



Missouri State[™]
U N I V E R S I T Y

School of Nursing
Doctor of Nursing Practice
Student Handbook
2018-2019

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School of Nursing
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This handbook is designed to assist you by centralizing important information about the university and the Doctor of Nursing Practice (DNP) program at Missouri State University (MSU). Important policies, guidelines, and resources are presented.

You, the student, are responsible for the information contained in this handbook. You are encouraged to read it at your earliest convenience, and keep it as a reference while you are a student at MSU. This information is an adjunct to, not a replacement for, the graduate catalog:

<http://graduate.missouristate.edu/catalog/>

Further details about the policies and procedures described in this handbook can be found in the MSU Graduate Catalog on the university's webpage at: <http://graduate.missouristate.edu/catalog/>

The DNP program at Missouri State University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, P: (202) 463-6930. Questions, concerns, or comments can be made to CCNE through the following avenues: phone (202) 463-6930 or e-mail <http://www.aacnnursing.org/>

Table of Contents

Section 1: Introduction

About the University	6
About the School of Nursing	7
Mission of the School of Nursing	10
Education	10
Scholarship	10
Service	10
Philosophy of the School of Nursing	11
School Goals	12
DNP Program Outcomes	12
School of Nursing Curricular Framework	13

Section 2: Doctor of Nursing Practice

Program Description	14
Program Costs	14
DNP Program Requirements	17
Admission Process	18
Selection Factors	18
Additional Requirements of the Program	19
Retention Policies	19
Technological Requirements	20
Clinical Experiences	20
Requirements on Campus	20
Technical Standards for Nursing Practice	20
Additional Program-Related Policies	23
Course Withdrawal	23
Leave of Absence	23
Readmission Policy	23
Attendance-related Grade Changes	23
Transfer of Credit Policy	23
Incomplete Grade Policy	23
Encumbrances	24
Candidacy for the Degree	24

Section 3: Curriculum

Prerequisite Policy	25
Curricular Requirements	25
BSN to DNP (80 hours)	25
Post-Masters DNP (minimum of 31 hours)	25
DNP Course Descriptions	26
FNP Role Specialization Courses for the BSN to DNP program	26
DNP Core Courses	27
Prerequisites and other Graduate Nursing Courses	30
DNP Projects	30
Overview	30
Characteristics of a DNP project:	31
DNP Project Committee	32
DNP Project Preceptor	32

DNP Project Sequencing	32
Clinical Tracking	32
Publishing and Presenting the DNP Project	32
DNP Project Defense	33
Final Competencies for DNP Students	33
Comprehensive Exam	33
DNP Clinical Experiences	33
Clinical Policies	33
Professional Conduct	33
Professional Appearance Expectations	34
Tattoo Policy	34
Substance Abuse Policy	35
<i>Procedure for Faculty Intervention with Impaired Students</i>	35
Student Impairment Consent Form	36
Clinical Experiences for Post-Masters DNP Students	37
DNP Project Clinical Rotations	37
Clinical Policies for the BSN to DNP Program	37
Clinical Experiences and Placement	37
Clinical Sites	38
Preceptors	38
Requirements for Students to Begin Clinical Rotations	39
Pre-Clinical Evaluation Process	39
Clinical Documentation	39
Clinical Logs	40
SOAP Notes	40
Preceptor Evaluation of Student and Site Visits	40
Faculty Site Visit Process	41
Clinical Improvement Process/Procedure	41
Clinical Progression	42
Clinical Remediation and Failure	42
Clinical Probation	42
Clinical Failure	43
Section 4: Student Rights and Responsibilities	
Student Rights	44
Student Bill of Rights	44
Student Representation	44
Student Responsibilities	44
Graduate Catalog	44
Student-Faculty Communication	44
Academic Integrity	45
Nursing Student Honor Code Policy	45
Reporting Academic Dishonesty	45
Ethical Behavior	46
Sanctions	46
Online Etiquette and Civility	46
Social Media Policy	48
Professionalism	51
Policy on Professionalism and Professional Conduct	51
Health Insurance Portability and Accountability Act	52
Missouri State Board of Nursing Position Statement on HIV or HBV Infection	42

Bloodborne Pathogens Policy	53
Policy Implementation	53
Procedure	54
Exposure Documentation	58
Student Grievance and Appeal Policy and Procedure	58
Unprofessional Behavior	58
Section 5: Faculty Expectations and Responsibilities	
Faculty Rights and Responsibilities	60
Attendance Policy	60
Classroom Management	61
Advising	61
School of Nursing Faculty and Staff	61
Section 6: Student Resources	
Writing Resources	65
Financial Aid	65
General MSU Financial Aid Information	65
Local Scholarships	65
National Scholarships	65
MSU Campus Resources	66
Student ID (Bear Pass Card Office)	66
Parking	66
Computer Services	66
Testing Center	67
MSU Services	67
Nursing Resources	68
Glossary	70
List of Abbreviations	73

Section 1: Introduction

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 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.

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 the BSN-Completion Program

Based on the identified need for a completion program, the University took steps to assess the resources available to develop a program, including faculty, facilities, and finances. Collaboration with various agency boards, commissions, and health care providers occurred in the early planning phases. In 1976, the BSN-completion program was approved by the University Faculty Senate, and in 1977, by the Coordinating Board of Higher Education.

In 1977, the first majors were accepted into the BSN-completion program (BSN-C). Since its inception, over 500 students have graduated from the program. On December 6, 1982, the National League for Nursing (NLN) Council of Baccalaureate and Higher Degree Programs approved accreditation of the BSN-C program for eight years. Since its initial accreditation, the BSN-C program has maintained continuous accreditation from national accrediting agencies.

The Department of Nursing also moved physically. Initially, the program was offered in a two-story white house at 1030 East Grand (now the site of a parking area). This house contained the departmental office, classroom(s), and faculty offices. The neighboring house provided physical assessment laboratory space. In 1985, the department moved to the fourth floor of the Professional Building (609 East Cherry), and later, in 1989, to the third floor. In the fall of 1997, the department relocated to its current location on the third floor of the renovated Professional Building. With each move, the department gained additional space for faculty, students, and classrooms.

The vision of the department also expanded during the preceding years. In April 1986, the Theta Lambda chapter of Sigma Theta Tau, the International Nursing Honor Society, was established at Missouri State University. Ninety-two RNs were inducted as charter members. Today, the Theta Lambda Chapter includes over 125 members. To meet the educational needs of RNs in outlying areas, courses were offered off campus. The Department of Nursing initiated onsite distance learning programs in West Plains in 1988. In 1995, distance learning sites via interactive video were opened in Nevada, West Plains, Lebanon, and Neosho, Missouri, and Harrison, Arkansas. In 2005, the BSNC program became a totally online program. In 1989, a Health Care Management minor was implemented for both nursing and non-nursing majors.

Development of the MSN, BSN, and DNP 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, 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 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 have the opportunity to 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.

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.

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.

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.

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.

SCHOOL OF NURSING CURRICULAR FRAMEWORK

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



ENVIRONMENT

Section 2: Doctor of Nursing Practice

PROGRAM DESCRIPTION

The School of Nursing DNP program is designed to prepare advanced practice nurses at the highest clinical level. Our community-based DNP program will graduate nursing leaders who have the knowledge and skills to address the health disparities of vulnerable and rural populations. The program will prepare graduates to function in a variety of community and acute care health settings as primary care providers, leaders, managers, and consultants

Program options:

- a. The **BSN to DNP program** is an 80 credit hour program that will prepare graduates to practice in the family nurse practitioner role. The program consists of both online and on-campus courses. The student is required to be licensed and complete FNP clinical rotations in Missouri. The program can be completed in three (3) years of full-time study. Part-time study is an option for the first year of the BSN to DNP program.
- b. The **Post-Master's (PM) DNP Program** is a 31 credit hour (minimum) online program for nurses with a Masters in Nursing degree. The online program can be completed with full-time study in 14 months or more, or part-time study.
 - **PM DNP** applicants without a clinical focus in their master's degree program will need to take the **Post Master's Population Health Certificate** program prior to full admission into the DNP program.
 - **PM DNP** applicants who have some clinical hours but do not meet the minimum 500 clinical contact hours will complete the **PM DNP Bridge program**. An individualized plan of study will be developed to ensure completion of required post-baccalaureate clinical hours before full admission into the DNP program.

The Doctor of Nursing Practice program at Missouri State University is accredited by the Commission on Collegiate Nursing Education (www.aacnnursing.org).

COSTS OF 3-YEAR BSN to DNP PROGRAM Effective summer 2018

Tuition/Fees for 3yr Full-time Student Completing all Course Requirements at Missouri State University	COST
Application Fee	\$50.00
In-State Tuition (Online) – \$325 Per Credit Hour Courses >700 Level	(46 hours) \$14,950.00
In-State Tuition (In Class) – \$309 Per Credit Hour	(34 hours) \$10,506.00
Out-of-State Tuition (Online) – \$325 Per Credit Hour Courses >700 Level	(46 hours) \$14,950.00
Out of State Tuition (In Class) – \$591 Per Credit Hour	(34 hours)

	\$20,094.00
Fees (Student Service) – (see Required Student Service Fees online for detailed list) Fall I: \$277; Spring I: \$516; Fall II: \$425; Spring II: \$425; Fall III: \$425; Spring III: \$375 $277+516+425+425+425+375=2,443$	\$2,443.00
Supplemental Course Fees for FNP Clinical Courses CHHS NUR 730 Family Practice I \$225.00 CHHS NUR 734 Advanced Physical Assessment and Clinical Reasoning \$225.00 CHHS NUR 750 Family Practice II \$225.00 CHHS NUR 770 Family Practice III \$225.00 CHHS NUR 790 Family Nurse Practitioner Advanced Practicum \$225.00	\$1,125.00
iHuman Platform	\$210/year= \$630
Predictor exam	\$100
Total In-State (9 Semesters) $50+14,490+10,132+2,376+1,125+100=$	\$29,804.00
Total Out-of-State (9 semesters) - $50.00+14,490+19,346+2,376+1,125=$	\$39,392.00
Estimated Miscellaneous Costs	
Estimated Costs of Books (9 semesters at \$400 per semester)	\$3,600
Name Badge	\$8.50
Clinical Tracking Fee	\$90
Background Check (cost depends on requirements)	\$39.50
Drug Screen	\$26
Personal Health Insurance: Missouri State Students' group insurance or other carrier of choice. For more information on MSU students health insurance see: http://health.missouristate.edu/students/insurance.htm	varies
CPR-BLS (certification must be current throughout program) \$ 30/yr.	\$90
Transportation and lodging to clinical sites, if needed (9 semesters). *We are a community based program and regional travel is required. Plan on 1 hour each way of commute to clinical rotations each week for semesters with NP clinical rotations.	Varies
PPD/TB Skin Test (required annually at \$25 per year) Blood test	\$75
Parking Permit \$115/yr.	\$345
NP Student Liability Insurance - varies with carrier of choice	\$830
Laptop Computer (w/wireless capabilities and access to cable or DSL connections)	Varies
Microsoft Office software	Varies
Headset Microphone	\$25
Webcam	\$30
Recommended, but Not Required Costs	
Epocrates Software	Varies
Smart Phone	Varies

Tablet	Varies
Costs of Graduates	
National Certification	
ANCC	\$395
If ANA Member	\$295
If AANP Member	\$340
If AANP Student Member	\$290
AANP	\$315
If AANP member	\$240
Missouri APRN Recognition	\$150
DEA Number (BNDD)	Varies

These fees assume that the student has basic nursing equipment, such as a stethoscope, watch, and professional attire to wear for clinical rotations.

** Tuition and fees subject to change based on university tuition and fees

***Fees Subject to change

All tuition and fees based off of the <http://www.missouristate.edu/costs/> website

COSTS OF DNP POST-MASTERS PROGRAM Effective summer 2018

Tuition/Fees Full-time Student Completing all Course Requirements at Missouri State University	COST
Application Fee	\$50.00
In-State Tuition (Online) – \$325 Per Credit Hour Courses >700 Level	<i>(31 hours)</i> \$10,075.00
Total In-State (4 Semesters)	\$10,125.00
Out-of-State Tuition – \$325 Per Credit Hour Courses >700 Level	<i>(31 hours)</i> \$10,075.00
Total Out-of-State (4 Semesters)	\$ 10,125.00
Estimated Miscellaneous Costs	
Estimated Costs of Books (4 semesters at \$300 per semester)	\$1,200.00
Clinical Tracking Fee	\$90.00
Background Check (cost depends on requirements)	\$39.50
Drug Screen	\$26
Personal Health Insurance: Missouri State Students' group insurance or other carrier of choice. For more information on MSU students health insurance see: http://health.missouristate.edu/students/insurance.htm	Varies
CPR/BLS-2 year certification (certification must be current throughout program)- \$30/yr.	\$60
PPD/TB Skin Test (required annually at \$25 per year)	\$50
Professional Liability Insurance	Varies
Transportation/Out of Town travel for Residencies	Varies
Laptop Computer (w/wireless capabilities and access to cable or DSL connections)	Varies

Microsoft Office Software	Varies
Headset Microphone	\$25
Webcam	\$25-30
Recommended, but Not Required Costs	
Smart Phone	Varies

** Tuition and fees subject to change based on university tuition and fees

***Fees Subject to change

All tuition and fees based off of the <http://www.missouristate.edu/costs/> website

DNP PROGRAM REQUIREMENTS

Completed applications will be reviewed beginning December 1 for summer admission.

The application requires a two-step process:

- Apply and be accepted to the Graduate College.
 - a. Submit an application and meet all requirements for admission to the Graduate College at Missouri State University, including complete, official transcripts of all college programs and course work, and a graduate application fee. The applicant should select the Pre-DNP program on the Graduate College application if prerequisites are needed prior to beginning the DNP program. When applying to the Graduate College, select the semester that you plan on taking your first courses at MSU, including prerequisites.
- Apply to the School of Nursing DNP Program.
 - a. Submit a separate DNP program application to the School of Nursing. The application packet is available on the MSU School of Nursing website.
 - b. Submit a \$50 nonrefundable application fee to the School of Nursing. This fee is in addition to the MSU Graduate Application Fee.
 - c. Have graduated from a Masters in Nursing or higher degree program accredited by a recognized accrediting organization. Graduates from non-accredited programs will be considered on an individual basis for the **Post-Master's DNP**.
 - d. Have graduated from a Bachelor of Science (BSN) program that is accredited by a recognized accrediting organization. Graduates from international nursing programs or non-accredited programs will be considered on an individual basis.
 - e. Licensure as a registered nurse (RN) without disqualification and eligible for licensure in the State in which clinical practicums will be completed. **Post-Master's** Advanced Practice nurses must submit a copy of their certification in their area of Advanced Nursing Practice.
 - f. Have completed clinical practice experience that equates with one year minimum (two or more preferred) of full-time experience. Exceptions considered on individual basis.
 - g. **Post Master's** applicants must have a cumulative GPA of all previous graduate-level education course work of 3.25 (on a 4.00 scale) or above, and **BSN to DNP** applicants must have a cumulative GPA of 3.25 for last 60 hours of college course work attempted. Students who have a GPA of less than a 3.25 must submit verbal, quantitative, and analytical writing scores on the Graduate Record Examination (GRE) General Test (minimum Verbal: 150; Quantitative: 145; Analytical Writing: 3.5).
 - h. Submit evidence of current health and professional liability insurance appropriate to their nursing role.
 - i. Submit evidence of current American Heart Association (AHA) Basic Life Support (BLS). Online didactic course and written test are available at <https://www.onlineaha.org/> for a fee for those students who need to recertify. No *online* skills testing will be accepted.

- j. Complete all prerequisite courses; **BSN to DNP** requires: undergraduate human pathophysiology, graduate statistics, and healthcare informatics, **Post Master's** requires: graduate human pathophysiology, graduate health assessment, graduate pharmacology, graduate epidemiology, graduate statistics, and healthcare informatics, with a grade of "B-" or higher before the program begins. Full admission will be contingent on the student successfully completing prerequisite courses.
- k. Meet the School of Nursing technical standards of the DNP program to successfully undertake the course of study (available by request from the program).
- l. Submit evidence of current immunizations or immune status (MMR, Tetanus, Varicella, Hepatitis B series) and a PPD or T-Spot (or documentation of appropriate follow up for positive individuals).
- m. Be prepared to meet the technical and technology proficiency requirements for online courses (available by request from the program).

Admission process

For applicants with complete admission packets:

1. **Post Master's** applicants who demonstrate a match between their project goals and the areas of expertise of the faculty will be given priority in the admission process.
2. Competitive **BSN to DNP** applicants will be invited to interview with the DNP Admission Committee. An interview is required to determine the fit between the candidate's goals, and the DNP program and faculty.

Selection factors

Admission into the Doctorate of Nursing Practice Program is highly selective and competitive, and a limited number of students will be admitted each year. Completion of all admission requirements and/or admission to the **Graduate College** does not ensure full admission to the DNP Program. The DNP Admission Committee will consider the following characteristics of competitive applicants:

- a. Academic potential to successfully complete the program within the required time frame
- b. **BSN to DNP** applicants should have a full understanding of the role of the advanced practice nurse
- c. Professional integrity and maturity
- d. Interpersonal communication skills, including written and verbal
- e. Quality and quantity of health care experiences
- f. Quality of leadership and service activities
- g. **BSN to DNP** requires the ability to perform the technical functions and tasks required of the advanced practice nurse.

Students must complete the following program prerequisites before full admission into the DNP Program:

- **BSN to DNP:** healthcare informatics, undergraduate pathophysiology, graduate statistics
- **Post Master's DNP:** graduate human pathophysiology, graduate health assessment, graduate pharmacology, graduate epidemiology, graduate statistics, and healthcare informatics.

