## Table of Contents

### Notice of Nondiscrimination .......................................................... 5
### Organizational Chart, Pittsburg State University .......................... 6
### Organizational Chart, School of Nursing ...................................... 7

#### Department of Nursing
- Full-time Faculty/Staff ................................................................. 8
- History ......................................................................................... 9
- Traditions .................................................................................. 10
- PSU Commemoration Day .......................................................... 10
- PSU School of Nursing Spring Banquet ...................................... 10
- Pinning Ceremony ....................................................................... 10

#### Mission and Governance
- Mission Statement ...................................................................... 11
- Vision Statement ......................................................................... 11
- Mission Elements ........................................................................ 11
- Conceptual Framework ................................................................ 12
- Program Levels ........................................................................... 13
- Program Outcomes and Level Objectives .................................... 14
- Explication of Program Outcome Concepts .................................. 17
- References ................................................................................... 20
- Advanced Practice Definitions .................................................... 21
- MSN Program Diagram ............................................................... 22
- MSN Nursing Curriculum ........................................................... 23

#### Standards for Masters of Science in Nursing Graduate Program
- PSU Nursing Code of Conduct .................................................... 24
- ANA Code for Nurses ................................................................. 25
- Advanced Practice Code of Ethics ................................................. 26
- Dishonesty in Academic Work ...................................................... 26
- Honesty Pledge ............................................................................ 26

#### Curriculum, Academic Requirements and Progression
- Time Limit to Complete Degree .................................................. 27
- Transfer and Waiver of Credit Policy ............................................ 27
- Validation of Previous Work ......................................................... 27
- Planning to Meet Degree Requirements ...................................... 27
- Graduate Nursing Progression Policy ......................................... 28
- Degree Plans and Enrollment Out of Sequence ................................ 28
- Dismissal Due to Unsatisfactory Performance ................................ 28
- Withdrawal from Classes ............................................................ 28
- Incomplete Grades ....................................................................... 29
- Student Success .......................................................................... 29
- Code of Student Rights and Responsibilities .............................. 29
- Steps for Resolving Academic Conflicts ..................................... 29
- Academic Due Process for Grievance ........................................ 30
- Graduate Catalog and Handbooks for Graduate Students .......... 30
- Graduate School Plans of Study .................................................. 31
- MSN Checklist for Option I, II, or III Completion ...................... 32
- Permission and Acknowledgement form for Option I, II, or III .... 33
- Recommended Deadlines for Completion ................................. 34

#### Option I & II Thesis/Applied Research Problem
- Option I and Option II Guidelines ................................................. 34
- Protection of Human Subjects (IRB) Policy ................................. 36
Health Information Privacy Policy (HIPPA) .......................................................... 60
Arrests and/or Convictions ................................................................................ 60
Disciplinary Policy ............................................................................................... 61
Policy on Prevention of Alcohol and Drug Abuse .............................................. 61
Substance Abuse and Drug Testing .................................................................. 62
Policy for Professional Assistance Program ...................................................... 66
Violence and Abuse Policy .................................................................................. 66
McPherson Hall Food and Drinks ....................................................................... 66
Faculty Office Hours ......................................................................................... 66
National Council of State Boards of Nursing ..................................................... 67

Requirements for MSN Clinical Experience
ACLS Policy ......................................................................................................... 68
BLS Policy ........................................................................................................... 68
Registered Nursing License .................................................................................. 68
Health Form .......................................................................................................... 68
Annual Tuberculin Screening .............................................................................. 68
Liability Insurance ............................................................................................... 68
Dress Code (Clinical Assignment) ....................................................................... 69
Evaluation of Clinical Performance .................................................................. 71
Explanation of Special Observational Trips ........................................................ 71
Absence from Clinical Assignments .................................................................... 71
Blood and Body Substance Exposure Policy ..................................................... 71
Smoking Policy ...................................................................................................... 71
Health Simulation Center/Learning Resources Center Policies ......................... 72
Transportation Policy ......................................................................................... 73
Inclement Weather ............................................................................................... 73
University Policies ............................................................................................... 73
Special Concerns ................................................................................................. 73
Essential Nursing Physical Functions .................................................................. 74
Health Impairment in Clinical Practicum Experiences ....................................... 75

Special Programs
Continuing Education for Nurses ........................................................................ 75
Steps for Securing Clinical Preceptors .............................................................. 77
Clinical Facility and Preceptor Information Sheet .............................................. 78
Preceptor Framework .......................................................................................... 79
Preceptor Evaluation for Family Nurse Practitioner Student ............................ 80
Preceptor Evaluation for Student ....................................................................... 81
Preceptor Evaluation Clinical Performance of Semester ................................. 82
Disclaimers ........................................................................................................... 85
NOTICE OF NONDISCRIMINATION

Pittsburg State University is committed to a policy of educational equity. Accordingly, the University admits students, grants financial aid and scholarships, conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, sexual orientation, age, marital status, ancestry, genetic information, or disabilities. Any person having inquiries concerning the University compliance with regulations implementing Title VI, Title IX, Section 503, Section 504, and A.D.A. is directed to contact Cindy Johnson, Director of Equal Opportunity, 218 Russ Hall, Pittsburg State University, Pittsburg, KS 66762, telephone (620) 235-4185. Cindy Johnson has been designated by the University to coordinate the institution's compliance with regulations implementing Title VI, Title IX, Section 503, Section 504, and A.D.A.

NOTICE TO STUDENTS

Pittsburg State University is committed to a policy of educational equity. Accordingly, the University admits students, grants financial aid and scholarships, conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, sexual orientation, age, marital status, ancestry, genetic information, or disabilities. Students seeking assistance with academic programs because of disabilities are to contact Cindy Johnson, Director of Equal Opportunity, 218 Russ Hall, Pittsburg State University, Pittsburg, KS 66762, telephone (620) 235-4185. Students seeking assistance with academic programs because of learning disabilities are to contact Tami Hennigh, Coordinator, Center for Student Accommodations, 218 Russ Hall, Pittsburg State University, 66762, 620-235-6584.

Website: [http://www.pittstate.edu/office/eoaa](http://www.pittstate.edu/office/eoaa)

R. 12/95, 01/08, 06/09, 08/10, 07/11, 07/12, 7/13, 7/14, 7/15
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### Administrative Officer

To Be Announced

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### NOTE:

All faculty members have voice mail, so you may dial their phone number directly. If they are not in their office, it switches to voice mail after 4 rings. Please leave a clear message regarding how you can be reached so they may return your call.
History

The Kansas State Legislature, following recommendation from the Kansas Board of Regents in 1969, established the Department of Nursing at Pittsburg State University in the fall of 1970. The nursing program received funding from the State Legislature in the spring of 1970, providing for a chairman and two faculty for the planning year 1970-71. Many years of planning involving the University, Mt. Carmel Medical Center, and the community preceded the establishment of the baccalaureate nursing program at Pittsburg State University. Responding to trends in nursing education and changes in the health care delivery system, Mt. Carmel Medical Center agreed to discontinue its School of Nursing when the University was ready to have a baccalaureate program in nursing. Mt. Carmel began phasing out its diploma program in 1970 and its last class was graduated in 1972.

