation Station in Mountain Grove; the Baker Observatory in Webster County; Bull Shoals Field Station; a campus in West Plains; a graduate center in Joplin at Missouri Southern State University; a branch campus in Dalian, China; and a virtual campus that offers educational programs via distance learning technology.

Missouri State University Gains National Recognition

Missouri State University's commitment has been recognized by its inclusion in the John Templeton Foundation's Honor Roll for Character-Building Colleges. The Honor Roll recognizes universities that foster a positive attitude, promote community-building values, and encourage their students to explore an individual and moral reasoning process. Missouri State University is among the 6% of the nation's 2,208 four-year universities and colleges selected for the Honor Roll. The University also is recognized for its community engagement by the Carnegie Foundation for the Advancement of Teaching, as a Military Friendly School by G.I. Jobs magazine, and as recipient of the 2014 Higher Education Excellence in Diversity (HEED) Award. MSU has been recognized by Forbes magazine as one of America's Top Colleges and received "Best in the Midwest" distinction from the Princeton Review.

Missouri State University Mission Statement

Missouri State University is a public, comprehensive metropolitan system with a statewide [mission in public affairs](#), whose purpose is to develop educated persons. The University's



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identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence, and community engagement.

The academic experience is grounded in a general education curriculum which draws heavily from the liberal arts and sciences. This foundation provides the basis for mastery of disciplinary and professional studies. It also provides essential forums in which students develop the capacity to make well-informed, independent critical judgments about the cultures, values, and institutions in society.

The Missouri State University campuses are structured to address the special needs of the urban and rural populations they serve.

- **Missouri State University-Springfield** is a selective admission, graduate level teaching, and research institution.
- **Missouri State University-West Plains** is a separately accredited open admissions campus primarily serving seven counties in south central Missouri and offering two-year associate degrees.
- **Missouri State University-Mountain Grove** serves Missouri's fruit industry through operation of the State Fruit Experiment Station.
- **Missouri State Outreach** provides anytime, anyplace learning opportunities through telecourses, Internet-based instruction, iTunes U and through its interactive video network.
- The University also operates various other special facilities, such as the Darr Agricultural Center in southwest Springfield, the Journagan Ranch in Douglas County, the Jordan Valley Innovation Center in downtown Springfield, the Bull Shoals Field Station near Forsyth, Baker's Acres and Observatory near Marshfield, the Missouri State University Graduate Center in Joplin and a branch campus at Liaoning Normal University (LNU) in Dalian, China.



1.2 ABOUT THE SCHOOL OF NURSING

Beginning in 1952, the University provided courses for nursing students at St. John's School of Nursing. In 1963, the University offered a Bachelor of Science degree with a major in nursing to prepare faculty for local schools of nursing. The BS degree was available until the Bachelor of Science in Nursing (BSN) degree was established in 1977.

In the early 1970s, the Administration and the Department of Life Sciences Faculty at Missouri State University assessed the need for an additional nursing program for the Missouri area. Early in the study, the University decided that a BSN-completion program would complement existing nursing programs and best serve the needs of the Southwest Missouri region. Graduates of these programs provided most of the nurses working in the area. Although the American Nurses Association recommended that by 1975 the mix of nurses in the area should be 60% diploma or associate degree nurses, 28% BSN, and 12% master's, less than 9% of the nurses in Southwest Missouri had baccalaureate degrees in 1977.

Development of Graduate Programs

The department began planning a 4-year BSN program in 1977. Efforts to initiate the program at Missouri State University were successful in 2001, with the first class admitted in the summer of 2003. The program was approved by Missouri State University and received initial approval by the Missouri State Board of Nursing. In October 2004, all of the nursing programs, to include the new 4-year BSN program, received full approval through the Commission on Collegiate Nurse Education (CCNE) and remains so today. The BSN also has full approval of the Missouri State Board of Nursing.

In 1990, the department began planning a master's degree program and admitted the first graduate students in 1996. Students were prepared at the master's level as Family Nurse Practitioners and Nurse Educators. In the spring of 1998, the first class of master's degree students graduated. The Master of Science in Nursing (MSN) program received initial NLNAC accreditation in the fall of 1999 and is currently accredited by CCNE.

In 2004, the American Association of Colleges of Nursing (AACN), the professional organization of schools of baccalaureate and higher degree programs in nursing,



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recommended that all advanced practice nurses be graduates of a doctoral program by 2015, with the DNP as the terminal clinical degree in nursing. This recommendation was ratified by AACN member schools.

