



Missouri State[™]
U N I V E R S I T Y

School of Nursing Graduate Programs Student Handbook

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**MISSOURI STATE UNIVERSITY SCHOOL OF NURSING
GRADUATE STUDENT HANDBOOK**

This handbook is designed to assist you by centralizing important information about the University and graduate nursing programs at Missouri State University. 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. 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: <https://catalog.missouristate.edu/>

The MSN and DNP graduate nursing programs at Missouri State University are 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/>

Dear Graduate Student,

Welcome to Missouri State University (MSU) School of Nursing Graduate Programs! We are so excited you have chosen MSU to pursue your graduate degree! Our Graduate Programs are designed to prepare nurses at an advanced level. Our Graduate Programs will prepare nursing leaders who have the knowledge and skills to assume pivotal roles to address the health disparities of vulnerable and rural populations to improve health outcomes.

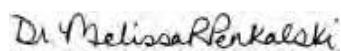
The journey will be challenging at times, but so fulfilling upon completion. The graduate faculty in the School of Nursing are dedicated and willing to assist you to be successful. They have years of experience and are extremely knowledgeable. They will be providing you resources and guidance to ensure you have the skills necessary to be an advanced level nurse. In return, we ask that your behavior and actions in the learning environment demonstrate professionalism expected at a graduate level.

This handbook provides guidance, program expectations, and other resources that can assist you during your educational journey in our Graduate Programs. It is of utmost importance that you familiarize yourself with the contents and refer to the handbook often.

We have high expectations of you. At the completion of this program, you will be prepared to function in a variety of community and health care settings as primary care providers, leaders, managers, or consultants. We will support you in any way we can, but the journey is yours. We are committed to your success!

We welcome you!

Sincerely,



Melissa R. Penkalski DNP, APRN, CPNP-PC, AE-C
Graduate Programs Director, Professor
Missouri State University-School of Nursing

STATEMENT CONFIRMING RECEIPT OF GRADUATE STUDENT HANDBOOK

_____ acknowledge that I have read and
(Print name)
understand the Missouri State School of Nursing Graduate Student Handbook.

Furthermore, I understand that it is my responsibility to become familiar with the contents of this handbook, and to abide by the policies, procedures, and educational objectives contained herein during my matriculation in the program.

I accept the fact that policies and procedures may be revised and added at the discretion of program administration and that, when notified in a timely and appropriate manner by the Program Director, I will hold myself accountable to those new directives.

Signature_____ Date_____

After signing this statement, please upload a copy of the document to your

Validity account.

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1.1 ABOUT THE UNIVERSITY

Missouri State University was founded on March 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 120 years, Missouri State University has grown from a single building at the corner of Cherry and Pickwick to a campus of 226 acres with 76 buildings. Missouri State University has three physical campuses, two in Missouri (Springfield & West Plains) and one in Dalian, China, and an outreach program for any time, any place learning. Additionally, MSU 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; Journagan Ranch in Douglas County; and Bull Shoals Field Station near Forsyth. In addition, Missouri State's IDEA Commons includes the Roy Blunt Jordan Valley Innovation Center, Brick City, and the Robert W. Plaster Free Enterprise Center, which is home to the E-factory, all of which are located in downtown Springfield. Finally, the operations and program offerings of one entire academic department, the School of Defense and Strategic Studies, are located near Washington, D.C., in Fairfax, Virginia.

Missouri State University is a public university system with over 26,000 students who come from all over Missouri, the nation, and the world enrolled in the MSU system (24,350 students enrolled in the Springfield campus) and is the second largest university in the state. MSU is a close-knit community of passionate and steadfast learners committed to ethical leadership, cultural competence, and community engagement. Those are the pillars of the university's unique public affairs mission, granted to us by the Missouri General Assembly. Over 90% of the faculty at MSU hold the most advanced degree in their field. MSU has over 42 academic departments organized into seven academic colleges: Arts and Letters, Business, Education, McQueary College of Health and Human Services (MCHHS), Natural and Applied Sciences, Humanities and Public Affairs, Darr College of Agriculture and the Graduate College. The University offers over 104 undergraduate majors; 82 masters programs; five clinical doctorate programs (Doctor of Audiology, Doctor of Nursing Practice, Doctor of Nurse Anesthesia Practice, Doctor of Physical Therapy; and a Cooperative Doctorate Program in Educational

Leadership (EdD).

MCHHS offers 17 undergraduate and 13 graduate degree programs in addition to four graduate certificate programs. The 11 academic units in the College include: Biomedical Sciences Communication Sciences and Disorders, Kinesiology, Nursing, Occupational Therapy, Master of Public Health, Physical Therapy, Physician Assistant Studies, Psychology, Social Work, and Sports Medicine & Athletic Training. Each academic unit has a Department Head/Director that report to the Dean of the College (Appendix 002). The College is committed to fulfilling the University's public affairs mission, which includes three pillars: ethical leadership, cultural competence, and community engagement.

Missouri State University Mission, Vision, and Values Statements

Mission

Missouri State University is a community of citizen scholars committed to [public affairs](#). Our innovative teaching, research and service create transformative experiences that benefit individuals and society.

Vision

Missouri State will be the nation's leading public affairs university, delivering on our mission by cultivating civic responsibility and igniting social and economic opportunity.

Values

As a vital component of our public affairs mission, Missouri State University has long embraced ethical leadership, cultural competence and community engagement as the three foundational pillars of our institutional identity. We reaffirm and elevate these enduring commitments by formally adopting them as our core university values.

Ethical Leadership

We value ethical leadership by making informed decisions and engaging with others through integrity and transparency to pursue our goals. As ethical leaders, we are citizen scholars who take action to contribute to the common good.

Cultural Competence

We value cultural competence by respecting and appreciating individuals for who they are. Together, we foster civil discourse, awareness and action to create a culture of connection and mutual understanding.

Community Engagement

We value community engagement by embracing our responsibility to act with courage and creativity to foster civic growth. We recognize the needs in the communities to which we belong, then contribute knowledge and work alongside the community to meet those needs.

We are committed to our public affairs mission, enacting these values by cultivating civic virtues and strengthening the bonds that unite people.

1.2 ABOUT THE SCHOOL OF NURSING

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

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

Development of Graduate Programs

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

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

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

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.

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 McQueary College of Health and Human Services (MCHHS). 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 24, in addition to part-time faculty and graduate assistants. Today, students can learn from faculty prepared with master's degrees in nursing and doctoral degrees from various universities across the country. Faculty members are actively involved in nursing research, hold leadership roles in professional organizations, maintain clinical skills through nursing practice and continuing education, and are involved in community service.

1.3 MISSION OF THE SCHOOL OF NURSING

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

Education

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

Scholarship

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

Service

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

1.4 PHILOSOPHY OF THE SCHOOL OF NURSING

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

The School of Nursing believes that Professional Nursing is a science and art with core values that include caring, altruism, autonomy, human dignity, integrity, social justice, respect and acceptance of diversity. Nursing's unique body of knowledge incorporates life experiences and builds upon theories and principles from the liberal arts and sciences, as well as from nursing science, practice, and scholarship. The faculty believes that nursing is an autonomous and collaborative discipline that practices within a framework of ethical and professional standards. As members of a practice discipline, nurses provide care in a variety of roles to clients in diverse settings, such as in the role of care provider, designer, manager, and coordinator of care to clients. As members of a profession, nurses have a commitment to professional development and life-long learning. At the master's level, nurses are prepared for advanced roles as 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 role. MSN educators facilitate the teaching- learning process of individuals and groups in a variety of settings. At the doctoral level, 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 nurse practitioners in leadership roles. The Post-Masters DNP prepares advanced practice nurses to expand their leadership role to promote systems-level change in healthcare.

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

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

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

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

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

1.5 GOALS OF THE SCHOOL OF NURSING

- A. 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.
- B. To provide an educational environment that promotes lifelong learning and professional development.
- C. To offer education programs that provide sound foundations for advanced education and skills.
- D. To enhance the healthcare of the region through teaching, scholarship, and service using a community-based perspective.