The program at Pittsburg State University was approved by the Kansas State Board of Nursing in the spring of 1971 and 30 juniors were admitted to the upper division clinical nursing courses in the 1971 fall semester. The first class graduated in May 1973. At that time and until McPherson Hall was completed, the Department was housed in a large, white, two-story house that was very homey but somewhat crowded. In 1974, under the direction of the first Chairman of the Department of Nursing, Cecilia Waggoner, federal grant monies for constructing a new nursing education building were approved. Matching funds donated by the McPherson family estate in the amount of $400,000 were earmarked by Pittsburg State University to be used for construction of the educational facility. Construction of McPherson Hall began in the first part of 1976 and was completed during the summer of 1977. Dedication of the new building was held in September 1977, with Governor John Bennett in attendance.

McPherson Hall was designed and constructed with the objectives of the nursing program and the needs of the student in mind. Offices of all full-time faculty members are private. The reception area provides an attractive efficient atmosphere and workspace. The classrooms provide for groups of different sizes and the use of technology and varied instructional methods. A health simulation center and learning resources center with professional staff is available. The center has a family of simulators for student learning, and a student lounge with kitchen that overlooks the university lake.

A natural evolution occurred in the School of Nursing as registered nurses began to enter the program to complete their baccalaureate degrees. Since 1973, registered nurses have been admitted to the School. In March of 1993 the Board of Regents approved the establishment of a Master of Science in Nursing at Pittsburg State University. The first class was admitted in the fall and Clinical Nurse Specialist graduates were further prepared in the areas of education, administration, or gerontology. In June of 1995 the family nurse practitioner curriculum for the Master of Science in Nursing began at Pittsburg State University in collaboration with the University of Kansas, Wichita State University, and Fort Hays State University. The Doctor of Nursing Practice degree program began in June 2015. The current Director of the Irene Bradley School of Nursing is Mary Carol G. Pomatto. Carolyn Keil served as Chair 1999-2005. Barbara Jean McClaskey served as Interim Chair 1998-1999 and 1988-1989; Jo-Ann Marrs served as Chair from 1989-1998; Roberta Thiry served as Chair from 1979 - 1988; Cecilia Waggoner was chair from 1970 - 1979.

School of Nursing History

In July 2013 the Kansas Board of Regents along with University officials elevated the Department of Nursing to the rank of school within the university, in recognition of the nursing program’s growing size and complexity. In September 2013, Dr. Fay Bradley was recognized for a generous donation to the program. The School of Nursing acquired the name Irene Ransom Bradley School of Nursing in honor of Dr. Bradley’s mother. http://www.pittstate.edu/department/nursing/
Traditions

PSU Commemoration Day (Apple Day)

Pittsburg State University is the youngest of the state institutions of higher education in Kansas. Founded in 1903, Pittsburg State opened as the Auxiliary Manual Training Normal School designed for the preparation of teachers of manual training and domestic science. Russell S. Russ, then superintendent of the Pittsburg Schools, was elected to be principal of the new normal school, which he had helped to found. The school opened in temporary quarters Tuesday, September 8, 1903, with 54 students and 5 faculty members. Mr. Russ spent considerable time in the state legislature of 1905 during the debate for an appropriation for the first school building. As the issue was drawing to a close, the legislators lightheartedly reviewed the problem of non-members of the house appearing on the floor, and the motion was made that the next offender be fined a barrel of apples. Shortly after, Russ appeared to inquire about the progress of the bill and was duly fined a barrel of apples.

The incident was reported in Pittsburg, and Russ, discussing this with students, suggested that they fine the faculty a barrel of apples. The motion passed unanimously, and a bewildered faculty paid the fine. Since that first observance on March 8, 1905, Apple Day or Commemoration Day has become a festivity to be noted on the Pittsburg State University campus. Annually this tradition is assessed by the student body, and apples furnished by the faculty are passed out to all those present at the Apple Day Convocation.

School of Nursing Spring Banquet

In the late spring, students are recognized at a banquet held in their honor. Students and faculty organize the event, which includes a dinner, and is an opportunity to invite families and significant others to share in the academic experience. The spring banquet allows for recognition of students.

Pinning Ceremony

The school pin is one of the traditions in nursing education. Each nursing program has its own distinct pin and each graduate wears the pin of his/her nursing program proudly. The pin for the Pittsburg State University graduate is of a special design approved in 1973. The design was sketched by the first graduating class and given to Dr. George Brooker, then a Professor of Automotive Technology at Pittsburg State University and husband of Carolyn Brooker, a faculty member in the School of Nursing. Dr. Brooker finalized the design and the pin was ready for the first BSN graduates.

Approximately the size of a quarter, the pin is circular. The center of the pin is gold with the letters BSN, MSN, or DNP in the center. Around this appears a red band on which is printed Pittsburg State University School of Nursing. An outer band is a gold edge of scallops. This same design has been adapted for use on school invitations, brochures, and patches.

The tradition of pinning emphasizes the importance of the pin. At this event, held in conjunction with university commencement, each graduate is pinned by the person of his/her choice. The custom is to announce future plans of each graduate as the pinning occurs. Parents, spouses, children, relatives, and friends are invited to share in this formal ceremony.

Revised: 8/11/08; 7/31/15
Mission Statement
The School of Nursing prepares graduates to demonstrate excellence in practice, to meet regulatory requirements for practice, to assume leadership roles and to engage in learning as a lifelong process.

The programs of the School of Nursing reflect the university mission of teaching, scholarship and service, with teaching-learning as the primary focus. Recognizing the unique characteristics and needs of our diverse, primarily rural setting, the programs of the School of Nursing prepare graduates to provide nursing care to individuals, families, groups, communities, and populations in a variety of settings.

The baccalaureate nursing curriculum builds upon a foundation of the arts, sciences and humanities and provides a base for graduate study. The graduate curriculum builds upon the competencies of baccalaureate nursing and focuses on advanced nursing roles.

Vision Statement
In collaboration with health care systems, educational institutions, and communities-of-interest, the School of Nursing assumes the leadership role in pursuit of excellence in nursing through education of undergraduate and graduate students.

Mission Elements

Teaching
Teaching is a partnership in which faculty facilitates student learning. The goal is to create an environment that encourages student participation in the process of inquiry and discovery. Strategies for success include but are not limited to recognition of individual learner styles, coaching-mentoring, use of technology, and interactive communication of information. The outcome of teaching is the procurement and synthesis of knowledge.

Learning
Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. It is the art or process of acquiring knowledge, skills and values by means of study, instruction, observation, interaction, practice and experience. As an active internal process, learning involves cognitive, psychomotor and affective aspects of human behavior. Learning is a lifelong growth process that facilitates the development of human potential. Learners accept responsibility for learning and seek opportunities to increase knowledge, skills and clinical competencies.

Teaching-Learning
Teaching-learning in nursing education is the process by which faculty and students collaborate to achieve educational goals. Teaching-learning is a reciprocal process involving the exchange of information that occurs between students and faculty. The process fosters intellectual, social and emotional growth of both teacher and student. When learning occurs, there is measurable evidence that the student has acquired knowledge and demonstrates appropriate clinical competencies and skills.
Scholarship
Scholarship in nursing education encourages activities and inquiries that advance teaching, research and practice of nursing. Faculty guides students and encourages application of evidence-based research in the provision of safe, high quality patient care. Faculty collaborates with students in research, publications, presentations and other creative endeavors.