The following are options offered at Missouri State University:

- a. NUR 635, Healthcare Informatics
- b. NUR 640, Advanced Human Pathophysiology (undergraduate)
- c. PBH 720, Epidemiology
- d. PSY 627, Advanced Psychological Statistical Methods
- e. NUR 765, Applications of Advanced Pathophysiology (graduate)
- f. NUR 734, Advanced Physical Assessment and Clinical Reasoning
- g. NUR 761, Advanced Pharmacology

Students may take up to nine (9) credit hours of course work towards their degree before full admission to the DNP program. In addition to the prerequisite courses, the following courses are options:

- a. NUR 703, Population Health: A Local to Global Perspective
- b. NUR 711, Advanced Roles and Leadership in Nursing
- c. NUR 840, Technology for Transforming Nursing and Health Systems

Additional requirements of the program

Students will be required to initiate and pay for any additional security checks and drug screenings required for placement into agencies for clinical experiences. Some agencies require annual screening and affidavits.

Full admission is contingent on completing the following immediately after acceptance to the program:

- a. **Post Master's** applicants must submit completed Verification of Post-Baccalaureate Clinical Practice Hours form.
- b. Payment of a clinical tracking fee. See the School of Nursing website for a full list of program costs.
- c. Applicants must apply and pay for the state/federal Background Check and receive a response that the applicant has not been convicted of any crime pursuant to Section 660.317 RSMO or other disqualifications that would prohibit licensure registered nurse or completion of clinical experiences.
- d. Pay for and complete a urine drug screen without disqualifying results.
- e. Applicants must submit proof of current professional liability insurance (limit \$1,000,000/aggregate \$6,000,000). For **BSN to DNP** students, the current professional liability insurance must be specifically for NP Student Liability.

Retention policies

To remain in the DNP program, the student must:

- a. Maintain a GPA of 3.25 with no more than one course with a grade of "C", and no course with a grade of "D or lower. Receive a "pass" in all clinical evaluations.
- b. Complete all requirements for the program within five academic years after full admission to the DNP program. Continuous enrollment in the BSN-DNP program is required once FNP clinical courses are initiated.
- c. Demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of professional nurses in advanced nursing roles.
- d. Demonstrate acceptable professional progression in application of skills and knowledge throughout the program.
- e. Maintain current American Heart Association (AHA) Basic Life (BLS) certification, RN licensure, health and professional liability insurance, and all immunizations required by clinical agencies throughout the program.
- f. The student must notify the School of Nursing within five (5) days in the event of any legal infractions or any actions taken against their nursing license, or any investigation of such incidences.
- g. While the student's grades are important, retention in the DNP program considers the composite picture of the student's ability to perform at a satisfactory level in the academic and clinical component of the educational program.

The School of Nursing reserves the right to refuse enrollment or program continuation to any student. This refusal will be determined by the judgment of the DNP Program Director, the Graduate Admission, Progression, and Graduation (APG) Committee and the Director of the School of Nursing, based on the student's ability to successfully complete academic or clinical assignments or function effectively in the

roles required in the DNP program. This includes the demonstration of characteristics associated with a professional nurse, including behaviors involving professionalism, ethics and integrity.

TECHNOLOGICAL REQUIREMENTS

The Missouri State University BSN to DNP Program uses a combination of online and on-campus modalities. Didactic online content may be delivered using asynchronous and synchronous formats. Applicants to the DNP program must be proficient using Blackboard (or other course platform systems), word processing, spreadsheet management, and presentation graphics software. Students are expected to be able to manage files, navigate the internet, access resources, locate scholarly references from the library, and use a headset/microphone, computer camera, and scanner/fax machine. Students who have deficiencies in these areas must seek training before the start of the program.

The School of Nursing uses a Blackboard course management system for all courses. Additionally, web conferencing software is used for synchronous course offerings and other experiences. Specific information on web conferencing software used in class will be provided in the course syllabus. Access to a personal computer/laptop with broadband/high speed internet connections, a web camera, and a headset with microphone is required.

CLINICAL EXPERIENCES

Clinical FNP experiences for BSN to DNP students are individually arranged with preceptors, who have the appropriate educational and experiential qualifications. Students can complete their clinical experiences in their local community if sites and preceptors are approved by the School of Nursing. However, students should plan to travel outside of the local community for clinical experiences. However, students should plan to travel outside of the local community for clinical experiences. All clinical sites and preceptors must be approved in advance by the FNP Program Coordinator and a contract must be established with the clinical site before any clinical experiences occur.

REQUIREMENTS ON CAMPUS

BSN to DNP students are required to be on campus for seated classes a minimum of one day a week, with potential for additional days depending on requirements of the course.

Post-Master's DNP students are required to be on-campus a minimum of two times during the program. Once for orientation and once for DNP Project Presentation. The date and times for these on-campus visits will be published annually, prior to the start of the academic year

TECHNICAL STANDARDS FOR NURSING PRACTICE

The BSN to DNP degree is an undifferentiated degree attesting to general knowledge in and the advanced skills required for practicing the full scope of advanced practice nursing as a FNP. To assure that candidates for admission, progression, and graduation are able to complete the entire program of study and participate fully in all aspects of the acquisition of nursing knowledge and skills required for nursing practice, essential abilities and characteristics are required. These consist of certain minimum mental, emotional, sensory, motor, interpersonal, communication, and critical thinking competencies.

The School of Nursing intends for its BSN to DNP graduates to remain competent and compassionate nurses who are capable of meeting all requirements for licensure and post-graduate work in the field of advanced practice nursing. The avowed intention of an individual student to practice only a narrow part of nursing, or to pursue a non-nursing career, does not alter the requirement that all BSN to DNP students take and achieve competence in the full curriculum required by the faculty.

The School of Nursing has an ethical responsibility for the safety of the patients with whom students and graduates may come into contact. Although students learn and work under the supervision of qualified preceptors and faculty, students interact directly with patients throughout the BSN to DNP program. Patient safety and well-being are therefore major factors in establishing requirements involving the competencies required of BSN to DNP students for admission, progression, and graduation.

For admission, progression, and graduation, prospective and current enrollees in the BSN to DNP program must demonstrate all essential abilities and characteristics to be able to successfully complete the BSN to DNP program and participate in all aspects of advanced nurse training. Such abilities and characteristics include, but are not limited to, the following:

Mental/emotional:
<p>Possess the mental and emotional stability to adapt to the environment, function in everyday activities, and cope with stressors. Example: Demonstrates behaviors appropriate to the situation, uses appropriate coping strategies.</p>
Sensory:
<p>Possess the ability to assess and/or evaluate patient responses and to perform nursing interventions safely and accurately. Subject to reasonable disability-related accommodations, students must have the following particular capabilities:</p> <ol style="list-style-type: none"> 1. Visual Have normal or corrected vision within the range of 20/20-20/80 Distinguish color shades and/or when changes. Example: Observe patient responses, the appearance of wounds; recognize changes in skin color or color of body fluids, medications, etc.; distinguish gradation on syringes when drawing up medications; etc. 2. Auditory Have normal or corrected hearing ability within the 0-45 decibel range. Example: Hear alarms, emergency signals, and cries for help are related to auscultatory sounds. 3. Tactile Possess, in at least one hand, the ability to perceive temperature changes and pulsations and to distinguish different textures. Example: Performs functions of physical assessment and/or functions related to therapeutic interventions (e.g., insertion of catheters or IVs).
Motor:
<p>Possess the capacity to perform the physical manipulations and diagnostic procedures that are part of a complete nursing practice and diverse clinical experience. Subject to reasonable disability-related accommodations, students must have the following particular capabilities:</p> <ol style="list-style-type: none"> 1. Possess four functional limbs (normal or artificial) that allow the student to perform sufficiently to move from room to room and maneuver in small spaces, and possess gross and fine motor abilities sufficient to provide safe and effective nursing care. Example: Move among patient rooms and treatment areas, physically move or reposition patients, performs CPR, calibrates and uses equipment, dons personal protective equipment (PPE).

<p>2. Possess the ability to exert 20-50 lbs. of force occasionally, 10-25 lbs. of force frequently, and negligible to 10 lbs. of force constantly to move objects. Example: Position and moves patients and equipment.</p>
<p>Interpersonal/communication:</p> <ul style="list-style-type: none"> • Possess communication abilities sufficient for appropriate and effective interactions with others in both oral and written form. Example: Explain treatment procedures and/or initiates health teachings, documents nursing actions and patient responses. • Possess interpersonal abilities sufficient to interact appropriately and effectively with individuals, families, and groups from a diverse background. Example: Establish rapport with patients and colleagues.
<p>Critical thinking:</p> <ul style="list-style-type: none"> • Possess critical thinking ability sufficient for clinical judgment. Example: Identify cause and effect relationships, develops and evaluates plan of care, and appropriately evaluations situations and promotes patient safety. • Apply principals of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interprets and implements a variety of technical instructions. Deals with several abstract and concrete variables. Example: Perform practical application of fractions, percentages, ratio and proportion measurements, and other relevant scientific principles, mathematical calculations.

The School of Nursing does not discriminate against qualified individuals with disabilities who apply for admission to, or are enrolled in the BSN to DNP program. Otherwise, qualified individuals shall not be excluded from admission or participation in the school’s educational programs and activities solely because of their disability or medical condition. The School of Nursing is committed to providing reasonable accommodation in its academic programs to qualified individuals with disabilities, including but not limited to learning disabilities. A reasonable accommodation is one that does not require a fundamental alteration in the nature of the program or lower academic and/or clinical standards.

Should a current or prospective enrollee have or develop a condition that would place patients or others at risk, or that would jeopardize his or her ability to complete the BSN to DNP Program, or pursue licensure or certification as an advanced practice nurse, the person may be removed from the BSN to DNP program or denied admission. If a current or prospective, enrollee has or develops a disability that poses a significant risk to the health and safety of patients, self, or others that cannot be eliminated with a reasonable accommodation, the person may be removed from the BSN to DNP program or denied admission.

The process for a student to request an accommodation for a disability is outlined in the University’s Disability Accommodation Policy for Students, which can be found online at <http://psychology.missouristate.edu/lcd/Accommodation-Policy.htm>.

Students may also contact the Disability Resource Center (DRC) at Meyer Library Suite 111, 417-836-4192 (voice), 417-836-6792 (TTY), <http://www.missouristate.edu/disability/>, or the Learning Diagnostic Clinic (LDC) at Alumni Building, Suite 502, 417-836-4787, <http://psychology.missouristate.edu/lcd/>.

ADDITIONAL PROGRAM-RELATED POLICIES

Course Withdrawal

Failure to properly drop or withdraw from classes will result in the assignment of an “F” grade for those classes. The student does not need to obtain any signatures to drop a course. It is the student’s responsibility to understand the university’s procedure for dropping a class. If attendance is unapparent and proper procedure for dropping the class is not followed, the student will receive a failing grade and be financially obligated to pay for the class. For information about dropping a class or withdrawing from the University, contact the Office of the Registrar at 417- 836-5520. See the appropriate online MSU academic calendar.

Leave of Absence

In the event the student needs to take a leave of absence, a formal letter including the reason for the leave, expected duration of the leave, and a plan of re-entry into the program must be submitted to the DNP Program Director. Re-entry into the DNP program is on a space available basis. A formal request to end the leave of absence must be submitted to the DNP Program Director. A decision will then be made by the Program Director and the Graduate APG Committee as to whether or not space permits re-entry into the DNP program at that time. Leave of absence may not exceed one calendar year.

Readmission Policy

Continued enrollment in MSU must be maintained to be considered a student in the DNP program. Students who interrupt their education for three consecutive semesters (one calendar year) or more must follow University readmission policies and reapply to the University’s Graduate College. Readmission to the University does not guarantee readmission to the DNP program. The student must complete the required School of Nursing admission application and documentation of all items on the application checklist.

Attendance-related Grade Changes

Please refer to the Attendance Policy in the current MSU Graduate Catalog and course syllabi. At the doctoral level, participation in class activities is expected and required. The learning milieu includes learning from faculty, as well as interaction with other students.

Transfer of Credit Policy

The MSU Graduate College and the DNP program limit the amount of courses that can be transferred to nine hours. The School of Nursing’s Graduate APG Committee will review graduate courses for equivalency on an individual basis. It is the University’s policy to award credit for courses taken through institutions accredited by a regional accrediting agency. It is the School of Nursing’s policy to only accept transfer courses as equivalent to courses in our DNP program if they are graduate level, are the same or more credit hours, and are judged have similar content and expectations as our required course. A course-by-course evaluation of transfer credit is sent to students once they have been admitted. Please refer to the University Graduate Catalog for further details.

Incomplete Grade Policy

Incomplete “I” grades will be given only in circumstances in which the student has been unable to complete a small portion of a course, such as a term paper or a final examination. In each instance where an “I” grade is assigned, the instructor shall, at the end of the semester, indicate on the Assignment of Incomplete Grade Form the student’s responsibilities for completing the course and how the completed work would be calculated into the final grade. The original document is filed in the student’s School of Nursing file, with one copy retained by the student and one by the instructor.

If a student needs to complete a significant portion of a course, an “N” or “F” grade should be assigned according to regulations governing such grades. An “N” grade can only be assigned if the student has officially dropped the course within the semester deadlines.

An “I” grade must be removed within one calendar year or less after it is received, otherwise, the “I” automatically becomes an “F” grade. An extension of the time limit or other necessary arrangements to remove an “I” grade will be made only if a written request for such extension is approved by the Graduate APG Committee. An approved request for extension of time to remove an “I” grade should be placed on file in the Office of the Registrar.

The student should make arrangements with the instructor or the Program Director, for completion of the work. When the work is completed, the instructor will complete the grade change online. After submission to the Office of the Registrar, the student will be able to access their academic record indicating the adjusted grade point average.

Graduating students must remove “I” grades before the beginning of the final semester of enrollment, unless an extension has been granted. An “I” grade assigned in the semester immediately preceding graduation must be removed by May 1 for spring graduation, by July 15 for summer graduation, and by December 1 for fall graduation. “I” grades assigned during the semester of graduation must be removed prior to mid-semester of the following semester. Failure to meet these deadlines will result in graduation being delayed to a later semester.

Encumbrances

An encumbrance may be placed on a student’s record for a variety of reasons such as an unpaid bill or fine, failure to return books or equipment, failure to be admitted to a degree program within the deadline, or failure to complete a financial aid exit interview during the semester of graduation. All encumbrances will prevent a student from registering for upcoming semesters, and most encumbrances will prevent the release of a student’s transcript and diploma. Contact the Office of the Registrar for further information regarding encumbrances.

Candidacy for the Degree

Upon admission to the DNP program, the student must submit an Application for Candidacy, which outlines the planned program of study. It is essential that students consult with the DNP Program Director in planning their degree program and completing the Application for Candidacy.

Application for Candidacy forms are available from the MSU Graduate College website and should be submitted to the DNP Program Director and School of Nursing Director for approval before final submission to the Graduate College. Any changes in the Plan of Study will require submission of a revised Plan of Study to the Graduate College, which is signed by the DNP Program Director and School of Nursing Director.

Section 3: Curriculum

PREREQUISITE POLICY

The student is responsible for having the appropriate prerequisites prior to enrollment in a course. The current prerequisites are indicated with each course description in the University Catalog. If the student does not have the appropriate prerequisites for a course, registration for the course will be cancelled. All prerequisite courses must be passed with a grade of “C” or higher. Any questions concerning the prerequisites will be answered by consulting the current catalog or contacting the DNP Program Director.

The following are the required curriculum needed to satisfy the BSN-DNP program and the Post-Masters DNP program.

CURRICULAR REQUIREMENTS:

BSN to DNP (80 hours)

- NUR 701 Nursing Science (3 credit hours)
- NUR 703 Population Health: A Local to Global Perspective (3 credit hours)
- NUR 704 Population Health Practicum (1 credit hour)
- NUR 711 Advanced Roles and Leadership in Nursing (2 credit hours)
- NUR 730 Family Practice I (6 credit hours)
- NUR 734 Advanced Physical Assessment and Clinical Reasoning (5 credit hours)
- NUR 750 Family Practice II (6 credit hours)
- NUR 761 Advanced Pharmacotherapeutics (3 credit hours)
- NUR 765 Applications of Advanced Pathophysiology (3 credit hours)
- NUR 770 Family Practice III (6 credit hours)
- NUR 772 Advanced Research Methods in Nursing (3 credit hours)
- NUR 790 Family Nurse Practitioner Advanced Practicum (5 credit hours)
- NUR 800 DNP Leadership I: Concepts for Evidence-Based Practice (2 credit hours)
- NUR 802 Emerging Science and Methods of Advanced Practice (3 credit hours)
- NUR 810 Finance Management and Entrepreneurship for Advanced Nursing Roles (2 credit hours)
- NUR 820 Social Justice and Disparities in Health and Healthcare (2 credit hours)
- NUR 824 Health Policy to Improve Health Disparities (3 credit hours)
- NUR 830 DNP Leadership II: Impacting Disparities in Health and Healthcare (3 credit hours)
- NUR 840 Technology for Transforming Nursing and Health Systems (2 credit hours)
- NUR 860 DNP Leadership III: Transforming Systems (3 credit hours)
- NUR 990 Introduction to Transforming Practice (1 credit hour)
- NUR 991 Transforming Practice I (3 credit hours)
- NUR 992 Transforming Practice II (3 credit hours)
- NUR 993 Transforming Practice III (4 credit hours)
- PBH 720 Epidemiology (3 credit hours)

Post Master’s DNP (minimum of 31 hours)

- NUR 800 DNP Leadership I: Concepts for Evidence-Based Practice (2 credit hours)
- NUR 802 Emerging Science and Methods of Advanced Practice (3 credit hours)
- NUR 810 Finance Management and Entrepreneurship for Advanced Nursing Roles (2 credit hours)
- NUR 820 Social Justice and Disparities in Health and Healthcare (2 credit hours)
- NUR 824 Health Policy to Improve Health Disparities (3 credit hours)
- NUR 830 DNP Leadership II: Impacting Disparities in Health and Healthcare (3 credit hours)
- NUR 840 Technology for Transforming Nursing and Health Systems (2 credit hours)

NUR 860 DNP Leadership III: Transforming Systems (3 credit hours)
NUR 990 Introduction to Transforming Practice (1 credit hour)
NUR 991 Transforming Practice I (3 credit hours)
NUR 992 Transforming Practice II (3 credit hours)
NUR 993 Transforming Practice III (4 credit hours)

DNP COURSE DESCRIPTIONS

FNP Role Specialization Courses for the BSN to DNP program

NUR 701: Nursing Science. 3(3-0), F

Prerequisite: admission to the graduate programs in nursing or permission of instructor. This course is designed to address how nursing science has evolved and the state of the art of nursing science. Emphasis will be placed on analysis and critique of existing nursing models and theories.