1.6 GRADUATE PROGRAM STUDENT LEARNING OUTCOMES

A. MSN Program Student Learning Outcomes

- I. Utilize a systematic approach by the integration of knowledge and theory from the arts, sciences, and nursing in the delivery of advanced nursing roles providing patient centered and equitable care to diverse populations. D1, D2, D3, D7
- II. Demonstrate competence in effective communication, leadership, and intentional interprofessional collaboration in areas of role specialization. D6, D9, D10
- III. Integrate legal, ethical, and professional evidence-based guidelines as standards for nursing practice into area of specialization. D5, D7, D9, D10
- IV. Synthesize evidence through translation, application, and dissemination for nursing knowledge to improve health and transform healthcare. D4
- V. Appraise and utilize clinical information systems and healthcare technology to drive decision making to provide safe, efficient, and quality care. D5, D7, D8
- VI. Engage in advocacy strategies to influence nursing, healthcare, and health care policy. D3, D10

B. DNP Program Student Learning Outcomes

- I. Formulate a systematic approach by the integration of knowledge and theory from the arts, sciences, and nursing in the delivery of advanced nursing roles providing patient centered and equitable care to diverse populations. D1, D2, D3, D7
- II. Demonstrate mastery of competence in effective communication, leadership, and intentional interprofessional collaboration in areas of role specialization. D6, D9, D10
- III. Integrate legal, ethical, and professional evidence-based guidelines as standards for nursing practice into area of specialization. D5, D7, D9, D10
- IV. Critique and synthesize evidence to improve the health of populations. D4
- V. Appraise and utilize clinical information systems and healthcare technology to drive decision making to provide safe, efficient, and quality care. D5, D7, D8
- VI. Engage in advocacy strategies to influence nursing, healthcare, and health care policy. D3, D10
- VII. Develop, implement, and disseminate a system-level change project utilizing translational research to transform practice and improve healthcare outcomes. D1, D2, D3, D4, D5, D6

C. Post-Graduate APRN Certificate Program Outcomes

- I. Apply a systematic and integrative approach using advanced knowledge from the arts, sciences, and nursing theory to deliver patient-centered, equitable care across diverse populations within the APRN scope of practice. AACN Essentials Domains: D1, D2, D3, D7 NONPF Domains: D1, D2, D3, D7
- II. Demonstrate advanced competence in communication, leadership, and purposeful interprofessional collaboration within the context of the APRN role and area of specialization. AACN Essentials Domains: D6, D9, D10 NONPF Domains: D6, D9, D10
- III. Incorporate legal, ethical, and professional standards, along with evidence-based guidelines, into specialized APRN practice to ensure safe and accountable care delivery. AACN Essentials Domains: D5, D7, D9, D10 NONPF Domains: D5, D7, D9, D10
- IV. Translate, apply, and disseminate evidence to advance nursing knowledge, improve patient outcomes, and contribute to the transformation of healthcare systems within the APRN specialty. AACN Essentials Domain: D4 NONPF Domains: D4
- V. Integrate clinical information systems and healthcare technologies to support informed decision-making and promote safe, efficient, and high-quality care in advanced practice settings. AACN Essentials Domains: D5, D7, D8 NONPF Domains: D5, D7, D8

1.7 NONDISCRIMINATION POLICY

Missouri State University is an Equal Opportunity employer. Inquiries concerning the complaint/grievance procedure related to discrimination on the basis of a protected class, including sexual harassment and sexual assault, or compliance with federal and state laws and guidelines, should be addressed to the Director, [Office for Institutional Compliance](#), Carrington Hall 205, 901 S. National Ave., Springfield, Missouri 65897, Compliance@MissouriState.edu, [417-836-4252](tel:417-836-4252). [Full Policy](#)

Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the [OIEC website](#).

1.8 Disability Accommodation

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the [Disability Resource Center website](#), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive your approved accommodation plan until you request faculty notification be sent through the Bear Access portal. Please note, instructors are not required to apply approved accommodations retroactively.

2.1 Program Descriptions and Costs

Doctor of Nursing Practice

The School of Nursing Doctor of Nursing Practice (DNP) program is designed to prepare graduates for advanced nursing practice. Our DNP program will graduate nursing leaders who have the knowledge and skills to address the health disparities of vulnerable populations, including rural. The program will prepare graduates to function in a variety of community and acute care health settings as primary care providers, leaders, managers, educators, and consultants.

Program Options

The **BSN to DNP program** has options in either **Practice Leadership, Adult Gerontology-Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner**. Each option will prepare graduates to practice in the advanced nursing role. The Practice Leadership option consists of online courses and the NP program consists of both online and on-campus courses. The student is required to hold licensure as a registered nurse in the U.S.

The **Post-Master's (PM) DNP-Leadership Program** is a 32-credit hour online program for nurses with a Master's in Nursing degree. The online program can be completed with full-time study in 5 semesters, or in part-time study.

A list of program options, descriptions, and costs can be found online at <https://www.missouristate.edu/Nursing/Doctor/default.htm>

Master of Science in Nursing

The School of Nursing offers a Master of Science in Nursing (MSN) program for baccalaureate prepared registered nurses with options of Practice Leadership, Adult Gerontology-Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner. The Master's-prepared nurse assumes pivotal roles to improve the healthcare quality of vulnerable populations and reduce healthcare disparities.

The **Practice Leadership** option prepares nurses at an advanced level to lead healthcare teams and apply quality improvement principles across multiple settings and populations to meet the challenges of dynamic healthcare environments.

The **Adult Gerontology-Acute Care Nurse Practitioner (AGACNP)** option prepares nurses at an advanced level to assess, diagnose, treat, educate, and manage patients who are adults with acute, critical, and complex chronic physical and mental illnesses across the entire adult age spectrum from young adults (including late adolescents) to adults and older adults (including frail older adults).

The **Family Nurse Practitioner (FNP)** option prepares nurses at an advanced level to assess, diagnose, treat, educate, and manage patients throughout the lifespan as a health care provider.

The **Psychiatric-Mental Health Nurse Practitioner (PMHNP)** option prepares nurses

at an advanced level to assess, diagnose, treat, educate, and manage acute and chronic patients' mental health needs across the lifespan as a health care provider. Program descriptions and costs can be found online at <https://www.missouristate.edu/Nursing/Graduate/default.htm>

Post Graduate APRN Certificate Program Description

The School of Nursing offers a Post Graduate APRN Certificate for nurses who have a minimum of a Master of Science in Nursing (MSN) degree from a nationally accredited nursing graduate program or possess a minimum of a master's degree in another acceptable discipline. This certificate is for nurses who wish to obtain the knowledge and skills necessary to practice as an advanced practice registered nurse. Options include Family Nurse Practitioner (FNP), Adult Gerontology-Acute Care Nurse Practitioner (AGACNP), and Psychiatric-Mental Health Nurse Practitioner (PMHNP). The Post Graduate APRN Certificate Programs prepare nurses at an advanced level to assess, diagnose, treat, educate, and manage patients as a health care provider. The Post Graduate APRN Certificate curriculum is delivered in a hybrid format. Completion of the Post Graduate APN Certificate Programs will prepare students to take the national NP certification exams.

Nurse Educator Graduate Certificate Program Description

The School of Nursing offers a Nurse Educator Certificate for nurses who have a Master's of Science in Nursing (MSN), or concurrent enrollment in a MSN program, and wish to obtain knowledge and skills used to teach in academic and non-academic settings.

2.2 PROGRAM REQUIREMENTS

Doctor of Nursing Practice

Full program requirements including clinical and on campus requirements can be found online at <https://www.missouristate.edu/Nursing/Doctor/ProgramReqs.htm>

Master of Science in Nursing

Full program requirements including retention, technical, clinical and degree requirements can be found online at

<https://www.missouristate.edu/Nursing/Graduate/ProgramReqs.htm>

Post-Graduate APRN Certificate Programs

Full program requirements including retention, clinical, and program requirements can be found online at

<https://www.missouristate.edu/Nursing/default.htm>

Nurse Educator Certificate Programs

Full program requirements including retention, clinical, and program requirements can be found online at <https://www.missouristate.edu/Nursing/Educator/default.htm>

2.3 TECHNICAL STANDARDS FOR NURSING STUDENTS

Missouri State University (MSU) is committed to comply with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. The School of Nursing at MSU seeks to ensure that qualified persons with disabilities are not denied admission or subject to discrimination in admissions.