Conceptual Framework
Faculty and staff, students and communities-of-interest, through guided reflection, determined the conceptual framework in accord with School Mission and Vision. The School has embraced the metaparadigm of nursing.

Person
We believe that person is a concept that represents the recipient of nursing care. The person can be an individual, family, group, community or population. We view each person as a holistic entity with unique cultural, emotional, spiritual and bio-psycho-social characteristics. Each person possesses unique values and beliefs. The person can exist at any point across the lifespan. The role of the nurse is to provide care that will assist the person to achieve the highest level of functioning.

Environment
We believe that environment includes all conditions, circumstances and influences that are part of the person’s being. The environment includes natural, biological, psychological, social, spiritual and cultural factors. The internal and external environments of person are complex, diverse and ever-changing, influencing the person and sometimes resulting in alterations in health. The nurse coexists as part of the person’s environment and works with the person to maximize health.

Health
We believe that health is a dynamic state and reflects the ability of the person to adapt to the environment. Health is unique to each person and is viewed as a function of perception and observation. Health incorporates illness and wellness and is viewed as actualization of human potential for development.

Nursing and Nursing Practice
Nursing is a professional discipline with both components of art and science. Nursing as an art involves the implementation of caring strategies to promote well-being. Those strategies may include but are not limited to intuition, creativity and compassion, nursing therapeutics, communication skills, patient advocacy and empowerment. Caring encompasses the nurse’s authentic presence reflected through empathy for and connection with the person through all aspects of being. The caring nurse identifies questions to be investigated and builds a sound, evidence base for nursing practice. The caring nurse provides care, both direct and indirect, assisting persons to achieve the highest level of functioning. Accountability for design, coordination and management of safe, high quality care delivered by self or others is assumed by the caring nurse as is responsibility for assuming a professional identity that values continued growth in judgment, knowledge and skills through adoption of lifelong learning.

Revised: 03/13/89, 05/12/93, 05/25/95, 08/18/98, 01/28/00, 08/19/04, 08/09/05, 08/10/06, 08/11/08, 07/31/09, 07/31/15
Program Levels

The faculty has developed the curriculum of the Pittsburg State University School of Nursing to be consistent with its mission and philosophy. The major concepts of person, environment, health, and nursing are integrated. The baccalaureate nursing curriculum is an upper division major organized at three levels. Pre-RN track BSN students generally progress from levels one to three. RN to BSN track students have a prior nursing knowledge base and may complete levels concurrently. The graduate program represents the fourth level of the curriculum.

*Level one* takes place in the first semester of the junior year and builds upon the learning from the lower division nursing prerequisites and general education courses in the natural sciences, social sciences, and humanities. The major concepts of person, environment, health, and nursing are introduced with the respective sub-concepts and theoretical formulations. Clinical experiences focus on basic nursing care of individuals experiencing minor to major adaptation/maladaptation in both acute and non-acute health care settings. The student incorporates pathophysiologic processes as a basis for nursing interventions.

*Level two* of the curriculum includes the second semester of the junior year and the first semester of the senior year. At this level, the student utilizes theories, concepts, and the nursing process with persons experiencing minor to major adaptation/maladaptation in a variety of health care settings. Findings from research and information systems are analyzed for application in the improvement of nursing care. The student incorporates pharmacologic knowledge into nursing interventions.

*Level three* of the curriculum is the last semester of the senior year. The student synthesizes previous and new knowledge as a basis for prioritizing care of clients facing major adaptation/maladaptation in acute health care settings. Leadership principles are utilized in managing care of groups of clients in a variety of settings. Concepts of care are expanded to include community, community assessment, and population oriented practice. A capstone internship provides students an opportunity to synthesize all of their learning into their role and function as professional nurses. Upon graduation, Pre-RN graduates are eligible to take the national licensing examination, the NCLEX-RN, to become registered nurses.

*Level four*, the master’s program, prepares its graduates for advanced practice in the area of family health (including functional areas of education or administration) and family nurse practitioner. Because the family is the building block of society and a major influence on health care beliefs and practices, the emphasis of the graduate program is the family. Advanced practice education prepares graduates who are responsive to diverse needs within this mostly rural population and medically underserved region. Graduates are eligible for national certification examinations and to apply to the Kansas State Board of Nursing for Advanced Practice Registered Nurse (APRN) status upon completion of their advanced practice degree. They will be designated as either a Family Clinical Nurse Specialist or a Family Nurse Practitioner depending upon their choice of track. (Due to low enrollment, the Family Clinical Nurse Specialist track is not being offered at this time).

Revised: 03/13/89, 05/12/93, 5/25/95, 01/28/00, 06/26/03, 08/04/03, 08/19/04, 08/10/05, 08/10/06, 08/11/08, 07/10/09, 08/04/10, 7/10/2014
Program Outcomes and Level Objectives
In order to develop the curricula according to program levels, the faculty has articulated expected program outcomes, which are stated as objectives, and further identified behavioral outcomes for each of the four levels of the program. The program outcomes and level objectives are followed by explication of the major concepts that are evident in the program outcomes. The program prepares professional practitioners and advanced practice nurses who can:

1. Evaluate the nursing process and nursing theories to promote bio-psycho-social adaptation of persons.
   
   Level 1 Apply the nursing process which incorporates nursing theories and bio-psycho-social concepts to assist persons experiencing minor to major adaptation/maladaptation.
   
   Level 2 Develop nursing processes which incorporate nursing theories and bio-psycho-social concepts to promote adaptation of persons experiencing minor to major adaptation/maladaptation.
   
   Level 3 Formulate the nursing process which incorporates nursing theories and bio-psycho-social concepts with persons experiencing minor to major adaptation/maladaptation.
   
   Level 4 Integrate the nursing process, supported by a variety of theories, into advanced practice.

2. Evaluate selected theories and content from the sciences, humanities, and nursing for application in nursing practice.
   
   Level 1 Identify theories and content from the sciences, humanities, and nursing in the care of persons experiencing minor to major adaptation/maladaptation.
   
   Level 2 Analyze theories and content from the sciences, humanities, and nursing in the care of persons experiencing minor to major adaptation/maladaptation.
   
   Level 3 Integrate theories and content from the sciences, humanities, and nursing relevant to the care of persons experiencing minor to major adaptation/maladaptation.
   
   Level 4 Utilize advanced nursing standards and content from the sciences, humanities, and nursing to promote health, prevent disease, and provide quality care to persons/families/communities with emphasis in rural settings.

3. Incorporate historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.
   
   Level 1 Relate the impact of historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.
   
   Level 2 Examine historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.
   
   Level 3 Integrate the utilization of historical, political, social, economic, legal, and ethical aspects of health care in professional nursing.
   
   Level 4 Contribute to the advancement of the nursing profession through the knowledge of historical, political, social, economic, legal, cultural, and ethical aspects of health care.
4. Select teaching-learning principles that promote client adaptation.
   Level 1 Identify teaching-learning principles that promote client adaptation.
   Level 2 Utilize teaching-learning principles that promote adaptation of a person experiencing minor to major adaptation/maladaptation.
   Level 3 Design a plan for the effectiveness of teaching-learning principles to promote adaptation of clients experiencing minor to major adaptation/maladaptation.
   Level 4 Implement effective teaching-learning strategies designed to promote wellness of persons/families/communities.