NUR 703: Population Health: A Local to Global Perspective. 3(3-0), F

Prerequisite: admission to the graduate programs in nursing, pre/co-requisite for NUR 704, or permission of instructor. This course fosters development of advanced knowledge of health systems and social determinants of population health from a local, state, national, and global perspective. The phenomena of cultural competence, health disparities, health promotion, community health assessment, and a global health outlook will be explored. The course is a pre/co-requisite for NUR 704.

NUR 704: Population Health Practicum. 1-2(0-3-6), F

Prerequisite: admission to the graduate programs in nursing, NUR 703 as pre/co-requisite, or permission of instructor. This course is a clinical component of NUR 703. The clinical experience will include 48-96 hours of immersion into a vulnerable, underserved or culturally diverse population. Variable credit may be taken 1-2 credit hours.

NUR 711: Advanced Roles and Leadership in Nursing. 2(2-0), Su

Prerequisite: admission to a graduate program in nursing. Examination of advanced nursing roles with emphasis on role theory, leadership, and advanced competencies.

NUR 734: Advanced Physical Assessment and Clinical Reasoning. 5(3-6), F

Prerequisite: admission to the graduate programs in nursing or permission of the instructor. Advanced critical thinking, communication and diagnostic skills needed to obtain comprehensive and focused history and physical exams, analyze assessment data, generate differential diagnoses, evaluate and utilize screening and diagnostic modalities appropriately. An evidence-based framework will be utilized. Supplemental course fee.

NUR 730: Family Practice I. 6(4-6), F

Prerequisites: admission to the BSN to DNP program. Emphasis on evidence based clinical practice to promote health and prevent chronic disease. Didactic and clinical experiences include assessment, diagnosis and management of acute health problems in the geriatric, adult and pediatric population. Includes clinical experiences of no less than 96 hours.

NUR 750: Family Practice II. 6(4-6), S

Prerequisites: admission to the BSN to DNP Program. Emphasis on evidence based clinical practice to promote health and prevent chronic disease. Didactic and clinical experiences include assessment,

diagnosis and management of chronic health problems in the geriatric, adult and pediatric population. Includes clinical experiences of no less than 96 hours.

NUR 770: Family Practice III. 6(4-6). F

Prerequisite: admission to the BSN to DNP Program. This course covers special clinical topics in NP practice including, but not limited to procedures, emergencies/trauma, wilderness medicine, pain management, and genetic disorders. Includes clinical experiences of no less than 96 hours.

NUR 772: Advanced Research Methods in Nursing. 3(3-0). S

Prerequisite: admission to the graduate programs in nursing or permission of instructor. Critical analysis of the researcher role, the research process, and research ethics within a nursing framework. Application of learned principles will result in the development of the research proposal.

NUR 761: Advanced Pharmacotherapeutics. 3(3-0). F

Prerequisite: admission to the graduate programs in nursing or permission of instructor. An in-depth analysis of pharmacotherapeutics and clinical pharmacotherapeutics for nurses in advanced practice including regulatory consideration in drug management. Identical to PAS 781. Cannot receive credit for both NUR 761 and PAS 781.

NUR 765: Applications of Advanced Pathophysiology. 3(2-2). S

Prerequisite: admission to a graduate program in nursing. Clinical application of advanced pathophysiology for advanced nursing roles. Includes laboratory experiences of not less than 32 contact hours.

NUR 790: Family Nurse Practitioner Advanced Practicum. 5(0-15). F, S, Su

Prerequisite: admission to the graduate programs in nursing or permission of instructor. Development of the role of a FNP in a supervised setting. Included clinical experiences of no less than 240 hours. Supplemental course fee.

DNP Core Courses

PBH 720: Epidemiology. 3(3-0). F, S

Prerequisite: admission to graduate programs in nursing. An introduction to the epidemiological methods and procedures utilized in the study of the origin, distribution, and control of disease. It will include the study of infectious and non-infectious disease etiology, including vector control, host defenses and resistance, and investigation of disease outbreaks. Students will learn to use basic epidemiological concepts and methods for program planning, evaluation, and research. Basic statistical measures used in the analysis of clinical and epidemiological evaluations, including the measures of disease frequency and measures of absolute and relative effects, will be covered. Identical with NUR 700. Cannot receive credit for both NUR 700 and PBH 720.

NUR 800: DNP Leadership I: Concepts for Evidence-Based Practice. 2(2-0). Su

Prerequisite: admission to the DNP program and meet program progression requirements. This course explores foundational concepts and theories for the development of the DNP nurse leader and the DNP Change Project. Concepts include transforming healthcare through evidence-based practice, quality improvement, leadership in healthcare systems, project planning, evaluation of evidence, and consideration of disparities in health and healthcare from a population focus.

NUR 802: Emerging Science of Advanced Practice. 3(3-0), F

Prerequisite: admission to the DNP Program and completion of a graduate level nursing theory course and a graduate level nursing research course. In this course, concepts, theories, and philosophical perspectives relevant to nursing science, research, and advanced nursing practice will be examined. Emphasis will be placed on exploring, analyzing, and applying concepts, theories, philosophies, and traditional and translational research methods, to the discipline of nursing, and to the student's area of research. The use of systematic reviews, meta-analysis, and meta-synthesis in the student's DNP project and in nursing practice will be explored.

NUR 810 Finance Management and Entrepreneurship for Advanced Nursing Roles. 2(2-0), Sp

Prerequisite: admission to the DNP Program and meet program progression requirements. This course focuses on the understanding and analysis of concepts and issues related to finance, budgeting, resource management, funding, reimbursement, cost-benefit analysis, and entrepreneurship as applicable to advanced nursing roles within the changing health care environment.

NUR 820: Social Justice and Disparities in Health and Healthcare. 2(2-0), F, S

Prerequisite: admission to the DNP program and meet program progression requirements. This course fosters development of advanced knowledge of cultural competence, health and healthcare disparity, and social justice concepts. The analyzed role of the advanced practice nurse in relation to cultural competence, health and healthcare disparity, and population health is analyzed.

NUR 824: Health Policy to Improve Health Disparities. 3(3-0), Su

Prerequisite: admission to the DNP program. This course will explore the advanced roles and skills needed in health policy advocacy, analysis, development, implementation, and evaluation. Advanced advocacy skills and tools for addressing health care cost, quality, and access issues; as well as social justice, vulnerable populations, and health disparities, will be explored. Emphasis will be placed on understanding the complexities of local, national, and global health issues and policy initiatives necessary to improve health outcomes.

NUR 830: DNP Leadership II: Impacting Disparities in Health and Healthcare. 3(3-0), F

Prerequisite: admission to the DNP program and meet program progression requirements. Building on NUR 800, the focus of NUR 830 includes the concepts of leadership, change, problem solving, ethical decision making theories and their application to project planning. The concepts of translational research, quality improvement, and budgeting, within a health and healthcare disparities framework will be addressed.

NUR 840: Technology for Transforming Nursing and Healthcare Systems. 2(2-0), S

Prerequisite: admission to the DNP program. This course is designed to provide an overview of nursing and healthcare information technology for the advanced practice nurse. The purpose of this course is to explore information system concepts and leverage technologies that can be used to improve quality, enhance patient safety, and transform the health of individuals, families, communities, and populations.

NUR 860: DNP Leadership III: Transforming Systems. 3(3-0), S

Prerequisite: admission to the DNP program and meet program progression requirements. This course builds on previous DNP Leadership courses with an emphasis on advanced leadership roles for transforming health and healthcare disparities at the systems level. Concepts addressed include implementing a strategic plan and evaluating plan outcomes; resource management; leading and managing change and innovation in diverse healthcare environments; healthcare economics; influencing healthcare policy, and organizational culture and behavior; program/impact evaluation.

Advanced leadership roles, such as consultant, grant writer, mentor, advanced advocate, and change agent will be included.

NUR 880 Leadership and Innovation in Population Health Nursing. 3(0-3) F, S, Su

Prerequisite: Admission to the Post-Masters Population Health Certificate program or DNP Bridge program. This course is for students who need additional clinical learning experiences to meet the required clinical contact hours to achieve DNP competencies. The course focuses on experiential learning emphasizing the use of evidence-based practice, innovation, organizational collaboration, and leadership in health care. Students will acquire clinical experiences through a non-paid internship with healthcare leaders. Activities include completion of an organizational and needs assessment, and implementation of an evidence-based change project. This course includes clinical experience of not less than 144 contact hours. Clinical hours are counted towards the post-baccalaureate clinical hours required for DNP programs. May be repeated for a maximum of 6 credit hours.

NUR 896 Independent Study in Community and Population Health Leadership. (0 - 3 to 9) F, S, Su

Prerequisite: Admission to the Post-Masters Population Health Certificate program or DNP Bridge program, and completion of graduate epidemiology course. This course is for students who need additional clinical learning experiences to meet the required clinical contact hours to achieve DNP competencies. Clinical experiences via independent study will focus on specific topics of interest in community and population health leadership. This course includes clinical experience of 48 contact hours per credit hour. Clinical hours are counted towards the post-baccalaureate clinical hours required for DNP programs. Variable credit, may be taken 1-3 hours. May be repeated for a maximum of 6 credit hours.

NUR 990: Introduction to Transforming Practice 1(0-3) F, S, Su

Prerequisite: Admission to the DNP program and meet program progression requirements. This course utilizes foundational leadership and evidence-based practice concepts necessary to begin developing a health or healthcare systems change project. Skills applied include identifying research interests, project site, population, key stakeholders, and resources. An initial literature review will be developed to address a health and/or healthcare disparities problem. This course has no less than 48 hours of clinical.

NUR 991: Transforming Practice I. 3(0-9) F, S, Su

Prerequisite: Admission to the DNP program and meet program progression requirements. This DNP project course focuses on the application of concepts and skills necessary to plan an improvement change project to address health and/or healthcare disparities. Skills applied include advanced leadership, project planning, budgeting, managing risk, and navigating project barriers. This course has no less than 144 hours of clinical.

NUR 992: Transforming Practice II. 3(0-9) F, S, Su

Prerequisite: Admission to the DNP program and meet program progression requirements. During this course, an evidence-based project to transform practice within a healthcare system will be implemented and evaluated. The project will address disparities in health and/or healthcare, and data will be collected for project evaluation. A minimum of 144 clinical hours is required.

NUR 993: Transforming Practice III. 4(0-12) F, S, Su

Prerequisite: Admission to the DNP program and meet program progression requirements. During this course, the DNP student will utilize and synthesize project findings with current evidence to develop scholarly products of publications and presentations for dissemination. A minimum of 192 clinical hours is required.

NUR 999 DNP Project

Prerequisite: permission of DNP project advisor. This course is continued application of translational research process in the supervised project of a selected evidence-based practice problem. This course is for students who require additional time to complete the DNP project. May be repeated for a maximum of 6 hours. Does not count toward degree requirements.

Prerequisites and other Graduate Nursing Courses

NUR 635: Healthcare Informatics. 3(3-0), S, Su

Integration of health, computer and information sciences in managing information to support healthcare and research. Development of skill in managing information and using information systems relevant to healthcare. Cannot receive credit for both NUR 515 and NUR 635.

NUR 640: Advanced Human Pathophysiology. 3(3-0), F, S

Prerequisite: admission to the FNP or Nurse Educator specialization or instructor permission. Exploration of pathophysiology with focus on healthcare problems relevant to nursing. Cannot receive credit for both NUR 565 and NUR 640.

NUR 695: Independent Study in Nursing. 1-6, F, S, Su

Prerequisite: permission of instructor. Special topics for individual students may be offered as specific topics of interest or as needs arise which are not covered by courses or content in the program. May be repeated for credit for a maximum of 6 credit hours as topics change. May be taught concurrently with NUR 596. Cannot receive credit for both NUR 596 and NUR 695.

NUR 696: Special Topics in Nursing. 1-3(1-3), F, S, Su

Prerequisite: permission of instructor. Special topics for groups of students may be offered as specific topics of interest or as needs arise which are not covered by courses or content in the program. May be repeated for credit for a maximum of 6 credit hours as topics change. May be taught concurrently with NUR 597, but cannot receive credit for both NUR 597 and NUR 696.

NUR 798: Research. 1-6, F, S

Prerequisite: permission of research advisor. Application of the research process in the supervised study of a selected problem. May be repeated for a maximum of 6 credit hours.

PSY 627: Advanced Psychological Statistical Methods. 3(3-0), F, S, Su

Recommended Prerequisite: introductory statistics course selected from PSY 200, 711; AGR 330; ECO 308; MTH 340; QBA 237; REC 328; SOC 302; or equivalent. A review of introductory statistics and investigation of research methods in behavioral sciences that require multivariate statistical models. This course taken as an applied orientation and emphasizes the use of statistical packages. Topics include linear models, principal components analysis, discriminant analysis, multiple regression analysis, multiple regression with categorical variables, and multi-factor ANOVA. May be taught concurrently with PSY 527. Cannot receive credit for both PSY 527 and PSY 627.

DNP PROJECTS

Overview

The DNP project is an exciting opportunity for the DNP student to demonstrate leadership skills in the development and application of evidence-based practice to transform a system and improve healthcare outcomes of a patient population. Under the guidance of a three-member faculty project committee in consultation with a preceptor, the student will analyze a system, identify and form relationships with key stakeholders, perform a needs assessment, gather evidence, collaboratively develop outcome

measures, implement a systems change, evaluate gathered data, and disseminate the results. The following information is provided to help the student understand the processes involved in the DNP project.

The student will present a DNP project idea during the application process. The project idea will include the proposed site, the proposed change to be implemented, evidence in the literature supporting the change, and the name of a possible preceptor at the site. A group of sample projects is listed in the table below. Students are strongly encouraged to develop and implement projects within a system in which they are already engaged, or have well-developed connections to facilitate completion of the project.

Examples of previous DNP projects	Examples of unacceptable projects
Integrating autism screening into well child visits in a primary care clinic.	An educational program to educate nursing students.
Implementation of an evidence-based health teaching intervention aimed at aiding in the recovery from acute myocardial infarction.	A health policy change as the main focus.
Implementation of a pressure ulcer prevention protocol within a nursing home facility.	The development of a new assessment or treatment algorithm. However, it can be part of a project but not the sole purpose.
Implementation of an injury prevention program in an elementary school.	A review of literature of a selected topic with production of an article. Note: all projects will include a review of literature and production of an article but more is involved in a DNP project.
Implementation of evidence-based interventions to decrease the rate of post-surgical infection within a hospital unit.	Development of a website as the sole purpose of the project.
Implementation of interventions to decrease post-op nausea and vomiting for surgical patients.	Projects that cannot be measured or evaluated.
Development and implementation of a smoking cessation program for women on a college campus.	

Characteristics of a DNP project:

1. Is evidence-based and data-driven.
2. Transforms a macro or micro-system to improve healthcare outcomes.
3. Addresses most of the six Health and Medicine Division (HMD), formally called the Institute of Medicine (IOM), Aims for quality improvement: safe, effective, patient-centered, timely, efficient, and equitable (Crossing the Quality Chasm Report, 2001; Institute of Medicine).
4. Incorporates technology as appropriate.
5. Includes an evaluation plan to measure outcomes.
6. Is approved by the MSU Institutional Review Board (IRB).
7. Addresses health or healthcare disparities (though they may not be the main focus of the project).
8. Addresses sustainable change.
9. Includes dissemination of results.
10. Can be completed within four semesters.

11. Will culminate in a publishable journal article, a formal oral presentation, and a portfolio of student work.

DNP Project Committee

The individual student's DNP project committee will be composed of three faculty members with graduate status within the University, one serving as chair and the other two as committee members. The committee chair is required to be a nursing faculty member who holds a doctoral degree and who is on the research track. Students may request a specific faculty member to chair. However, if the faculty's expertise does not match the project, a different chair or a different project must be selected. Students may also request specific faculty members to serve as members of the project committee. After considering the student's requests, the DNP faculty will make the final decision about the chair and committee members. Graduate MSU faculty members outside the School of Nursing and with a doctorate can serve on project committees. However, expertise in the topic area is required.

At MSU, the project chairperson serves as the main advisor and reviewer during all phases of the project. When IRB approval is required, the chairperson serves as the primary investigator. Therefore, the chairperson should be listed as co-presenter or co-author, on all submissions.

DNP Project Preceptor

The student will select a preceptor affiliated with the system in which the project will be implemented. The preceptor will work with the student to understand system dynamics, and facilitate contact with key leaders and stakeholders within the system so the student can gain necessary support for successful implementation of the project.

The preceptor must sign a university preceptor agreement, and the agency/organization must have a contract in place with MSU to allow students to have educational experiences within their facilities. The student will arrange conference calls between the preceptor and the DNP faculty to discuss the student's progress at various times throughout the program.

DNP Project Sequencing

The DNP clinical courses prepare the student for the phases of the DNP project, which include an in-depth literature review, development of a project plan, and implementation and dissemination of the DNP project. The courses and major contributions to the project are as follows. See the DNP Course Descriptions for more information.

- NUR 990: Problem analysis, preliminary project planning
- NUR 991: Literature review and final project plan
- NUR 992: Implementation and evaluation of the DNP project
- NUR 993: Dissemination of DNP project findings

Clinical Tracking

Students will use an online software program called, Typhon, to track clinical time on activities related to the project. Course assignments related to the project will be uploaded to a student portfolio through Typhon.