Graduate Students must demonstrate all essential abilities and characteristics to be able to successfully complete their program and participate in all aspects of nursing education. These include abilities and skills in six categories: observation, communication, motor, intellectual, behavioral/social, and ethical and professional. Patient safety and well-being are major factors in establishing requirements involving the competencies required for admission, progression, and graduation. Such abilities and characteristics include, but are not limited to, the following competencies:

<u>COMPETENCIES</u>	<u>EXAMPLES</u>
<u>Observation:</u>	Observe demonstrations in the classroom and clinical setting and be able to effectively gather and assimilate information from them. Recognize visual, auditory, tactile, and other sensory cues to accurately assess a patient at a distant and at close range. This is required to gather necessary data about the patient such as posture, habitus, mood, activity, mobility, and non-verbal communications.
<u>Communication:</u>	Communicate effectively and sensitively in the English language with patients from diverse social and cultural backgrounds, and to develop effective professional rapport with members of the health care team. Communication includes not only speech, and nonverbal communications, but also reading, writing and electronic methods using the English language. This includes the ability to record assessment findings clearly, accurately, and efficiently.
<u>Motor:</u>	Possess sufficient postural control, neuromuscular control, and eye-to-hand coordination to utilize standard medical instruments. Possess sufficient control of the upper and lower extremities to meet the physical requirements for training as a health care worker and performing a safe assessment for both the provider and patient. Possess adequate sensory function to fulfill minimum competency objectives to elicit assessment information from patients such as auscultation. Effectively execute motor movements required to provide general care and emergency treatment to patients.
<u>Intellectual:</u>	Possess the mental capacity to learn and assimilate a large amount of complex, technical, and detailed information; solve clinical problems through critical thinking, perform measurements and synthesize and apply concepts and information from various disciplines to formulate a therapeutic plan. Must be able to accomplish these tasks quickly, efficiently, and in an appropriate manner to sustain life.
<u>Behavioral and Social</u>	Possess the emotional and mental health required for full utilization of student's

<u>Attributes:</u>	intellectual abilities, the exercise of good judgment, the prompt completion of all responsibility's attendant to the care of patients, and the development of mature, sensitive, and effective relationships with patients. Must tolerate physically taxing workloads and maintain composure and emotional stability during periods of high stress. Adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in clinical practice. Compassion, integrity, interpersonal skills, interest, and motivation are all personal qualities that are essential to the role. Demonstrate the ability to accept feedback, and respond with appropriate behavior modification, and demonstrate personal and professional self-control as well as tactfulness, sensitivity, empathy, and respect.
<u>Ethical and Professional Standards</u>	Demonstrate professional demeanor and behavior, not only in the classroom but also in clinical settings. Perform in an ethical manner in all interactions with peers, faculty, staff, patients, and members of the health care team. Apply such ethical and professional standards in social settings where the individual is a representative of the institution, program, and profession. Provide competent, compassionate, and non-judgmental care to people who differ in terms of race, color, religion, disability, gender, sex, sexual orientation, national origin, ancestry, age, or veteran status.

Requirements may vary based on clinical setting.

It is recognized that degrees of ability vary widely among individuals. Any applicants who feel they may not meet the technical standards set forth are encouraged to contact the School of Nursing. Any applicant who may require academic accommodations to fulfill the technical standards due to a disability are encouraged to contact the Disability Resource Center at 417-836-4192 (voice) or Relay Missouri 711 or 800-735-2966. The website address is <https://www.missouristate.edu/disability/>. MSU's School of Nursing is committed to enabling its students by any reasonable means or accommodations to complete the course of study.

2.4 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 Program Director. Re-entry into the program is on a space available basis. A formal request to end the leave of absence must be submitted to the Program Director. A decision will then be made by the Program as to whether or not space permits re-entry into the program at that time. Leave of absence may not exceed one calendar year, exceptions granted on individual basis.

Readmission Policy

Continued enrollment in MSU must be maintained to be considered a student in the graduate program. Students who interrupt their education for three 3 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 nursing graduate 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 graduate nursing programs limit the number of courses that can be transferred. The Graduate program Director 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 the program if they are graduate level, are the same or more credit hours, and are judged to 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.

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 the student’s responsibilities for completing the course and how the completed work would be calculated into the final grade.

If a student needs to complete a significant portion of a course, an “F” grade should be assigned according to regulations governing such grades. An “W” 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 Program Director.

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.

Requirements for the Degree

Upon admission to a School of Nursing graduate program, a plan of study will be developed which outlines the planned program of study. It is essential that students consult with the Graduate Program Director in planning their degree program. Any changes in the Plan of Study will require submission of a revised Plan of Study, which is signed by the Graduate Program Director and student's advisor.

3.1 CURRICULUM AND COURSE DESCRIPTIONS

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 Graduate Program Director.

Curriculum and Course Descriptions

The Doctor of Nursing Practice course requirements and descriptions can be found online at https://catalog.missouristate.edu/preview_program.php?catoid=13&poid=4426&returnto=816

The Master of Science in Nursing course requirements and descriptions can be found online at https://catalog.missouristate.edu/preview_program.php?catoid=13&poid=4425&returnto=817

The Post-Graduate APRN Certificate course requirements and descriptions can be found online at <https://catalog.missouristate.edu/content.php?catoid=13&navoid=818>

The Nurse Educator Certificate course requirements and descriptions can be found online at https://catalog.missouristate.edu/preview_program.php?catoid=13&poid=4429&returnto=818

3.2 GRADUATE PROJECTS

Graduate students in the master's programs in School of Nursing (SON) are required to complete a research requirement, such as capstone project, that is supervised by a chair who holds graduate faculty status.

Graduate students in the doctoral programs in the School of Nursing (SON) are required to complete a doctoral research project that must be overseen by a chair who is a faculty member from the discipline and holds graduate faculty status. Committee members must have expertise in the area of project focus.

Graduate project chairs and committee members play a vital role in the guidance, development, and direction of graduate student projects. The Chair has more responsibilities and serves as the student's major project advisor.

Missouri State University School of Nursing Graduate Project Guidelines

The School of Nursing (SON) Graduate Committee has developed these guidelines to assist graduate project committee chairs, members, and students better understand the roles and responsibilities of each member.

Graduate project chairs and committee members play a vital role in the guidance, development, and direction of graduate student projects. The Chair has more responsibilities and serves as the student's major project advisor.

I. Requirements for Graduate Projects

A. MSN Projects

Students work collaboratively with SON faculty to develop and implement a MSN Capstone Project. The final paper reflects the culminating work completed in the MSN program. This experience provides an opportunity for MSN students to apply the essential skills needed for MSN graduates. The MSN prepares nurses for progression towards a doctoral degree (DNP as the clinical degree or PhD as the research degree).

Upon admission students will be asked to decide on a project topic. Students will be assigned a chair early in the graduate curriculum. Students must complete the project requirements to graduate.

1. Considerations for the MSN Capstone Project

The MSN Capstone Project, guided by the faculty, allows students to address an identified need or problem and activate the knowledge and skills gained in all MSN coursework to improve educational or clinical outcomes. The final written project and presentation must address a

patient outcome, organizational, or educational problem and include development of an evidence-based practice toolkit, or product that addresses the problem at the systems level. The student should work with his or her project chair to determine the type of project.

Options for MSN Capstone Project

- ☐ **Evidence-based practice toolkit** – identify a relevant practice or education topic/problem. Develop and make recommendations for a practice toolkit based on a thorough search and analysis of current evidence.
- ☐ **Education project:** Develop, deliver, and evaluate an evidence-based instructional plan for students, patients, health care professionals, faculty, care units, or organizations.
- ☐ **Collaborate on a research study:** Students work with faculty and/or other researchers to complete a selected component of an ongoing approved research project.

The MSN Capstone Project is guided by a critical review of literature relevant to the discipline of nursing, healthcare, and the student's chosen advanced practice area. The MSN Capstone Project should be grounded in theory and research. A thorough review of literature is essential in providing rationale and significance of the problem and discussion of the "who, what, where, why, and how." The integrated literature review will identify quality and strengths, as well as limitations or gaps in the evidence as related to the purpose of the capstone project.

The MSN Capstone Courses will allow students to develop each section of the capstone paper as the project is planned, implemented, evaluated, and culminates in dissemination of the project.

2. Examples for writing the capstone paper sections include:

Clinical Project Proposal Guidelines

Clinical Project –

A clinical project is defined as a professional nursing project that addresses a common or significant health concern in a creative and evidence-based manner. The project should go beyond the applicant's usual academic or employment requirements.

A. Aims - State clearly the clinical significance of the project including how it will identify/test/demonstrate nursing interventions and/or care delivery models that provide the most beneficial outcomes for patients. State concisely and realistically the expected clinical impact of this project, i.e., what the clinical project is intended to accomplish and/or demonstrate.