5. Participate in meeting health needs of society by communicating, collaborating, coordinating, and consulting with citizens and colleagues.
   Level 1 Identify the role of each member of the health care team in meeting health needs of persons experiencing minor to major adaptation/maladaptation.
   Level 2 Collaborate with members of the health care team to meet the health needs of persons experiencing minor to major adaptation/maladaptation.
   Level 3 Formulate nursing role with other health team members in meeting health needs of persons experiencing minor to major adaptation/maladaptation.
   Level 4 Demonstrate competence in advanced practice roles in meeting health needs of all populations, with emphasis in rural settings.

6. Value individual responsibility and accountability for nursing practice.
   Level 1 Examine individual responsibility and accountability for nursing practice.
   Level 2 Accept individual responsibility and accountability for nursing practice.
   Level 3 Maintain collective responsibility and accountability for nursing practice.
   Level 4 Evaluate individual advanced practice nurse responsibility and accountability as it contributes to the improvement of the delivery of health care and the establishment of health policy.

7. Evaluate principles of leadership in managing client care.
   Level 1 Review leadership principles that relate to client care.
   Level 2 Differentiate leadership principles that relate to client(s) care.
   Level 3 Formulate leadership principles to coordinate client(s) care.
   Level 4 Synthesize advanced practice nurse leadership and management principles in order to coordinate person/family care in all populations with emphasis in rural settings.

8. Participate in planned change to facilitate adaptation of persons.
   Level 1 Identify principles of planned change.
   Level 2 Coordinate resources to implement planned change.
   Level 3 Organize planned change to facilitate adaptation of persons.
   Level 4 Manage activities for planned change to facilitate adaptation of persons/families/communities.
9. Question findings of research and information systems to improve nursing practice.
   
   Level 1  Identify sources of research and information systems relevant to nursing practice.
   Level 2  Examine findings of research and information systems relevant to the improvement of nursing practice.
   Level 3  Integrate findings of research and information systems for the improvement of nursing practice.
   Level 4  Contribute to advanced nursing through managing research and information systems.

10. Assess individual goals for continued personal and professional growth.

   Level 1  Identify goals for individual growth during the educational process.
   Level 2  Establish both long and short-term personal and professional goals.
   Level 3  Incorporate both long and short-term personal and professional goals.
   Level 4  Evaluate long-term and short-term personal and professional goals for advanced practice.

BSN Levels 1-3 Revised: 05/25/95, 04/03/98, 04/16/99, 09/03/04, 08/09/05, 08/11/08, 07/10/09
MSN Level 4 Revised: 02/26/99, 01/28/00, 09/03/04, 08/10/05, 08/10/06, 08/11/08, 07/10/09
**Explication of Program Outcome Concepts**

**Nursing Process**
The nursing process is the framework for approaching nursing care and incorporates a wide variety of skills and activities. Communication, therapeutic nursing interventions, problem-solving, decision-making, critical thinking, and independent judgment are basic to the dynamic process. The application of the process varies with the client's individualized needs, the expertise and role of the nurse, and the setting. The nursing process requires a mutual process between the nurse and client that is directed toward goal attainment.

The nursing process consists of five steps -- assessing, diagnosing, planning, implementing, and evaluating. Assessment involves the collection, verification and communication of data unique to a person. Assessment requires skills in communication, interviewing, history taking, physical examination, and other data collection procedures. Diagnosing is step two of the nursing process. In this step, data are analyzed and health needs/problems identified. An appropriate plan of care is then developed with goals and priorities being established. Carrying out the established plan of care is implementation. Intellectual, interpersonal, and psychomotor skills are required to take nursing action. Comparison of goal achievement with projected outcomes contributes to evaluation of client/nurse success in step five of the nursing process. Need for revision of the care plan and new health needs may be identified.

**Nursing Theories**
Stress-adaptation interaction, based on Roy’s Conceptual Model of Adaption (1999), flows from the metaparadigm concepts of person, environment, health, and nursing. Adaptation terminology is integrated into the department’s program outcomes, level objectives, and syllabi. Systems theory also is useful in understanding relationships between person, environment, health, and nursing. A person can be viewed as an open, bio-psycho-social system in constant interaction with the collective environment. A person is a system that exists throughout the life cycle and has individual needs that vary dependent upon level of wellness. As a person strives for homeostasis in their personal system, interaction with other systems may take place, i.e. the health care system. The health care system affects a person as a consumer and in turn is affected by a person. Nurses play a key role in helping persons recognize and express needs, understanding the health care system, and advocating for a person's rights.

**Theories Related to Nursing Practice**
Communication theory provides the foundation for establishment of a therapeutic nurse-client relationship. Effective communication enhances utilization of the nursing process as well as collaboration among health care team members.

Growth and development take place throughout the life cycle in predictable stages. Peoples’ ability to grow and develop influences their level of wellness. Unique healthcare needs, regardless of age, result from the physical, emotional, intellectual, social, spiritual, and cultural aspects of peoples’ developmental level. With this theoretical knowledge, the nurse can utilize the nursing process to help a person meet individual needs. In addition, understanding of family theory, ethics theories and principles, theories of aging, crisis theory, and management theories assist the professional and advanced practice nurse to support the client in attaining and maintaining maximum wellness.
**Influences on Nursing Practice**
Persons have a basic need to communicate with their environment. A person’s communication is influenced by many factors including values, perceptions, feelings, sociocultural and religious background, knowledge level, roles, relationships, setting, and health. The nurse’s role is to provide competent care in the context of these influences.

**Teaching-Learning Principles**
Teaching-learning is a reciprocal process which fosters intellectual, social, emotional, and physical growth of both teacher and learner. Learning is manifested as a persistent change in the affective, cognitive, or psychomotor behavior of an individual. Both ANA's Standards of Nursing Practice and The Patient’s Bill of Rights address nursing's responsibility for teaching. Teaching enhances a person's ability and is dependent on application of the principles of teaching-learning. The student-teacher relationship in this program is dependent upon rights and responsibilities of each in the teaching-learning process. Students and teachers establish personal goals and objectives consistent with the objectives of the course, curriculum, and professional development. The learner is given selected opportunities to negotiate individualized experiences. Self-evaluation of learning is part of the process.

**Meeting Health Care Needs of Society**
Participation in professional activities is dictated by personal interests, talents, commitments, values and attitudes. Faculty members, students, and graduates have numerous opportunities to provide service and leadership within the community through volunteer nursing services, participation in health related organizations, health planning, and health education. Faculty members model the three foci of the University’s mission; teaching, scholarship, and service to the University, the profession, and the community, and also model the profession’s expectation of expertise in clinical practice.

The health care system is viewed as a composite of clients, health care professionals, and health care institutions/agencies interacting with one another. Collaboration between clients and health care professionals is essential for provision of optimum health care. Optimum health care is care that is directed toward achieving the greatest degree of health and adaptation possible with a person. Each person has the right to quality health care throughout the life cycle regardless of position on the wellness-illness continuum. The health care system is a dynamic system affected by societal and consumer influences, rapidly advancing knowledge and technology and political influences. The rapidly changing health care system is challenging nurses and nursing to confront ethical, moral, and legal dilemmas and to define itself, its services, and appropriate roles, including advocacy for the needs of clients.

