Missouri State University
School of Nursing
Doctor of Nursing Practice Student Handbook
2017-2018

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

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

Further details about the policies and procedures described in this handbook can be found in the MSU Graduate Catalog on the university's webpage at: http://graduate.missouristate.edu/catalog/
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Section 1: Introduction

MISSION OF THE SCHOOL OF NURSING

The School of Nursing is an integral part of MSU and the College of Health and Human Services (CHHS). The School of Nursing embraces the values of the university’s public affairs mission, and is dedicated to excellence using a community-based perspective in:

- Undergraduate and graduate nursing education
- Scholarship
- Service

Education

The School of Nursing promotes the general mission of the university and the college, 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 of Nursing 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, humanities, and clinical experience in a variety of settings with diverse populations.

The Bachelor of Science in Nursing Completion Program (BSN-C), 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 RN to MSN-Nurse Educator program provides an opportunity for exceptional students to progress from entry level nursing to graduate study in an accelerated format. The BSN to DNP prepares Family Nurse Practitioners (FNP) to be community leaders in addressing health disparities. The Post-Masters DNP builds on the students’ previous advanced practice degree, and prepares them as community leaders in addressing health disparities. The School of Nursing promotes an educational environment that develops ethical nursing 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 the 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 healthcare delivery from the individual to the system level. In all types of scholarship, faculty encourages the direct and indirect involvement of students.

Service

Consistent with the university’s 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 faculty and students
participate in the shared governance structure of the university by serving on university, college, and School committees.

**PHILOSOPHY OF THE SCHOOL OF NURSING**

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

The School of Nursing believes that Professional Nursing is a science and an art valued in 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 client care in diverse settings in variety of, such as the care provider, designer, manager, and coordinator of care. As members of a profession, nurses have a commitment to professional development and life-long learning. At the master’s level, nurses are prep and clinician. At the doctorate level, nurses implement advanced roles as clinicians, scholars, leaders, consultants, and policy makers as system-level change agents.

Through critical thinking, therapeutic communication, and technical skills, nurses use a systematic approach to assist clients in meeting healthcare needs. At the undergraduate level, professional nurses are prepared to assess healthcare needs, to design nursing care, and to provide, manage, and evaluate healthcare. Building upon undergraduate education, masters programs prepare professional nurses for advanced nursing roles as FNPs and Nurse Educators, and the DNP prepares nurses to function in leadership roles in an area of advanced practice nursing. In a variety of settings, nurse educators facilitate the teaching-learning process of individuals and groups. FNPs provide primary care across the life span. At the doctorate level, advanced practice nurse leaders work with individual health concerns, as well as diverse population groups and systems to promote improved health outcomes.

Clients, as living systems continuously interacting with environment, are unique holistic beings composed of physiological, psychological, spiritual, social, and cultural. Individuals have inherent dignity and self-worth, and are in a continuous state of growth and development across their life span. Individuals are self-determining, however, each individual functions interdependently with other individuals, 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 healthcare. 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 healthcare 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, and composed of interacting genetic, physiological, psychological, spiritual, social, and cultural dimensions. The result of the individual’s constant interaction with the environment. Illness and disease, as components of health, are manifestations 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. Acting as facilitator and catalyst in the learning process, faculty recognizes the unique needs of the learner and fosters the development of professional and technological skills, critical thinking, lifelong learning, and the internalization of professional values.

SCHOOL GOALS

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

DNP PROGRAM OUTCOMES

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

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

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

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

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

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

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

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

Holistic
A way of perceiving the client that is concerned with the interrelationships between physical, psychological, spiritual, social, and cultural dimensions or aspects of the client and the client’s environment.
Individual
A unique, holistic being composed of physical, psychological, spiritual, social, and cultural dimensions that are in continuous interaction with the environment.

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

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

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

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

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

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

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

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

Scholarship
Activities that encompass the knowledge discovery, integration, application, and teaching that will ultimately enhance personal and professional growth and development and the delivery of quality nursing care.
Scholarship of Application
Activities that involve applying current knowledge or innovations to teaching or to clinical practice.

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AACN</td>
<td>American Association of Colleges of Nursing</td>
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<td>ACEN</td>
<td>Accreditation Commission for Education in Nursing</td>
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<td>AHA</td>
<td>American Heart Association</td>
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<td>APG</td>
<td>Admission, Progression, and Graduation</td>
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<td>BLS</td>
<td>Basic Life Support</td>
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<tr>
<td>CCNE</td>
<td>Commission on Collegiate Nursing Education</td>
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<tr>
<td>CPR</td>
<td>Cardiopulmonary resuscitation</td>
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<td>DNP</td>
<td>Doctor of Nursing Practice</td>
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<tr>
<td>DRC</td>
<td>Disability Resource Center</td>
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<tr>
<td>GRE</td>
<td>Graduate Record Examinations</td>
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<tr>
<td>HMD</td>
<td>Health and Medicine Division (formerly Institute of Medicine)</td>
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<tr>
<td>IOM</td>
<td>Institute of Medicine</td>
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<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
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<tr>
<td>LDC</td>
<td>Learning Diagnostic Center</td>
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<tr>
<td>NLNAC</td>
<td>National League for Nursing Accreditation Commission</td>
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<tr>
<td>PPE</td>
<td>Personal Protective Equipment</td>
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Section 2: Doctor of Nursing Practice

PROGRAM DESCRIPTION

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

The Post-Masters DNP Program is a 29 credit hour online program for nurses with previous advanced practice preparation (nurse practitioners, clinical nurse specialists, nurse midwives, and nurse anesthetists). The online program can be completed with full-time study in 14 months (or four [4] semesters), or part-time study.

The BSN to DNP program is an 83 credit hour program that will prepare graduates to practice in the family nurse practitioner role. The program consists of both online and on-campus courses. The student is required to be licensed and complete clinical rotations in Missouri. The program will be available to students from Missouri. The program can be completed in three (3) years of full-time study. Part-time study is an option for the first year of the BSN to DNP program.

DNP PROGRAM REQUIREMENTS

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

The successful applicant will:

1. Submit an application and meet all requirements for admission to the Graduate College at Missouri State University, including complete, official transcripts of all college programs and course work. The applicant should select the Pre-DNP program on the Graduate College application if prerequisites are needed prior to beginning the DNP program. When applying to the Graduate College, select the semester that you plan to take your first courses at MSU, including prerequisites.

2. Submit a separate DNP program application to the School of Nursing. Available on the nursing website.

3. Submit a $50 nonrefundable application fee to the School of Nursing. This fee is in addition to the MSU Graduate Application Fee.

4. Have graduated from an Advanced Practice Nursing program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accreditation (NLNAC/ACEN). Graduates from non-accredited programs will be considered on an individual basis. (Post-master’s only).

5. Have graduated from a Bachelor of Science (BSN) program that is accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accreditation (NLNAC/ACEN). Graduates from international nursing programs or non-accredited programs will be considered on an individual basis. (BSN to DNP only).

6. Submit evidence of current certification in an area of Advanced Nursing Practice: nurse practitioner, nurse midwife, nurse anesthetist, or clinical nurse specialist. (Post-master’s only).
7. Complete a minimum of clinical practice experience that equates with one year of full-time experience.
8. Hold a current unencumbered RN license in the state in which clinical practicums will occur within the United States. (Post-master’s only).
9. Have a cumulative GPA of all previous graduate-level education course work of 3.25 (on a 4.00 scale) or above (Post-master’s) and a GPA of 3.25 for last 60 hours of course work attempted (BSN to DNP). Students who have less than a 3.25 GPA must submit verbal, quantitative, and analytical scores on the Graduate Record Examination General Test (GRE). See current Graduate Catalog Admission section for minimum GRE requirements.
10. Submit evidence of current health and professional liability insurance.
11. Current American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers certification. Students taking CPR for the first time or whose CPR certification has expired must take a 4 hour face-to-face American Heart Association BLS Healthcare for Provider’s CPR course. Online didactic course and written test are available at OnlineAHA.org for a fee for those students show need to recertify. No online practice and skills testing will be accepted.
12. Complete all prerequisite courses which include pathophysiology, healthcare informatics, epidemiology (Post-master’s only), and a graduate course in statistics with a grade of “C” or higher before the program begins. Admission will be contingent on the student completing prerequisite courses prior to enrolling in DNP courses.
13. Meet the School of Nursing technical standards of the DNP program to successfully undertake the course of study (available by request from the program).
14. Submit evidence of current immunizations or immune status (MMR, Tetanus, Varicella, Hepatitis B series) and a PPD or T-spot (chest X-ray or documentation of appropriate follow up for PPD positive individuals). Individual agencies may have additional requirements.
15. Be prepared to meet the technical and technology proficiency requirements for online courses.

Admission Process
For applicants with complete admission packet:

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

Selection Factors
Admission into the DNP program is highly selective and competitive, and a limited number of students are admitted each year. Completion of all admission requirements and/or admission to the Pre-DNP program does not ensure full admission to the DNP program. The DNP Admission Committee will consider the following characteristics of competitive applicants:

- Academic potential to successfully complete the program within the required time frame
- Understanding of and commitment to the role of the advanced practice nurse
- Personal maturity
- Interpersonal communication skills, including written and verbal
- Quality and quantity of healthcare experiences
- Quality of leadership and service activities
• Capacity for performance of the technical functions and tasks required of the advanced practice nurse.

Students may take up to nine (9) credit hours of course work towards their degree before full admission to the DNP specialization. Student may take:

• NUR 635: Healthcare Informatics
• NUR 640: Advanced Human Pathophysiology
• PBH 720: Epidemiology
• NUR 703: Population Health: A Local to Global Perspective
• NUR 707: Advanced Health Assessment and Health Promotion Throughout the Lifespan
• NUR 711: Advanced Roles and Leadership in Nursing
• NUR 765: Applications of Advanced Pathophysiology
• PSY 627: Advanced Psychological Statistical Methods

Additional Requirements of the Program

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

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

• Payment of a clinical tracking fee. See the School of Nursing website for a full list of program costs.
• Applicants must apply and pay for the state/federal background check and receive a response that the applicant has not been convicted of any crime or other disqualifications that would prohibit licensure as an advanced practice nurse or completion of clinical experiences in clinical settings.
• Pay for and complete a urine drug screen without disqualifying offenses.