B. Significance & Background - Briefly describe the clinical significance of the project. Be clear what is being demonstrated. Provide a synthesis of the literature in the field(s) that is pertinent to the proposed project. Summarize the rational or theoretical/conceptual underpinnings for the work. State clearly the relationship of this project to an overall program of clinical scholarship.

C. Method - Discuss in detail the methods to be used to accomplish the aims. Describe the potential limitations of the methods and approaches you will use to minimize these limitations. Delineate measures to be used to assess the effect of the project.

D. Dissemination & Translation – Describe the audiences that would benefit from knowing and adopting the findings of this work. Outline a dissemination plan.

E. Time Frame - Provide a timeline for the main steps of the project, including anticipated start and completion dates.

MSN Project Timeline

Hour 1 Thinking/planning

In this course, you will think about the problems that exist & identify any gaps in knowledge & practice that need improvement. Then, make sure the idea is consistent with your abilities and resources & formulate a goal for the project and think about what toolkit/deliverable you will develop. You will be assigned a faculty chair & committee member. Steps toward project completion include the following:

- Project Proposal
- Review of the literature
- Complete CITI training

Hour 2 Finalize project components and disseminate

In this credit hour, you will match your PICO question with the best design for your project and decide how to measure the outcome(s) for your population. Finally, the culmination of your hard work! You will finish by doing an evaluation and analysis of your project and then share the knowledge you gained with your stakeholders & faculty.

Steps toward project completion include the following:

- Components of project
- Evaluate process/components
- Dissemination Planning (poster or PPT)
- Project Capstone Paper Completion including toolkit/deliverable

B. DNP Projects

The DNP project is an exciting opportunity for the DNP student to demonstrate leadership, communication, project management, and teamwork skills in the development and implementation of a systems-level change in a healthcare system. DNP projects are a form of translational research which involves the application of evidence-based practices to transform a system and improve healthcare outcomes of a patient population. Under the guidance of a project chair and project committee, and in consultation with a preceptor, the student will form relationships with key stakeholders, analyze the system/setting, identify a clinical problem, perform a needs assessment, and gather baseline data about the problem at the facility. The student will conduct an extensive review of the literature to identify evidence-based interventions(s) to be implemented to improve the problem. The project is planned, implemented, and completed collaboratively with stakeholders. This collaboration includes the

development of outcome measures, implementation of the change, and data collection. As project leader, the student assumes primarily responsible for all phases of the project, including the evaluation of post implementation data, and dissemination of the results.

As part of the application to the DNP program, the student will write an essay identifying a potential translational research project idea. Students are strongly encouraged to develop and implement projects within a system in which they are already engaged or have well-developed connections. The essay will identify the proposed site, the proposed change to be implemented, a summary of the research evidence that supports the intervention or change, and the name of a possible preceptor at the site.

1. Considerations for the DNP Translational Research Projects

According to AACN (2021):

- a. A scholarly work that aims to improve clinical practice, therefore, is required of students completing a practice doctorate in nursing. Collaboration with practice partners whenever possible will maximize the impact of the student experience.
- b. Key elements of the scholarly work include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address a problem; implementation, and evaluation of the outcomes, process, and/or experience.
- c. Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.
- d. Demonstrate implementation in the appropriate arena or area of practice.
- e. Include formative or summative evaluation of processes and/or outcomes.
- f. Include a plan for sustainability.
- g. Foster understanding by the student of the connection between the scholarly work and application that will promote integration of advanced nursing education competencies into future practice.

In NUR 800 the DNP program the student should confirm the use of the site and preceptor and obtain written permission to implement the project in the site. The preceptor should have a signed preceptor agreement with the SON. In addition, the SON must have a current contract with the site where the DNP project will be conducted.

2. Checklist for viable DNP Projects

A DNP project should fall into the category of translational research (i.e. quality improvement). These three criteria should be met for DNP projects:

- _____ a. The project idea is based on a documented need/problem at the facility (not just your observation or belief that there is a need).
- _____ b. Evidence-based guideline(s) are available for dealing with the problem/need but are not being used. Guidelines are typically developed by national organizations by synthesizing the findings from multiple high-quality research studies. If no national guidelines have been published there should be a substantial body of research evidence from multiple high-quality original research studies that support the use of a specific intervention, program, screening, or clinical practice to deal with the problem.
- _____ c. The DNP project is translational research not original research. Original research is conducted when there is not yet enough evidence to establish that an intervention,

program, screening process, or change works. However, translational research is applied when there is a body of research evidence that has found that an intervention, program, screening process, or change does work. Thus, the purpose of translational research is to determine how effective the practice change is in your clinical setting and circumstance.

3. Characteristics of a DNP project:

- a. Having a documented need in the system
- b. Having support and enthusiasm from the administration and others at the health care facility
- c. Is evidence-based and data-driven.
- d. Involves a systems level change to improve healthcare outcomes.
- e. Addresses most of the six aims for quality improvement: safe, effective, patient-centered, timely, efficient, and equitable
- f. Uses standard research processes (including a review of literature, problem identification, formation of research questions, selection of study design, sampling, data collection, and appropriate data analysis methods).
- g. Is approved by the MSU Institutional Review Board (IRB).
- h. Addresses a health or healthcare disparity.
- i. Enables the student to develop and use skills in leadership, communication, and teamwork when planning, implementing, evaluating, and sustaining the evidence-based practice change within the healthcare system.
- j. Can be completed within a time frame that will allow for a large sample size and sufficient time for evaluation of outcomes.
- k. Is feasible in terms of time commitment, resources, and costs needed to implement and sustain the change.
- l. Will culminate in a publishable journal manuscript, and a formal oral presentation.

4. DNP Project Timeline

NUR 800

Step 1 - Thinking/planning

In this course, you will think about the problems that exist & identify any gaps in knowledge & practice that need improvement. Then, make sure the idea is consistent with your abilities and resources & formulate a PICO question. A project chair and an additional faculty committee member will be assigned to you who will mentor you through this process. Steps toward project completion include the following:

- Submit written project proposal to faculty
- Present project proposal to committee

- Submit preliminary literature review
- Complete CITI training

NUR 830

Step 2 & 3 - Planning

In this course, you will match your PICO question with the best design for your project and decide how to measure the outcome(s) for your population. Then, plan for how you will go about collecting data for your project, which includes following Human Research Protection guidelines. After finalizing your project development, you are encouraged to schedule a meeting with the RStats Institute to review your plan for data collection & analysis. Steps toward project completion include the following:

- Finalize project development
- Submit final review of the literature
- Once goals and objectives are solid, meet with *RStats* Institute
- Complete IRB application

NUR 860

Step 4 - Implementation

Once you have completed the planning steps above, the fun part begins. Now you get to implement your project & start collecting data. Steps toward project completion include the following:

- Implement project
- Collect data
- Submit sustainability plan

NUR 993

Step 5 - Project Analysis & Dissemination Phase

Finally, the culmination of your hard work! You will finish by doing an evaluation and analysis of your project results and then share the knowledge you gained with your stakeholders & faculty. You are encouraged to contact the RStats Institute for assistance with the data analysis. Steps toward project completion include the following:

- Final data analysis
- Disseminate results (poster, 3MT, PPT presentation, etc.)
- Submit final deliverables (manuscript)

5. Considerations for obtaining IRB approval for all graduate projects:

The University policy is in accordance with the federal government regulations 45 CFR 46 - Federal Policy for the Protection of Human Subjects. The regulation defines research as “systematic investigation, including research, development, testing and evaluation, designed to develop or contribute to generalized knowledge.” All projects involving human subjects in any way must receive prior approval from the University’s Institutional Review Board for the Protection of Human Subjects (IRB). In addition, faculty, staff and students having access to information obtained from human subjects must complete the Collaborative Institutional Training Initiative (CITI) training before engaging in such a project. The Committee Chair will serve as the principal investigator for the research, if applicable, and assumes responsibility for the legal and ethical conduct of the work.

A. Obtaining IRB Approval from the Project Sites:

- If the site has their own IRB or research review process the student should obtain the format/template used by the site, complete it, and forward to the Committee Chair for review. For the study site application, the student, or preceptor, is typically identified as the lead/primary investigator, and the project Chair is listed as contact. (this varies by site)
- After the Chair has approved the application, the student will submit it to the project site for approval.
- Once approval is obtained from the project site, the student will submit a “Single Review” IRB application to MSU.