**Individual Responsibility and Accountability**
Acceptance of responsibility/accountability for one's own actions as well as maintenance of continued competency characterizes the professional nurse. Professional accountability helps to ensure the maintenance of health care standards and the continuance of personal and professional growth. Accountability provides a foundation for ethical decision-making. Every profession expects its members to practice within the discipline, appreciate its heritage, contribute to the advancement of knowledge, and serve both the profession and society. A professional nurse practices within the state's nurse practice act and according to the standards delineated by the profession.
Leadership in Managing Client Care
Graduates are educated to apply principles of leadership and supervise the care given by other nursing and auxiliary personnel in a wide variety of settings. As the health care system becomes more specialized and complex, the need for nurses with leadership and management skills is growing. Professional nurses must be prepared with skills of communication, organization, and self-examination upon graduation. The beginning professional nurse must be able to lead oneself as well as exert leadership in the nurse-client relationship and with members of the nursing and health care staff. Nurse managers are those with authority and responsibility within an organization. Nurses in management positions must acquire and develop their leadership abilities. Therefore, opportunities for both leading and managing are experienced in the curriculum.

Change
Change is a constant in the internal of a person as well as the external environment. Change not only occurs in individuals but also occurs in the family or group, community, and society. Nurses play a key role in helping the system or a person adapt to or influence change in the collective environment. This is accomplished through the nurse’s role as change agent, leader, health educator, motivator, role model, and source of referral. Knowledge of change theory is important for effective utilization of the nursing process. Knowledge of the environmental impacts affecting change in the health care system and of nursing roles and functions is critical to professional nursing practice.

Research and Information Systems to Improve Nursing Practice
The roles and functions of the professional nurse are influenced by and derived from the research process. Graduates of this program are prepared to utilize and question research findings in giving direct care to clients/groups. Advanced practice nurses add to the body of knowledge through research, writing, presentation of professional papers and educational programs, and other creative/scholarship endeavors.

Professional nursing practice is based upon research and theory. The nurse selects from a wide variety of theories to explain phenomena, support decisions and predict outcomes. Nursing theories provide a perspective for current practice and generate testable hypotheses that influence the future of nursing. The findings of research are utilized by the professional nurse to improve the quality and effectiveness of nursing interventions. Research serves as the foundation for every course in the nursing curriculum. The dissemination of research through publications and technology require members of the department to develop skills in the use of information technology.

Continued Personal and Professional Growth
The nurse must continue to grow and develop. Life-long learning involves the constant process of identification of strengths and weaknesses as well as motivation to enhance one's practice through continued education and self-study.

With additional education and experience, baccalaureate graduates may specialize in either a practice area or functional role. Functional roles such as administration, consultation, research and teaching are designed to facilitate and support practice.

Revised: 08/19/04, 08/10/05, 08/10/06, 08/11/08, 07/10/09
References


American Association of Colleges of Nursing (2011). The Essentials of Master’s Education in Nursing. Author as publisher: Washington, DC.


American Nurses Association (2010). Nursing: Scope and Standards of Practice. Author as publisher: Washington, DC.


American Nurses’ Association (2010). Scope and Standards of Advanced Practice Registered Nursing. Author as Publisher: Washington, DC.


Updated: 7/31/09, 07/31/11, 07/31/12, 07/13, 7/14, 7/15
**Advanced Practice Definitions:**

**Advanced Practice Nursing** The manifestation of “a high level of expertise in the assessment, diagnosis, and treatment of the complex responses of individuals, families, or communities to actual or potential health problems, prevention of illness and injury, maintenance of wellness, and provision of comfort. The advanced practice registered nurse has a master’s degree or doctoral education concentrating in a specific area of advanced nursing practice, had supervised practice during graduate education, and has ongoing clinical experiences. Advanced practice registered nurses continue to provide many of the same interventions used in basic nursing practice. The difference in this practice relates to a greater depth and breadth of knowledge, a greater degree of synthesis of data, and complexity of skills and interventions” (AACN, 1999). The four dominant titles of advanced practice in a direct care provider role are nurse practitioner, certified nurse anesthetist, certified nurse-midwife, and clinical nurse specialist American Association of Colleges of Nursing (1999) *Essential Clinical Resources for Nursing’s Academic Mission*.

**APRN (Advanced Practice Registered Nursing) Core** The essential broad-based curriculum content for all APRN students in the areas of advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology. This content must be presented as three separate comprehensive graduate-level courses in the APRN curriculum. Descriptions of each course and content area are provided in the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (2008). [The specific outcome competencies in each of these three areas are delineated in American Association of Colleges of Nursing (2006) *The Essentials of Master’s Education for Advanced Practice Nursing*, pp. 12-14, or AACN (2006) *The Essentials of Doctoral Education for Advanced Nursing Practice*, pp.23-24. ]

**Nurse Practitioner** “are registered nurses who have graduate level nursing preparation at the master’s or doctoral level as a nurse practitioner. NPs perform comprehensive assessments and promote health and the prevention of illness and injury. These advanced practice registered nurses diagnose; develop differential diagnoses; order, conduct, supervise, and interpret diagnostic and laboratory tests; and prescribe pharmacologic and non-pharmacologic treatments in the direct management of acute and chronic illness and disease. Nurse practitioners provide health and medical care in primary, acute, and long-term care settings. NPs may specialize in areas such as family, geriatric, pediatric, primary or acute care. Nurse practitioners practice autonomously and in collaboration with other healthcare professionals to treat and manage patients’ health problems, and serve in various settings as researchers, consultants, and patient advocates for individuals, families, groups, and communities”, American Nurses Association (2010). *Scope and Standards of Advanced Practice Registered Nursing*.

**Family Health Care** For the graduate nursing program at Pittsburg State University, family health care is defined as health promotion, disease and injury prevention, and restoration of maximum wellness for families across the lifespan. Graduate students are prepared as Family Nurse Practitioners.

**Rural** For the graduate nursing program at Pittsburg State University, rural is defined as a community or region with a population of less than 20,000 and/or more than 50 miles from a comprehensive research medical center. According to this definition, the four state area, including Pittsburg and extending for a 50 mile radius, would be considered rural.
**MSN PROGRAM Diagram**

**Core Courses (18)**
- N712, Issues and Roles in Advanced Nursing Practice (3 hrs)
- N723, Client/Family Health: Theory, Assessment, Promotion (2 hrs)
- N724, Client/Family Health: Theory, Assessment, Promotion Practicum (2 hrs) (96)
- N800, Theories Related to Nursing Practice (2 hrs)
- N890/N891, Research Thesis/Problem (6 hrs)
- N892, Research Methods in Nursing (2 hrs)
- N893, Nursing Research Seminar (1 hr)

**Advanced Practice Courses (9)**
- N803*, Advanced Health Assessment (2 hrs)
- N804, Advanced Health Assessment Practicum (1 hr) (48)**
- N809, Advanced Pathophysiology (3 hrs)
- N818*, Advanced Pharmacology (3 hrs)

**NURSE PRACTITIONER TRACK**

**FNP Specialty (18 hrs)**
- N806*, Primary Care I: Mgmt. of Common Health Prob. (3 hrs)
- N807, Primary Care I: Mgmt. of Common Health Prob. Prac. (3 hrs) (144)**
- N812*, Primary Care II: Mgmt. of Complex Health Prob. (3 hrs)
- N813, Primary Care II: Mgmt. of Complex Health Prob. Prac. (3 hrs) (144)**
- N828, Nurse Practitioner Preceptorship I (3 hrs) (144)**
- N829, Nurse Practitioner Preceptorship II (3 hrs) (144)**

**FNP Total 720 Direct Client/Patient clinical practicum hours, 45-47 credit hours**

Students who declare Option III (course work) as their graduate school plan of study complete a block of 8 credit hours of course work chosen from the two functional areas listed below. These courses would be taken in place of N890/N891, 6 credit hours.