Retention Policies

To remain in the DNP program, the student must:
1. Maintain a cumulative GPA of 3.25 or higher with no more than three (3) credit hours of graduate work below a grade of "B" and no hours of graduate work below a grade of "C". Must receive a "pass" in all clinical evaluations.
2. Not repeat a course more than once.
3. Complete all requirements for the program by the fifth year after admission to the DNP program.
4. Demonstrate acceptable levels of maturity, integrity, and professionalism, as well as behaviors and attitudes normally expected of registered nurses in advanced nursing roles.
5. Demonstrate acceptable professional progression in application of skills and knowledge throughout the program.
6. Maintain current BLS Healthcare Provider Course certification, RN licensure, health and liability insurance, and all immunizations required by clinical agencies throughout the program.
7. Notify the School of Nursing within five (5) days in the event of any legal infractions or any actions taken against their nursing license, or any investigation of such incidences.
8. While the student's grades are important, retention in the DNP program is based on a composite picture of the student's ability to perform at a satisfactory level in the academic and clinical component of the educational program.
The School of Nursing reserves the right to refuse enrollment, or program continuation to any student. This refusal will be determined by the judgment of the DNP Admission, Progression, and Graduation (APG) Committee, and the Director of the School of Nursing, and is based on the student’s ability to successfully complete academic or clinical assignments or function effectively in the roles required in the DNP program. This includes the demonstration of characteristics associated with a professional nurse, including behaviors involving professionalism, ethics, and integrity.

**COMPUTER/DIGITAL TECHNOLOGICAL REQUIREMENTS**

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

The School of Nursing uses a Blackboard course management system for all courses. In addition, the Adobe Macromedia software is used for synchronous course offerings and other experiences. Videoconferencing may be used with Adobe Macromedia, Skype, or other software. Access to a personal computer with broadband (Cable or DSL) connections, a web camera, microphone with headset, and a laptop computer with wireless capabilities that meet the minimal hardware is required. Our multimedia content is optimized for Internet Explorer, Chrome, and Firefox browsers.

**TECHNICAL STANDARDS FOR NURSING PRACTICE**

The BSN to DNP degree is an undifferentiated degree attesting to general knowledge in and the advanced skills required for practicing the full scope of advanced practice nursing as a FNP. To assure that candidates for admission, progression, and graduation are able to complete the entire program of study and participate fully in all aspects of the acquisition of nursing knowledge and skills required for nursing practice, essential abilities and characteristics are required. These consist of certain minimum mental, emotional, sensory, motor, interpersonal, communication, and critical thinking competencies. The School of Nursing intends for its BSN to DNP graduates to remain competent and compassionate nurses who are capable of meeting all requirements for licensure and post-graduate work in the field of advanced practice nursing. The avowed intention of an individual student to practice only a narrow part of nursing, or to pursue a non-nursing career, does not alter the requirement that all BSN to DNP students take and achieve competence in the full curriculum required by the faculty.

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

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

<table>
<thead>
<tr>
<th>Mental/emotional:</th>
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<tbody>
<tr>
<td>Possess the mental and emotional stability to adapt to the environment, function in everyday activities, and cope with stressors.</td>
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<tr>
<td><strong>Example:</strong> Demonstrates behaviors appropriate to the situation, uses appropriate coping strategies.</td>
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<table>
<thead>
<tr>
<th>Sensory:</th>
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<tr>
<td>Possess the ability to assess and/or evaluate patient responses and to perform nursing interventions safely and accurately. Subject to reasonable disability-related accommodations, students must have the following particular capabilities:</td>
</tr>
<tr>
<td><strong>A. Visual</strong></td>
</tr>
<tr>
<td>Have normal or corrected vision within the range of 20/20-20/80</td>
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<tr>
<td>Distinguish color shades and/or when changes.</td>
</tr>
<tr>
<td><strong>Example:</strong> Observe patient responses, the appearance of wounds; recognize changes in skin color or color of body fluids, medications, etc.; distinguish gradation on syringes when drawing up medications; etc.</td>
</tr>
<tr>
<td><strong>B. Auditory</strong></td>
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<tr>
<td>Have normal or corrected hearing ability within the 0-45 decibel range.</td>
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<tr>
<td><strong>Example:</strong> Hear alarms, emergency signals, and cries for help are related to auscultatory sounds.</td>
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<tr>
<td><strong>C. Tactile</strong></td>
</tr>
<tr>
<td>Possess, in at least one hand, the ability to perceive temperature changes and pulsations and to distinguish different textures.</td>
</tr>
<tr>
<td><strong>Example:</strong> Performs functions of physical assessment and/or functions related to therapeutic interventions (e.g., insertion of catheters or IVs).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Motor:</th>
</tr>
</thead>
</table>
Possess the capacity to perform the physical manipulations and diagnostic procedures that are part of a complete nursing practice and diverse clinical experience. Subject to reasonable disability-related accommodations, students must have the following particular capabilities:

A. Possess four functional limbs (normal or artificial) that allow the student to perform sufficiently to move from room to room and maneuver in small spaces, and possess gross and fine motor abilities sufficient to provide safe and effective nursing care.

**Example:** Move among patient rooms and treatment areas, physically move or reposition patients, performs CPR, calibrates and uses equipment, dons personal protective equipment (PPE).

B. Possess the ability to exert 20-50 lbs. of force occasionally, 10-25 lbs. of force frequently, and negligible to 10 lbs. of force constantly to move objects.

**Example:** Position and moves patients and equipment.

### Interpersonal/communication:

A. Possess communication abilities sufficient for appropriate and effective interactions with others in both oral and written form.

**Example:** Explain treatment procedures and/or initiates health teachings, documents nursing actions and patient responses.

B. Possess interpersonal abilities sufficient to interact appropriately and effectively with individuals, families, and groups from a diverse background.

**Example:** Establish rapport with patients and colleagues.

### Critical thinking:

A. Possess critical thinking ability sufficient for clinical judgment.

**Example:** Identify cause and effect relationships, develops and evaluates plan of care, and appropriately evaluations situations and promotes patient safety.

B. Apply principals of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interprets and implements a variety of technical instructions. Deals with several abstract and concrete variables.

**Example:** Perform practical application of fractions, percentages, ratio and proportion measurements, and other relevant scientific principles, mathematical calculations.

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

Should a current or prospective enrollee have or develop a condition that would place patients or others at risk, or that would jeopardize his or her ability to complete the BSN to DNP Program, or pursue licensure or certification as an advanced practice nurse, the person may be removed from the BSN to DNP program or
denied admission. If a current or prospective enrollee has or develops a disability that poses a significant risk to the health and safety of patients, self, or others that cannot be eliminated with a reasonable accommodation, the person may be removed from the BSN to DNP program or denied admission. The process for a student to request an accommodation for a disability is outlined in the University’s Disability Accommodation Policy for Students, which can be found online at http://psychology.missouristate.edu/ldc/Accommodation-Policy.htm.

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

**ADDITIONAL PROGRAM-RELATED POLICIES**

**Course Withdrawal**

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

**Leave of Absence**

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

**Readmission Policy**

Continued enrollment in MSU must be maintained to be considered a student in the DNP program. Students who interrupt their education for three 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 DNP program. The student must complete the required School of Nursing admission application and documentation of all items on the application checklist.

**Attendance-related Grade Changes**

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

**Transfer of Credit Policy**

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

Incomplete Grade Policy

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

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

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

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

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

Encumbrances

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

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

Application for Candidacy forms are available from the MSU Graduate College website and should be submitted to the DNP Program Director and School of Nursing Director for approval before final submission to the Graduate College. Any changes in the Plan of Study will require submission of a revised Plan of Study to the Graduate College, which is signed by the DNP Program Director and School of Nursing Director.
Section 3: Curriculum

The following tables provide a schedule required curriculum needed to satisfy the BSN-DNP program Full-Time plan of study, the BSN-DNP Part-Time plan of study, as well as both the Full-Time and Part-Time Plan of Study for the Post-Masters DNP program.

**BSN TO DNP PLAN OF STUDY**

<table>
<thead>
<tr>
<th>Year 1: Summer</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 711</td>
<td>Advanced Roles and Leadership in Nursing</td>
<td>2 / 0</td>
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</tr>
<tr>
<td>NUR 707</td>
<td>Advanced Health Assessment and Health Promotion Throughout the Lifespan</td>
<td>2 / 0</td>
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</tr>
<tr>
<td>TOTAL HOURS</td>
<td>4 / 0</td>
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<table>
<thead>
<tr>
<th>Year 1: Fall</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
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<tbody>
<tr>
<td>PBH 720</td>
<td>Epidemiology</td>
<td>3 / 0</td>
<td></td>
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<tr>
<td>NUR 701</td>
<td>Nursing Science</td>
<td>3 / 0</td>
<td></td>
</tr>
<tr>
<td>NUR 761</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3 / 0</td>
<td></td>
</tr>
<tr>
<td>NUR 703</td>
<td>Population Health: A Local to Global Perspective</td>
<td>3 / 0</td>
<td></td>
</tr>
<tr>
<td>**NUR 704</td>
<td>Population Health Practicum</td>
<td>1 / 48</td>
<td></td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>13 / 48</td>
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<thead>
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<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
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<tbody>
<tr>
<td>**NUR 765</td>
<td>Applications of Advanced Pathophysiology</td>
<td>3 / Lab 32</td>
<td></td>
</tr>
<tr>
<td>NUR 772</td>
<td>Advanced Research Methods in Nursing</td>
<td>3 / 0</td>
<td></td>
</tr>
<tr>
<td>NUR 788</td>
<td>Health Policies and Issues</td>
<td>3 / 0</td>
<td></td>
</tr>
<tr>
<td>**NUR 734</td>
<td>Advanced Physical Assessment and Clinical Reasoning</td>
<td>5 / 96</td>
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</tr>
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<td>TOTAL HOURS</td>
<td>14 / 128</td>
<td></td>
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<table>
<thead>
<tr>
<th>Year 2: Summer</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 800</td>
<td>DNP Leadership I: Concepts for Evidence-Based Practice</td>
<td>3 / 0</td>
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<tr>
<td>NUR 824</td>
<td>Health Policy to Improve Health Disparities</td>
<td>2 / 0</td>
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<tr>
<td>NUR 990</td>
<td>Introduction to Transforming Practice</td>
<td>1 / 48</td>
<td></td>
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<tr>
<td>TOTAL HOURS</td>
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<th>Year 2: Fall</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
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<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>NUR 830</td>
<td>DNP Leadership II: Impacting Disparities in Health and Healthcare</td>
<td>3 / 0</td>
<td></td>
</tr>
<tr>
<td>NUR 802</td>
<td>Emerging Science of Advanced Practice</td>
<td>2 / 0</td>
<td></td>
</tr>
<tr>
<td><strong>NUR 730</strong></td>
<td>Family Practice I</td>
<td>6 / 96</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>11 / 96</td>
<td></td>
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### Year 2: Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 860</td>
<td>DNP Leadership III: Transforming Systems</td>
<td>4 / 0</td>
</tr>
<tr>
<td>NUR 840</td>
<td>Technology for Transforming Nursing and Healthcare Systems</td>
<td>2 / 0</td>
</tr>
<tr>
<td><strong>NUR 750</strong></td>
<td>Family Practice II</td>
<td>6 / 96</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>12 / 96</td>
</tr>
</tbody>
</table>