The Doctor of Nursing Practice (DNP) was approved by the University, CBHE, and the Higher Learning Commission. This DNP added the third doctorate offered by the University. Missouri State added the DNP and two curricular pathways to achieve that degree – one for baccalaureate nurses and one for nurses who already have a master's degree in an advanced practice area. The online DNP post master's DNP program was implemented in the summer of 2012, and the BSN to DNP began in the summer of 2013. The final class of the MSN-FNP graduated in May 2014. CCNE accreditation review is pending for the DNP. The Nurse Educator specialization remains at the master's level.

In planning for the future of the nursing programs at MSU, the generic BSN faculty began investigating the feasibility of establishing a Simulation Center in 2007. The College of Health and Human Services received a Caring for Missouri Grant in 2009 to establish the Simulation Center on the 4th floor of the Professional Building. A full-time coordinator for the Simulation Center was hired in 2009. The Simulation Center grew steadily to include six (6) high-fidelity manikins and seven (7) mid-fidelity manikins. Simulation is an essential part of BSN education and has been integrated throughout the BSN curriculum.

The O'Reilly Clinical Health Science Center opened in the fall of 2015, providing dedicated nursing classrooms, skills labs, and a simulation center. The skills lab more than doubled the space previously available with individual patient areas containing hospital beds or clinical tables. In addition, the skills lab contains a student learning space with computer and projection capabilities. The simulation center offers an acute care unit atmosphere with six patient rooms and high-fidelity manikins. Each patient room has a separate control station that allows simultaneous learning opportunities to occur. Simulations are recorded for student review and improvement planning. A debriefing room has projection capabilities that allow all students to observe the live simulation and is used during the post-conference for quality improvement.

In 2016 the Department of Nursing was officially changed to the School of Nursing. The School of Nursing has been a leader in simulation experience by working with other programs within the College of Health and Human Services (CHHS). Use of the simulation center by other health-related programs has grown significantly. In 2017 the



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School of Nursing led the first Interprofessional Collaborative Educational simulation with five programs from the College of Health and Human Services.

The students and graduates remain the strength of the nursing program. Coming from a variety of nursing programs throughout the nation and several foreign countries, students have demonstrated strong academic and nursing abilities. Many of the graduates pursue doctoral education and certification in their areas of specialization. Input from students through committee participation, ongoing feedback (and surveys), and from graduates (through alumni surveys) has helped strengthen the educational process and provide a quality educational program for RNs.

With the expansion and growth of the nursing programs at Missouri State University, the number of full-time faculty quadrupled from a core of 3 to a core of 19, in addition to part-time faculty and graduate assistants. Today, students can learn from faculty prepared with master's degrees in nursing and doctoral degrees from various universities across the country. Faculty members are actively involved in nursing research, hold leadership roles in professional organizations, maintain clinical skills through nursing practice and continuing education, and are involved in community service.



1.3 MISSION OF THE SCHOOL OF NURSING

The School of Nursing is an integral part of Missouri State University and the College of Health and Human Services. The School of Nursing embraces the values of the University public affairs mission and is dedicated to excellence in (1) undergraduate and graduate nursing education, (2) scholarship, and (3) service using a community-based perspective.

Education

The School of Nursing promotes the general mission of the University and the College, developing educated persons, by providing students the opportunity to think critically, solve problems, communicate effectively, develop self-responsibility, and grow personally as engaged citizens within a pluralistic global society. The School offers community-based programs leading to professional nursing practice that is culturally competent, safe, and evidence-based. The undergraduate baccalaureate degree in nursing is based on knowledge from the arts, sciences, and humanities, and clinical experience in a variety of settings with diverse populations. The BSN-Completion program builds upon technical nursing education and is enriched by courses in the liberal arts and diverse clinical experiences. Building upon baccalaureate nursing education, the graduate programs prepare nurses for advanced practice and teaching roles. The MSN-Nurse Educator program provides an opportunity for exceptional students to progress from entry level nursing to graduate study in an accelerated format. The BSN to DNP prepares Family Nurse Practitioners to be community leaders in addressing health disparities. The Post-Master's DNP builds on the students' previous advanced practice degree and prepares them as community leaders in addressing health disparities. The Nursing program promotes an educational environment that develops ethical leadership, cultural competence, community engagement, and encourages life-long learning and the spirit of inquiry. Access to professional nursing education is facilitated through innovative educational technology.

Scholarship

The scholarly mission of the University, College, and School of Nursing is accomplished through the promotion of faculty and student scholarship. Faculty and student scholarship of integration, application, discovery, and teaching address health and health care delivery from the individual to the system level. In all types of scholarship, faculty members encourage the direct and indirect involvement of students.