Publishing and Presenting the DNP Project

It is expected that the DNP project (or an aspect of the findings) will be disseminated through professional conference presentations and submitted for publication in a scholarly journal. For each presentation or manuscript, deciding who will be listed as primary presenter or author should be

negotiated before submission to a venue. Several factors need to be considered when deciding primary authorship, including those who initially had the idea to pursue the venue, and who will do the majority of the work to get the article or presentation ready for submission. DNP Committee members may be solicited as additional co-authors, if they have or are willing to contribute significantly to the form of the work that is being submitted.

DNP Project Defense

Students are required to defend their DNP project with their chair and committee present. The preceptor is also welcome to attend. During this meeting, the student will present a PowerPoint presentation of their DNP project.

Final Competencies for DNP Students

The purpose of DNP competencies is to demonstrate understanding of the doctoral level competencies as provided by the standards and guidelines of professional bodies. Students will demonstrate these competencies by the end of the NUR 993 course.

Comprehensive Exam

Students are required to complete a comprehensive exam to determine critical analysis and integration of content learned throughout the DNP program. The DNP Project Presentation and Project Journal Manuscript will serve as your comprehensive exam. Students in the BSN to DNP Program will be required to complete a clinical comprehensive examination for the Family Nurse Practitioner requirements.

The DNP Project Presentation will serve as the DNP project defense and comps, students are required to come to campus to present their project to their peers and future DNP students.

DNP CLINICAL EXPERIENCES

Clinical Policies

Prior to enrolling in any clinical nursing courses, the student needs to provide:

1. Proof of current licensure as an RN (Recognition/license as Advanced Practice Registered Nurse [APRN] if Post-Masters) in Missouri or state in which clinical practicums occur in good standing without disqualifications.
2. Proof of current professional health insurance, immunizations, CPR, and liability insurance or other information required by the clinical agency.
3. Proof of completion of any screening or background check required by the clinical agency.

While representing MSU as a DNP student the following professional standards must be met.

Professional Conduct

The School of Nursing reserves the right to interpret, maintain, and enforce the standards of conduct and professional performance for nursing. The School of Nursing also reserves the right to recommend dismissal or refuse enrollment in the program to any student who, in the judgment of the APG Committee, by a majority vote, has violated the standards of professional conduct or demonstrates a lack of professional development in the role.

Achievement of professional standards is expected of all students in the nursing program. In addition to professional behaviors discussed previously, the student is expected to maintain a professional

appearance in the clinical setting. The student's appearance communicates the values and attitudes of the individual and thus reflects either positively or negatively on the profession, the School, and the university. The student should adhere to the dress code of the clinical agency he or she is attending. When functioning as a student in an area that has no dress code, such as home care, the student should wear conservative attire that reflects positively on the university, the School, and the nursing profession.

Professional Appearance Expectations

Students are expected to consistently present themselves and behave in a professional manner at all times. This includes all clinic staff and preceptor interactions.

Specific Expectations for DNP Students:

- Dress according to the clinical site assigned. This will vary depending on site but business casual is the minimum standard. Depending on location, a lab coat may be required.
- Clothing should be clean, in good condition, and pressed.
- The MSU name badge must be worn at all times.
- No exposed chest hair.
- No revealing clothing, such as sheer materials, low V-necks, or short skirts
- All tattoos must be covered.

While representing the university as a DNP student you are expected to comply with the professional dress as outlined below:

Jewelry

To ensure asepsis and safety, jewelry will be limited to the following: watch, two rings, and small earrings (one set). Rings should be confined to those that will not scratch the patient and can be kept clean. Every effort should be made to conceal body art. Body piercing jewelry, other than earrings, must be removed or concealed with clothing.

Hair

Hair, beards, and mustaches are to be clean and neat.

Cosmetics

No strongly scented body products. The student will be removed from the clinical setting if you smell like smoke or other strong odor. Fingernails will be clean, short, and smooth to ensure patient and student safety. No artificial nails are to be worn. Nail polish that is free from chips may be worn.

Tattoo Policy

The School of Nursing Tattoo Policy reflects the values of the School, as well as the policies of clinical agencies and external constituencies that the School must comply with to meet the educational goals of the nursing programs. Faculty, students, and staff considering employment and students considering admission should be aware that this policy will have direct impact on eligibility for hiring or admission to the nursing programs.

Faculty and students in the School are prohibited from having tattoos visible in the clinical area on the neck, head, face, ears, hands, fingers, arms, legs, and ankles. Tattoos that are visible should be covered at all times while in the clinical agency or during any School-related clinical activity. In addition, all members of the university community must follow the MSU Nondiscrimination Policy, and all students

must follow the Student Code of Rights and Responsibilities, both of which prohibit harassment and/or discrimination. Some tattoos may create a hostile environment, and the referenced policies will be enforced. Faculty, students, and staff who violate this policy will be subject to disciplinary action up to and including dismissal from the program for students or employment for employees. In those cases in which a clinical site has stricter guidelines regarding tattoos, the clinical site's guidelines will be followed for students at that site.

Substance Abuse/Impairment Policy

The Missouri State University School of Nursing is committed to a legal, professional, and ethical responsibility to provide a safe teaching and learning for its students, guests and clients. Abuse of drugs and alcohol disrupts this environment and interferes with the academic environment. Nursing students must not be chemically impaired while participating in any learning experience, including those occurring in a classroom, laboratory, or clinical setting.

The School of Nursing defines the chemically impaired student as a person who, while in the academic or clinical setting, is abusing, separately or in combination: alcohol, over the counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of substances includes episodic misuse or chronic use that has produced psychological and/or physical symptoms.

Nursing students are expected to be aware of and to abide by pertinent laws and regulations set forth by the federal and state governments, the university, and clinical agencies where practical experiences are sought. Unlawful possession, use, or distribution of drugs and/or alcohol by students is strictly prohibited. Violations may result in dismissal from the nursing program.

Procedure for Faculty Intervention with Impaired Students

When there is reasonable suspicion or cause to believe a student is or has recently been under the influence of any drug or alcohol, the student will be removed from the clinical or academic setting. The faculty will direct the student to submit to drug/alcohol testing and sign a consent form agreeing to submit to such testing. Failure to agree to such testing shall be sufficient cause and the student will receive an 'F' for the course and/or clinical, and not progress in the program. The refusal for testing will be documented on the consent form and witnessed by the faculty.

Within one hour of completing the consent form, the student shall report to an approved lab, which uses the chain of custody procedure for blood and/or urine testing. A University representative will verify the student's identity prior to specimen collection. The student may not drive a motor vehicle to this lab or from the lab to home. The student will be responsible for all transportation costs, as well as any costs associated with the blood and/or urine testing for drugs or alcohol.

The student may not attend class or clinical activities until the results of the blood and/or the Director of School of Nursing has reviewed urine testing. The results will be kept confidential and will be reported to the School Director, Program Director, and reporting faculty. The Director of the School of Nursing and/or Program Director will meet with the student to discuss the behaviors, results, and sanctions. A positive blood and/or urine drug screen will result in dismissal from the nursing program.

If the student location or time of day prohibits drug testing within the required time frame, the student will be removed from clinical based on observed unprofessional behaviors and the Policy on Professionalism and Professional Conduct will be enforced.

Discretion must be given to the faculty in recognizing the usual signs and symptoms of drug and/or alcohol use. The following is a list of possible signs and symptoms.

- f. Frequent absences from class, clinical or lab and/or disappearance from such
- g. Isolation and withdrawal
- h. Patient care errors particularly medication errors
- i. Detectable odor of alcohol
- j. Increasingly poor decision and judgment
- k. Illogical or sloppy charting
- l. Unusual accidents/incidents
- m. Deteriorating personal appearance
- n. Changes in motor function/behavioral patterns including personality changes, mood swings, illogical thought patterns, gait disturbances, impaired dexterity, slurred speech, drowsiness/sleepiness, and papillary changes

Missouri State University School of Nursing
Student Impairment Consent Form

Due to the following behaviors, you are being removed from the course and/or clinical setting until the results of blood and/or the School of Nursing Head has analyzed urine drug screen.

I consent to a blood and/or urine drug screen at a facility designated by the School of Nursing within one hour. Current time: _____

- h. I will not drive myself to the screening facility or home after the screening.
- i. It is my responsibility to pay for the drug screen and transportation.
- j. I will consent for the results to be sent to the School Head or designated representative.

_____ Date
 Complete Student Name

_____ Date
 Faculty

I refuse a blood and/or urine drug screen. I acknowledge that refusal of the screening will result in immediate dismissal from the nursing program.

_____ Date
 Student Name

_____ Date
 Faculty

Clinical Experiences for Post-Masters DNP Students

Students are required to be on-campus a minimum of two times during the program. The date and times for these on-campus visits will be published annually, prior to the start of the academic year.

DNP Project Clinical Rotations

Clinical experiences for the DNP student project are individually arranged with preceptors who have the appropriate educational and experiential qualifications for the project topic the student is developing. Students can complete their clinical experiences in a local community, if appropriate sites and preceptors are available. However, students may have to travel to a clinical site. The DNP Program Director must approve all preceptors, and a contract must be established with the clinical site. In addition, a preceptor agreement must be completed before any clinical experiences occur.

Clinical Policies for the BSN to DNP Program

The School of Nursing utilizes NP clinicians with FNP national certification designated as clinical faculty and supervisors to assist in the evaluation of student clinical success in the NP role. The NP Program Coordinator and clinical supervisors (FNP faculty), arrange clinical placement, and monitor clinical experiences to ensure students meet the National Organization of Nurse Practitioner Faculty (NONPF) recommendation for clinical experiences. Ongoing student evaluation and monitoring is accomplished through clinical faculty site visits during each clinical rotation for every student. Direct observation of student clinical performance allows the faculty to evaluate the student's application of knowledge and skills in a primary care environment, to ensure ongoing clinical competency as they progress throughout the program. Required clinical documentation is also monitored by assigned clinical faculty through our Typhon software program. Required clinical paperwork is monitored weekly to ensure accuracy and provision of feedback to enhance clinical documentation.

Clinical Experiences and Placement

The BSN to DNP program includes five clinical rotations (624 clinical hours) related to hands on FNP clinical work. An additional 48 hours of clinical time is spent with a preceptor with expertise in caring for a vulnerable/health disparity population.

The FNP Program Coordinator in conjunction with the FNP clinical faculty secure clinical locations for the BSN to DNP students. All clinical preceptors assigned by the faculty exceed the AACN and NONPF preceptor qualifications, including educational and experiential qualifications. Clinical orientation occurs at the beginning of each clinical semester. The clinical faculty are responsible for securing preceptors, and provide guidance and direction regarding expectations of each clinical semester and contact information for each preceptor. Clinical locations, practice types, patient populations, and preceptors will be varied to allow for a diverse experience and to ensure students have the opportunity and exposure to provide care for patients across the lifespan. This is monitored via the Typhon software system during each clinical semester in order to certify that every student has clinical experiences providing care for a variety of ages, health conditions, and clinical settings. This is verified by the clinical faculty through:

- Review of each student's Typhon graphical report, which also contains an overview of the clinical logs.
- Determination of clinical assignments according to the individual learning needs identified on the graphical report.
- Review of every student's assigned clinical site each clinical rotation to prevent repetition during the program, to ensure a variety of clinical settings with a diverse patient population.

The goal is to balance clinical sites throughout the program, with some being local and others requiring travel to rural locations. Students **WILL** travel outside of the local community and or region during the course of the program to ensure quality family practice clinical experiences. Travel requirements for clinical experiences are discussed with the students during the initial interview process, during clinical orientation and then again prior to every clinical semester.

Clinical Sites

Many factors are considered when determining student clinical assignments, including clinic volume, patient demographics, previous student and clinical faculty evaluations of the site and the preceptor, the geographic location, and the number of other students at the location.

Clinical sites selected for the BSN/DNP program must have a current contract with the School of Nursing. The clinical site must provide an environment in which the students can meet the learning objectives for the specific clinical course. Student requirements include ample space for the student to work, patient volume and willingness to allow student practice, and supportive staff to assist in student success. Due to NONPF, CCNE and course objectives, clinical sites assignments are not allowed to be changed unless deemed necessary at the discretion of the MSU FNP clinical faculty and Program Coordinator.

Preceptors

Preceptors are selected to provide the student with the best clinical experience to meet the clinical course objectives and improve their clinical skills and exposure to procedures.

Minimum requirements to be a MSU preceptor:

- NP or Physician.
- Minimum one year of experience in specialty of certification; three years preferred.
- Active, unencumbered medical or nursing license in state of practice and recognition as an APRN, if an NP.
- For NP's: APRN certified in area of clinical practice.
- Completion of MSU preceptor orientation and documentation of hours spent as a preceptor for the student on-site.

Clinical supervisors maintain contact with preceptors via electronic communication, personal site visits, and phone calls. Every preceptor that has a student will have a face-to-face meeting with the university FNP faculty each semester. Contact information for the student and clinical supervisor is provided to the preceptor in a confirmation email prior to the beginning of the semester. Before clinical begins, the student is required to meet with the preceptor to review:

- Faculty-approved clinical objectives.
- Student and faculty emergency contact information.
- Optimal clinical days for the student to come to clinic.

All preceptors are required to review a brief power point "orientation" sent to them via email. It contains an overview of the expectations and defines the role and responsibilities of the preceptor as determined by the faculty at MSU. They also must complete and sign the electronic preceptor agreement.

Requirements for Students to Begin Clinical Rotations

- Submit evidence of current immunizations or immune status (MMR, Tetanus, Varicella, Hepatitis B series) and a PPD/T-spot (or chest X-ray or documentation of appropriate follow up for PPD positive individuals). Annual influenza vaccination by December 10th. Individual agencies may have additional requirements. These must stay current until graduation.
- Pass drug screen and background check without disqualifying offenses.
- Complete MSU HIPAA Training.
- NP Student Liability for \$3 million (aggregate)/\$1 million (per incident).
- Maintain health insurance until graduation and certification in BLS Healthcare Provider Course approved by the AHA.
- Completed blood borne pathogen module annually in August.
- Signed preceptor agreement and clinical objectives.

Some clinical sites may require a student to complete a security check or other procedures before beginning a clinical rotation. Students who fail these procedures and checks will be subject to further review by a School of Nursing faculty committee and dismissal from the DNP program may result.

Pre-Clinical Evaluation Process

Student Self-Evaluation: Prior to clinical rotations each semester the student is required to complete a self-evaluation of their clinical skills via the Typhon regarding strengths and weaknesses. The students rate themselves on a continuum of weak to exceptional. Content areas include: physical assessment across the lifespan; diagnosis and treatment of common illnesses and diseases; knowledge of developmental milestones and theories; health promotion theories and strategies; immunizations, epidemiology, child abuse risk factors; indicators and legal abuse reporting requirements, domestic, partner and elder abuse; and screening recommendations. The results of this evaluation are submitted to the clinical faculty. The student should review the results and utilize this to create four to five specific clinical objectives.

Pre-Clinical Check-off: Students must pass a pre-clinical basic head to toe examination in NUR 734 and pass with a minimum of 90% prior to beginning clinical rotations for the first time.

Clinical Education Tools:

- Simulation Case Scenarios
- Use of Low-Fidelity Simulation for physical assessment skills and procedures
- Case Presentations
- I-Human
- High-Fidelity Clinical Simulation

Clinical Documentation

The required clinical documentation is part of your academic grade for the corresponding clinical course. Failure to complete or submit the clinical documentation at the designated time intervals will result in a decrease in your total course points. Refer to the **clinical syllabus** for specific grade related details. Students will not be allowed to continue attending clinical after the 48-hour mark if the required clinical documents are not submitted and approved within a week of the faculty site visit.

The School of Nursing utilizes the Typhon Clinical Tracking system. This system allows faculty and students to view information regarding all aspects of the clinical experience. This system provides data on:

- Total cases, total patient hours, average caseload per day and time spent with each patient.
- Total number of rural or underserved patients provided care.
- Patient age, race, and patient gender.
- Reason for visit, type of history and physical completed, and insurance status.
- Decision making complexity, type of visit, and amount of student participation in the visit.
- Addressed social problems, prescriptions written by category, and medication adherence.
- Procedures/skills, general competencies observed, assisted and/or performed. Faculty set minimum recommendations.

Clinical Logs

Students are required to maintain a clinical log via the Typhon program to track and document clinical hours and all patient encounters. The clinical logs are reviewed weekly by designated FNP clinical faculty and at the 48- and 96-hour mark. This allows for ongoing monitoring of compliance with the required clinical documentation and identification of patient volumes for that particular clinical site. The student must submit documentation of their hours with the preceptor's hand written signature for verification at midterm and at completion of the clinical rotation. All required clinical paperwork is reviewed on Blackboard by the assigned FNP faculty at midterm as well as at the completion of every clinical rotation. Required clinical paperwork includes

- Individual graphical case log report.
- Student summary regarding their specific clinical objectives, progress toward meeting the objectives, and a clinical self-evaluation.
- Clinical log hours, hand signed by the preceptor.

SOAP Notes

Each clinical patient is logged in the Typhon system. Students are required to complete two SOAP notes for every eight hours of clinical time. The SOAP notes must be submitted **EACH week of clinical by Sunday night at midnight for FNP faculty review and approval**. Following FNP faculty review the note is either approved or not approved. If the note is not approved feedback/comments are provided to the student from the faculty regarding the areas in the note that require modification. The student will have **one week** from when the notes is not approved to make revisions. Once the revision is complete, it is the responsibility of the student to notify the assigned FNP clinical faculty via email that the note has been revised and is ready for faculty review.

Preceptor Evaluation of Student and Site Visits

The preceptors are sent student evaluations at midterm and at the completion of each clinical rotation via the Typhon software system email. The evaluations are reviewed by the assigned FNP faculty and the FNP Program Coordinator. Feedback/comments from the preceptors are summarized by FNP faculty and incorporated into feedback to each student in the form of a clinical meeting at the completion of each clinical semester. The assigned FNP clinical faculty also complete a student evaluation at the time of the faculty site visit, they meet with the student and provide verbal feedback regarding their clinical performance at this site visit. At the completion of each clinical rotation the FNP faculty and Program Coordinator meet with their assigned students to review individual clinical performance and address any areas of concern.