### Year 3: Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 991</td>
<td>Transforming Practice I</td>
<td>3 / 144</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>3 / 144</td>
</tr>
</tbody>
</table>

### Year 3: Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 770</strong></td>
<td>Family Practice III</td>
<td>6 / 96</td>
</tr>
<tr>
<td>NUR 992</td>
<td>Transforming Practice II</td>
<td>3 / 144</td>
</tr>
<tr>
<td>NUR 820</td>
<td>Social Justice and Disparities in Health and Healthcare</td>
<td>2 / 0</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>11 / 240</td>
</tr>
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</table>

### Year 3: Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 790</td>
<td>Family Nurse Practitioner Advanced Practicum</td>
<td>5 / 240</td>
</tr>
<tr>
<td>NUR 993</td>
<td>Transforming Practice III</td>
<td>4 / 192</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>9 / 432</td>
</tr>
</tbody>
</table>

**TOTAL BSN to DNP HOURS**

83 / 1232

*Indicates course is taught in a regular classroom on MSU campus.*
## BSN TO DNP PART-TIME PLAN OF STUDY

### Year 1: Summer

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 711</td>
<td>Advanced Roles and Leadership in Nursing</td>
<td>2 / 0</td>
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**TOTAL HOURS**: 2 / 0

### Year 1: Fall

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<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
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<tbody>
<tr>
<td>PBH 720</td>
<td>Epidemiology</td>
<td>3 / 0</td>
</tr>
<tr>
<td>NUR 701</td>
<td>Nursing Science</td>
<td>3 / 0</td>
</tr>
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</table>

**TOTAL HOURS**: 6 / 0

### Year 1: Spring

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 772</td>
<td>Advanced Research Methods in Nursing</td>
<td>3 / 0</td>
</tr>
<tr>
<td>NUR 788</td>
<td>Health Policies and Issues</td>
<td>3 / 0</td>
</tr>
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</table>

**TOTAL HOURS**: 6 / 0

### Year 2: Summer

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 707</td>
<td>Advanced Health Assessment and Health Promotion</td>
<td>2 / 0</td>
</tr>
<tr>
<td>NUR 824</td>
<td>Health Policy to Improve Health Disparities</td>
<td>2 / 0</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**: 4 / 0

### Year 2: Fall

<table>
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<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 761</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3 / 0</td>
</tr>
<tr>
<td>NUR 703</td>
<td>Population Health: A Local to Global Perspective</td>
<td>3 / 0</td>
</tr>
<tr>
<td>NUR 704</td>
<td>Population Health Practicum</td>
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**TOTAL HOURS**: 7 / 48

### Year 2: Spring

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 765</strong></td>
<td>Applications of Advanced Pathophysiology</td>
<td>3 / Lab 32</td>
</tr>
<tr>
<td><strong>NUR 734</strong></td>
<td>Advanced Physical Assessment and Clinical Reasoning</td>
<td>5 / 96</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**: 8 / 128

### Year 3: Summer

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
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</thead>
<tbody>
<tr>
<td>NUR 800</td>
<td>DNP Leadership I: Concepts for Evidence-Based Practice</td>
<td>3 / 0</td>
</tr>
<tr>
<td>NUR 990</td>
<td>Introduction to Transforming Practice</td>
<td>1 / 48</td>
</tr>
</tbody>
</table>

**TOTAL HOURS**: 4 / 48
<table>
<thead>
<tr>
<th>Year 3: Fall</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 830</td>
<td>DNP Leadership II: Impacting Disparities in Health and Healthcare</td>
</tr>
<tr>
<td>NUR 802</td>
<td>Emerging Science of Advanced Practice</td>
</tr>
<tr>
<td>**NUR 730</td>
<td>Family Practice I</td>
</tr>
<tr>
<td>**TOTAL HOURS</td>
<td>11 / 96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3: Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 860</td>
<td>DNP Leadership III: Transforming Systems</td>
</tr>
<tr>
<td>NUR 840</td>
<td>Technology for Transforming Nursing and Healthcare Systems</td>
</tr>
<tr>
<td>**NUR 750</td>
<td>Family Practice II</td>
</tr>
<tr>
<td>**TOTAL HOURS</td>
<td>12 / 96</td>
</tr>
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<table>
<thead>
<tr>
<th>Year 4: Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 991</td>
<td>Transforming Practice I</td>
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<tr>
<td>**TOTAL HOURS</td>
<td>3 / 144</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year 4: Fall</th>
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</thead>
<tbody>
<tr>
<td>**NUR 770</td>
<td>Family Practice III</td>
</tr>
<tr>
<td>NUR 992</td>
<td>Transforming Practice II</td>
</tr>
<tr>
<td>NUR 820</td>
<td>Social Justice and Disparities in Health and Healthcare</td>
</tr>
<tr>
<td>**TOTAL HOURS</td>
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<table>
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<tbody>
<tr>
<td>NUR 790</td>
<td>Family Nurse Practitioner Advanced Practicum</td>
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<tr>
<td>NUR 993</td>
<td>Transforming Practice III</td>
</tr>
<tr>
<td>**TOTAL HOURS</td>
<td>9 / 432</td>
</tr>
<tr>
<td>**TOTAL BSN to DNP HOURS</td>
<td>83 / 1232</td>
</tr>
</tbody>
</table>

**Indicates course is taught *in classroom* on Missouri State University Campus
## POST-MASTERS DNP PLAN OF STUDY

### Year 1: Summer

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<tr>
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<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
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<tbody>
<tr>
<td>NUR 800</td>
<td>DNP Leadership I: Concepts for Evidence-Based Practice</td>
<td>3 / 0</td>
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<tr>
<td>NUR 990</td>
<td>Introduction to Transforming Practice</td>
<td>1 / 48</td>
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<tr>
<td>NUR 824</td>
<td>Health Policy to Improve Health Disparities</td>
<td>2 / 0</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
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<td><strong>6 / 48</strong></td>
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### Year 1: Fall

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<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
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</thead>
<tbody>
<tr>
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<td>DNP Leadership II: Impacting Disparities in Health and Healthcare</td>
<td>3 / 0</td>
</tr>
<tr>
<td>NUR 820</td>
<td>Social Justice and Disparities in Health and Healthcare</td>
<td>2 / 0</td>
</tr>
<tr>
<td>NUR 991</td>
<td>Transforming Practice I</td>
<td>3 / 144</td>
</tr>
<tr>
<td>NUR 802</td>
<td>Emerging Science of Advanced Practice</td>
<td>2 / 0</td>
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<tr>
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### Year 1: Spring

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<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
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<tbody>
<tr>
<td>NUR 860</td>
<td>DNP Leadership III: Transforming Systems</td>
<td>4 / 0</td>
</tr>
<tr>
<td>NUR 840</td>
<td>Technology for Transforming Nursing and Healthcare Systems</td>
<td>2 / 0</td>
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<tr>
<td>NUR 992</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
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### Year 2: Summer

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<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 993</td>
<td>Transforming Practice III</td>
<td>4 / 192</td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td></td>
<td><strong>4 / 192</strong></td>
</tr>
</tbody>
</table>

**TOTAL HOURS POST-MASTERS DNP** 29 / 528
# POST-MASTERS DNP PART-TIME PLAN OF STUDY

<table>
<thead>
<tr>
<th>Year 1: Summer</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hrs/Clinical Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 990</td>
<td>Introduction to Transforming Practice</td>
<td>1/48</td>
</tr>
<tr>
<td></td>
<td>NUR 800</td>
<td>DNP Leadership I: Concepts for Evidence-Based Practice</td>
<td>3 / 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>4 / 48</td>
</tr>
<tr>
<td>Year 1: Fall</td>
<td>NUR 802</td>
<td>Emerging Science of Advanced Practice</td>
<td>2 / 0</td>
</tr>
<tr>
<td></td>
<td>NUR 820</td>
<td>Social Justice and Disparities in Health and Healthcare</td>
<td>2 / 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>4 / 0</td>
</tr>
<tr>
<td>Year 1: Spring</td>
<td>NUR 840</td>
<td>Technology for Transforming Nursing and Healthcare Systems</td>
<td>2 / 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>2 / 0</td>
</tr>
<tr>
<td>Year 2: Summer</td>
<td>NUR 824</td>
<td>Health Policy to Improve Health Disparities</td>
<td>2 / 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>2 / 0</td>
</tr>
<tr>
<td>Year 2: Fall</td>
<td>NUR 830</td>
<td>DNP Leadership II: Impacting Disparities in Health and Healthcare</td>
<td>3 / 0</td>
</tr>
<tr>
<td></td>
<td>NUR 991</td>
<td>Transforming Practice I</td>
<td>3 / 144</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>6 / 144</td>
</tr>
<tr>
<td>Year 2: Spring</td>
<td>NUR 860</td>
<td>DNP Leadership III: Transforming Systems</td>
<td>4 / 0</td>
</tr>
<tr>
<td></td>
<td>NUR 992</td>
<td>Transforming Practice II</td>
<td>3 / 144</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>7 / 144</td>
</tr>
<tr>
<td>Year 3: Summer</td>
<td>NUR 993</td>
<td>Transforming Practice III</td>
<td>4 / 192</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS</strong></td>
<td>4 / 192</td>
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<tr>
<td></td>
<td></td>
<td><strong>TOTAL HOURS (Part-time) POST-MASTERS DNP</strong></td>
<td>29 / 528</td>
</tr>
</tbody>
</table>
Prerequisite Policy

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

DNP COURSE DESCRIPTIONS

FNP Role Specialization Courses for the BSN to DNP program

NUR 701: Nursing Science. 3(3-0), F
Prerequisite: admission to the graduate programs in nursing or permission of instructor. This course is designed to address how nursing science has evolved and the state of the art of nursing science. Emphasis will be placed on analysis and critique of existing nursing models and theories.