B. Obtaining MSU IRB Approval

All research projects conducted while a student at MSU requires MSU IRB approval. The Single Review Application is used when the project site has its own review process, and the Standard Application is used when the project site does not have its own review process.

- a. If the project site does not have its own IRB/Research review process the student must complete the Standard MSU IRB application and submit it to the Committee Chair for approval. For the Standard MSU IRB application the Chair is the primary investigator, and the student is the study contact and investigator.
- b. AFTER approval by the Chair the student will submit the application for IRB approval.

II. Project Committee Responsibilities for All Graduate Projects

A. Project Chair

The individual student’s graduate project committee will be composed of faculty members with graduate faculty status within the University. The project chair is required to be a nursing faculty member who holds a doctoral degree.

At MSU, the project chair serves as the main advisor and reviewer during all phases of the project. The chair serves as the primary investigator with MSU IRB approval process. Therefore, the chair should be listed as co-presenter or co-author, on all future publications and/or scholarly presentations that stem from the project.

1. Responsibilities of the Project Chairperson

Project chairs serve as the major advisors and mentors to students as they research, develop, and write their final project paper/manuscript. Project chairs are responsible for following all program, school, Graduate College, and university procedures. Some expectations include, but are not limited to:

- Advise, refine, and approve the topic selection (e.g., appropriateness, academic value)
- The chair shall have primary responsibility for the supervision of the student's work, setting deadlines and guiding the student's progress
- Consult with the student on a regular basis (at least every 2 weeks)
- The chair shall assume the role of "principal investigator" when the student's research involves human or animal subjects, and shall ensure that university policies in this area are carefully observed
- The chair may assist with selecting faculty members to serve on the committee
- The Chair should discuss working style and habits with the students and develop a plan that contributes to a good working relationship
- The chair and student should plan to send specific project components to committee members for expert content review and feedback
- Counsel student on reliability and validity of data-gathering methods
- Facilitate committee discussions about creating and improving the framework, IRB, manuscript, etc.
- The chair should refer the student to appropriate resources (e.g. writing, research-related skills).

2. MSN Capstone chair responsibilities:

- Students will send all components of MSN capstone project to chair for review and feedback.
- Chairs will approve project proposal and components of MSN project toolkit/deliverable.
- Chair will approve project presentations.
- Chair will approve final capstone paper.
- Meet with student on a regular basis.

3. DNP chair responsibilities by courses:

NUR 800

- Students will complete a project proposal in NUR 800 and present to the Graduate Projects Committee for approval.
- The DNP Scholarly Project Chair and second committee member will be assigned by the Graduate Project Committee of faculty in the School of Nursing.
- Once assigned, the chair will provide feedback on proposal.
- Chair will guide students with project development and alignment with appropriate research and/or content experts in the area of the proposed DNP scholarly project.
- View student ROL and provide feedback.

- Meet with student on a regular basis. Student will be told a minimum of once per every 4 weeks is required with a check in every 2 weeks.

NUR 830

- Support students in project planning where applicable.
- View student ROL and provide feedback.
- Ensure student requests an RStats Institute consultation.
- Assist student with Cayuse.
- Assist student with IRB application.
- Review and offer feedback on IRB application, send to committee for feedback.
- Approve IRB application prior to submission.
- Meet with student on a regular basis. Student will be told a minimum of once per every 4 weeks is required with a check in every 2 weeks.

NUR 860

- Support completion of each step in a timely manner with the purpose of increasing the impact of the DNP scholarly project on the intended clinical site/population.
- Provide support during implementation.
- Review and offer feedback on sustainability plan.
- Meet with student on a regular basis. Student will be told a minimum of once per every 4 weeks is required with a check in every 2 weeks.

NUR 993

- Support student with feedback and assistance in final project phase.
- Review and offer feedback on dissemination plan.
- Review and offer feedback on virtual poster.
- Review and offer feedback on project presentation.
- Approve final project presentation.
- Review and offer feedback on manuscript, send to committee for feedback.
- Approve final manuscript prior to submission.
- Celebrate student success and participate in dissemination activities.
- Meet with student on a regular basis. Student will be told a minimum of once per every 4 weeks is required with a check in every 2 weeks.

2. Committee Member Responsibilities

Committee members are assigned based on expertise related to an aspect of the graduate project and availability. All members of the committee must hold appointment as full or probational graduate faculty. Specific responsibilities of Committee Members include:

- Review the proposal, IRB application, and the final capstone paper/manuscript; and provide feedback in a timely manner.

- Discuss recommendations for revisions or problematic issues with the project Chair.
- Attend the project proposal presentation and final project presentation.
- Examine the student's work and to make a final determination of the acceptability of the final project paper.

3. Student Responsibilities

Student responsibilities for completing the project coursework include:

- Obtain written permission from the project site and a signed preceptor agreement.
- Stay in close contact with the project chair throughout the planning, implementation, analysis, evaluation, and dissemination processes and inform of any questions/concerns regarding your project.
- Complete and maintain all certification requirements, such as CITI and HIPAA.
- Obtain approval from your Chair before submitting any documents.
- Submit your best work to your chair on first attempt, preventing numerous rewrites.
- Make revisions and updates to your written assignments within an agreed upon timeline, in general 1 week.
- Obtain assistance from writing professionals if necessary and have them proof your work prior to giving to chair. Examples include the Bearclaw, friends, colleagues, and editors.
- Use APA format for all project papers, with the exception of the journal article in which case you will use the writing format that the journal requires.
- Begin implementation of the project only after you have received all required IRB approvals.
- Keep your preceptor informed of your progress on the project.
- Complete project work according to the project course schedule.
- You will maintain continual enrollment in project courses until graduation, unless you formally stop out of the program.
- Attain permission from chair and include chair as second author on all dissemination of the DNP project and future publications and presentations that pertain to the DNP project that you initiate and take the lead.

3.3 FINAL COMPETENCIES FOR GRADUATE STUDENTS

The purpose of graduate competencies is to demonstrate understanding of the master's and doctoral level competencies as provided by the standards and guidelines of professional bodies. Students will demonstrate these competencies by the end of their program.

Comprehensive Exam

All graduate degrees are required to conduct a culminating assessment of student learning to determine critical analysis and integration of content learned throughout the degree programs, such as a professional presentation

For students in the master's programs the Graduate Project Presentation to faculty and peers and the Final Capstone Paper will serve as your comprehensive exam.

For students in the doctoral programs the Graduate Project Presentation to faculty and peers and the Project Manuscript will serve as your comprehensive exam.

Students in the Nurse Practitioner options will also be required to complete a clinical comprehensive examination for the Nurse Practitioner requirements.

3.4 CLINICAL GUIDELINES

While representing the university you are expected to comply with the professional dress as outlined below and any dress code defined by the clinical site:

- Dress in a business casual manner. Scrubs may be worn after speaking to your preceptor about their preferences. It is best to mirror the appearance of the preceptor.
- 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, short skirts, or stiletto heels
- Tattoos may need to be covered; follow rules of clinical site.
- No facial jewelry should be visible or should be covered with a Band-Aid.
- No extreme hair colors (pink, blue, green, purple, orange, Kool-Aid colored, or multicolored).
- Hair, beards, and mustaches are to be clean and neat.
- Professional judgment should be utilized in the decision to wear jewelry.
- No strongly scented body products or body odors (includes smoke or other strong odors).
- Fingernails must be clean, short, & smooth. Nail polish that is free

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 symptom.

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.

- Frequent absences from class, clinical or lab and/or disappearance from such
- Isolation and withdrawal
- Patient care errors particularly medication errors
- Detectable odor of alcohol
- Increasingly poor decision and judgment

- Illogical or sloppy charting
- Unusual accidents/incidents
- Deteriorating personal appearance
- 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

MSU 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: _____

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

_____	_____
Complete Student Name	Date
_____	_____

_____	_____
Faculty	Date

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.

_____	_____
Student Name	Date
_____	_____

_____	_____
Faculty	Date

Clinical Experiences for Graduate Students

Each student will receive a clinical syllabus that relates to their specific program. Please reach out to the Program Director with any questions regarding clinical experiences.

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.

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 clinical faculty and Program Director.

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. Preceptor requirements will vary per program and course. Please refer to specific course requirements.

Minimum requirements to be an MSU preceptor:

- For NPs: NP (certified in area of clinical practice) 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.