Faculty site visits are completed by NP faculty during each clinical rotation. The first visit is scheduled at the halfway point of the clinical hours, no later than November 15th for the fall semester and no later than April 1st for the spring semester. Depending on the student performance relating to clinical course objectives at the midway point, another site visit may be scheduled.

Faculty Site Visit Process

- The student negotiates a date and time for the NP faculty to visit the clinical site, there must be a patient for the student to examine with the faculty.
- The NP faculty arrive to the designated clinical site and meet with the preceptor without the student present to discuss the student's clinical performance.
- The student and preceptor select a patient. The student then performs the entire clinical patient visit with the NP faculty in the room.
- The student presents the patient history and exam findings to the preceptor, with the NP faculty present.
- The preceptor will then evaluate that same patient and discuss their findings with student, addressing specifically any discrepancies between the student and preceptor findings.
- The NP faculty will then meet with the student independent of the preceptor to provide immediate verbal feedback and input on their clinical performance.

Students are provided with verbal feedback by the NP faculty immediately following the midterm site visit. At the completion of each clinical rotation, the student receives verbal feedback from the assigned NP faculty regarding their overall clinical performance as well as informing them of areas that may require additional work in future clinical semesters. Students complete evaluations at the end of each clinical rotation on the preceptor and the clinical site. All student evaluation responses are reviewed at the end each clinical rotation by the NP faculty. If concerns or negative comments are identified by a student, the NP faculty will fully investigate the clinical site and complete a formal evaluation on the preceptor prior to utilization of that site for clinical. NP faculty have the ability to make changes to clinical sites and preceptors based on feedback from the student's experience, NP faculty site and preceptor evaluations.

Faculty Evaluate:

- Preceptors: every semester they have a student
- Clinical Sites: approved by faculty annually
- Students: at 48 hours and if needed at 96 hours

Preceptors Evaluate:

- Students: at 48 and 96 hours
- Clinical Experience: throughout clinical with formal evaluation at completion of rotation

Students Evaluate:

- Preceptor: at completion of clinical rotation
- Clinical Site: at completion of clinical rotation
- Self-Assessment in Clinical Log: at 48 and 96 hours

Clinical Improvement Process/Procedure

If a student is found to have an unsatisfactory score on the clinical evaluation, they will be placed on clinical probation and a performance improvement plan will be developed:

- A formal letter and meeting will occur between the student and the FNP program coordinator and the assigned clinical faculty, to review and discuss the specific clinical weaknesses identified.
- The NP faculty will provide the student with a specific action plan that addresses each area of concern.
- Depending on the areas of weakness identified, specific additional education may be required or clinical time may be extended, or if the student does not meet minimum standards to continue in the DNP program the student may be dismissed without further clinical time.
- The NP faculty will meet with the student again either at the clinical site or other designated area to ensure all areas of concern have been completely addressed.
- If the NP faculty determine that the student does not meet the required criteria, including clinical application of didactic content, the student will receive a failing clinical grade which then results in failure of the associated didactic course. See Clinical Probation and Clinical Failure below for more information.
- If a DNP student fails a course, the student would be dismissed from the DNP program.

Clinical Progression

A student must receive a passing clinical evaluation to pass the FNP clinical courses before being allowed to proceed to the next level. Clinical courses must be taken in the order as listed on the Plan of Study.

Clinical Remediation and Failure

Clinical Probation

Clinical probation is determined by the clinical performance of the student in relationship to the course objectives, including expected behaviors and attitudes, consistent with those of an advanced practice healthcare professional. Students may be placed on clinical probation for one or more of the following:

- Failure to meet the course objectives as outlined in the syllabus.
- Failure to demonstrate professional behaviors and attitudes consistent with those of an advanced practice professional.
- Failure to demonstrate improvement in areas identified as unsatisfactory by the clinical supervisors.
- Unsatisfactory clinical performance
- Final clinical evaluation utilizing the standardized clinical evaluation form (scale 1-5):
- An average score of less than 3.0 = intermediate; requires a moderate amount of assistance or supervision, for practicum an average score of less than 4.0 = competent ; requires some assistance or supervision
- More than one area of a rating of 1.0 = weak; minimally acceptable level for this course the majority of the time on the final clinical evaluation
- Clinical supervisors maintain the right to extend clinical hours as determined necessary to meet course objectives and competency.
- Students placed on clinical probation must meet requirements for clinical competency and professional behavior prior to returning to the clinical area. Specific criteria must be met in

order to advance to the next clinical rotation. Clinical requirements are determined by the NP faculty on a case-to-case basis.

- Demonstration of any serious actions inconsistent with University, School of Nursing, or graduate course policies may result in disciplinary action including dismissal from the nursing program without a probationary period. These may include, but are not limited to, initiating clinical experiences without a contract, initiating interventions or actions without appropriate supervision or approval of the preceptor, consistent difficulties applying evidence-based practice theoretical knowledge to the clinical setting, and/or failure to complete clinical coursework.

Clinical Failure

Clinical failure is based on clinical performance and competence in relation to the course objectives, expected behaviors, and attitudes consistent with those of a professional advanced practice provider. Clinical failure can result from any of the following:

- Failure to demonstrate significant clinical improvement if placed on clinical probation.
- Recurring failure to follow clinical course policies, policies of the clinical agency, or recommendations of the preceptor and or faculty.
- Any act of academic dishonesty.
- Demonstrating behaviors that, in the judgment of the faculty, constitute unsafe or potentially unsafe practices, or practices which are inconsistent with professional standards or laws.
- Inability to satisfactorily perform as an advanced practice provider during preceptor or faculty evaluation.
- Failure to complete the required clinical documentation as outlined in the syllabus.

The faculty will notify the Graduate APG Committee of any student placed on clinical probation or who earns a clinical failure. In addition, a copy of the notification letter will be placed in the student's academic file. The student may appeal the action to the Graduate APG Committee. See Student Grievance and Appeal Policy and Procedure in this document for more information.

Section 4: Student Rights and Responsibilities

STUDENT RIGHTS

Student Bill of Rights

The Student Bill of Rights was passed by the Student Government Association, the student body, and administration in May 1992. These rights and responsibilities are listed on the MSU website, <http://www.missouristate.edu/studentconduct/12331.htm>, and are discussed in the graduate catalog.

Each student is expected to assume responsibility as a member of the university community and is held accountable to the standards of conduct, academic integrity expectations, and all other university rules published in the graduate catalog and on the University website at <http://www.missouristate.edu/>. The university reserves the right to discipline or dismiss any student who fails to maintain its standards.

It is the purpose of the university to provide an environment in which its students may develop as effective citizens and thoughtful, productive members of society. It is the responsibility of the university to provide quality instruction, develop high standards of achievement, and provide an atmosphere for self-expression and growth through a wide range of curricular and co-curricular activities. Students should strive to develop the capacity for critical judgment and the ability to engage in an independent search for truth while endeavoring to exercise their freedom with maturity and responsibility.

Freedom of expression and inquiry are essential elements of the university community. The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community.

Student Representation

Student may serve as representatives of the nursing student body to the Student Advisory Council of the School of Nursing and provide feedback to the Faculty Organization Committee as appropriate. Representatives are recruited annually to provide student input to the faculty on curricular and policy matters or any matters that impact the students' education. In addition, opportunities for university and college representation exist through the Graduate Student Council, student government committees and Student Advisory Council.

STUDENT RESPONSIBILITIES

Graduate Catalog

It is the responsibility of the student to be familiar with the information in the graduate catalog current at the time of admission into the program. Once admitted, download and read the catalog from the graduate college website as the catalog changes periodically.

Student-Faculty Communication

It is the students' responsibility to remain aware of their grades. Students must also monitor their MSU e mail account. Any electronic communication from SON advisors or faculty regarding student progress will be sent to the student's MSU student e-mail account.

Academic Integrity

Nursing students are expected to demonstrate satisfactory academic, clinical, and professional behavior. Academic integrity is an expectation of all students in the clinical and classroom settings. Refer to the Academic Integrity Policies and Procedures in the Missouri State University Undergraduate Catalog (<http://www.missouristate.edu/registrar/catalog/academicintegrity.htm>) and on the Missouri State University website at http://www.missouristate.edu/assets/policy/Op3_01_Academic-Integrity-Policies-and-Procedures-07-28-2014.pdf. All nursing courses will utilize plagiarism screening software as a tool for monitoring originality of major papers. See course syllabi for specific criteria.

Nursing Student Honor Code Policy

The MSU School of Nursing is committed to assisting its students in becoming professionals who embody the traits of trustworthiness, fairness, confidentiality, empathy, and a respect of others. Both students and faculty are responsible for knowing the university Academic Integrity Policies and Procedures, and share in the responsibility for promoting honest academic conduct.

The School of Nursing and its students are governed by the MSU Student Academic Integrity Policies and Procedures (“University Integrity Policy”). The link to this policy can be found below. http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm.

From the time of admission, to the day of graduation, every student is responsible for upholding the integrity of the nursing program and for maintaining ethical behavior.

For definitions of academic dishonesty, see the university Integrity Policy using the link above.

A student enrolled in a nursing course:

4. Shall have the opportunity to read and ask questions before signing the Honor Code the first week of class, and, by signing, acknowledge having read and agreed to the Honor Code.
5. Shall have the importance of and contents of the Honor Code periodically reviewed and clarified throughout the term.
6. Shall not cheat, steal, lie, commit plagiarism or fabrication, facilitate academic dishonesty, fail to report a violation by others, make false allegations, or fail to cooperate with or interfere in an investigation.
7. Shall be responsible and accountable for the consequences of his/her academic and nursing actions.
8. Shall maintain a professional attitude and appropriate appearance.
9. Shall treat all fellow students, faculty, staff, clients, and community partners with dignity and respect.
10. Shall acknowledge that possible sanctions for failure to follow the Student Academic Integrity Policies and Procedures and the School of Nursing Student Honor Code Policy may result in sanctions up to, and possibly including, dismissal from the nursing program, suspension from the university, or the revocation of a degree.

Reporting Academic Dishonesty

All members of the university community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student, faculty member, or staff person who has witnessed an apparent act of student academic dishonesty, or has information that reasonably leads to

the conclusion that such an act has occurred or has been attempted, is strongly encouraged to report said act. Acts of apparent academic dishonesty that occur in the classroom must be reported directly to the course instructor, and/or the course instructor's School head, and/or the instructor's college dean. Incidences of apparent academic dishonesty whether associated with a particular course or not, may also be reported directly to the AIC by contacting the Chair of the Council (the Provost or designee) in the Office of the Provost, Carrington Hall 209. For further information, visit the MSU Academic Integrity Website.

Ethical Behavior

In addition to the responsibilities expected of all students, as previously described, students in the DNP Programs are expected to adhere to the American Nurses Association (ANA) Code of Ethics listed at <https://www.nursingworld.org/coe-view-only>

Sanctions

In addition to being disciplined for any violation under the university Integrity Policy, any student found responsible by the Academic Integrity Council (AIC), may also be subject to sanctions by the nursing School, up to and including dismissal from the program.

ONLINE ETIQUETTE AND CIVILITY

The statements below are intended to be an overview of appropriate etiquette for interaction in online courses. A key distinguishing feature of an online course is the communication that occurs largely via the written word. Consequently, body language, voice tone, and instantaneous listener feedback are absent from the traditional classroom experience. The following facts need to be taken into account both when participating and contributing messages to a discussion.

Written Communication

Use proper spelling, grammar, and punctuation. Do not use abbreviations, unless they are commonly understood.

Be Forgiving

If someone states something you find offensive, mention this directly to the instructor. Remember, the person contributing to the discussion may be new to this form of communication, and what you find offensive may quite possibly have been unintended.

The Recorder is On

Think carefully about the content of your message before posting it. Once it is sent to the group, there is no taking it back. Also, although the grammar and spelling of a message may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Make it a habit to compose and check your comments in a word processor before posting them.

Avoid Strong or Offensive Language

Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible. Remember, that we cannot see the grin on your face when you make a

sarcastic comment; we cannot see the concern on your face if you only say a couple of words, and we cannot read your mind and fill in the gaps if you abbreviate your comments. So help us "see" you by explaining your ideas fully.

Commenting

Any derogatory or inappropriate comments regarding race, gender, age, religion, or sexual orientation are unacceptable, and are subject to the same disciplinary action if occurred in the regular classroom. If you have concerns about something that has been said, please let your instructor know. Your instructor has the authority to remove inappropriate, erroneous, or offensive postings. Remember, everyone has a right to his or her opinion, but opinions need to be voiced without labeling others or putting them down. Any message or posting should be delivered tactfully. You may not agree with someone; a good approach is to seek clarification from the person to better understand his or her point of view.

Test for Clarity

Messages may often appear perfectly clear as you compose them, but then be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly, and think through your ideas before responding. If you can read it to another person before posting it, even better.

Net Speak

Although electronic communication is still new, many conventions have already been established. Do not type in all caps, this is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular and may help clarify the emotions or intent behind your comment. However, excessive use can make your message difficult to read.

Brevity is Best

Be as concise as possible when contributing to a discussion. Web-based courses require reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as one lengthy, all-encompassing message.

Stick to the Point

Contributions to a discussion should have a clear header and subject focus. Do not waste others' time irrelevant matters or unprofessional behavior. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement.

Read First, Write Later

Writing a response first is similar to ignoring your fellow students and can be interpreted as rude. Generally, you should read your classmates' responses first before you comment, unless the assignment states otherwise.

Organization of Discussion Content

Comments related to a previous message should be posted under that message to keep related topics organized. In addition, you should specify the particular point you are following up on, and sign your name to your message. Following these practices makes the flow of the discussion easier.

An Online Classroom is Still a Classroom

Though the courses may be online, appropriate classroom behavior is still mandatory. Respect for fellow classmates and the instructors are as important as ever.

Civility builds on the “Golden Rule”: Always treat others, as you would like to be treated.

Email Communication with the School of Nursing

If possible, write from your academic account. Some professors filter their email and do not open messages from unknown senders. An email to a professor should be treated like a business letter.

- The subject header should be informative, indicating the purpose of your message.
- Always use a greeting; avoid using “Hey” or similar words. Spell your professor’s name correctly. Address your professor professionally and appropriately. Generally, you should use “Dear Dr. last Name” or “Dear Professor Last name”.
- Briefly and politely, state the reason for the email. Offer only as much information as is relevant to the situation and likely to interest the professor. If you mention a problem, suggest a solution and be considerate of how your solution might create additional work for the professor. You are not the only student emailing them with questions or concerns.
- Do not use smiley faces or other emoticons, Internet acronyms, abbreviations, or shortened spellings. Write grammatically correct, proofread, and avoid mistakes. Make sure your purpose of the email is clear and polite to avoid confusion and misinterpretation. Do not use e-mail to rant or complain.
- Ask yourself why you are sending an email message, are you asking something that could easily be checked if you took a few extra steps yourself, such as requirements for the course that are in the syllabus? Be respectful and think about things that might sound odd, offensive, or be misinterpreted by your professor.
- End each email with your first and last name. Also, include the course information below your name for clarity.
- Read it over, spellcheck it. Strive for a polite tone, concise language, and clear purpose.
- Do not expect an instant response. Allow time for a reply—a day or two. Once a reply has been received, acknowledge it with a simple thank you.

Sanctions

E-mails with inappropriate or hostile content may result in discipline under the University Academic Integrity Policies and Procedures for Students:

http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm). Any student found responsible by the Academic Integrity Council may also be subject to sanctions by the School of Nursing up to and including dismissal from the program.

SOCIAL MEDIA POLICY

What Are Social Media?

Social Media includes Internet and mobile technology platforms that allow users to share content and interact with each other. Examples include but are not limited to Facebook, Twitter, LinkedIn, YouTube, blogs, and online forums.

The university's School of Nursing supports students' use of social media tools to engage in conversations with other students and the nursing community to help them achieve their educational and career goals. The School of Nursing has developed this policy to ensure that all students who choose to engage in MSU nursing related conversations on social media sites do so in a way that is respectful, responsible, and reflects the core values of the MSU nursing School.

What This Policy Means For You

This policy applies to all nursing students and will be updated regularly to account for significant developments in the social media space. The policy applies to the use of social media, both when promoting the School of Nursing and when interacting with former, current, and potential students. This policy is not intended to cover online interactions that are entirely personal in nature and do not have the potential to be associated with the School of Nursing.

This Social Media Policy supplements the University School of Nursing's existing policies, the Code of Ethics for Nursing, and HIPAA. Students must abide by all MSU School of Nursing policies when participating in social media.

Definitions

Branded Account/Community: Any account, community page, blog, or other social media presence created by the School of Nursing for the purpose of promoting a course, teacher, or the School brand as a whole.

Social Media Manager: An individual specifically assigned by his/her division to manage social media communications. These individuals must undergo training and be awarded social media communications certification by MSU in order to post social media content on their School's behalf, reply to consumer comments and inquiries posted to social media sites, and delete posts that do not meet the community guidelines addressed below.

Connect: To formally link to the account of another user of a networking site, in such a way as to gain or expand access (e.g., sending or accepting a friend request on Facebook).

Spam: Abusive use of online messaging systems to send or post unsolicited content (e.g., advertising/promotions, links to unrelated websites, links to malware or phishing scams, etc.).

For All Students

- Your personal social media profiles are your own. However, if you identify yourself as a MSU nursing student on your profiles, everything you post is a reflection on MSU and the School of Nursing and falls under this policy. Accordingly, when identifying yourself as a nursing student, you are expected to protect the School's reputation and to abide by the policies.
- Do not establish a personal profile on any social media site for the explicit purpose of promoting the School of Nursing.
- Do not create School of Nursing branded accounts without the express approval of the School of Nursing and the social media manager.
- Do not use your social media profiles to spam or solicit potential or current students or faculty.