NUR 703: Population Health: A Local to Global Perspective. 3(3-0), F
Prerequisite: admission to the graduate programs in nursing or permission of instructor. Fosters development of advanced knowledge of health concepts from a local, state, national, and global perspective. The phenomena of cultural competence, health disparities, and vulnerable/underserved populations will be explored. The course is a pre/co-requisite for NUR 704, a cultural immersion course required for FNP students.

NUR 704: Population Health Practicum. 1(0-3), F, S, Su
Prerequisite: admission to the graduate programs in nursing or permission of instructor. This course is a clinical component of NUR 703. The clinical experience will include 48 hours of immersion into a vulnerable, undeserved or culturally diverse population.

NUR 707: Advanced Health Assessment and Health Promotion throughout the Lifespan. 2(2-0), Su
Prerequisite: admission to a graduate program in nursing. Exploration of advanced health assessment and health promotion strategies for individuals, families, and communities. Includes consideration of diverse populations, cultural competence for providers, exploration of the meanings of health and illness, the use of complementary and alternative therapies, and the impact of spirituality.

NUR 711: Advanced Roles and Leadership in Nursing. 2(2-0), Su
Prerequisite: admission to a graduate program in nursing. Examination of advanced nursing roles with emphasis on role theory, leadership, and advanced competencies.

NUR 734: Advanced Physical Assessment and Clinical Reasoning. 5(3-6), F
Prerequisite: admission to the graduate programs in nursing or permission of the instructor. Advanced critical thinking, communication and diagnostic skills needed to obtain comprehensive and focused history and physical exams, analyze assessment data, generate differential diagnoses, evaluate and utilize screening and diagnostic modalities appropriately. An evidence-based framework will be utilized. Supplemental course fee.
NUR 730: Family Practice I. **6(4-6), F**  
Prerequisites: admission to the BSN to DNP program. Emphasis on evidence based clinical practice to promote health and prevent chronic disease. Didactic and clinical experiences include assessment, diagnosis and management of acute health problems in the geriatric, adult and pediatric population. Includes clinical experiences of no less than 96 hours.

NUR 750: Family Practice II. **6(4-6), S**  
Prerequisites: admission to the BSN to DNP Program. Emphasis on evidence based clinical practice to promote health and prevent chronic disease. Didactic and clinical experiences include assessment, diagnosis and management of chronic health problems in the geriatric, adult and pediatric population. Includes clinical experiences of no less than 96 hours.

NUR 770: Family Practice III. **6(4-6), F**  
Prerequisite: admission to the BSN to DNP Program. This course covers special clinical topics in NP practice including, but not limited to procedures, emergencies/trauma, wilderness medicine, pain management, and genetic disorders. Includes clinical experiences of no less than 96 hours.

NUR 772: Advanced Research Methods in Nursing. **3(3-0), S**  
Prerequisite: admission to the graduate programs in nursing or permission of instructor. Critical analysis of the researcher role, the research process, and research ethics within a nursing framework. Application of learned principles will result in the development of the research proposal.

NUR 761: Advanced Pharmacotherapeutics. **3(3-0), F**  
Prerequisite: admission to the graduate programs in nursing or permission of instructor. An in-depth analysis of pharmacotherapeutics and clinical pharmacotherapeutics for nurses in advanced practice including regulatory consideration in drug management. Identical to PAS 781. Cannot receive credit for both NUR 761 and PAS 781.

NUR 765: Applications of Advanced Pathophysiology. **3(2-2), S**  
Prerequisite: admission to a graduate program in nursing. Clinical application of advanced pathophysiology for advanced nursing roles. Includes laboratory experiences of not less than 32 contact hours.

NUR 788: Health Policies and Issues. **3(3-0), F, S**  
Prerequisite: admission to the graduate programs in nursing or permission of instructor. Exploration of current issues in healthcare, such as access to healthcare, reimbursement, healthcare reform, case management, and health policy development. Healthcare trends related to special populations and ethical issues will be emphasized.

NUR 790: Family Nurse Practitioner Advanced Practicum. **5(0-15), F, S, Su**  
Prerequisite: admission to the graduate programs in nursing or permission of instructor. Development of the role of a FNP in a supervised setting. Included clinical experiences of no less than 240 hours. Supplemental course fee.

**DNP Core Courses**

NUR 700/PBH 720: Epidemiology. **3(3-0), F, S**  
Prerequisite: admission to graduate programs in nursing. An introduction to the epidemiological methods and procedures utilized in the study of the origin, distribution, and control of disease. It will include the
study of infectious and non-infectious disease etiology, including vector control, host defenses and resistance, and investigation of disease outbreaks. Students will learn to use basic epidemiological concepts and methods for program planning, evaluation, and research. Basic statistical measures used in the analysis of clinical and epidemiological evaluations, including the measures of disease frequency and measures of absolute and relative effects, will be covered. Identical with NUR 700. Cannot receive credit for both NUR 700 and PBH 720.

NUR 800: DNP Leadership I: Concepts for Evidence-Based Practice. 3(3-0), Su
Prerequisite: admission to the DNP program and meet program progression requirements. This course explores foundational concepts and theories for the development of the DNP nurse leader and the DNP Change Project. Concepts include transforming healthcare through evidence-based practice, quality improvement, and leadership in healthcare systems, project planning, evaluation of evidence, and consideration of disparities in health and healthcare from a population focus.

NUR 802: Emerging Science of Advanced Practice. 2(2-0), F
Prerequisite: admission to the DNP program. In this course, concepts, theories, and philosophical perspectives relevant to nursing science, research, and advanced nursing practice are examined. Emphasis is placed on exploring, analyzing, and applying concepts, theories, philosophies, and research applicable to the discipline of nursing in general, and to the student's area of advanced practice and research.

NUR 820: Social Justice and Disparities in Health and Healthcare. 2(2-0), F, S
Prerequisite: admission to the DNP program and meet program progression requirements. This course fosters development of advanced knowledge of cultural competence, health and healthcare disparity, and social justice concepts. The analyzed role of the advanced practice nurse in relation to cultural competence, health and healthcare disparity, and population health is analyzed.

NUR 824: Health Policy to Improve Health Disparities. 2(2-0), Su
Prerequisite: admission to the DNP program. This course will analyze the development and implementation of healthcare policy and promote the role of the advance practice nurse in policy making as an advocate for issues related to social justice, vulnerable populations, and health disparities.

NUR 830: DNP Leadership II: Impacting Disparities in Health and Healthcare. 3(3-0), F
Prerequisite: admission to the DNP program and meet program progression requirements. Building on NUR 800, the focus of NUR 830 includes the concepts of leadership, change, problem solving, ethical decision making theories and their application to project planning. The concepts of translational research, quality improvement, and budgeting, within a health and healthcare disparities framework will be addressed.

NUR 840: Technology for Transforming Nursing and Healthcare Systems. 2(2-0), S
Prerequisite: admission to the DNP program. This course is designed to provide an overview of nursing and healthcare information technology for the advanced practice nurse. The purpose of this course is to explore information system concepts and leverage technologies that can be used to improve quality, enhance patient safety, and transform the health of individuals, families, communities and populations.

NUR 860: DNP Leadership III: Transforming Systems. 4(4-0), S
Prerequisite: admission to the DNP program and meet program progression requirements. This course builds on previous DNP Leadership courses with an emphasis on advanced leadership roles for transforming health and healthcare disparities at the systems level. Concepts addressed include implementing a strategic plan and evaluating plan outcomes; resource management; leading and managing
change and innovation in diverse healthcare environments; healthcare economics; influencing healthcare policy, and organizational culture and behavior; program/impact evaluation. Advanced leadership roles, such as consultant, entrepreneur, grant writer, mentor, advanced advocate, and change agent will be included.

**NUR 990: Introduction to Transforming Practice 1(0-3) F, S, Su**
Prerequisite: Admission to the DNP program and meet program progression requirements. This course utilizes foundational leadership and evidence-based practice concepts necessary to begin developing a health or healthcare systems change project. Skills applied include identifying research interests, project site, population, key stakeholders, and resources. An initial literature review will be developed to address a health and/or healthcare disparities problem. This course has no less than 48 hours of clinical.

**NUR 991: Transforming Practice I. 3(0-9) F, S, Su**
Prerequisite: Admission to the DNP program and meet program progression requirements. This DNP project course focuses on the application of concepts and skills necessary to plan an improvement change project to address health and/or healthcare disparities. Skills applied include advanced leadership, project planning, budgeting, managing risk, and navigating project barriers. This course has no less than 144 hours of clinical.

**NUR 992: Transforming Practice II. 3(0-9) F, S, Su**
Prerequisite: Admission to the DNP program and meet program progression requirements. During this course, an evidence-based project to transform practice within a healthcare system will be implemented and evaluated. The project will address disparities in health and/or healthcare, and data will be collected for project evaluation. A minimum of 144 clinical hours is required.

**NUR 993: Transforming Practice III. 4(0-12) F, S, Su**
Prerequisite: Admission to the DNP program and meet program progression requirements. During this course, the DNP student will utilize and synthesize project findings with current evidence to develop scholarly products of publications and presentations for dissemination. A minimum of 192 clinical hours is required.

**Prerequisites and other Graduate Nursing Courses**

**NUR 635: Healthcare Informatics. 3(3-0), S, Su**
Integration of health, computer and information sciences in managing information to support healthcare and research. Development of skill in managing information and using information systems relevant to healthcare. Cannot receive credit for both NUR 515 and NUR 635.

**NUR 640: Advanced Human Pathophysiology. 3(3-0), F, S**
Prerequisite: admission to the FNP or Nurse Educator specialization or instructor permission. Exploration of pathophysiology with focus on healthcare problems relevant to nursing. Cannot receive credit for both NUR 565 and NUR 640.

**NUR 695: Independent Study in Nursing. 1-6, F, S, Su**
Prerequisite: permission of instructor. Special topics for individual students may be offered as specific topics of interest or as needs arise which are not covered by courses or content in the program. May be repeated for credit for a maximum of 6 credit hours as topics change. May be taught concurrently with NUR 596. Cannot receive credit for both NUR 596 and NUR 695.
NUR 696: Special Topics in Nursing. 1-3(1-3), F, S, Su
Prerequisite: permission of instructor. Special topics for groups of students may be offered as specific topics of interest or as needs arise which are not covered by courses or content in the program. May be repeated for credit for a maximum of 6 credit hours as topics change. May be taught concurrently with NUR 597, but cannot receive credit for both NUR 597 and NUR 696.