Clinical supervisors maintain contact with preceptors via electronic communication, personal site visits, and phone calls. Every preceptor that has a student will have communication with the university 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 contact 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 new NP preceptors are provided with a brief PowerPoint “orientation” sent via email. It contains an overview of the expectations and defines the role and responsibilities of the preceptor as determined by the clinical 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. 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.
- Professional Liability insurance 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 program may result.

Please see the clinical syllabus in each clinical course for details.

4.1 Code of Student Rights and Responsibilities

The University has a Code of Student Rights and Responsibilities which is available on the Missouri State University [website](#).

Student Representation

Students from the student body serve as representatives to the Student Advisory Committee of the School of Nursing. Representatives are recruited annually to provide student input to the faculty on curricular and policy matters or any matters that impact student education. In addition, opportunities for representation at School of Nursing, college, and university exist through the student government and College Student Advisory Council.

4.2 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. <https://catalog.missouristate.edu/index.php?catoid=13>

Student-Faculty Communication

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

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional more-specific policies for each class. The [Academic Integrity Policies and Procedures](#) (Policy) is available on the [University Policy Library](#) website.

Examples of academic integrity violations include cheating, fabrication or other research misconduct, plagiarism, and/or facilitating an academic integrity violation. Any student participating in an academic integrity violation(s) will be subject to sanctions as described in the Policy.

Graduate nursing courses may utilize plagiarism screening software as a tool for monitoring originality of major papers. See course syllabi for specific criteria.

Nursing Student Honor Code Policy

Missouri State University is a community of scholars committed to developing educated persons who practice personal and academic integrity. You are responsible for *knowing and following* the University's Code of Students Rights and Responsibilities, including the *Student Academic Integrity Policies and Procedures*, available at www.missouristate.edu/policy/academicintegritystudents.htm.

Any student participating in any form of academic dishonesty, including, but not limited to, cheating, plagiarism, stealing, lying, failing to report a violation, making false allegations, and failing to cooperate or interfering in an investigation will be subject to sanctions as described in this policy. The School of Nursing and its faculty expect students to fully accept responsibility for doing their own course work unless otherwise designated as a group assignment. Any student exhibiting academic dishonesty will be disciplined according to Missouri State University policy and the current *Missouri State University School of Nursing Student Nurse Handbook*, and, if applicable, the course syllabus. The Honor Code applies to all work, in the didactic, lab, or clinical portions of a course.

- The student acknowledges that a potentially dangerous consequence of academic misconduct may be the exposure of patients to unsafe and incompetent health care.
- The student accepts that academic misconduct is contrary to the American Nurses Association's *Guide to the Code of Ethics for Nurses* (2025) and that such conduct may jeopardize the student's enrollment in the MSU nursing program and/or the University.
- The student pledges to abstain from dishonest, deceitful, or fraudulent academic conduct and to promptly report suspected observations or knowledge of such conduct by others to nursing faculty.
- The student agrees to comply with the Artificial Intelligence (AI) statement in each course syllabus.

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 Academic Integrity Council (AIC) by contacting the Chair of the Council in the Office of the Provost. 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 all Graduate Programs are expected to adhere to the American Nurses Association (ANA) Code of Ethics listed at <https://codeofethics.ana.org/home>.

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.

4.3 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

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.

4.4 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.

4.5 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.

4.6 HEALTH INSURANCE PORTABILIT AND ACCOUNTABILITY ACT

All students in the graduate programs 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. Since all graduate students undergo IRB for the projects the HIPAA training that will be completed is the Health Information Privacy and Security (HIPS) Training through CITI.

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 Validity.

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

HIPAA & HUMAN SUBJECTS RESEARCH

The Health Insurance Portability and Accountability Act (HIPAA) regulates the protection of private health information for individuals. HIPAA's Privacy Rule sets standards for the use and disclosure of all individually identifiable health information obtained from a covered entity. All forms of health information as defined in 45 CFR 160 are considered to be protected health information (PHI) subject to HIPAA regulations. To access this information, all research studies must obtain either an individual's authorization to access their information, granted by the provider of the PHI, or obtain a waiver of authorization.

HIPAA TRAINING REQUIREMENTS

If the proposed research involves protected health information (PHI), researchers must complete the online training through CITI.

[CITI Health Information Privacy and Security \(HIPS\) Training](#)
[CITI health information privacy and security \(HIPS\) training instructions](#)

4.7 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, Infection control procedures — requirements and training for health care facilities and professionals; all licensed nurses and nursing students shall immediately implement and adhere to the universal precautions recommended by the Centers for Disease Control and Prevention (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 SONs evaluation process.

All licensed nurses and nursing students who violate a restriction or limitation placed on their practice by the SON 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:

- State of Missouri Revised Statutes (1992). Section 191.694 RSMo.1992. Health and Welfare. Committee on Legislative Research.
<https://revisor.mo.gov/main/OneSection.aspx?section=191.694&bid=9634&hl=>

4.8 BLOODBORNE PATHOGENS POLICY/TRAINING

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."

All students in the graduate programs will be required to complete the OSHA Bloodborne Pathogens Standard training in CITI. This training should be completed prior to beginning in a graduate program and repeated annually.

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 Validity.

OSHA Bloodborne Pathogens is designed as initial training or annual retraining to meet the requirements of the U.S. Occupational Safety and Health Administration's (OSHA) Bloodborne Pathogen Standard. This training is directed at researchers, employees, and students who handle or have contact with human blood, tissues, bodily fluids, or other potentially infectious materials. It is designed as initial bloodborne pathogens training to be provided at the start time of work with these materials. It can be used to fulfill annual retraining requirements from the U.S. Occupational Safety and Health Administration (OSHA), when selected in combination with the following content: Hepatitis B Virus (HBV) Vaccination, Labels and Engineering Controls, Universal Precautions and Work Practices, and Emergency Response Procedures. Retraining must be completed within 365 days of the previous training.

Exposure Plan:

1. All nursing students, faculty, and staff should be aware and adhere to the Bloodborne pathogens policies and procedures.
2. Students 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 of Nursing. The exposure plan will be reviewed annually in the students' DMS for each of the SON programs.
3. 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:

- a. Wash hands and clean the body area exposed with antibacterial soap and water as soon as possible.
- b. Flush eyes or other mucous membranes with water.
- c. Notify the clinical supervisor and clinical preceptor for guidance in managing the post exposure incident within 60 minutes of the exposure.
- d. Complete any documentation requested by the clinical agency and the School of Nursing.
4. Clinical instructors and course faculty members will keep a record of the circumstances of the needle stick or body fluids exposure and the counseling the student received. 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.
5. Completion of the [MCHHS ACCIDENT/INCIDENT REPORT FORM](#) as well as the university's [ACCIDENT INVESTIGATION REPORT](#).

4.9 STUDENT GRIEVANCE AND APPEAL POLICY

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 MCHHS (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 SON Director.

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.

4.10 ACADEMIC PROBATION POLICY

DOCUMENT TYPE:

Policy

PURPOSE:

To define circumstances warranting academic probation for graduate nursing students

APPLIES TO:

Graduate nursing students in the School of Nursing

CAMPUS:

Missouri State University

POLICY STATEMENT:

Students enrolled in a graduate degree program must maintain a cumulative graduate 3.0 grade-point-average (GPA) and meet their department's academic progress criteria toward degree completion. The minimum 3.0 GPA is based on all coursework taken for graduate credit. Graduate students will be placed on academic probation for falling below a cumulative graduate GPA of 3.0 or failure to meet other academic progress requirements.

Students on academic probation are required to meet with their Faculty Advisor, discuss the steps to be taken to remediate the problems that led to the probationary status, and develop a plan with specific actions to get back into satisfactory status. If, upon completion of the semester, the student's cumulative graduate GPA is below 3.0, or if the student failed to make satisfactory progress during that semester, the student will be dismissed from the graduate program.

Student Remediation, Probation, and Dismissal

- Students who fall below the minimum GPA requirement at the end of a semester will be placed on academic probation until the end of the program. Students placed on academic probation will be notified via email to meet with the faculty, program coordinator, and/or program director.
- Students on academic probation must meet with their academic advisor to develop a feasible plan to be in good academic standing within one semester.
- Students who obtain a GPA below the minimum GPA at the end of the semester or fail to make satisfactory progress during the semester, will be dismissed from the program.

The School of Nursing graduate programs have the discretion to place students on academic probation or dismiss students from a program if other performance standards and progress requirements set by the program are not being satisfactorily met. This will be communicated to students via email and will include a time to meet and a time frame for meeting conditions of

remediation, procedures that will be used to determine whether the conditions have been met, and the outcome that will result should the conditions not be met.