**Administration & Education Functional Area (8)**
- N760, Nursing and the Health Care System Management (2 hrs)
- N850, Curriculum Development (3 hrs.)
- N761, Nursing and the Health Care System Management Practicum (1 hr) (48)**
- N855, Teaching Strategies, (2 hrs)
- N865, Strategic Development (3 hrs)
- N854, Teaching Strategies Practicum (1 hr) (48)**
- N866, Administration Practicum (2 hrs) (96)**
- N856, Education Practicum (2 hrs) (96)**

Approved by: NDO, October 29, 1999

*Courses taught by faculty of Kansas Advanced Practice Collaborative
KSBN, December 8, 1999

** Credit hours; Practicum hours included in Direct Patient/Patient clinical practicum hours

Revised 02/2008, 10/10/08, 08/09, 01/2012

Due to constrained resources and low enrollment, the Clinical Nurse Specialist Track is no longer being offered.
Pittsburg State University  
School of Nursing

Master of Science in Nursing Curriculum (45-47 credit hours)

I. Common Core .................................................................................................................. 18-20
NURS 712 Issues and Roles in Advanced Nursing Practice ........................................... 3
NURS 723 Client/Family Health: Theory, Assessment, Promotion ................................ 2
NURS 724 Client/Family Health: Theory, Assessment, Promotion Practicum ............ 2
NURS 800 Theories Related to Nursing Practice ............................................................ 2
NURS 892 Research Methods in Nursing ....................................................................... 2
NURS 893 Nursing Research Seminar ............................................................................. 1
NURS 890 Research Thesis or ......................................................................................... 6
NURS 891 Research Problem or ...................................................................................... 6
Option III Functional Area .............................................................................................. 8

II. Advanced Practice Core ............................................................................................... 9
*NURS 803 Advanced Health Assessment .................................................................... 2
NURS 804 Advanced Health Assessment Practicum ..................................................... 1
NURS 809 Advanced Pathophysiology ........................................................................... 3
*NURS 818 Advanced Pharmacology ............................................................................ 3

III. Area of Emphasis (from one of the following 2 curriculum tracks)
A. Nurse Practitioner Track ........................................................................................... 18

*Family Nurse Practitioner Specialty*  
*NURS 806 Primary Care I: Management of Common Health Problems  
Throughout the Life Span ............................................................................................... 3
NURS 807 Primary Care I Practicum: Management of Common Health Problems  
Throughout the Life Span ............................................................................................... 3
*NURS 812 Primary Care II: Management of Complex Health Problems  
Throughout the Life Span ............................................................................................... 3
NURS 813 Primary Care II Practicum: Management of Complex Health Problems  
Throughout the Life Span ............................................................................................... 3
NURS 828 Nurse Practitioner Preceptorship I ................................................................. 3
NURS 829 Nurse Practitioner Preceptorship II ............................................................... 3

The selection of Option III would necessitate the completion of one of the functional areas below as a replacement for NURS 890 Nursing Thesis or NURS 891 Research Problem.

Administration Functional Area ....................................................................................... 8
NURS 760 Nursing and Health Care System Management ........................................... 2
NURS 761 Nursing and Health Care System Management Practicum ........................ 1
NURS 865 Strategic Development ................................................................................... 3
NURS 866 Administration Practicum .............................................................................. 2

Education Functional Area ............................................................................................. 8
NURS 850 Curriculum Development .............................................................................. 3
NURS 855 Teaching Strategies ......................................................................................... 2
NURS 854 Teaching Strategies Practicum ....................................................................... 1
NURS 856 Education Practicum ...................................................................................... 2

* Pittsburg State University cooperates with the University of Kansas and Fort Hays State University to offer the Kansas Advanced Practice Collaborative curriculum.
Standards for Master of Science in Nursing Graduate Program

PSU Nursing Code of Conduct
An important part of the nursing program is the development and maintenance of professional ethics and behavior. A professional manner is expected in all settings and includes one's approach to the setting. Ideally, a professional manner should be adopted when you are representing the PSU School of Nursing as your behavior reflects on you, the nursing program, the nursing profession, and Pittsburg State University. We encourage you to help maintain standards of the profession by reporting violations of the code of conduct. It is recommended that the student make this report to the clinical instructor, course instructor, or chairperson.

The member displays respect for human dignity and the uniqueness of an individual.
- Members will follow confidentiality guidelines.
- Members will act in a professional manner when dealing with individuals.
- The member’s interactions should reflect the intrinsic value of each person, regardless of nationality, race, color, age, gender, religion, ancestry, or disability.
- Members will be respectful of others and have the right to be treated with respect in return.

The member assumes responsibility and accountability for professional development.
- Members will demonstrate self-awareness by identifying own feelings, thoughts, and behaviors, and will interpret the basis for those feelings, thoughts, and behaviors.
- Members will come with a willingness to actively participate in the teaching/learning process.
- Members will be willing to examine biases and prejudices and be open to new ways of thinking.
- Members will be conscious of their comments and behaviors so as to avoid offending others.

The members will maintain the integrity of the profession and protect the public image of the profession.
- Members will follow established traditions of the School of Nursing.
- Members will have positive regard for the PSU Nursing Uniform and the values and traditions it represents.
- In clinical settings, members will adopt and maintain a professional appearance. They will present with a clear mind and be neatly groomed in attire appropriate to the setting.

The member will communicate with others in a direct and cordial manner.
- Members will present concerns/questions to the person or persons involved to obtain information and to resolve problems in a timely manner.
- Members will utilize the established Academic Due Process for grievances.
- Members will follow the ANA Code for Nurses.
American Nurses’ Association Code of Ethics for Nurses

The American Nurses Association (ANA) *Code of Ethics for Nurses with Interpretive Statements* (2015) explicates the goals, values and ethical precepts that direct the profession of nursing. The ANA believes the *Code of Ethics* for Nurses is nonnegotiable and that each nurse has an obligation to uphold and adhere to the code of ethics. The *Code of Ethics* is the definitive framework for ethical analysis and decision-making for RNs across all practice levels, roles and settings.

Heath care ethics is concerned with the rights, responsibilities, and obligations of health care professionals, institutions of care, and clients. Upon entering the profession of nursing, nurses accept the responsibilities and trust that have accrued to nursing over the years and also the obligation to adhere to the profession’s Code of Ethics. The *Code of Ethics* for Nurses was published by the American Nurses Association, is the standard by which ethical conduct is guided and evaluated by the profession. It provides a framework within which nurses can make ethical decisions and discharge their professional responsibilities to the public, to other members of the health team, and to the profession. (ANA, 2015).