NUR 798: Research. 1-6, F, S
Prerequisite: permission of research advisor. Application of the research process in the supervised study of a selected problem. May be repeated for a maximum of 6 credit hours.

PSY 627: Advanced Psychological Statistical Methods. 3(3-0), F, S, Su
Recommended Prerequisite: introductory statistics course selected from PSY 200, 711; AGR 330; ECO 308; MTH 340; QBA 237; REC 328; SOC 302; or equivalent. A review of introductory statistics and investigation of research methods in behavioral sciences that require multivariate statistical models. This course taken as an applied orientation and emphasizes the use of statistical packages. Topics include linear models, principal components analysis, discriminant analysis, multiple regression analysis, multiple regression with categorical variables, and multi-factor ANOVA. May be taught concurrently with PSY 527. Cannot receive credit for both PSY 527 and PSY 627.

DNP PROJECTS

Overview
The DNP project is an exciting opportunity for the DNP student to demonstrate leadership skills in the development and application of evidence-based practice to transform a system and improve healthcare outcomes of a patient population. Under the guidance of a three-member faculty project committee in consultation with a preceptor, the student will analyze a system, identify and form relationships with key stakeholders, perform a needs assessment, gather evidence, collaboratively develop outcome measures, implement a systems change, evaluate gathered data, and disseminate the results. The following information is provided to help the student understand the processes involved in the DNP project.

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

<table>
<thead>
<tr>
<th>Examples of previous DNP projects</th>
<th>Examples of unacceptable projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating autism screening into well child visits in a primary care clinic.</td>
<td>An educational program to educate nursing students.</td>
</tr>
<tr>
<td>Implementation of an evidence-based health teaching intervention aimed at aiding in the recovery from acute myocardial infarction.</td>
<td>A health policy change as the main focus.</td>
</tr>
<tr>
<td>Implementation of a pressure ulcer prevention protocol within a nursing home facility.</td>
<td>The development of a new assessment or treatment algorithm. However, it can be part of a project but not the sole purpose.</td>
</tr>
<tr>
<td>Implementation of an injury prevention program in an elementary school.</td>
<td>A review of literature of a selected topic with production of an article. Note: all projects will include a review of literature and production of an article but more is involved in a DNP project.</td>
</tr>
</tbody>
</table>
Implementation of evidence-based interventions to decrease the rate of post-surgical infection within a hospital unit.

Development of a website as the sole purpose of the project.

Implementation of interventions to decrease post-op nausea and vomiting for surgical patients.

Projects that cannot be measured or evaluated.

Development and implementation of a smoking cessation program for women on a college campus.

Characteristics of a DNP project:

- Is evidence-based and data-driven.
- Transforms a macro or micro-system to improve healthcare outcomes.
- Addresses most of the six Health and Medicine Division (HMD), formally called the Institute of Medicine (IOM), Aims for quality improvement: safe, effective, patient-centered, timely, efficient, and equitable (Crossing the Quality Chasm Report, 2001; Institute of Medicine).
- Incorporates technology as appropriate.
- Includes an evaluation plan to measure outcomes.
- Is approved by the MSU Institutional Review Board (IRB).
- Addresses health or healthcare disparities (though they may not be the main focus of the project).
- Addresses sustainable change.
- Includes dissemination of results.
- Can be completed within four semesters.
- Will culminate in a publishable journal article, a formal oral presentation, and a portfolio of student work.

DNP Project Committee

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

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

DNP Project Preceptor

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

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

**DNP Project Sequencing**

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

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

**Clinical Tracking**

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

**Publishing and Presenting the DNP Project**

It is expected that the DNP project (or an aspect of the findings) will be disseminated through professional conference presentations and submitted for publication in a scholarly journal. For each presentation or manuscript, deciding who will be listed as primary presenter or author should be negotiated before submission to a venue. Several factors need to be considered when deciding primary authorship, including those who initially had the idea to pursue the venue, and who will do the majority of the work to get the article or presentation ready for submission. DNP Committee members may be solicited as additional co-authors, if they have or are willingly to contribute significantly to the form of the work that is being submitted.

**DNP Project Defense**

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

**Final Competencies for DNP Students**

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

Once the student has passed the DNP project defense and comps, they then are required to come to campus to present their project to their peers and future DNP students. Graduation is the following day; therefore, students are required to come to campus for two days.
DNP CLINICAL EXPERIENCES

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

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

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

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

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

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

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

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

**Hair**

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

**Cosmetics**

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

**Tattoo Policy**

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

Faculty and students in the School are prohibited from having tattoos visible in the clinical area on the neck, head, face, ears, hands, fingers, arms, legs, and ankles. Tattoos that are visible should be covered at all times while in the clinical agency or during any School-related clinical activity. In addition, all members of the university community must follow the MSU Nondiscrimination Policy, and all students must follow the Student Code of Rights and Responsibilities, both of which prohibit harassment and/or discrimination. Some tattoos may create a hostile environment, and the referenced policies will be enforced. Faculty, students, and staff who violate this policy will be subject to disciplinary action up to and including dismissal from the program for students or employment for employees. In those cases in which a clinical site has stricter guidelines regarding tattoos, the clinical site’s guidelines will be followed for students at that site.

**Substance Abuse Policy**

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

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

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

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

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

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

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

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

A. Frequent absences from class, clinical or lab and/or disappearance from such
B. Isolation and withdrawal
C. Patient care errors particularly medication errors
D. Detectable odor of alcohol
E. Increasingly poor decision and judgment
F. Illogical or sloppy charting
G. Unusual accidents/incidents
H. Deteriorating personal appearance
I. Changes in motor function/behavioral patterns including personality changes, mood swings, illogical thought patterns, gait disturbances, impaired dexterity, slurred speech, drowsiness/sleepiness, and papillary changes
Missouri State University School of Nursing

Student Impairment Consent Form

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

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

- I will not drive myself to the screening facility or home after the screening.
- It is my responsibility to pay for the drug screen and transportation.
- 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 Post-Masters DNP Students
Students are required to be on-campus a minimum of two times during the program. The date and times for these on-campus visits will be published annually, prior to the start of the academic year.

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

Clinical Policies for the BSN to DNP Program
The School of Nursing utilizes NP clinicians with FNP national certification designated as clinical faculty and supervisors to assist in the evaluation of student clinical success in the NP role. The NP clinical Coordinator and supervisor faculty, arrange clinical placement, ensure students meet the minimum standards of the clinical site, perform site visits every semester at the clinical site to evaluate student knowledge and skills in primary care, evaluate student success by grading clinical paperwork and performing site visits, and serve as a liaison for preceptors and faculty.

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

The FNP Program Coordinator in conjunction with the FNP clinical faculty arrange clinical experiences for BSN to DNP students. Clinical preceptors selected by the faculty meet the MSU preceptor qualifications, including appropriate educational and experiential qualifications. The clinical faculty are responsible for securing all potential clinical sites and preceptors, and orienting students and preceptors to the clinical environment. Clinical locations, practice types, patient populations, and preceptors will be varied to allow for a diverse experience and to ensure students are evaluating and providing care for patients across the lifespan. To guarantee that every student has clinical experiences providing care for a variety of ages, health conditions, and clinical settings the clinical faculty:

- Evaluates each student’s progress by reviewing the Typhon graphical report, which contains an overview of the clinical logs.
- Formulates clinical assignments according to the individual learning needs identified on the graphical report.
- Ensures students only utilize each clinical site one time while in the program, thereby providing a variety of clinical settings with a diverse patient population.

The goal is to balance clinical sites and rotations, with some being local and others requiring travel to rural locations. Students will travel outside of the local community and or region during the course of the program to ensure quality family practice clinical experiences. Travel requirements for clinical experiences are discussed with the students during the initial interview process, during clinical orientation and then again prior to every clinical semester.
Clinical Sites
The FNP faculty determine the clinical site selection. Many factors are considered when determining student clinical assignments, including clinic volume, patient demographics at the location, previous student evaluations regarding the site and the preceptor, the geographic location, and the number of other students at the location.

Clinical sites selected for the DNP program must have a current contract with the School of Nursing. The clinical site must provide an environment in which the students can meet the learning objectives for the clinical course. Student requirements include ample space for the student to work, enough patients that are willing to allow student practice, and supportive staff to assist in student success.

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

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

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

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

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

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

Pre-Clinical Evaluation Process

**Student Self-Evaluation:** Prior to clinical rotations each semester the student completes a self-evaluation of their clinical skills by completing an electronic clinical competency form. The students rate themselves on a continuum of weak to exceptional. Content areas include: physical assessment across the lifespan; diagnosis and treatment of common illnesses and diseases; knowledge of developmental milestones and theories; health promotion theories and strategies; immunizations, epidemiology, child abuse risk factors; indicators and legal abuse reporting requirements, domestic, partner and elder abuse; and screening recommendations. The results of this evaluation are submitted to the clinical coordinator. The results are utilized to determine four to five specific clinical objectives.

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

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

**Clinical Documentation**

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

The School of Nursing utilizes the Typhon Clinical Tracking system. This system allows faculty and students to view information regarding all aspects of the clinical experience. This system provides data on:
- Total cases, total patient hours, average caseload per day and time spent with each patient.
- Total number of rural or underserved patients provided care.
- Patient age, race, and patient gender.
- Reason for visit, type of history and physical completed, and insurance status.
- Decision making complexity, type of visit, and amount of student participation in the visit.
• Addressed social problems, prescriptions written by category, and medication adherence.
• Procedures/skills, general competencies observed, assisted and/or performed. Faculty set minimum recommendations.

Clinical Logs
Students are required to maintain a clinical log via the Typhon program to track and document clinical hours and all patient encounters. The clinical logs are reviewed weekly by designated FNP clinical faculty and at the 48- and 96-hour mark. This allows for ongoing monitoring of compliance with the required clinical documentation and identification of patient volumes being seen. The student must submit documentation of their hours with the preceptor’s signature for verification at midterm and completion of the clinical rotation. All required clinical paperwork is reviewed on Blackboard by the NP faculty at midterm as well as at the completion of every clinical rotation. Required clinical paperwork includes
  • Individual graphical case log report.
  • Student summary regarding their specific clinical objectives, progress toward meeting the objectives, and a clinical self-evaluation.
  • Clinical log hours, signed by the preceptor.