Appeal of Dismissal

Students may appeal discontinuation in writing to the Graduate Programs Director and the Director of the School of Nursing. Dismissed students may apply for readmission. Readmission is not guaranteed.

4.11 REMEDIATION POLICY

Remediation Plan

A remediation plan provides structured support for graduate nursing students who experience academic, clinical, or professional difficulties. It ensures they meet the rigorous expectations of advanced nursing practice. A remediation plan will be course and student-specific based on need.

Eligibility for Remediation

- At risk score or below the required passing grade.
- Demonstrate deficiencies in advanced clinical reasoning, decision-making, or hands-on skills.
- Fail to meet expectations in clinical practicums, including poor performance evaluations.
- Show gaps in professional competencies such as leadership, evidence-based practice, or communication.
- Exhibit challenges in research, writing, or applying theoretical concepts to practice.

Remediation Process

Students and faculty will develop an individualized remediation plan to include:

1. Areas of deficiency
2. Remediation strategies
3. Timeline for completion
4. Assessment and re-evaluation

Documentation & Accountability

- All remediation steps and outcomes will be recorded in the student's academic record.
- Students must acknowledge the remediation plan in writing.

Remediation Checklist

A. Areas of Deficiency

- Specific academic, clinical, or professional performance concerns:

B. Individualized Remediation Strategy (check applicable components)

- **Didactic Support:**
 - Mandatory tutoring or faculty-led review sessions.
 - Online modules or self-paced learning assignments.
 - Research or writing workshops to improve scholarly work.
 - Other:
- **Clinical Performance Improvement:**
 - Additional supervised clinical hours or simulations.
 - One-on-one mentoring with an advanced practice faculty member.
 - Case study reviews and clinical decision-making exercises.
 - Other:

- **Professional Development:**

- Ethics and leadership training if professionalism is a concern.
- Communication and interprofessional collaboration workshops.
- Time management and study skill resources.
- Other:

C. Timeline for Completion

- Defined period to demonstrate improvement: _____
- Dates for progress check-ins with faculty: _____

D. Assessment & Re-evaluation if needed:

- Student reflection paper submitted
- Date for formal evaluation at the end of the remediation period: _____

Initiation Meeting:

Student Signature:

Date:

Faculty Signature:

Date:

Final Meeting:

Student Signature:

Date:

Faculty Signature:

Date:

Successful completion allows students to resume standard coursework or clinicals. Additional remediation, probation, or dismissal may be considered if the goals are not met.

Appeal Process: Students have the right to appeal decisions through a formal grievance process, typically requiring a written statement and committee review.

5.1 ADVISING

Upon admission to a graduate 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.

5.2 FACUTLY AND STAFF

A current list of the School of Nursing faculty and staff can be found online at <https://www.missouristate.edu/Nursing/FacultyStaff.aspx>

6.1 STUDENT RESOURCES

Writing Resources

Writing skills are important for successful completion of all graduate programs and for dissemination of the graduate projects. Throughout the program, you will be writing papers. 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. Assists students with any aspect of writing by walk-in or by appointment. Services are free to students.

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/>

Scholarships

- [School of Nursing Scholarship Information](#)
- [Graduate College Scholarship Information](#)

Local

- [Advanced Practice Nurses of the Ozarks \(APNO\)](#)

National Scholarships

- [American Association of Colleges of Nursing \(AACN\)](#)
- [PHF/Procter & Gamble Endowed Scholarship in Community Service](#)
- [Caroline E. Holt Nursing Scholarship](#)
- [Madeline Pickett \(Halbert\) Cogswell Nursing Scholarship](#)
- [American Association of Nurse Practitioners \(AANP\) Scholarship Program](#)
- [NursingColleges.com](#)
- [DiversityNursing.com Education Award](#)

- [Nurse Corps Scholarship Program](#)
- [Sharps Medical Waste Services Scholarship Program](#)
- [Tylenol Future Care Scholarship](#)
- [Nurses' Float Scholarship](#)
- [Health Professions Scholarship Program](#)
- [Indian Health Service's Health Professions Scholarship](#)
- [Dr. Lauranne Sams Scholarship](#)
- [George McGuire Memorial Scholarship](#)
- [Dr. Martha A. Dawson Genesis Scholarship](#)
- [NAHN Scholarships](#)
- [American Indian Medical Scholarship Award Program](#)
- [Exceptional Nurse Scholarships](#)
- [Oncology Nursing Foundation Doctoral Scholarships](#)
- [March of Dimes Graduate Nursing Scholarships](#)
- [The Melanie Foundation Scholarship](#)
- [Stephanie Carroll Scholarship](#)
- [Heartfelt Dreams Foundation Nursing Scholarship](#)
- [American Association of Post-Acute Care Nursing \(AAPACN\) Education Foundation](#)
- [DAR Lena Ferguson Scholarship](#)
- [NurseThink – AACN Scholarship](#)
- [Deborah E. Trautman Future Nurse Leader Scholarship](#)
- [Scrubin Uniforms – AACN Scholarship](#)
- [Campus RN](#)
- [Diversity Nursing](#)
- [Minority Scholarships](#)
- [National Student Nurses Association](#)
- [Nurse Practitioner Healthcare Foundation](#)
- [NURSE Corps Scholarship Program](#)
- [National Health Service Corp \(NHSC\) – Loan repayment](#)
- [National Health Service Corp \(NHSC\) –Scholarship](#)

- [United States Public Health Service Commissioned Corps](#)
- [Scholarship America](#)
- [Nurses Educational Funds, Inc.](#)
- [Sigma Theta Tau International Honor Society of Nursing](#)

MSU CAMPUS RESOURCES

Student ID (Bear Pass Card Office)

- A. The Bear Pass Card office is 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

- The Computer Help Desk. MSU has discounted software programs for Graduate Students. Contact Computer Services Help Desk at (417) 836-5891 for more information on discounts. 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 Provides weekly support group meetings, alcohol- and drug-free events, and outreach opportunities.
- 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.
- 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/ldc/> 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.

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.aacnnursing.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.aacnnursing.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/>

7.0 GLOSSARY

Term	Definition
Academic Integrity	Adherence to ethical principles in learning, scholarship, research, and professional conduct, including avoidance of cheating, plagiarism, fabrication, and other forms of dishonesty.
Academic Probation	A status assigned to graduate students who fail to maintain required academic standards, including a cumulative graduate GPA of 3.0 or higher.
Accommodation Plan	An approved plan developed through the Disability Resource Center to address barriers and facilitate academic success for students with disabilities.
Advanced Practice Registered Nurse (APRN)	A registered nurse prepared at the graduate level to provide advanced clinical care, leadership, consultation, education, and healthcare services.
Advocacy	Actions taken to influence healthcare policy, improve health outcomes, and promote equitable care for individuals and populations.
Capstone Project	A culminating MSN scholarly project that applies evidence-based knowledge to address a clinical, educational, or organizational problem.
Chair (Project Chair)	Graduate faculty member responsible for supervising, mentoring, and evaluating student scholarly projects.
Clinical Competence	The ability to safely and effectively apply nursing knowledge, skills, judgment, and professional behaviors in patient care.
Clinical Experience	Faculty-supervised and preceptor-guided practice experiences designed to develop advanced nursing competencies.
Clinical Preceptor	An experienced healthcare provider who mentors and evaluates students during clinical practica.
Client	Individuals, families, groups, communities, and populations in continuous interaction with the environment, composed of physiological, psychological, spiritual, social, and cultural dimensions.
Collaboration	Purposeful partnerships among healthcare professionals, patients, organizations, and communities to achieve quality health outcomes.
Community	A setting in which individuals, families, groups, or populations live, work, and interact. Communities range from local groups to global societies.
Community Engagement	Active participation with communities to address needs, improve health outcomes, and promote civic responsibility.