**Provisions of the Code of Ethics for Nurses with Interpretive Statements**

**Provision 1:** The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.

**Provision 2:** The nurses’ primary commitment is to the patient, whether an individual, family, group, community, or population.

**Provision 3:** The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

**Provision 4:** The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

**Provision 5:** The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

**Provision 6:** The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conductive to safe, quality health care.

**Provision 7:** The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

**Provision 8:** The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

**Provision 9:** The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

The PSU graduate nursing student follows the American Nurses Association’s Scope and Standards of Practice, Second Edition (2010) particularly concerning ethics. “The advanced practice registered nurse makes ethical decisions and takes ethical actions. The advanced practice registered nurse acknowledges the client’s rights of self-determination, truthful disclosure, privacy, and confidentiality and respects the client’s dignity and cultural beliefs. She or he serves as an advocate for the client and is obliged to demonstrate nonjudgmental and non-discriminatory behaviors that are sensitive to client diversity. Advanced practice registered nurses work to facilitate client decision-making, promote ethical practice environments, and protect professional integrity.” The Standards of Professional Performance, Standard 7. Ethics, states, “The registered nurse practices ethically”.

**Competencies**
The registered nurse:
- Delivers care in a manner that preserves and protects healthcare consumer autonomy, dignity, rights, values, and beliefs.
- Recognizes the centrality of the healthcare consumer and family as core members of any healthcare team.
- Upholds healthcare consumer confidentiality within legal and regulatory parameters.
- Assists healthcare consumers in self-determination and informed decision-making.
- Maintains a therapeutic and professional healthcare consumer-nurse relationship within appropriate professional role boundaries.
- Contributes to resolving ethical issues involving healthcare consumers, colleagues, community groups, systems, and other stakeholders.
- Takes appropriate action regarding instances of illegal, unethical, or inappropriate behavior that can endanger or jeopardize the best interests of the healthcare consumer or situation.
- Speaks up when appropriate to question healthcare practice when necessary for safety and quality improvement.
- Advocates for equitable healthcare consumer care.

**Additional Competencies for the Graduate-Level Prepared Specialty Nurse and the APRN**
The graduate-level prepared specialty nurse or the advanced practice registered nurse:
- Participates in interprofessional teams that address ethical risks, benefits, and outcomes.
- Provides information on the risks, benefits, and outcomes of healthcare regimens to allow informed decision-making by the healthcare consumer, including informed consent and informed refusal.


**Dishonesty in Academic Work**

**Honesty Pledge**
Each student will be asked to sign an “Honesty Pledge” at the beginning of this program that states:

*I pledge that all work that I submit online, in theory courses and/or clinical practicum will be mine and mine only unless designated in the course syllabi as a team effort.*

Noncompliance with this policy may result in disciplinary actions according to the School of Nursing and/or Pittsburg State University Standards, including failure of course or dismissal from the program.
Curriculum, Academic Requirements, and Progression

Graduate School Policies
Visit Graduate and Continuing Studies Web page for commonly used policies at;
http://www.pittstate.edu/office/graduate/cgs-graduate-policies.dot

A complete registry of Graduate School policies can be found in the University Catalog:

Time Limit to Complete Degree
Credits earned more than six years before the date of granting the degree cannot be counted to meet requirements for the degree unless they are validated by special examination or repeated. Examinations and grades for validated courses are given by the course instructor or departmental faculty.

Transfer and Wavier of Credit Policy
Any transfer or waiver of graduate credit that applies to a degree must have the recommendation of the student’s School of Nursing advisor and the approval of the Dean of Graduate and Continuing Studies. A maximum of nine semester hours of courses may be transferred from another accredited graduate school and applied to a program of study with the approval of the student’s department. Only work graded B or higher may be transferred.

A maximum of nine semester credits from a completed graduate degree may be used as evidence for waiver of requirements in another graduate degree program. Decisions that requirements may be waived are based on evidence of past course work and/or experience. Waivers are of two types: 1) a requirement may be waived but total degree credit required may be the same; or 2) a requirement may be waived and the number of credits required may be reduced by that credit amount. http://www.pittstate.edu/dotAsset/127180.pdf

Validation of Previous Work
Credits earned more than six years before the date of granting the degree cannot be counted to meet requirements for the degree unless they are validated by special examination or repeated. Examinations and grades for validated courses are given by the course instructor and must be filed in the Graduate Office.

Courses are eligible for validation only if they have been taken within a ten-year period from when the candidate’s degree will be completed. Courses from other institutions may not be validated; therefore, transferable courses must be no more than six years old at the time of granting the degree.

Planning to Meet the Degree Requirements
At the time of admission into a degree program, students should meet with their advisors to make a tentative plan for their entire degree program. Agreement upon courses to be transferred, waived, or validated should be made at that time. Specific courses and number of credit hours of graduate work taken in special graduate student status that are applicable to the degree should also be determined. Typically, no more than 12 credits taken in special graduate status will apply to a degree at Pittsburg State University. Once admitted, it is strongly recommended that students not engage in full-time employment. Students must be fully admitted to the MSN Program before taking nursing courses.

http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=130&sid=1&menu_id=8584
A student who has not maintained a 3.0 grade point average, has earned six hours of C grade work, and/or has failed a course with a grade of D or F can be placed on Academic Alert status. A student who has been placed on Academic Alert can be required to enroll in fewer hours for the following semesters, be required to repeat courses, not be eligible for an assistantship and/or be dismissed from the Graduate School. Students on Academic Alert Status will be monitored each semester to confirm that they are improving their academic standing.

A student who has not maintained a 3.0 grade point average, earned more than six hours of C grade work, and/or has failed a course with a grade of D or F; can be dismissed from the Graduate School by the Graduate School Dean. The Graduate School Dean, after consultation with the student’s academic advisor, may terminate a student’s graduate status because of unsatisfactory academic performance. Students who have been Academically Dismissed will not be admitted to a graduate degree program for a period of two years.

**Graduate Nursing Program Progression and Continuous Enrollment Policy:**

Students must maintain continuous enrollment in the MSN program based upon their Program of Study. If a lapse of enrollment is requested, the Director of the SON must be notified in writing by Certified Letter. The student and academic advisor will meet and plan an altered Program of Study. The altered Program of Study will require approval by the MSN committee and Director of the School of Nursing. Students must meet with their graduate academic advisor prior to re-enrollment. Re-enrollment may be based upon space availability and course offerings as determined by the Director of the SON. Requests to return to study should be made per written Certified Letter.

A graduate nursing student must maintain an overall average of 3.0 GPA with no more than two Cs in 700 level and above course work in nursing taken as part of the BSN, MSN or MSN programs. A graduate nursing student earning a grade of “C” or below in more than two courses must submit a request written Certified Letter to the Director of the SON and MSN Committee for consideration for readmission and repetition of the course. According to PSU policy, only 6 hours may be repeated with no course repeated more than once.

**Degree Plans and Enrollment Out of Sequence**

All students are to develop an initial Program of Study or degree plan with their assigned advisor. A Program of Study that varies from the course sequence specified in the Program of Study will be submitted by the student in writing, with rationale for the variance, to the Director of the School of Nursing, who forwards it to the Graduate Committee. The faculty must approve the altered Program of Study or degree plan.