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

Preceptor Evaluation of Student and Site Visits
The preceptors are sent student evaluations at midterm and at the completion of each clinical rotation via Typhon email. The evaluations are reviewed by the assigned NP faculty. Feedback/comments from the preceptors are summarized by NP faculty and incorporated into real time written feedback via the grader comments in the clinical log assignment via the Blackboard system. The NP faculty also complete a student evaluation at the time of the faculty site visit, they meet with the students and provide verbal feedback regarding their clinical performance at this site visit. At the completion of each clinical rotation the NP faculty meet with their assigned students to review clinical performance and address any areas of concern.

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

Faculty Site Visit Process
• The student negotiates a date and time for the NP faculty to visit the clinical site, there must be a patient for the student to examine with the faculty.
• The NP faculty arrive to the designated clinical site and meet with the preceptor without the student present to discuss the student’s clinical performance.

• The student and preceptor select a patient. The student then performs the entire clinical patient visit with the NP faculty in the room.

• The student presents the patient history and exam findings to the preceptor, with the NP faculty present.

• The preceptor will then evaluate that same patient and discuss their findings with student, addressing specifically any discrepancies between the student and preceptor findings.

• The NP faculty will then meet with the student independent of the preceptor to provide immediate verbal feedback and input on their clinical performance.

Students are provided with verbal feedback by the NP faculty immediately following the midterm site visit. In addition, written feedback is provided to the student via the grader comment section on Blackboard after the 48 and 96 hour logs are graded by the NP faculty. At the completion of each clinical rotation, the student receives written correspondence from the assigned NP faculty regarding their overall clinical performance as well as informing them of areas that may require additional work in future clinical semesters. Students complete evaluations at the end of each clinical rotation on the preceptor and the clinical site. All student evaluation responses are reviewed at the end each clinical rotation by the NP faculty. If concerns or negative comments are identified by a student, the NP faculty will fully investigate the clinical site and complete a formal evaluation on the preceptor prior to utilization of that site for clinical. NP faculty have the ability to make changes to clinical sites and preceptors based on feedback from the student’s experience, NP faculty site and preceptor evaluations.

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

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

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

Clinical Improvement Process/Procedure
If a student is found to have an unsatisfactory score on the clinical evaluation, they will be placed on clinical probation and a performance improvement plan will be developed:
• A meeting between the student and NP faculty will occur to review and discuss the specific clinical weaknesses identified.
• The student in conjunction with the NP faculty will outline a specific action plan that addresses each area of concern.
• Depending on the areas of weakness identified, specific additional education may be required or clinical time may be extended, or if the student does not meet minimum standards to continue in the DNP program the student may be dismissed without further clinical time.
• The NP faculty will meet with the student again either at the clinical site or other designated area to ensure all areas of concern have been completely addressed.
• If the NP faculty determine that the student does not meet criteria to pass the clinical course, the student will receive a failing clinical grade which then results in failure of the associated didactic course. See Clinical Probation and Clinical Failure below for more information.
• If a DNP student fails a course, the student would be dismissed from the DNP program.

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

Clinical Remediation and Failure

Clinical Probation
Clinical probation is determined by the clinical performance of the student in relationship to the course objectives, including expected behaviors and attitudes, consistent with those of an advanced practice healthcare professional. Students may be placed on clinical probation for one or more of the following:
  o Failure to meet the course objectives as outlined in the syllabus.
  o Failure to demonstrate professional behaviors and attitudes consistent with those of an advanced practice professional.
  o Failure to demonstrate improvement in areas identified as unsatisfactory by the clinical supervisors.
  o Unsatisfactory clinical performance
  o Final clinical evaluation utilizing the standardized clinical evaluation form (scale 1-5):
    o An average score of less than 3.0 = intermediate; requires a moderate amount of assistance or supervision, for practicum an average score of less than 4.0 = competent; requires some assistance or supervision
    o More than one area of a rating of 1.0 = weak; minimally acceptable level for this course the majority of the time on the final clinical evaluation
  o Clinical supervisors maintain the right to extend clinical hours as determined necessary to meet course objectives and competency.
  o Students placed on clinical probation must meet requirements for clinical competency and professional behavior prior to returning to the clinical area. Specific criteria must be met in order to advance to the next clinical rotation. Clinical requirements are determined by the NP faculty on a case-to-case basis.
  o Demonstration of any serious actions inconsistent with University, School of Nursing, or graduate course policies may result in disciplinary action including dismissal from the nursing program without a probationary period. These may include, but are not limited to, initiating clinical experiences without a contract, initiating interventions or actions without appropriate supervision or approval of the preceptor, consistent difficulties applying
evidence-based practice theoretical knowledge to the clinical setting, and/or failure to complete clinical coursework.

- Within five business days of the decision, a student on clinical probation will receive a written statement of the probation from the Graduate APG Committee or designated representative indicating areas of weakness. The student is expected to complete the requirements of the probation by the end of the course. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the Graduate APG Committee will remove the probationary status at the end of the course. Failure to meet the requirements of the probation will result in clinical failure. A student who is not satisfied with disciplinary action may appeal following the Grievance Policy in this handbook.

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

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

The faculty will notify the Graduate APG Committee of any student placed on clinical probation or who earns a clinical failure. In addition, a copy of the notification letter will be placed in the student's academic file. The student may appeal the action to the Graduate APG Committee. See Student Grievance and Appeal Policy and Procedure in this document for more information.
Section 4: Student Rights and Responsibilities

STUDENT RIGHTS

Student Bill of Rights

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

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

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

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

Student Representation

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

STUDENT RESPONSIBILITIES

Graduate Catalog

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

Academic Honesty

Nursing students are expected to demonstrate satisfactory academic, clinical, and professional behavior. Academic honesty is an expectation of all students in the clinical and classroom settings.
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.

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

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

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

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

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

Reporting Academic Dishonesty
All members of the university community share the responsibility and authority to challenge and make known acts of apparent academic dishonesty. Any student, faculty member, or staff person who has witnessed an apparent act of student academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, is strongly encouraged to report said act. Acts of apparent academic dishonesty that occur in the classroom must be reported directly to the course instructor, and/or the course instructor’s School head, and/or the instructor’s college dean. Incidences of apparent academic dishonesty whether associated with a particular course or not, may also be reported
directly to the AIC by contacting the Chair of the Council (the Provost or designee) in the Office of the Provost, Carrington Hall 209. For further information, visit the MSU Academic Integrity Website.

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.  
http://www.civilitycenter.org/

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

- The subject header should be informative, indicating the purpose of your message.
- Always use a greeting; avoid using “Hey” or similar words. Spell your professor’s name correctly. Generally, you should use “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. 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.

Citations and Other Etiquette Sources


SOCIAL MEDIA POLICY

What Are Social Media?

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

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

What This Policy Means For You

This policy applies to all nursing students and will be updated regularly to account for significant developments in the social media space. The policy applies to the use of social media, both when promoting the School of Nursing and when interacting with former, current, and potential students. This policy is not intended to cover online interactions that are entirely personal in nature and do not have the potential to be associated with the School of Nursing.
This Social Media Policy supplements the University School of Nursing’s existing policies, the Code of Ethics for Nursing, and HIPAA. Students must abide by all MSU School of Nursing policies when participating in social media.

**Definitions**

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

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

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

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

**For All Students**

- Your personal social media profiles are your own. However, if you identify yourself as a MSU nursing student on your profiles, everything you post is a reflection on MSU and the School of Nursing and falls under this policy. Accordingly, when identifying yourself as a nursing student, you are expected to protect the School’s reputation and to abide by the policies.
- Do not establish a personal profile on any social media site for the explicit purpose of promoting the School of Nursing.
- Do not create School of Nursing branded accounts without the express approval of the School of Nursing and the social media manager.
- Do not use your social media profiles to spam or solicit potential or current students or faculty.
- Do judiciously share announcements from the School of Nursing with those in your personal network to whom you feel it provides value.
- Do submit a request to post an event or other promotions on School of Nursing social media sites to the social media manager. Submit your request at least one week prior to your requested posting date.
- Be transparent in all of your communications. Should you choose to offer your opinions, discuss your involvement with, or experience at the School of Nursing, you must clearly state your name and your connection to the School. On social networking sites that require posts with limited character lengths, a brief and/or informal introduction (ex: “I am a nursing student at MSU”) anywhere in your post is sufficient.
- According to the School of Nursing policies, all nursing students are responsible for protecting confidential and proprietary information regarding the School, its courses, course materials,
products, partners, affiliates, employees, students, customers, and alumni. If you are unsure of the confidential or public nature of a piece of information, do not post it.

- Do not discuss competitors. Do not insult, disparage, or offer your opinions on competitors, their partners, employees, students, courses, or their program.
- Be mindful of your relationship with other students. As an educational institution, the School of Nursing plays a unique role in the lives of its students. Any online activity by the nursing students that could interfere with another student’s relationship with the School, or adversely affect the value of the education provided by MSU, may be grounds for disciplinary action.
- Uphold educational ethics. Ensure that all posts and communications with students uphold standard ethical practices of the educational relationship.
- Exercise good judgment in regard to posting content. Remember that the content (notes, links, photos, etc.) you post to your profile will be visible to the public.
- Respect intellectual property laws. Do not use third-party trademarks or copyrighted materials without authorization or proper attribution.
- Use of MSU or School of Nursing intellectual property. Do not attach MSU logos, trademarks, or any other MSU images, audio files, or animations to your personal profiles or your personal posts. All reposts of MSU-owned content must provide a link back to the original source. Additionally, any articles, blogs, or other items referenced on MSU's behalf must be credited.
- Never post confidential, defamatory, private, or potentially harmful information about MSU or the School of Nursing, its employees, customers, students, or alumni. Any individual found to be in violation of these policies will be subject to disciplinary action, which may include but is not limited to dismissal and criminal prosecution.
- Forward all press inquiries to the School of Nursing.

Preventing and Managing Negative Posts and Comments

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

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

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

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

**PROFESSIONALISM**

**Policy on Professionalism and Professional Conduct**

In addition to meeting the academic standards of MSU and the School of Nursing, students enrolled in nursing courses that are part of the BSN, MSN, or DNP programs of study must demonstrate professionalism in clinical and classroom experiences. Professionalism is defined as behaviors and attitudes congruent with the ANA Code of Ethics, guidelines and standards of practice, the State of Missouri Nurse Practice Act, 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 demonstrate increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Therefore, professionalism includes, but is not limited to, satisfactory clinical performance and behaviors consistent with professional conduct.