Service

Consistent with the University public affairs mission, service is accomplished through the involvement of faculty and students in academic, professional, and community service, with an emphasis on underserved, vulnerable populations and health disparities. The School of Nursing faculty provides leadership by serving as experts and role models in nursing education, practice, and scholarship. The nursing faculty and students participate in the shared governance structure of the University by serving on the university, college, and School of Nursing committees.



1.4 PHILOSOPHY OF THE SCHOOL OF NURSING

The School of Nursing values the continual professional development of its faculty and students through education, scholarship, and service. This development builds upon theories, principles, and the concepts of professional nursing, client, environment, health, and learning.

The School of Nursing believes that Professional Nursing is a science and art with core values that include caring, altruism, autonomy, human dignity, integrity, social justice, respect and acceptance of diversity. Nursing's unique body of knowledge incorporates life experiences and builds upon theories and principles from the liberal arts and sciences, as well as from nursing science, practice, and scholarship. The faculty believes that nursing is an autonomous and collaborative discipline that practices within a framework of ethical and professional standards. As members of a practice discipline, nurses provide care in a variety of roles to clients in diverse settings, such as in the role of care provider, designer, manager, and coordinator of care to clients. As members of a profession, nurses have a commitment to professional development and life-long learning. At the master's level, nurses are prepared for advanced roles a nurse educator, leader, and clinician. At the doctorate level, nurses implement advanced roles as clinicians, scholars, leaders, consultants, and policy makers as system level change agents.

Nurses use systematic approaches, critical thinking, therapeutic communication, and technical skills to assist clients in meeting healthcare needs. Undergraduate students are prepared as professional nurses to assess health care needs, design nursing care, and provide, manage, and evaluate health care. Licensed registered nurses are prepared to expand their leadership roles by completing their BSN. Building upon undergraduate bachelor's level education, the master's program prepares professional nurses for the advanced nurse educator role. MSN educators facilitate the teaching-learning process of individuals and groups in a variety of settings. At the doctoral level, family nurse practitioners assess and intervene in individual health concerns, in addition to diverse population groups and systems. They promote improved health outcomes and provide primary care across the life span. The BSN to DNP program prepares professional nurses to function as family nurse practitioners in leadership roles. The Post-Masters DNP prepares advanced practice nurses to expand their leadership role to promote systems-level change in healthcare.

Clients, as living systems, are unique holistic beings composed of physiological, psychological, spiritual, social, and cultural dimensions that are in continuous interaction



with the environment. Individuals have inherent dignity and self-worth and are in a continuous state of growth and development across the life span. Individuals are self-determining, however, each individual functions interdependently with other individuals, within families, and communities. Although vulnerable to illness and disease, clients have the potential capacity to achieve health literacy, and to manage their internal and external environments to reduce risk, prevent disease, and promote health.

The environment includes everything that impacts the client. The environment has physiological, psychological, spiritual, social, and cultural dimensions that interact with the client and can have individual, as well as global implications for health and health care. Nurses engage in therapeutic nursing interventions to manage, modify, and manipulate the internal and external environmental dimensions to promote optimal health and prevent illness and disease. The professional nurse has an understanding of health care systems and policies that impact the client's environments, including information technology.

Health is a description of the holistic, dynamic, multidimensional, optimal state of the client. Health is composed of interacting genetic, physiological, psychological, spiritual, social, and cultural dimensions and is a result of the individual's constant interaction with the environment. Disease, as a component of health, is a manifestation of these client-environment interactions. Nurses assist clients to restore, maintain, and promote health; to prevent and treat illness and disease; and when death is imminent, to support dying with dignity.

Learning is a dynamic, interactive process involving communication and critical thinking that builds upon previous experiences and knowledge. Learning occurs at different rates for individuals and implies a shared responsibility between the learner and the educator. The faculty recognizes the unique needs of the learner. Acting as facilitator and catalyst in the learning process, faculty fosters the development of professional and technological skills, critical thinking, lifelong learning, and the internalization of professional values.



1.5 GOALS OF THE SCHOOL OF NURSING

1. To provide students with the opportunity to:
 - a. Obtain a baccalaureate education in nursing.
 - b. Obtain a graduate education in nursing.
 - c. Increase knowledge of issues in healthcare to non-nursing majors.
 - d. Obtain a minor in healthcare management.
2. To provide an educational environment that promotes lifelong learning and professional development.
3. To offer education programs that provide sound foundations for advanced education and skills.
4. To enhance the healthcare of the region through teaching, scholarship, and service using a community-based perspective.