- Do judiciously share announcements from the School of Nursing with those in your personal network to whom you feel it provides value.
- Do submit a request to post an event or other promotions on School of Nursing social media sites to the social media manager. Submit your request at least one week prior to your requested posting date.
- Be transparent in all of your communications. Should you choose to offer your opinions, discuss your involvement with, or experience at the School of Nursing, you must clearly state your name and your connection to the School. On social networking sites that require posts with limited character lengths, a brief and/or informal introduction (ex: "I am a nursing student at MSU") anywhere in your post is sufficient.
- According to the School of Nursing policies, all nursing students are responsible for protecting confidential and proprietary information regarding the School, its courses, course materials, products, partners, affiliates, employees, students, customers, and alumni. If you are unsure of the confidential or public nature of a piece of information, do not post it.
- Do not discuss competitors. Do not insult, disparage, or offer your opinions on competitors, their partners, employees, students, courses, or their program.
- Be mindful of your relationship with other students. As an educational institution, the School of Nursing plays a unique role in the lives of its students. Any online activity by the nursing students that could interfere with another student's relationship with the School, or adversely affect the value of the education provided by MSU, may be grounds for disciplinary action.
- Uphold educational ethics. Ensure that all posts and communications with students uphold standard ethical practices of the educational relationship.
- Exercise good judgment in regard to posting content. Remember that the content (notes, links, photos, etc.) you post to your profile will be visible to the public.
- Respect intellectual property laws. Do not use third-party trademarks or copyrighted materials without authorization or proper attribution.
- Use of MSU or School of Nursing intellectual property. Do not attach MSU logos, trademarks, or any other MSU images, audio files, or animations to your personal profiles or your personal posts. All reposts of MSU-owned content must provide a link back to the original source. Additionally, any articles, blogs, or other items referenced on MSU's behalf must be credited.
- Never post confidential, defamatory, private, or potentially harmful information about MSU or the School of Nursing, its employees, customers, students, or alumni. Any individual found to be in violation of these policies will be subject to disciplinary action, which may include but is not limited to dismissal and criminal prosecution.
- Forward all press inquiries to the School of Nursing.

Preventing and Managing Negative Posts and Comments

The MSU nursing students should bear in mind that for all its benefits, social media makes it easier for sensitive situations to escalate negatively and potentially damage the University and the School of Nursing's reputation. These situations may be reflected on social media in the form of multiple negative comments from one or more community members addressing the same complaint, or a community member threatening to complain to a third party. Should you see such a situation arise, immediately notify a School of Nursing faculty member or staff.

- Managing negative comments. Only certified members of the social media team can remove negative posts from MSU School of Nursing-branded communities. The School of Nursing reserves the right to remove any posts that are profane, inflammatory, offensive, and promotional or spam-like, harassing, abusive, or unlawful in nature. The School also reserves the right to permanently ban any community member acting in violation of these guidelines.
- If negative comments are identified and related to MSU School of Nursing, contact a member of the School of Nursing immediately. Include a link(s) to the offensive post(s).
- Do not respond to negative comments unless you are certified to do so, nor forward, “like,” retweet, or share negative comments through your personal pages.

If you are in doubt as to whether a negative post requires a response or could escalate and damage the University of School’s reputation, contact the School of Nursing immediately.

Enforcement

The School of Nursing reserves the right to deny or revoke access to School of Nursing-branded social media accounts at any time. Violators of this policy will be subject to disciplinary action that may include but is not limited to any of the following: revocation of access to MSU nursing social media sites and/or legal action.

PROFESSIONALISM

Policy on Professionalism and Professional Conduct

In addition to meeting the academic standards of Missouri State University and the School of Nursing, students enrolled in nursing courses that are part of the BSN or MSN programs of study must demonstrate professionalism in clinical and classroom experiences. Professionalism is defined as behaviors and attitudes congruent with the *ANA (2015) Code of Ethics for Nurses, and the ANA (2015) Nursing: Scope and Standards of Practice*, the State of Missouri Nurse Practice Act (2014), socio-cultural expectations, and policies and expectations of the academic institution. Inherent within the concept of professionalism is the development of those behaviors by the student during the program that demonstrates increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Therefore, professionalism includes, but is not limited to, satisfactory clinical performance and behaviors consistent with professional conduct.

Clinical performance is evaluated during each clinical course by the course faculty and preceptors. Professional conduct is included in the ability to achieve a grade of “Pass” in the clinical portion of the program. Clinical evaluation tools are designed specifically in each course to address the course expectations and objectives. Typical clinical expectations are safe, effective, ethical performance of nursing skills; problem solving; use of appropriate judgment; appropriate communication and interaction with others; and the ability to apply knowledge. Acts of dishonesty, failure to provide safe care, lack of professional accountability or maturity, and any acts that could be detrimental to one’s self or others are considered unprofessional behavior.

A student who demonstrates unprofessional behavior will be notified by the faculty at the time of the misconduct or discovery of the misconduct that disciplinary action may be taken. The faculty will document the unprofessional behavior in writing and counsel the student within five business days to discuss any disciplinary action that may be taken. Written documentation of the unprofessional

behavior and any disciplinary decision will be placed in the student's permanent file. The student may respond in writing within five business days to the faculty's findings and/or submit written documentation relevant to the behavior. Refer to the "Appeal Policy" for detailed procedures. Depending on the nature of the unprofessional behavior, the faculty may enforce, but is not limited to, the following sanctions on the student:

- Repeat the course assignment.
- Give no credit for the course assignment.
- Give an unsatisfactory evaluation.
- Lower final didactic course grade.
- Give a grade of "F" or "XF" for the course/clinical.
- Place on probation.
- Remove from the clinical experience.
- Recommend dismissal of the student from the nursing program or denial of enrollment in the nursing program.

A student who demonstrates unprofessional behavior that places him, herself, or others at risk for harm, such as dishonesty or drug use (See Impairment Policy), will receive the most stringent sanctions. Acts of dishonesty also will be reported to the university AIC. Please refer to "Academic Integrity: Policies and Procedures" in the current MSU Undergraduate Catalog or Graduate Catalog and at http://www.missouristate.edu/policy/op3_01_academicintegritystudents.htm for policies and procedures related to academic dishonesty and to retention and enrollment criteria for the nursing program. A student who is not satisfied with disciplinary action may appeal following the Grievance Policy in this handbook.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

All students in the DNP program will be required to complete the university's HIPAA Privacy and Security Training. This training should be completed during the first week of the first semester a student is enrolled. The online training is available at <http://apps.missouristate.edu/human/training/hipaaprivacy/>. You must have your Bear Pass number and password to enter the training website. Upon completion of the training module, you will need to print out the certificate that documents you have completed the online training. Please submit a copy of the certificate to the School of Nursing DNP administrative assistant.

In addition, under the guidelines of the HIPAA Act, students will be required to meet the HIPAA guidelines of each organization in which they have a clinical experience. Contact your preceptor, or clinical site manager for instructions on how to meet the agencies requirements.

MISSOURI STATE BOARD OF NURSING POSITION STATEMENT ON HIV OR HBV INFECTION

The Missouri State Board of Nursing recognizes the serious implications the spread of HIV or HBV has on the health, safety, and welfare of the public and the board's mandated responsibility to the public for assuring safe and competent nursing care.

As mandated by Section 191.694 RSMo, 1992, all licensed nurses and nursing students shall immediately implement and adhere to the universal precautions recommended by the Centers for Disease Control (CDC) in the care of all clients.

All licensed nurses and nursing students who discriminate against a client based on HIV or HBV infection or makes HIV or HBV testing a condition of treatment shall be subject to the denial of licensure or the disciplinary processes of the Missouri State Board of Nursing.

All licensed nurses and nursing students with HIV or HBV who perform invasive procedures are encouraged by the Missouri State Board of Nursing to voluntarily participate in the School of Health's evaluation process.

All licensed nurses and nursing students who violate a restriction or limitation placed on their practice by the School of Health shall be subject to denial of licensure or the disciplinary processes of the Missouri State Board of Nursing.

It is the position of the Missouri State Board of Nursing that all licensed nurses and nursing students with HIV or HBV are entitled to the same reasonable accommodation guaranteed by the Americans with Disabilities Act

References:

- North Carolina Board of Nursing (1991). Policy regarding HIV/AIDS infection. Raleigh: Author.
- State of Missouri, 86th General Assembly, Second Regular Session [Truly agreed to and finally passed] Senate Committee Substitute for Senate Bills Nos. 511 & 556. (1992). Jefferson City: Author.
- State of Missouri Revised Statutes (1992). Section 191.694 to 191.700 RSMo Supp. 1992. In Chapter 191: Health and Welfare. Jefferson City: Committee on Legislative Research.

Retrieved from Missouri State Board of Nursing:

<https://pr.mo.gov/boards/nursing/positionstatements/Hiv%20or%20Hbv%20Infection.pdf>

BLOODBORNE PATHOGENS POLICY

The MSU School of Nursing is committed to providing a safe work environment for nursing students, faculty, staff, and clients. In pursuit of this commitment, the following Bloodborne Pathogens training and exposure plan is provided to eliminate or minimize occupational exposure to Bloodborne Pathogens in accordance with Occupational Safety and Health Administration (OSHA) standard 29 CFR 1910.1030, "Occupational Exposure to Bloodborne Pathogens."

This policy and procedure will address the following:

- Prevention of Bloodborne Pathogens exposure
- Post-exposure management and annual training for nursing students, faculty, and staff
- Documentation

Policy Implementation

- The university's School of Nursing faculty will review this policy at least annually and modify as needed.
- Nursing students, faculty, and staff must comply with the procedures and work practices listed in the policy, as well as the policy and procedures in agencies in which their clinical experiences occur.

- All nursing students, faculty, and staff will receive annual Bloodborne Pathogens training. A copy of a certificate identifying that training has been completed will be placed in the student file, or the personnel files of faculty or staff.
- The nursing School head will be responsible for storing all documents related to Bloodborne exposure and training.

Procedure

Prevention of Bloodborne Pathogens exposure

Bloodborne pathogens exposure plan. For all nursing students, faculty, and staff covered by the Bloodborne pathogens policies and procedures: nursing students will receive an explanation of the exposure plan during their initial student orientation, and faculty and staff will receive the information at their orientation to the School. Training about the plan will occur during the fall semester.

1. Initial training must be completed within the first month of employment for faculty and staff. Nursing students will complete initial training upon entering the nursing program and prior to the first clinical experience, whichever occurs first.
2. Annual training must be completed between August 1 and August 31 of each year, regardless of the time of the initial training.
3. Training is available online, with DNP administrative assistant responsible for online training maintenance.
4. Training of Bloodborne pathogen disease will include:
 - Epidemiology, symptoms, and transmission training.
 - Explanation of the OSHA standards.
 - Explanation of the Bloodborne Exposure Plan.
 - Explanation of methods to recognize tasks and other activities that may involve exposure to blood and other infectious materials, including what constitutes an exposure incident.
 - Explanation of the use and limitations of engineering controls, work practices, and PPE.
 - Explanation of the of PPE selection.
 - Information on the Hepatitis B vaccination (efficacy, benefits, method of administration, safety, and availability).
 - Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.
 - Explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and medical follow-up.
 - Information on the post-exposure evaluation and follow-up.
 - Explanation of the signs and labels and/or color-coding required by the standard.
 - Opportunity for questions and answers.

The exposure plan will be published in the student nurse handbook for each of the School programs, which is available to each student in hard copy and on the School of Nursing website at <http://www.missouristate.edu/nursing>.

- Review of the Bloodborne pathogens exposure plan will be completed annually at the last spring School faculty meeting, and any modifications to the plan will be done at that time. The faculty will incorporate data relating to previous exposures, clinical agency policies, and governmental agency requirements (e.g., OSHA and CDC), as well as other pertinent documents into the plan.

- Engineering controls and work place practices. To prevent contact with Bloodborne pathogens, all nursing students, faculty, and staff are to select appropriate PPE to act as a barrier when performing a task/procedure that might result in exposure. Examples of include the following:
 - Latex or non-latex exam or surgical gloves
 - Needle stick protective devices
 - Masks / respirators
 - Face shields or goggles / safety glasses
 - Shoe covers
- Sharps disposal containers. Sharps containers are inspected and when three-fourths full replaced by the lab coordinator or responsible clinical preceptor.
- Universal precautions using PPE. PPE is provided to the nursing students, faculty, and staff by either the clinical agency or the School of Nursing at no cost to them. Annual training is provided by the School to show the appropriate use of PPE for the tasks and procedures nursing students and faculty perform. All nursing students, faculty, and staff using PPE with universal precautions must observe the following:
 - Wash hands immediately or as soon as possible after removal of gloves or other PPE.
 - Remove PPE after it becomes contaminated and before leaving the work area.
 - Used PPE may be disposed of in the biohazard containers.
 - Wear gloves and other appropriate PPE when it can be reasonably anticipated that there may be contact with blood or other potentially infectious material, and handling or touching contaminated items or surfaces; replace if torn, punctured, contaminated, or if its ability to function as a barrier is compromised.
 - Never wash or decontaminate disposable gloves for reuse.
 - Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of other potentially infectious material pose a hazard to the eyes, nose, or mouth.
 - Immediately remove any garment contaminated by blood or other potentially infectious materials, avoiding contact with skin or other surfaces.
 - Contaminated needles and sharps are not bent, recapped, or removed, but rather, placed directly into the sharps container.
 - Eating, drinking, applying cosmetics or lip balm, and handling contact lenses is prohibited in work areas in which there is potential for exposure to Bloodborne pathogens.
 - Food or drink is not kept in refrigerators, freezers, or countertops, or in other storage areas where blood or other infectious materials are present.
 - Mouth pipetting/suctioning of blood or other infectious materials is prohibited.
 - PPE will be used for all procedures involving blood, body fluids, or other infectious materials where splashing or other actions generating droplets may occur.
 - Specimens of blood or other potentially infectious materials are placed in designated leak-proof containers, appropriately labeled, for handling and storage.
 - If outside contamination of a primary specimen container occurs, that container is placed within a second leak-proof container, appropriately labeled, for handling and storage. If the specimen can puncture the primary container, the secondary container must be puncture-resistant.
 - Equipment that becomes contaminated is examined prior to servicing or shipping and decontaminated as necessary unless it can be demonstrated that decontamination is not

feasible. Information regarding the remaining contamination is conveyed to all affected: co-workers, equipment manufacturers, and service representatives prior to handling, servicing, or shipping.

- An appropriate biohazard-warning label is attached to any contaminated equipment to identify the contaminated portions.
- *Housekeeping.* All regulated waste will be placed in a leak-proof container with the appropriate biohazard color-coded label. All containers, including the sharps container, will be disposed of by MSU Environmental Services by calling (417) 836-8334, visiting <https://www.missouristate.edu/environmental/>, emailing EnvironmentalManagement@missouristate.edu, or following clinical agency protocol.
- A contracted vendor will clean soiled laundry in the School of Nursing. Each clinical agency will be responsible for handling soiled laundry at that agency. Nursing students, faculty, and staff should handle contaminated laundry using universal precautions.
- Guidelines for handling of contaminated laundry include the following:
 - Place wet contaminated laundry in leak-proof, biohazard color-coded and labeled container before transport.
 - Use biohazard laundry bags.
 - Wear the following PPE when handling and/or sorting contaminated laundry: gloves, and gown and mask if appropriate.
- Contracted vendor for laundry service will be notified immediately to remove the contaminated laundry as soon as possible.
- Contaminated laundry will be stored inside the learning lab until picked up by the contracted laundry service vendor.
- All nursing students prior to entrance into the nursing program and all nursing faculty who are doing nursing lab or clinical experiences are required to have the series of three Hepatitis B vaccinations. Vaccinations may be available at Taylor Health and Wellness Center on campus, the Local Health School, or Primary Care Providers. Documentation of the completed Hepatitis B series must be noted in the student file or personnel file. On occasion, a nursing student or faculty may choose to decline vaccination, and they must sign a declination form that will be kept in the permanent file in the School of Nursing. The nursing student or faculty who initially declined vaccination may obtain the vaccination at a later date. The cost of the vaccination is the responsibility of the Individual. Clinical agencies used for critical nursing clinical experiences may require Hepatitis B vaccination as a condition for clinical practice, and declination to pursue vaccination may result in the inability to meet program and course objectives for graduation.

Post-exposure management and annual training of nursing students, faculty, and staff. An exposure incident may include:

- A needle stick, cut, or splash exposing the skin or mucous membranes (eyes, nose, or mouth) to blood or other potentially infectious material.
- A cutaneous exposure involving large amounts of blood or other potentially infectious materials.
- Any prolonged contact with such materials, especially when the skin is not intact.

Clinical supervisors must have access to and be familiar with the Bloodborne pathogen post-exposure management plans of the clinical agency where students are engaged in clinical experiences. The exposed individual will use the following procedure if exposed to a Bloodborne pathogen. Should an exposure incident occur, immediately implement the following first-aid procedures:

- Wash hands and clean the body area exposed with antibacterial soap and water as soon as possible.
 1. Flush eyes or other mucous membranes with water.
 2. Notify the clinical supervisor and clinical preceptor for guidance in managing the post exposure incident within 60 minutes of the exposure.
 3. Complete any documentation requested by the clinical agency and the School of Nursing.

The post exposure plan will be managed by the program director, in which the exposed faculty or student incident occurred. The lab coordinator will manage staff exposure incidents. The clinical supervisor will use the following guidelines for managing the post-exposure:

1. Notify the School of Nursing and the program director. Either the School Director or the program director will notify the dean of the CHHS.
2. Complete an MSU CHHS Accident Report form. The report will document the following information if possible:
 - a. Route of exposure and how the exposure occurred. Include the PPE used, description of device(s) being used, and the procedure being performed
 - b. Identify and document the source individual, unless the identification is infeasible or prohibited by state or local law.
 - c. Determine if the source individual (i.e., patient/client or visitor) will be tested by the clinical agency to determine HIV, HBV, and HCV infectivity, and document that the source individual's test results will be conveyed to the healthcare provider managing the post-exposure incident for the nursing or faculty.
 - d. If the source individual is already known to be HIV, HBV, or HCV positive, new testing will not be performed.
 - e. When possible the exposed nursing student, faculty, or staff is provided with the source individual's test results and with information about applicable disclosure laws and regulations concerning the identity and infectious status of the source individual (e.g., laws protecting confidentiality).
 - f. The nursing student, faculty, or staff's current vaccination status.