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

A student who demonstrates unprofessional behavior will be notified by the faculty at the time of the misconduct or discovery of the misconduct that disciplinary action may be taken. The faculty will document the unprofessional behavior in writing and counsel the student within five business days to discuss any disciplinary action that may be taken. Written documentation of the unprofessional behavior and any disciplinary decision will be placed in the student’s permanent file. The student may respond in writing within five business days to the faculty's findings and/or submit written documentation relevant to the behavior. Refer to the “Appeal Policy” for detailed procedures. Depending on the nature of the unprofessional behavior, the faculty may enforce, but is not limited to, the following sanctions on the student:

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

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

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT

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

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

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

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

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

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

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

All licensed nurses and nursing students who violate a restriction or limitation placed on their practice by the School of Health shall be subject to denial of licensure or the disciplinary processes of the Missouri State Board of Nursing.
It is the position of the Missouri State Board of Nursing that all licensed nurses and nursing students with HIV or HBV are entitled to the same reasonable accommodation guaranteed by the Americans with Disabilities Act

References:

Retrieved April 20, 2017 at Missouri State Board of Nursing:

BLOODBORNE PATHOGENS POLICY

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

This policy and procedure will address the following:
1. Prevention of Bloodborne Pathogens exposure
2. Post-exposure management and annual training for nursing students, faculty, and staff
3. Documentation

Policy Implementation
• The university’s School of Nursing faculty will review this policy at least annually and modify as needed.
• Nursing students, faculty, and staff must comply with the procedures and work practices listed in the policy, as well as the policy and procedures in agencies in which their clinical experiences occur.
• All nursing students, faculty, and staff will receive annual Bloodborne Pathogens training. A copy of a certificate identifying that training has been completed will be placed in the student file, or the personnel files of faculty or staff.
• The nursing School head will be responsible for storing all documents related to Bloodborne exposure and training.

Procedure

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

a. Initial training must be completed within the first month of employment for faculty and staff. Nursing students will complete initial training upon entering the nursing program and prior to the first clinical experience, whichever occurs first.

b. Annual training must be completed between August 1 and August 31 of each year, regardless of the time of the initial training.

c. Training is available online, with DNP administrative assistant responsible for online training maintenance.

d. Training of Bloodborne pathogen disease will include:

   - Epidemiology, symptoms, and transmission training.
   - Explanation of the OSHA standards.
   - Explanation of the Bloodborne Exposure Plan.
   - Explanation of methods to recognize tasks and other activities that may involve exposure to blood and other infectious materials, including what constitutes an exposure incident.
   - Explanation of the use and limitations of engineering controls, work practices, and PPE.
   - Explanation of the of PPE selection.
   - Information on the Hepatitis B vaccination (efficacy, benefits, method of administration, safety, and availability).
   - Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.
   - Explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and medical follow-up.
   - Information on the post-exposure evaluation and follow-up.
   - Explanation of the signs and labels and/or color-coding required by the standard.
   - Opportunity for questions and answers.

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

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

3. Engineering controls and work place practices. To prevent contact with Bloodborne pathogens, all nursing students, faculty, and staff are to select appropriate PPE to act as a barrier when performing a task/procedure that might result in exposure. Examples of include the following:

   a. Latex or non-latex exam or surgical gloves
   b. Needle stick protective devices
   c. Masks / respirators
   d. Face shields or goggles / safety glasses
   e. Shoe covers
   f. Sharps disposal containers. Sharps containers are inspected and when three-fourths full replaced by the lab coordinator or responsible clinical preceptor.
4. Universal precautions using PPE. PPE is provided to the nursing students, faculty, and staff by either the clinical agency or the School of Nursing at no cost to them. Annual training is provided by the School to show the appropriate use of PPE for the tasks and procedures nursing students and faculty perform. All nursing students, faculty, and staff using PPE with universal precautions must observe the following:

a. Wash hands immediately or as soon as possible after removal of gloves or other PPE.

b. Remove PPE after it becomes contaminated and before leaving the work area.

c. Used PPE may be disposed of in the biohazard containers.

d. Wear gloves and other appropriate PPE when it can be reasonably anticipated that there may be contact with blood or other potentially infectious material, and handling or touching contaminated items or surfaces; replace if torn, punctured, contaminated, or if its ability to function as a barrier is compromised.

e. Never wash or decontaminate disposable gloves for reuse.

f. Wear appropriate face and eye protection when splashes, sprays, spatters, or droplets of other potentially infectious material pose a hazard to the eyes, nose, or mouth.

g. Immediately remove any garment contaminated by blood or other potentially infectious materials, avoiding contact with skin or other surfaces.

h. Contaminated needles and sharps are not bent, recapped, or removed, but rather, placed directly into the sharps container.

i. Eating, drinking, applying cosmetics or lip balm, and handling contact lenses is prohibited in work areas in which there is potential for exposure to Bloodborne pathogens.

j. Food or drink is not kept in refrigerators, freezers, or countertops, or in other storage areas where blood or other infectious materials are present.

k. Mouth pipetting/suctioning of blood or other infectious materials is prohibited.

l. PPE will be used for all procedures involving blood, body fluids, or other infectious materials where splashing or other actions generating droplets may occur.

m. Specimens of blood or other potentially infectious materials are placed in designated leak-proof containers, appropriately labeled, for handling and storage.

n. If outside contamination of a primary specimen container occurs, that container is placed within a second leak-proof container, appropriately labeled, for handling and storage. If the specimen can puncture the primary container, the secondary container must be puncture-resistant.

o. Equipment that becomes contaminated is examined prior to servicing or shipping and decontaminated as necessary unless it can be demonstrated that decontamination is not feasible. Information regarding the remaining contamination is conveyed to all affected: co-workers, equipment manufacturers, and service representatives prior to handling, servicing, or shipping.

p. An appropriate biohazard-warning label is attached to any contaminated equipment to identify the contaminated portions.

5. Housekeeping. All regulated waste will be placed in a leak-proof container with the appropriate biohazard color-coded label. All containers, including the sharps container, will be disposed of by MSU Environmental Services by calling (417) 836-8334, visiting http://www.missouristate.edu/environmental, emailing EnvironmentalManagement@missouristate.edu, or following clinical agency protocol.
6. A contracted vendor will clean soiled laundry in the School of Nursing. Each clinical agency will be responsible for handling soiled laundry at that agency. Nursing students, faculty, and staff should handle contaminated laundry using universal precautions.
   a. Guidelines for handling of contaminated laundry include the following:
   b. Place wet contaminated laundry in leak-proof, biohazard color-coded and labeled container before transport.
   c. Use biohazard laundry bags.
   d. Wear the following PPE when handling and/or sorting contaminated laundry: gloves, and gown and mask if appropriate.
   e. Contracted vendor for laundry service will be notified immediately to remove the contaminated laundry as soon as possible.
   f. Contaminated laundry will be stored inside the learning lab until picked up by the contracted laundry service vendor.

7. All nursing students prior to entrance into the nursing program and all nursing faculty who are doing nursing lab or clinical experiences are required to have the series of three Hepatitis B vaccinations. Vaccinations may be available at Taylor Health and Wellness Center on campus, the Local Health School, or Primary Care Providers. Documentation of the completed Hepatitis B series must be noted in the student file or personnel file. On occasion, a nursing student or faculty may choose to decline vaccination, and they must sign a declination form that will be kept in the permanent file in the School of Nursing. The nursing student or faculty who initially declined vaccination may obtain the vaccination at a later date. The cost of the vaccination is the responsibility of the Individual. Clinical agencies used for critical nursing clinical experiences may require Hepatitis B vaccination as a condition for clinical practice, and declination to pursue vaccination may result in the inability to meet program and course objectives for graduation.

Post-exposure management and annual training of nursing students, faculty, and staff. An exposure incident may include:
- A needle stick, cut, or splash exposing the skin or mucous membranes (eyes, nose, or mouth) to blood or other potentially infectious material.
- A cutaneous exposure involving large amounts of blood or other potentially infectious materials.
- Any prolonged contact with such materials, especially when the skin is not intact.

Clinical supervisors must have access to and be familiar with the Bloodborne pathogen post-exposure management plans of the clinical agency where students are engaged in clinical experiences. The exposed individual will use the following procedure if exposed to a Bloodborne pathogen. Should an exposure incident occur, immediately implement the following first-aid procedures:
1. Wash hands and clean the body area exposed with antibacterial soap and water as soon as possible.
2. Flush eyes or other mucous membranes with water.
3. Notify the clinical supervisor and clinical preceptor for guidance in managing the post-exposure incident within 60 minutes of the exposure.
4. Complete any documentation requested by the clinical agency and the School of Nursing.

The post exposure plan will be managed by the program director, in which the exposed faculty or student incident occurred. The lab coordinator will manage staff exposure incidents. The clinical supervisor will use the following guidelines for managing the post-exposure:
1. Notify the School of Nursing and the program director. Either the School Director or the program director will notify the dean of the CHHS.

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

3. Encourage the exposed individual to seek management from a healthcare provider covered by his or her health insurance company immediately after the incident. The exposed individual is strongly advised to have a blood test for HIV, HBV, and HCV drawn as soon as feasible after the exposure incident. In some cases, post-exposure medications may be started within a specific timeframe (12 hours); therefore, exposed individuals are encouraged to seek evaluation and possible treatment from their primary care provider immediately.

4. Exposed individuals may seek management from the clinical agency or Taylor Health Center at their own expense.

5. Seronegative individuals need to be re-tested at six weeks, twelve weeks, and six months post exposure. During this six-month timeframe, exposed individuals shall follow the recommendations from the CDC. <http://www.cdc.gov/ncidod/dhqp/pdf/bbp/Exp_to_Blood.pdf> and their primary care provider for preventing the transmission of HIV or other Bloodborne pathogens.

6. There may be additional requirements of the clinical agency (i.e., incident report).

7. The exposed individual is responsible for any cost incurred to manage the Bloodborne pathogen exposure.

8. The program director is responsible for follow-up and documentation of the post-exposure incident for any faculty or student Bloodborne exposure.