Term	Definition
Community-Based Nursing Program	Programs embedded within communities that seek to strengthen family functioning, improve health, and support community development.
Competency	The integration of knowledge, skills, attitudes, and professional behaviors required for nursing practice.
Comprehensive Examination	Culminating assessment of graduate student learning, typically involving a project presentation and final scholarly product.
Communication	A dynamic process of sending and receiving information using verbal, written, and nonverbal methods.
Critical Thinking	The ability to apply, analyze, evaluate, and synthesize information using reflective reasoning and sound judgment.
Cultural Competence	Respecting, understanding, and effectively interacting with individuals from diverse cultural backgrounds.
Dissemination	Sharing scholarly findings, evidence, or project results through presentations, publications, posters, or other methods.
Doctor of Nursing Practice (DNP) Project	A scholarly translational research project focused on implementing evidence-based change to improve health outcomes, systems, or populations.
Environment	All physical, psychological, spiritual, social, and cultural factors that influence health and interact with the client.
Ethical Leadership	Acting with integrity, transparency, accountability, and commitment to the common good.
Evidence-Based Practice (EBP)	Clinical decision-making that integrates current research evidence, professional expertise, and patient preferences to improve outcomes.
Faculty Advisor	Assigned graduate faculty member who assists students with academic planning, progression, and program completion.
Health	A holistic, dynamic, multidimensional state resulting from interactions among physiological, psychological, social, spiritual, and cultural dimensions and the environment.
Health Disparities	Differences in health outcomes and healthcare access among populations resulting from social, economic, environmental, or other factors.
Health Information Privacy and Security (HIPS)	Training designed to ensure protection of health information and compliance with HIPAA regulations.
Holistic	A perspective emphasizing the interconnectedness of physical, psychological, spiritual, social, and cultural dimensions of health.

Term	Definition
Human Subjects Research	Research involving living individuals from whom data or identifiable information is obtained.
Individual	A unique holistic being continually interacting with the environment through physical, psychological, spiritual, social, and cultural dimensions.
Institutional Review Board (IRB)	University committee responsible for protecting the rights and welfare of human research participants.
Interprofessional Collaboration	Cooperation among healthcare professionals from different disciplines to improve healthcare quality and patient outcomes.
Leadership	The ability to influence individuals, teams, organizations, and systems toward achieving shared goals.
Learning	A dynamic, interactive process involving communication, critical thinking, prior experiences, and personal growth.
Nurse Educator	A nurse prepared to facilitate learning and instruction in academic, clinical, or professional settings.
Nurse Practitioner (NP)	An APRN who assesses, diagnoses, treats, and manages patients across various populations and settings.
Nursing	An autonomous and collaborative discipline guided by ethical and professional standards that provides healthcare services in diverse settings.
Nursing Process	A systematic approach to patient care involving assessment, diagnosis, planning, implementation, and evaluation.
Nursing Roles	Functions assumed by nurses including provider of care, manager, coordinator, educator, leader, clinician, consultant, and scholar.
Patient-Centered Care	Care that respects and responds to patient needs, preferences, values, and desired health outcomes.
PICO Question	A structured clinical question using Population, Intervention, Comparison, and Outcome components.
Plan of Study	An individualized academic roadmap developed by the student and advisor that outlines coursework and progression toward degree completion.
Population Health	The health outcomes of a group of individuals and the distribution of those outcomes within the group.
Preceptor Agreement	Formal agreement outlining responsibilities and expectations between the preceptor, student, and School of Nursing.
Professional Conduct	Behaviors consistent with nursing ethics, legal requirements, standards of practice, and organizational expectations.
Professional Development	Participation in activities that maintain or enhance professional knowledge, competence, and skills.

Term	Definition
Professional Nurse	A graduate of a BSN nursing program who delivers direct or indirect care in diverse healthcare settings.
Professional Nursing	A science and art that draws upon theories, principles, scholarship, and evidence from nursing and related disciplines.
Professional Values	Fundamental beliefs guiding nursing practice, including altruism, autonomy, dignity, integrity, and social justice.
Protected Health Information (PHI)	Individually identifiable health information protected under HIPAA regulations.
Public Affairs Mission	Missouri State University's commitment to ethical leadership, cultural competence, and community engagement.
Quality Improvement (QI)	Systematic efforts to improve healthcare processes, outcomes, efficiency, safety, and effectiveness.
Remediation Plan	A structured improvement plan developed to address deficiencies in academic, clinical, or professional performance.
Research	Systematic investigation designed to develop or contribute to generalizable knowledge.
Scholarship	Activities involving the discovery, integration, application, and teaching of knowledge to advance nursing and healthcare.
Scholarship of Application	Applying existing knowledge and evidence to clinical or educational practice.
Scholarship of Discovery	Creating new knowledge through research and scholarly inquiry.
Scholarship of Integration	Synthesizing information and generating insights across disciplines or bodies of knowledge.
Scholarship of Teaching	Scholarly activities focused on improving teaching, learning, and educational outcomes.
Simulation	A structured educational strategy that replicates clinical scenarios to develop knowledge, skills, and clinical judgment.
Social Media	Internet- and mobile-based communication platforms that allow users to create, share, and exchange content and information.
Stakeholder	Any individual, group, or organization affected by or invested in a healthcare project, program, or outcome.
System-Level Change	Organizational or healthcare system modifications intended to improve quality, outcomes, efficiency, or access to care.
Systematic Approach	A logical process utilizing problem-solving and critical

Term	Definition
	thinking to address healthcare issues.
Technical Nurses	Graduates of diploma or associate degree nursing programs who provide direct care in structured healthcare environments.
Technical Standards	Essential abilities and characteristics necessary for successful completion of nursing education and practice.
Therapeutic Nursing Interventions	Nursing strategies designed to restore, maintain, promote health, prevent illness, manage disease, and support patients through end-of-life care.
Translational Research	The implementation of evidence-based interventions into real-world clinical practice to improve outcomes.
Underserved Populations	Individuals or groups with limited access to healthcare resources, services, or financial means to obtain healthcare.
Universal Precautions	Infection control practices intended to prevent exposure to bloodborne pathogens and infectious materials.
Vulnerable Populations	Individuals or groups at increased risk for poor health outcomes due to biological, social, economic, environmental, or health-related factors.

8.0 LIST OF ABBREVIATIONS

AACN	American Association of Colleges of Nursing
AANP	American Association of Nurse Practitioners
ACEN	Accreditation Commission for Education in Nursing
ADA	Americans with Disabilities Act
AGACNP	Adult Gerontology-Acute Care Nurse Practitioner
AHA	American Heart Association
AI	Artificial Intelligence
AIC	Academic Integrity Council
ANA	American Nurses Association
APG	Admission, Progression, and Graduation Committee
APNO	Advanced Practice Nurses of the Ozarks
APRN	Advanced Practice Registered Nurse
APA	American Psychological Association
Bear CLAW	Center for Learning and Writing (MSU Writing Center)
BLS	Basic Life Support
BS	Bachelor of Science
BSN	Bachelor of Science in Nursing
CBHE	Coordinating Board for Higher Education
CCNE	Commission on Collegiate Nursing Education
CDC	Centers for Disease Control and Prevention
CFR	Code of Federal Regulations
CITI	Collaborative Institutional Training Initiative
CPR	Cardiopulmonary Resuscitation
DMS	Document Management System
DNP	Doctor of Nursing Practice
DRC	Disability Resource Center
EdD	Doctor of Education
FNP	Family Nurse Practitioner

GPA	Grade Point Average
GRE	Graduate Record Examinations
HBV	Hepatitis B Virus
HIV	Human Immunodeficiency Virus
HIPS	Health Information Privacy and Security
HMD	Health and Medicine Division
HIPAA	Health Insurance Portability and Accountability Act
HRSA	Health Resources and Services Administration
IDEA	Innovation, Design, Entrepreneurship and Arts (MSU initiative)
IOM	Institute of Medicine
IRB	Institutional Review Board
LDC	Learning Diagnostic Clinic/Center
M#	Missouri State University Student Identification Number
MCHHS	McQueary College of Health and Human Services
MONA	Missouri Nurses Association
MSN	Master of Science in Nursing
MSU	Missouri State University
NAHN	National Association of Hispanic Nurses
NHSC	National Health Service Corps
NLNAC	National League for Nursing Accrediting Commission
NONPF	National Organization of Nurse Practitioner Faculties
NP	Nurse Practitioner
OSHA	Occupational Safety and Health Administration
PHF	Public Health Foundation
PHI	Protected Health Information
PM	Post-Master's
PMHNP	Psychiatric-Mental Health Nurse Practitioner
PICO	Population, Intervention, Comparison, Outcome (clinical question framework)
PPD	Purified Protein Derivative (tuberculosis test)
PPE	Personal Protective Equipment

RN	Registered Nurse
ROL	Review of Literature
RSMo	Revised Statutes of Missouri
SON	School of Nursing
STTI	Sigma Theta Tau International
TTY	Teletypewriter
U.S.	United States