Recommendations given to the exposed individual for medical follow-up management.

3. Encourage the exposed individual to seek management from a healthcare provider covered by his or her health insurance company immediately after the incident. The exposed individual is strongly advised to have a blood test for HIV, HBV, and HCV drawn as soon as feasible after the exposure incident. In some cases, post-exposure medications may be started within a specific timeframe (12 hours); therefore, exposed individuals are encouraged to seek evaluation and possible treatment from their primary care provider immediately.
4. Exposed individuals may seek management from the clinical agency or Taylor Health Center at their own expense.
5. Seronegative individuals need to be re-tested at six weeks, twelve weeks, and six months post exposure. During this six-month timeframe, exposed individuals shall follow the recommendations from the CDC. https://www.cdc.gov/HAI/pdfs/bbp/Exp_to_Blood.pdf

and their primary care provider for preventing the transmission of HIV or other Bloodborne pathogens.

6. There may be additional requirements of the clinical agency (i.e., incident report).
7. The exposed individual is responsible for any cost incurred to manage the Bloodborne pathogen exposure.
8. The program director is responsible for follow-up and documentation of the post-exposure incident for any faculty or student Bloodborne exposure.

Exposure Documentation

- All documents will be stored in a secured place within the School of Nursing.
- A record of nursing students, faculty, and staff attendance at the training will be maintained in the School. The training record will include the following:
 - Date of the training
 - Contents or a summary of the training session
 - Names of nursing students, faculty, and staff attending
 - Name and qualifications of the person conducting the training.
- A copy of the Policy, Education, and Certificate are located in Blackboard under Required Nursing Education Course.
- A record of the exposure incident and follow-up evaluation will be kept in the nursing School. The record will be handled and considered confidential information.

STUDENT GRIEVANCE AND APPEAL POLICY AND PROCEDURE

The following policy is provided for a student who wishes to appeal a decision made by a School of Nursing faculty member or the Graduate APG Committee. The decision being appealed should be one that adversely affects the student's academic standing, such as a course grade or a sanction for unprofessional behavior.

Unprofessional Behavior

In the case of unprofessional behavior, the faculty member will provide the student with a letter describing the behavior and the circumstances surrounding the behavior. At the meeting between the student and faculty member, the student will sign the letter to indicate he or she has read and received a copy of the letter. If the student wishes to appeal the decision, see the Appeal Policy.

Student Notification

The faculty will notify the student appealing a decision made by a School of Nursing member either verbally at the time of the misconduct, or in writing within five days of discovery of the misconduct. The student is subject to disciplinary action. The faculty member and student will meet within five days of the notification to discuss the incident and the disciplinary action that may be taken.

A student who earns a course grade that precludes further progression in or completion of the program of study will be notified in writing by the course faculty within five days of assignment of the course grade. Please note that a course grade may not be changed from an "F" grade to a "W" grade in any case in which the student did not follow the proper procedure for dropping the course. Requests to appeal a course grade or to appeal any disciplinary action should be submitted as outlined in the Appeal Policy.

Appeal Policy

- If the student wishes to initiate a formal appeal to refute any decision, the student must submit a letter of appeal to the faculty member within five business days of receiving the decision.
- Upon receipt of the student's letter of appeal, the faculty member will review all available information relevant to the situation and provide the student with a written decision within five business days.
- If resolution of the grievance is not achieved, the student should contact the program director (or appointed representative) within five business days following receipt of the faculty member's written decision. A meeting between the program director or representative and the student should be held within five business days of the student's request for a meeting. The student will receive written notification of the program director's decision within five business days.
- If resolution of the grievance is not achieved with the program director, the student may continue the appeal process by submitting a letter of appeal to the Graduate APG Committee within five business days. The Committee will schedule a meeting within ten business days of receiving the letter of appeal and will review all available information relevant to the decision and the appeal. Student attendance at the Committee meeting is at the request of either party. The Committee will have five business days to deliver a written decision to the student.
- If the student wishes to appeal the APG Committee's decision, the student should contact the School of Nursing Director (or appointed representative) within five business days following receipt of the program director's written decision. A meeting between the School of Nursing Director or representative and the student should be held within five business days of the student's request for a meeting. The student will receive written notification of the School of Nursing Director's decision within five business days.
- If the student wishes to continue the appeal process beyond the School of Nursing, the student should make an appointment with the Dean of the CHHS (or designated representative) within five business days.
- After this point of the appeal procedure, Office of Provost Student Grievance Policies will be followed.
- The instructor must allow a student involved in an appeal to continue attending class until all appeals are resolved.
- In the case of unsafe practices by the student in a clinical area, the student will not be allowed to continue at a clinical site until all appeals are resolved.

The Letter of Appeal

- The letter of appeal should clearly state the grounds for the appeal by the student and should provide evidence/rationale for the appeal. The letter should include the student's full name, student ID number (M#), course title, semester enrolled, section number, and the name of the faculty, or faculty members, involved.
- If the faculty is on leave or is no longer employed at MSU, the letter of appeal should be sent to the School head.

Note:

- Flexibility may be needed when scheduling meetings to accommodate the student's schedule, as well as the teaching and administrative schedules of faculty and administrators.
- The student may elect to withdraw the appeal at any time, in which case the initial decision will stand. Documentation of the decision and appeal processes will be retained in the student's permanent School file.
- If at any point in the appeal process the appeal is granted, the student's academic record will be amended as necessary to reflect the decision.

Section 5: Faculty Expectations and Responsibilities

FACULTY RIGHTS AND RESPONSIBILITIES

Faculty members at MSU assume responsibility for teaching, research, and service, along with obligations inherent in membership in a learned profession. Essential to fulfilling these responsibilities and obligations are adherence to standards of ethical conduct and respect for academic freedom.

As instructors, the faculty members of the School of Nursing encourage the free pursuit of learning in their students, hold before them the best scholarly standards for their discipline, and demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors. Faculty make every reasonable effort to foster honest academic conduct and to assure evaluation of students reflects their true merit. Faculty respect the confidential nature of the relationship between professor and student, avoid any exploitation of students for their private advantage, acknowledge significant assistance from students in completing scholarly projects as appropriate, and protect the students' academic freedom.

Students are entitled to an atmosphere conducive to learning and to fair treatment in all aspects of the teacher-student relationship. Each faculty member is expected to conduct his or her assigned courses in a manner consistent with the course content and course credit as approved by the faculty and consistent with the scheduled class meeting times. Within these constraints, he or she is entitled to freedom in the classroom in developing and discussing subjects appropriate to the course.

Evaluation of students and the award of credit must be based on academic performance professionally judged and not on matters irrelevant to that performance, whether personality, race, religion, degree of political activism, gender, or personal beliefs.

Attendance Policy

Because a student's class attendance and course grade are demonstrably and positively related, the University expects students to attend all class sessions for courses in which they are enrolled. Each instructor has the responsibility to determine specific attendance policies for each course taught, including the role attendance plays in calculation of final grades and the extent to which work not submitted due to non-attendance can be made up. On the first day of class, each instructor will make available to each student a written statement of the specific attendance policy for that class.

The University expects faculty to be reasonable in accommodating students whose absence from class resulted from the following:

- Participation in university-sanctioned activities and programs
- Personal illness

- Family and/or other compelling circumstances

Instructors have the right to request documentation verifying the basis of any absences resulting from the above factors.

Classroom Management

The course instructor has jurisdiction over his/her class and may deny a student who is unduly disruptive the right to attend the class. Nursing students are expected to conduct themselves in a manner that would reflect positively on the nursing profession and act as mature, responsible adults.

The ANA Code of Ethics serves as a guideline for professional behavior for the nursing student. Students are expected to master the course content in compliance with the syllabus and comply with all reasonable directives of the course instructor.

The course instructor may have a student administratively withdrawn from a course upon showing good cause and with the concurrence of the School of Nursing Director. The appeals process in case of such administrative withdrawal shall be as stated in the academic regulations under Grade Appeal and Academic Grievances at

https://www.missouristate.edu/policy/Op3_04_28_GradeAppealandAcademicGrievances.htm

Plagiarism checking software may be used for all major papers in each nursing course to monitor for originality. See course syllabi for specific criteria for each major paper.

ADVISING

Upon admission to the DNP program, the student is assigned an academic advisor. Graduate students are required to consult with their advisor throughout the program to plan their program of study and schedule. Prior to course registration each semester, the student is expected to meet with the faculty advisor to review the Plan of Study.

SCHOOL OF NURSING FACULTY AND STAFF

School of Nursing Director

Stephen J. Stapleton, PhD, MS, RN, CEN, FAEN, is the Director of the School of Nursing and Associate Professor. He holds a Bachelor's Degree in Public Health Administration and a Master's Degree in Community Health Education from Western Illinois University, a Bachelor of Science in Nursing Degree from St. Louis University, a Master's in Nursing from Aurora University, and a Doctor of Philosophy Degree in Nursing Science from the University of Illinois at Chicago College of Nursing.

Dr. Stapleton joined the faculty of the School of Nursing at Missouri State University on January 4, 2018 coming to Springfield from the Mennonite College of Nursing at Illinois State University in Normal, Illinois where he was a tenured associate professor. He has over ten years of experience as a faculty member in addition to practicing as a registered nurse for 28 years in the emergency room, intensive care unit, operating room, and nursing administration in Chicago. Dr. Stapleton is a Certified Emergency Nurse (CEN) and a fellow in the Academy of Emergency Nursing (FAEN). He has taught courses across the curriculum (BSN, MSN, DNP, and PhD), and chaired numerous MSN, DNP, and PhD student research projects and dissertations. His scholarly productivity includes publications, national presentations, and internal and external grant funding, which includes a National Institute of Nursing Research (NINR)

grant. Dr. Stapleton can be contacted through the Nursing Office at 417-836-5310 or by e-mail at stephenstapleton@missouristate.edu.

Graduate Program Director

Melissa R. Penkalski, DNP, APRN, CPNP-PC, AE-C, is the Graduate Program Director and Assistant Professor. She received her nursing diploma from Burge School of Nursing, a BSN from Southwest Baptist University, an MSN from the University of Missouri-Kansas City, and graduated from the first Doctor of Nursing (DNP) Program cohort at Missouri State University. She is board certified as a Pediatric Nurse Practitioner. Dr. Penkalski is very passionate about all things pediatric, but especially pertaining to asthma and immunizations. Dr. Penkalski teaches a variety of courses in the DNP program, while also performing duties as the Graduate Program Director. She can be reached at 417-836-5310, or by e-mail at melissapenkalski@missouristate.edu.

Undergraduate Program Director

Louise Bigley, MSN, RN, is the Undergraduate Program Director and Assistant Professor. She obtained both a Bachelor of Science in Nursing and a Master of Science in Nursing Education from Missouri State University. She can be contacted through the nursing office at 417-836-6125 or by e-mail at louisebigley@missouristate.edu.

Nursing Faculty and Staff

Kathy Adams, MSN, RNC-OB, is a Clinical Assistant Professor in Nursing. She obtained a Bachelor of Science in Nursing from the University of Central Florida and her Master of Science in Nursing from the University of Central Florida. She teaches in the Generic BSN program. She can be contacted at 417-836-6290 or by e-mail at kathyadams@missouristate.edu.

Jan Atwell, MSN, RN, is a Clinical Assistant Professor in Nursing. She obtained a Bachelor of Science in Nursing from Southwest Baptist University and a Master of Science in Nursing from Southwest Missouri State University. She teaches in the Generic BSN Program and the BSN-Completion Program. She can be contacted at 417-836-5018 or by e-mail at janatwell@missouristate.edu.

Gay Carson, MEd, is a Clinical Instructor for the School of Nursing. She holds a Master of Science in Educational Technology from Missouri State University and a Bachelor of Science in Business Education from College of the Ozarks in Point Lookout, Missouri. She provides support to the Generic BSN and pre-nursing programs and the Simulation Laboratory. She is available by phone at 417-836-5562 or by e-mail at gaycarson@missouristate.edu.

Shelley Carter, DNP, APRN, FNP-C, is a Clinical Assistant Professor in Nursing and a certified Family Nurse Practitioner. She obtained a Doctor of Nursing Practice from Missouri State University. She teaches in the Generic BSN Program, the BSN-Completion Program, and the Family Nurse Practitioner Program. She is also a primary care provider at MSU Care. She can be contacted at 417-836-5310 or by email at shelleycarter@missouristate.edu.

Amanda Conner, MA, is an Academic Administrative Assistant II for the School of Nursing. She holds a Bachelor of Arts in English and a Master of Arts in English from Missouri State University. She provides support for the director of the School of Nursing and also for the Doctor of Nursing Practice Program. She is available by phone at 417-836-5310 or by email at amandaconner@missouristate.edu.

Karla Conner, MSN, RN, is a Clinical Assistant Professor in Nursing. She obtained a Bachelor of Science in Nursing from Purdue Global University (used to be Kaplan University) and a Master of Science in

Nursing from Purdue Global University. She teaches in the Generic BSN program. She can be contacted at 417-836-5310 or by email at karlaconner@missouristate.edu.

Carol Daniel, MSN, RN, is a Clinical Assistant Professor in the Generic BSN Program. She graduated with her BSN from the University of Central Arkansas, Conway, and her MSN from California State University, Fresno. She can be contacted primarily through her cell phone at 417-861-1705, her office phone at 417-832-3128, or by e-mail at caroldaniel@missouristate.edu.

Carolyn Graves, MSN, RN—Simulation Center and Lab Coordinator, is a Clinical Instructor in Nursing. She earned her undergraduate degree at the University of Arkansas, Fayetteville, and a Master's in Nursing Education from the University of Missouri, Columbia. She is available at 417-836-6597 or by e-mail at cgraves@missouristate.edu.

Cynthia Hagenhoff, DVM, is an Academic Advisor in the School of Nursing. She received her Doctor of Veterinary Medicine from the University of Missouri and holds a Bachelor of Science degree in Animal Science from Missouri State University. She is currently working toward a Master of Science degree in Health Promotion and Wellness Management from Missouri State University. She is available by phone at 417-836-5310 or by e-mail at cynthiahagenhoff@missouristate.edu.

Kathryn Hope, PhD, RN, is an Emeritus Professor. She holds an M.A. in Child Health and Nursing Education from the University of Iowa, a Ph.D. in Nursing from the University of Kansas, and a post-master's certification as a Family Nurse Practitioner from the University of Missouri, Columbia. She teaches a variety of graduate and undergraduate courses in conjunction with the administrative duties of running the School. She is available by phone toll free, 1-877-728-0001, at 417-836-5310, or by e-mail at kathrynhope@missouristate.edu.

Alisha Jones, MSN, APRN, FNP-BC, is a Clinical Assistant Professor in Nursing. She earned her undergraduate degree at Cox College of Nursing and Health Sciences, Springfield. She holds a master's degree from Missouri State University as a Family Nurse Practitioner. She teaches Advanced Pathophysiology and is the lead instructor in Art & Science of Nursing II and Nursing: The Adult Client in the BSN generic program. She is available at 417-836-6292 or by e-mail at alishajones@missouristate.edu.

Ashley Kubik, MSN, RN, FNP-C, is a certified family nurse practitioner and a part-time Clinical Coordinator and Supervisor in the DNP program. Ashley received her Bachelor of Science in Nursing from Missouri State University and her Master of Science in Nursing as a family nurse practitioner from the University of Missouri-Kansas City. She can be contacted through the School of Nursing at 417-836-5310 or by e-mail at akubik@missouristate.edu.

Vanessa McConnell, MSN, APRN, FNP-C, is a Clinical Assistant Professor in Nursing and MSU Care Nurse Practitioner, Coordinator. She received her BSN from Cox College. She holds a master's degree from Missouri State University as a Family Nurse Practitioner. She is pursuing her Doctor of Nursing Practice at Missouri State University. She teaches a variety of courses in the DNP Program, as well as performs clinical site evaluations with the BSN to DNP students. She practices as a nurse practitioner at MSU Care. She can be contacted at 417-836-6924 or by e-mail at vanessamcconnell@missouristate.edu.

Rita M. Million, PhD, RN, PHNA-BC, COI, is an Assistant Professor in Nursing. She received her Associate of Science in Nursing and Bachelor of Science in Nursing from College of Saint Mary in Omaha, Nebraska. She received her Master of Science in Nursing and Doctor of Philosophy from the University of Nebraska Medical Center in Omaha, Nebraska. She maintains ANCC board certification as an Advanced Public Health Nurse as well as certification in online instruction.

Recy Moore, BS, is an Academic Advisor, and the Marketing, Recruitment, and Retention Specialist for the School. She earned her Bachelor of Science degree in Technology with an emphasis in radio, television, and film. You can reach Recy by e-mail, phone at 417-836-5310 or e-mail recymoore@missouristate.edu.

Kathryn Patterson, DNP, MSN, FNP-C, is a Clinical Associate Professor and FNP Program Coordinator. She obtained a nursing diploma from Jewish Hospital School of Nursing, a Bachelor of Science in Nursing from Drury University, and a Master of Science in Nursing from the University of Missouri-Kansas City. She is board certified as a Family Nurse Practitioner. She teaches a variety of courses in the DNP program, as well as duties associated with FNP Program Coordinator. She can be contacted at 417-836-6267 or by e-mail at kathrynpatterson@missouristate.edu.