**Exposure Documentation**

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

**STUDENT GRIEVANCE AND APPEAL POLICY AND PROCEDURE**

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

**Unprofessional Behavior**

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

**Student Notification**

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

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

**Appeal Policy**

- If the student wishes to initiate a formal appeal to refute any decision, the student must submit a letter of appeal to the faculty member within five business days of receiving the decision.
- Upon receipt of the student’s letter of appeal, the faculty member will review all available information relevant to the situation and provide the student with a written decision within five business days.
- If resolution of the grievance is not achieved, the student should contact the program director (or appointed representative) within five business days following receipt of the faculty member’s written decision. A meeting between the program director or representative and the student should be held within five business days of the student’s request for a meeting. The student will receive written notification of the program director’s decision within five business days.
- If resolution of the grievance is not achieved with the program director, the student may continue the appeal process by submitting a letter of appeal to the Graduate APG Committee.
within five business days. The Committee will schedule a meeting within ten business days of receiving the letter of appeal and will review all available information relevant to the decision and the appeal. Student attendance at the Committee meeting is at the request of either party. The Committee will have five business days to deliver a written decision to the student.

- If the student wishes to appeal the APG Committee's decision, the student should contact the School of Nursing Director (or appointed representative) within five business days following receipt of the program director’s written decision. A meeting between the School of Nursing Director or representative and the student should be held within five business days of the student’s request for a meeting. The student will receive written notification of the School of Nursing Director’s decision within five business days.
- If the student wishes to continue the appeal process beyond the School of Nursing, the student should make an appointment with the Dean of the CHHS (or designated representative) within five business days.
- After this point of the appeal procedure, Office of Provost Student Grievance Policies will be followed.
- The instructor must allow a student involved in an appeal to continue attending class until all appeals are resolved.
- In the case of unsafe practices by the student in a clinical area, the student will not be allowed to continue at a clinical site until all appeals are resolved.

**The Letter of Appeal**

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

**Note**

- Flexibility may be needed when scheduling meetings to accommodate the student’s schedule, as well as the teaching and administrative schedules of faculty and administrators.
- The student may elect to withdraw the appeal at any time, in which case the initial decision will stand. Documentation of the decision and appeal processes will be retained in the student’s permanent School file.
- If at any point in the appeal process the appeal is granted, the student’s academic record will be amended as necessary to reflect the decision.
Section 5: Faculty Expectations and Responsibilities

FACULTY RIGHTS AND RESPONSIBILITIES

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

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

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

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

Attendance Policy

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

The University expects faculty to be reasonable in accommodating students whose absence from class resulted from the following:
1. Participation in university-sanctioned activities and programs
2. Personal illness
3. Family and/or other compelling circumstances

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

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

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

The course instructor may have a student administratively withdrawn from a course upon showing good cause and with the concurrence of the School of Nursing Director. The appeals process in case of such administrative withdrawal shall be as stated in the academic regulations under Grade Appeal and Academic Grievances at http://www.missouristate.edu/policy/op3_04_28_gradeappealandacademicgrievances.htm.

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

ADVISING

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

SCHOOL OF NURSING FACULTY AND STAFF

School of Nursing Director

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

DNP Program Nursing Faculty

**Allison Anbari, PhD, BSN,** is an Assistant Professor in Nursing. She has a Bachelor’s Degree in Business Administration from Truman State University and received her BSN from Cox College. She teaches a variety of courses in both the generic BSN and DNP Programs. Her research interests include patient safety, specifically in the adult acute settings, nursing education, and communication. She can be contacted at 417-836-5310 or via e-mail at AllisonAnbari@missouristate.edu.
Jo Ellen Branstetter-Hall, PhD, RN, is an Assistant Professor in Nursing and the BSN-Completion Program Director. She graduated with her BSN from Pittsburg State University, MSN and PhD from the University of Kansas. She teaches in the undergraduate nursing programs. She may be reached through the nursing office at 417-836-5310, or by email at jobranstetterhall@missouristate.edu.

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

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

Kathryn Patterson, DNP(c), MSN, FNP-C, is a Clinical Assistant Professor and FNP Program Coordinator for BSN to DNP Program. She obtained a nursing diploma from Jewish Hospital School of Nursing, a BSN from Drury University, and a MSN from the University of Missouri-Kansas City. She is board certified as a FNP. She teaches a variety of courses in the BSN to DNP program and is the FNP Program Coordinator for the DNP program. She is available by her personal phone at (417)836-6267, the School of Nursing office phone at 417-836-5310, or via email at kathrynpatterson@missouristate.edu.

Melissa R. Penkalski, DNP, APRN, CPNP-PC, AE-C, is an Assistant Professor and Pediatric Nurse Practitioner. She received her BSN from Southwest Baptist University. She received her MSN and Pediatric Nurse Practitioner from University of Missouri-Kansas City. Dr. Penkalski graduated from the first Doctor of Nursing (DNP) Program at Missouri State University in August 2014. Dr. Penkalski is very passionate about all things pediatric, but especially pertaining to asthma and immunizations. She can be reached at 417-836-5310, or by e-mail at melissapenkalski@missouristate.edu.

Rose Utley, PhD, RN, CNE, is a Professor in Nursing. She earned a master’s degree in nursing education from the University of Minnesota and a PhD in nursing from Wayne State University in Detroit, Michigan. She teaches in the Nurse Educator Master's Specialization and the DNP program. She is available at 417-836-6568, or by e-mail at roseutley@missouristate.edu

Victoria J. Verheyen, MSN, APRN, FNP-C, is a Clinical Assistant Professor in Nursing. She received her Associate of Science in Nursing from Cox College and her Bachelor of Science in Nursing from Southwest Baptist University. She received her Master of Science in Nursing as a Family Nurse Practitioner from Cox College of Nursing, graduating in the first class of FNP from Cox College, in May 2012. She is available by office phone at 417-836-6294, or via email at victoryverheyen@missouristate.edu
Nursing Staff

Gay Carson, MSEd, is an Administrative Specialist II for the School of Nursing. She holds a Master of Science in Educational Technology from Missouri State University and a Bachelor of Science in Business Education from College of the Ozarks in Point Lookout, Missouri. She provides support to the Generic BSN and pre-nursing programs and various faculty members. She is available by phone at 417-836-5562 or via e-mail at gaycarson@missouristate.edu.

Cynthia Hagenhoff, DVM, is the part-time Academic Advisor in the School of Nursing. She received her Doctor of Veterinary Medicine from the University of Missouri, and holds a Bachelor of Science degree in Animal Science through Missouri State University. She is currently working toward a Master of Science degree in Health Promotion and Wellness Management from Missouri State University. She is available by phone at 417-836-5310 or via e-mail at hagenhoff101@missouristate.edu.

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

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

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

Additional information about the School of Nursing is available on our web site at http://www.missouristate.edu/nursing.
Section 6: Student Resources

WRITING RESOURCES

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

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

FINANCIAL AID

General MSU Financial Aid Information


Local Scholarships

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

National Scholarships

**The American College of Nurse Practitioners**

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

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

**HRSA**

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

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

https://bhw.hrsa.gov/loansscholarships/nursecorps/scholarship

**Other Useful Scholarship Websites:**
- http://www.aacn.nche.edu/students/financial-aid
- http://minoritynurse.com/nursing-scholarships/
- http://www.n-e-f.org/

### MSU CAMPUS RESOURCES

**Student ID (Bear Pass Card Office)**
- The Bear Pass Card office is located in the Plaster Student Union, room 128.
- Phone: (417) 836-8409
- 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](http://www.missouristate.edu/safetran/transportation/11375.htm) for maps, permit information, and parking policies.
- Make sure to park in the lots with the same color as your parking pass (i.e., yellow). There are two parking garages and several other lots to park in. Refer to the MSU campus map for locations of each.

**Computer Services**
- Cheek Hall Computer lab is the place to go for your MSU private ID login information and Bear Mail account (campus e-mail) setup.
- The Computer lab is located in room 150.
- The Computer Help Desk is also in the Cheek computer lab.
- MSU has discounted software programs for Graduate Students. Contact Computer Services Help Desk at (417) 836-5891 for more information on discounts.
- Phone: (417) 836-5891
- Website: [http://helpdesk.missouristate.edu/](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.

  Provides a variety of services for adults who are attending college, including advisement, placement testing, registration, scholarship and financial aid opportunities.

  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
  http://www.missouristate.edu/printing/CopyThis.htm
  A full service copy center for students, faculty, and staff

- Counseling Center, Carrington Hall, Room 311, (417) 836-5116
  http://counselingandtesting.missouristate.edu/
  Provides confidential services to individuals with personal-social concerns

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/](http://www.missouristate.edu/hsc/)
  A multipurpose recreation facility for students, staff, and faculty (opening Fall 2012)

  Provides academic, social, and cultural programs throughout the year

- **Learning Diagnostic Clinic**, Alumni Center, Room 502, (417) 836-4787 [http://psychology.missouristate.edu/ldc/](http://psychology.missouristate.edu/ldc/)
  Provides academic support services to students with learning disabilities

  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/](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.

  Promotes diversity and cultural awareness, has a video library, book collection, and other information relative to cultural diversity.

  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.

  Offers clinic services and health education programs.

  Provides services to students eligible to receive educational assistance from the U.S. School of Veterans Office.

- **Writing Center in the Bear Claw**, Meyer Library, Main Level, (417) 836-6398 [http://writingcenter.missouristate.edu/](http://writingcenter.missouristate.edu/)
  Assist students with any aspect of writing by walk-in or by appointment. Services are free to students.
NURSING RESOURCES

Missouri State University School of Nursing Web site
http://www.missouristate.edu/nursing

Advanced Practice Nurses of the Ozarks (APNO)
https://www.apno.net/

American Association of Colleges of Nursing (AACN)
http://www.aacn.nche.edu

American Nurses Association (ANA)
http://www.ana.org

American Association of Nurse Practitioners (AANP)
https://www.aanp.org/

Commission on Collegiate Nursing Education (CCNE), (202) 463-6930
One DuPont Circle, NW, Suite 530
Washington, D.C. 20036-1120
http://www.aacn.nche.edu

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
604 Dix Rd.
P.O. Box 104476
Jefferson City, MO 65109
(573) 635-5355, https://www.mlnmonursing.org/home

Missouri Nurses Association (MONA), (573) 636-4623
1904 Bubba Lane
P.O. Box 105228
Jefferson City, Missouri 65110
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 http://www.nursingsociety.org/Pages/default.aspx
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