1.6 PROGRAM OUTCOMES

DNP Program Outcomes

1. Incorporate a scientific, deliberate approach to advanced nursing practice and clinical scholarship to improve the health and healthcare of individuals, groups, and populations, with special emphasis on rural and vulnerable populations.
2. Demonstrate advanced skills in communication, critical thinking, translational research, and nursing practice to address the quality of health and safety of healthcare delivery to individuals, groups, and populations.
3. Implement the advanced practice nursing roles as practitioner, leader, innovator, clinical scholar, healthcare advocate, and collaborator to address the current and future health and healthcare delivery needs at the individual, group, population, and system level.
4. Evaluate, synthesize, and apply scientific evidence from multiple disciplines to improve and transform healthcare and healthcare outcomes
5. Develop evidence-based clinical prevention and population health approaches to influence nursing practice, healthcare, and health policy at the system to global levels.
6. Demonstrate professional development and skills for lifelong learning as a nurse leader and advanced practice nurse.
7. Use a multidisciplinary, collaborative approach to decrease or eliminate health disparities in diverse and vulnerable populations.
8. Incorporate technology into healthcare systems to transform practice, healthcare delivery, and health policy.
9. Demonstrate advanced practice leadership through the incorporation of ethical, cultural, social, political, and economic strategies to transform health systems.



MSN PROGRAM OUTCOMES

1. Utilize a systematic, deliberative approach in implementation of advanced nursing roles.
2. Demonstrate competence in advanced communication, critical thinking, research and therapeutic nursing intervention skills in areas of role specialization.
3. Integrate legal, ethical and professional guidelines as standards for nursing practice into area of specialization.
4. Develop advanced nursing roles in area of role specialization, integrating knowledge and theory from the arts, sciences, and nursing.
5. Develop strategies to influence nursing, healthcare, and health care policy.
6. Demonstrate professional development and preparation for life-long learning in areas of role specialization.



1.7 SCHOOL OF NURSING CURRICULAR FRAMEWORK

PROFESSIONAL NURSE		KNOWLEDGE, SKILLS & TECHNOLOGY		CLIENT		OUTCOMES
<u>Dimensions:</u> Physiological, psychological, spiritual, social and cultural Roles of the Professional Nurse Member of Profession Citizen Life-Long Learner	 	Foundation of Arts & Sciences Legal, Ethical, & Professional Standards Nursing Curriculum <ul style="list-style-type: none"> • Critical Thinking • Communication • Systematic Approach • Therapeutic Nursing Interventions 	 	<u>Dimensions:</u> Physiological, psychological, spiritual, social and cultural Individuals Families Groups Communities Populations Across the Life Span In Diverse Settings	 	Health <ul style="list-style-type: none"> • Promote • Restore • Maintain • Prevent disease & illness • Treat disease & illness • Reduce risk Dying with Dignity Learning Environmental Management



ENVIRONMENT



1.8 NONDISCRIMINATION POLICY

Nondiscrimination Policy Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In accordance with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. Prohibited sex discrimination encompasses sexual harassment, which includes sexual violence. In addition, the University does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students or the applicable job requirements for employees. Concerns regarding this policy can be found at the following web site:

http://www.missouristate.edu/equity/nondiscrimination_statement.htm

Missouri State University does not discriminate on the basis of sex in the education program or activity that it operates, including in admission and employment. Concerns regarding discrimination on the basis of sex, including sexual harassment, should be referred to Jill Patterson, Title IX Coordinator, Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, or jillpatterson@missouristate.edu. MSU has adopted a grievance procedure policy for the prompt and equitable resolution of allegations of sexual discrimination, including sexual harassment. This policy is available at the Title IX website. Individuals may report an allegation of sex discrimination, file a complaint of sexual discrimination, or file a formal complaint of sexual harassment by contacting MSU's Title IX Coordinator at Carrington 205, 901 S. National Ave., Springfield, MO 65897, 417-836-8506, jillpatterson@missouristate.edu, or visiting the Title IX website. All faculty are required to report to the Title IX Office any concerns or allegations of sex discrimination or sexual harassment involving members of the University community (i.e., faculty, staff, and students) of which they become aware.

Students with Disabilities

The process for a student to request an accommodation for a disability is outlined in the Disability Accommodation Policy for Students, which can be found online at <https://www.missouristate.edu/disability/accommodation.htm>. Students may also contact the Disability Resource Center (DRC) at Meyer Library, Suite 111, 417-836-4192 (voice), 417-836-6792 (TTY), <https://www.missouristate.edu/disability/>.