Ashley Paul, MSN, RN, is a Clinical Assistant Professor in Nursing. She received her Associate of Science in Nursing from North Arkansas College, Harrison. She completed her Bachelor of Science in Nursing, as well as her Master of Science in Nursing Education through Missouri State University. She teaches in the Generic BSN Program. She can be contacted at 417-836-5089 or by email at ashleypaul@missouristate.edu.

Maria Shade, MSN, RN, is a Clinical Assistant Professor in Nursing. She obtained a Bachelor of Science in Nursing from Southwest Baptist University and a Master of Science in Nursing from the University of Missouri-Kansas City. She teaches in the Generic BSN Program. She can be contacted at (417) 836-5310 or by email at mariashade@missouristate.edu.

Susan Sims-Giddens, EdD, RN, is an Emeritus Professor in nursing. She earned a bachelor's degree from West Texas State University, a master's degree in nursing from the University of Texas-El Paso, a master's degree in bilingual/multi-cultural education from Northern Arizona University, and a doctorate in educational leadership from Northern Arizona University. She teaches in the MSN Nurse Educator Program, BSN-Completion, and BSN Programs. She can be contacted at 417-836-5398 or by e-mail at susansims-giddens@missouristate.edu.

Alisha Tuttle, RN, MSN, PMHNP-BC, is an Assistant Professor in Nursing. She graduated with her BSN from Missouri State University. She then obtained her MSN from the University of Missouri—Kansas City. She can be contacted by email at alishatuttle@missouristate.edu or by phone at (417) 836-5310.

Rose Utley, PhD, RN, CNE, is an Emeritus Professor in Nursing. She earned a Master's Degree in Nursing Education from the University of Minnesota and a PhD in Nursing from Wayne State University in Detroit, Michigan. She teaches undergraduate health assessment, a variety of courses in the MSN and DNP program. She is available at 417-836-6568 or by e-mail at roseutley@missouristate.edu.

Lori Vaughan, BS, is an Academic Administrative Assistant I for the BSN programs and MSN-NE Programs in the School of Nursing. She holds a Bachelor of Science in Wildlife Conservation and Management from Missouri State University. She is available by phone at 417-836-5310 or by e-mail at lvaughan@missouristate.edu.

Additional information about the School of Nursing is available on our website at <http://www.missouristate.edu/nursing>.

Section 6: Student Resources

WRITING RESOURCES

Writing skills are important for successful completion of the DNP program and for dissemination of the DNP project. Throughout the program, you will be writing papers that address aspects of your DNP project. All papers for your nursing courses will use the most recent edition of the Publication Manual of the American Psychological Association (APA) as a guide for formatting and style.

Resources for writing are available through the Writing Center at the Bear CLAW on the MSU campus and through their webpage at <https://writingcenter.missouristate.edu/>, or you may call (417) 836-6398.

FINANCIAL AID

General MSU Financial Aid Information

Information and application for loans, grants, work-study, and other sources of financial aid. Financial Aid, Carrington Hall, Room 101, (417)836-5262, <https://www.missouristate.edu/FinancialAid/>.

Local Scholarships

Advanced Practice Nurses of the Ozarks (APNO). For more information, visit their website at www.apno.net.

National Scholarships

The American College of Nurse Practitioners

The ACNP NP Student Scholarship is given to one student each year. In addition to \$1,000 in financial assistance, the selected applicant receives a one-year membership in the ACNP. The scholarship recipient is announced at the ACNP's annual conference; he or she is also awarded \$750 to help defray the cost of travel to the conference and accommodations while there.

In order to be considered for the scholarship, applicants must be members of the ACNP, be enrolled in a NP program, and have achieved a GPA of 3.4 or higher. Two letters of recommendation from colleagues are to be submitted with the application package. In addition, candidates must be able to demonstrate that they have distinguished themselves by participating in a professional organization, community service, or a research project.

HRSA

- **Advanced Education Nursing Traineeship (AENT)** program is a program under HRSA and the Bureau of Health Professions that provides funding for students pursuing advanced education in nursing. The School of Nursing submits a grant annually for renewal of the funding. The School received funding from 2002 – 2014, and will submit for additional funding, if available. The exact amount of funding is determined by weighting factors and annual legislative appropriations for the program. The School funds full-time students who are in good standing and submit applications by the required deadlines. The amount of funding for each student varies each year, but is approximately \$2,000 per year per student. Students are given information about application deadlines after the grant is awarded each year.

- **The Nursing Scholarship Program** is a selective program of the U.S. Government that helps alleviate the critical shortage of registered nurses currently experienced by certain types of healthcare facilities by helping needy students complete their registered nurse training. In exchange for the scholarship, upon graduation, the newly minted nurses work at these types of facilities for at least 2 years. Applicable to BSN-DNP Students.
<https://bhw.hrsa.gov/loansscholarships/nursecorps/scholarship>

Other Useful Scholarship Websites:

- <http://www.aacnnursing.org/Students/Financial-Aid>
- <http://minoritynurse.com/nursing-scholarships/>
- <https://nef.org/>

MSU CAMPUS RESOURCES

Student ID (Bear Pass Card Office)

- A. The Bear Pass Card office is located in the Plaster Student Union, room 128.
- B. Phone: (417) 836-8409
- C. Bring a driver's license or a picture ID.

Parking

- Day or Semester Passes available at Parking Administration
- Located on Elm St., between the Professional Building and Bear Park North parking garage.
- Phone: (417) 836-4825
- See <http://www.missouristate.edu/safetran/transportation/11375.htm> for maps, permit information, and parking policies.
- Make sure to park in the lots with the same color as your parking pass (i.e., yellow). There are two parking garages and several other lots to park in. Refer to the MSU campus map for locations of each.

Computer Services

- Cheek Hall Computer lab is the place to go for your MSU private ID login information and Bear Mail account (campus e-mail) setup.
- The Cheek Computer lab is located in room 150.
- The Computer Help Desk is also in the Cheek computer lab.
- MSU has discounted software programs for Graduate Students. Contact Computer Services Help Desk at (417) 836-5891 for more information on discounts.
- Phone: (417) 836-5891
- Website: <http://helpdesk.missouristate.edu/>
- Computer Labs available for word processing, email, and access at:
 - Cheek Hall, Room 150
 - Kemper Hall, Rooms 207, 211, and 213
 - Glass Hall, Rooms 228, 229, 234, and 235
 - Professional Building, Room 106

- Meyer Library, 1st floor
- Strong Hall, Room 107, (417) 836 6534

Testing Center

- The Testing Center provides a secure, quiet, clean, and accommodating testing environment for the campus and the community.
- The Testing Center is in the lower level of Meyer Library, Room 010. Hours of operation are varied daily, depending on the semester.
- Phone: (417)836-6417
- Website: <http://www.missouristate.edu/testingcenter/>

MSU SERVICES

Missouri State University provides a wide range of resources aimed at facilitating, supporting, and stimulating the intellectual, social, cultural, recreational, and spiritual growth and development of the student. A partial list of these resources is provided below.

- **Adult Student Services**, Meyer Alumni Center, Suite 400, 300 S. Jefferson Ave., (417) 836-4126, <http://adultstudents.missouristate.edu/>
Provides a variety of services for adults who are attending college, including advisement, placement testing, registration, scholarship and financial aid opportunities.
- **Collegiate Recovery Program**, <http://health.missouristate.edu/crp/>
Weekly meetings at Monroe Residence Hall “Gathering Room,” 1141 E Bear Blvd
MissouriState.edu/SoBEAR/ / [FaceBook.com/MSUSoBear](https://www.facebook.com/MSUSoBear)
Provides weekly support group meetings, alcohol- and drug-free events, and outreach opportunities.
- A. **Computer Labs**, <http://helpdesk.missouristate.edu/resources/open-access-labs/>,
(417) 836-5891 available for word processing, e-mail, and access at:
Cheek Hall, Room 150 (Help Desk <http://helpdesk.missouristate.edu/>)
Glass Hall, Rooms 228, 229, 234, and 235
Professional Building, Room 106
Meyer Library, 1st floor
- **Copy This**, Plaster Student Union, Room 210, (417) 836-5808
<https://www.missouristate.edu/printingandpostal/copythis.htm>
A full service copy center for students, faculty, and staff
- **Counseling Center**, Carrington Hall, Room 304, (417) 836-5116
<http://counselingandtesting.missouristate.edu/>
Provides confidential services to individuals with personal-social concerns
- **Disability Resource Center**, Meyer Library, Suite 111, (417) 836-4192 or
TTY (417) 836-6792, <http://www.missouristate.edu/disability/>
DSS provides verification of disability and assists students in obtaining services from the university and the community.
- **Hammons Student Center**, between Harrison and Monroe, west of National,
(417) 836-5240, <http://www.missouristate.edu/hsc/>
A multipurpose recreation facility for students, staff, and faculty (opening fall 2012)

- **International Services**, Morris Center, 301 S. Jefferson Ave., (417) 836-5566
<http://multicultural.missouristate.edu/>
Provides academic, social, and cultural programs throughout the year
- **Learning Diagnostic Clinic**, Alumni Center, Room 502, (417) 836-4787
<http://psychology.missouristate.edu/lcd/>
Provides academic support services to students with learning disabilities
- **Meyer Library**, 850 S. John Q. Hammons Parkway, (417) 836-4700
<http://library.missouristate.edu/>
A member of the Center for Research Libraries, with a collection of over 3.5 million is available. Houses books, periodicals, videos, and microfilm collections. Online Catalog and Inter-library loans are available.
- **Missouri State Online**, (417) 836-6929
<http://outreach.missouristate.edu/online/>
Provides information for online students about how to get started online, student support services, online test proctoring, online course tuition, and more.
- **Multicultural Resource Center**, Plaster Student Union, Room 141, (417) 836-5652
<http://www.missouristate.edu/multiculturalprograms/>
Promotes diversity and cultural awareness, has a video library, book collection, and other information relative to cultural diversity.
- **Student Government Association**, Plaster Student Union, Room 123, (417) 836-5500
<http://sga.missouristate.edu/>
The official voice of the students to the Administration of Missouri State University
- **Student Retention Services**, Carrington Hall, Room 302, (417) 836-7642
They will help connect students to campus resources, which help them reach their educational goals. Free tutoring on a first come, first served basis.
- **Magers Health and Wellness Center**, (417) 836-4000
<http://health.missouristate.edu/>
Offers clinic services and health education programs.
- **Veterans Services Office**, Carrington Hall, Room 314, (417) 836-6199
<http://www.missouristate.edu/veterans/>
Provides services to students eligible to receive educational assistance from the U.S. School of Veterans Office.
- **Writing Center in the Bear Claw**, Meyer Library, Main Level, (417) 836-6398
<http://writingcenter.missouristate.edu/>
Assist students with any aspect of writing by walk-in or by appointment. Services are free to students.

NURSING RESOURCES

Missouri State University School of Nursing Web site

<http://www.missouristate.edu/nursing>

Advanced Practice Nurses of the Ozarks (APNO)

<https://www.apno.net/>

American Association of Colleges of Nursing (AACN)

<http://www.aacnursing.org/>

American Nurses Association (ANA)

<https://www.nursingworld.org/ana/>

American Association of Nurse Practitioners (AANP)

<https://www.aanp.org/>

Commission on Collegiate Nursing Education (CCNE), (202) 463-6930

655 K Street, Suite 750
Washington, D.C. 20001

<http://www.aacnursing.org/CCNE>

Health Care Resources

<http://www.missouristate.edu/nursing/HealthCareResources.htm>

Health and Medicine Division of the National Academies of Medicine

<http://nationalacademies.org/HMD>

Missouri League for Nursing, (573) 635-5355

604 Dix Rd.
P.O. Box 104476
Jefferson City, MO 65109

<https://www.mlnmonursing.org/>

Missouri Nurses Association (MONA), (573) 636-4623

3340 American Ave, Suite F
P.O. Box 105228
Jefferson City, Missouri 65109

www.missourinurses.org

Missouri State Board of Nursing, (573) 751-0681

3605 Missouri Boulevard
P.O. Box 656
Jefferson City, MO 65102

<http://pr.mo.gov/nursing.asp>

Missouri State University Alumni Association, (417) 836-5654

Alumni Building
300 S. Jefferson Avenue, Suite 100
Springfield, MO 65806

Membership is open to all Missouri State University nursing graduates. The association maintains a current address file of alumni, participates in alumni surveys, and scholarship programs.

<http://www.alumni.missouristate.edu>

National Organization of Nurse Practitioner Faculties

<http://www.nonpf.org/>

Sigma Theta Tau International (STTI) the international honor society of nursing.

Students who have a 3.0 or better GPA and are in the top 1/3 of their graduating class are eligible for membership. For more information contact <https://www.sigmanursing.org/>

GLOSSARY

Client

Individuals, families, groups, communities, and populations in continuous interaction with the environment, composed of physiological, psychological, spiritual, social, and cultural dimensions.

Communication

A dynamic process that involves sending and receiving information using verbal, written, and nonverbal techniques.

Community

A variety of settings in which individuals, families, or groups live, work, or interact. Communities can be comprised of small groups or global societies.

Community-based Nursing Program

Community-based programs work to enable families to build on their own strengths and capacities to promote the healthy development of children. While these programs come in different forms, they have a common goal of increasing the level of family functioning and reducing involvement in the child protective services and juvenile justice systems. Programs are embedded in their communities, and contribute to the community-building process.

Critical Thinking

A skill which involves reflective thinking and the ability to apply, analyze, evaluate, and/or synthesize information in a creative manner.

Environment

Everything that impacts the client and forms the physical, psychological, spiritual, social, and cultural climate or setting(s) in which the client lives, works, plays, and interacts. The environment and the client are in continuous interaction.

Health

A description of the holistic, dynamic, multidimensional state of the client and composed of interacting physiological, psychological, spiritual, social, and cultural dimensions. The result of the individual's constant interaction with the environment. Health of the client has both subjective and objective components and implies the continuous adjustment to stressors in the environment through the optimal use of one's physical, social, or cultural resources. Illness and disease, as components of health, are a manifestation of these client-environment interactions. Nurses assist clients to restore, maintain, and promote optimal health; to prevent and treat illness and disease; and when death is imminent, to support dying with dignity.

Holistic

A way of perceiving the client that is concerned with the interrelationships between physical, psychological, spiritual, social, and cultural dimensions or aspects of the client and the client's environment.

Individual

A unique, holistic being composed of physical, psychological, spiritual, social, and cultural dimensions that are in continuous interaction with the environment.

Learning

A dynamic, interactive process, which utilizes communication and critical thinking skills, builds upon previous knowledge and past experiences, and results in personal and/or professional growth and development.

Nursing

An autonomous and collaborative practice discipline that uses a framework of ethical and professional standards. Nursing provides healthcare services through a variety of roles to clients in diverse settings.

Nursing Roles

At the undergraduate level, nurses are providers of care; designers, managers and coordinators of care; and members of a profession. At the graduate level, the nurse adds roles consistent with his or her nursing specialty.

Personal Growth

A positive and relatively permanent change in the individual acquired through the learning process.

Professional Development

The process of engaging in activities that maintain or enhance knowledge and skills used in professional nursing.

Professional Nurse

A graduate of a BSN nursing program, practicing in a variety of nursing roles, providing direct or indirect care in diverse settings to clients with complex needs.

Professional Nursing

A science and an art, which builds upon theories and principles from the liberal arts and sciences, nursing science, practice, and scholarship.

Professional Values

The beliefs or ideals that provide the foundation for practice and guide interactions with clients, colleagues, other professionals, and the public (AACN). These values include altruism, autonomy, human dignity, integrity, and social justice.

Scholarship

Activities that encompass the knowledge discovery, integration, application, and teaching that will ultimately enhance personal and professional growth and development and the delivery of quality nursing care.

Scholarship of Application

Activities that involve applying current knowledge or innovations to teaching or to clinical practice.

Scholarship of Discovery

Activities that contribute to human knowledge and its dissemination, including research and creative works.

Scholarship of Integration

Activities that seek to interpret, consolidate, or bring new insight to enhance original research.

Scholarship of Teaching

Activities that engage learners in the process of inquiry, discovery, and learning.

Systematic Approach

A logical process using problem-solving and critical thinking skills. The nursing process is an example of a systematic approach to planning nursing care for a client.

Technical Nurses

Graduates of associate degree or diploma nursing programs who provide direct care to individuals in structured healthcare settings.

Therapeutic Nursing Interventions

Strategies engaged in by the nurse that assist the client to restore, maintain, or promote health; prevent disease, treat injury, illness, and disability; or when death is imminent, to support dying with dignity.

Underserved Populations

Those who have little to no pay source for healthcare needs. The cost of healthcare is not dependent upon the payment of services at the time of service, but also include the economic impact of health upon the client. For example: A client with type I diabetes with possible loss of income due to uncontrolled conditions, cost of supplies and medications, normal healthy visits to provider of care, and emergent care visits would be considered underserved. Most of the underserved population falls within the normal poverty guidelines of the area in which they live.

Vulnerable Populations

Either an individual or an aggregate of the general population who is at risk of poor health. Physical, psychological, or social implications may contribute to the at-risk population, putting them at greater risk than the general population. Vulnerable populations can have reference to women and children, HIV infected individuals, those living in poverty, or the immune suppressed individual suffering from the effects of a chronic disease like lupus. Vulnerability is not specifically related to economic resources, social standings, or ethnicity. However, vulnerable populations are those who are at greater risk of developing health problems because of their compromised health status.

LIST OF ABBREVIATIONS

AACN	American Association of Colleges of Nursing
ACEN	Accreditation Commission for Education in Nursing
AHA	American Heart Association
APG	Admission, Progression, and Graduation
BLS	Basic Life Support
CCNE	Commission on Collegiate Nursing Education
CPR	Cardiopulmonary resuscitation
DNP	Doctor of Nursing Practice
DRC	Disability Resource Center
GRE	Graduate Record Examinations
HMD	Health and Medicine Division (formerly Institute of Medicine)
IOM	Institute of Medicine
IRB	Institutional Review Board
LDC	Learning Diagnostic Center
NLNAC	National League for Nursing Accreditation Commission
PPE	Personal Protective Equipment