**Dismissal Due to Unsatisfactory Performance and Appeal Process**

The Dean of Continuing and Graduate Studies, after consultation with the SON advisor, may terminate a student’s graduate status because of unsatisfactory academic performance. This dismissal may be appealed to the Graduate Council.

**Withdrawal from Classes**

It may be necessary for a student to withdraw from course work due to unforeseeable circumstances. It is the responsibility of the student to inform the Registrar's Office of the withdrawal in writing or the grade may be recorded as an F. The student is responsible to seek counsel from the academic advisor or the Director of the School of Nursing. The student may request re-admission to departmental courses within a year of voluntary withdrawal. Re-enrollment may be based on space available as determined by the Director of the School of Nursing.

http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=137&sid=1&menu_id=8592
Incomplete Work/In-Progress
Incomplete grade is to be utilized in rare instances when a student is unable to complete a course due to circumstances beyond his/her control. The student must have successfully completed a majority of the course work to be eligible. The instructor must state clearly in writing what is needed to successfully complete the course. This information will be provided via GUS to both the student and the Director of the School of Nursing. The plan cannot require the student to repeat the course as an option for removing an “IN” grade. Instructor must provide the grade the student would earn if no additional work is completed by entering a grade of “IB” “IC” “ID” “IF”, calculating the missing work as zero grades. The second letter supplies the default grade that will replace the “IN” grade at the end of one full subsequent fall or spring semester if no additional work is completed. If the student opts to graduate prior to the allowed deadline for removal of an incomplete, the default grade will be recorded, and the student may not complete the work to achieve a higher final grade after graduation. A grade of In Progress “IP” may be given when a student is enrolled in a course that requires the student to engage in projects that extend past the end of the semester. Such courses must be legislated and approved by the Graduate Council for use of the “IP” grade. As within complete grades, an In Progress not removed within one year shall be regarded as a failure and the “IP” grade will be changed to an “F” and included in the computation of the student’s GPA. Courses that do not automatically change to an F after a year will, if still Incomplete or In Progress after two years of no enrollment in graduate courses, be regarded as permanently Incomplete and will receive the designation “IX”. Once a grade of “IX” has been posted for a course, a student wishing to earn credit for that course will be required to re-enroll in it and to pay the required tuition and fees. [link]

Student Success
The office of Enrollment Management and Student Success helps students establish and achieve their educational goals. Student Success programs assist in reaching desired levels of academic achievement, career development, planning, decision-making, and leadership development. We try to remove the roadblocks that historically may have prevented students from making the most out of their educational experiences. [link]

Code of Student Rights and Responsibilities
The Pittsburg State University Code of Student Rights and Responsibilities and other student information is available online at [link]

Steps for Resolving Academic Conflicts
If you have a conflict regarding a no harassment-based circumstance in the academic setting, it is recommended you take the following steps to resolve it.

1. See the instructor. First and foremost, see if the problem can be resolved with the instructor involved. If satisfaction is not received, or if you do not feel you can pursue the matter with your instructor, proceed to step 2.

2. Discuss the problem with the Director of the School of Nursing or chair of the department which offers the class. If the problem is not resolved, proceed to step 3.

3. Discuss the conflict with the Dean of the College in which the School or Department is located. If a resolution is not reached, proceed to step 4.

4. See the Provost/Vice President for Academic Affairs. This is the last realistic place to expect a resolution to the conflict. Although it is unusual, students also have an option of pursuing the matter further with the President of the University and finally the Kansas Board of Regents. [link]
Academic Due Process for Grievance

Purpose: The Academic Due Process Procedure is established to provide a mechanism for students to resolve their grievances.

Process: Students who have complaints should submit their first written statement within the semester or the following semester of the stated complaint. After the written statement is submitted, each step of the process should be completed within a specified time period. Barring illness, vacations, off-contract periods, and attendance at events such as conferences, the time period would be 10 class days. The complainant should retain copies of each written statement.

I. The complainant will submit in writing to the instructor a dated statement. The statement will give the nature and the reason for the due process procedure. This statement will be submitted prior to making an appointment to discuss the course of action.

II. The complainant will set up an appointment for informal conference with the instructor.

III. If steps one and two are unsuccessful in resolving the concern, the complainant will prepare and present a written statement dealing with the problem to the departmental chair/school director. A copy of this statement will be forwarded to the faculty member involved. The chair/director will attempt to resolve the complaint giving the interested parties ample opportunity to present their views.

IV. If step three is unsuccessful, a written request will then be submitted and reviewed by the Departmental/School Due Process Committee. This committee will hear and examine all appropriate evidence and render an advisory opinion, which shall be available to both parties.

V. If step four does not provide a basis for satisfactory resolution of the complaint, the complainant may appeal to the Dean of the College who will seek to resolve the complaint as is deemed appropriate.

VI. If step five is unsuccessful, the complainant may appeal the matter to the Provost and Vice-President for Academic Affairs.

Note: Using the grievance process to challenge a course grade may only be done if the student believes that the grade was determined unfairly or discrimination was involved.

Graduate Catalog and Handbooks for Graduate Students

It is recommended that students have access to a Pittsburg State University Catalog effective for the year in which study is begun. Beginning in 2011 the University Catalog is online only. It can be found at:

http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=34&sid=1
Pittsburg State University
Graduate School
Plans of Study

Master’s Program Options
There are three alternative experiences at the master’s degree level.

Option I: Thesis
The student must present and defend a satisfactory thesis according to the Requirements and Guidelines for the Preparation of a Master’s Thesis Manual. The thesis option requires a minimum of 30 credit hours, with no fewer than 15 hours in courses numbered 800-899 and at least 24 hours in courses numbered 700-899. Enrollment in and completion of 6 hours of NURS 890 Thesis course work is required. As listed in the Thesis Requirements and Guidelines, students completing the thesis option must complete the online thesis steps. Please refer to the Graduate and Continuing Studies website for policies related to the development of a thesis: http://www.pittstate.edu/office/graduate/thesis.dot

Option II: Applied Research
The student will complete research related to a specific problem or will complete a specific advanced project. This option includes creative and aesthetic efforts such as performances, exhibits, or creative writing. The applied research option requires a minimum of 32 hours of coursework with no fewer than 15 semester hours in courses numbered 800-899 and at least 26 hours in courses numbered 700-899. Enrollment in and completion of 6 hours of NURS 891 Research Seminar course work is required.

Option III: Course Work
Successful completion of the functional area of Education or Administration (8 credit hours), which is not part of the student’s program plan of study.

Approved by the Graduate Council 4/13/05
Approved by NDO 3/14/08
MSN Check List for Option I, II, or III Completion
Irene Ransom Bradley School of Nursing

1. Consultation with the Director of the School of Nursing to review Option I, II, or III, committee member availability and IRB process if necessary.

2. Selection of topic for Option I or II Research

3. Candidacy Form completed and signed off by Advisor, Student, and Director

4. Selection of Committee Chair (Option I, II, or III)

5. Selection of Committee Members (Option I, II or III)
   Member 1.
   Member 2.
   Member 3. (Non Nursing Faculty)
Non Nursing Faculty Member not required for Option III

6. Selection of Option III Course Work
   1.  
   2.  
   3.  
   4.  

7. Option I or II Proposal Defense Date

8. Human Subject Approval: School of Nursing (Option I or II)
   PSU Graduate Studies

9. PSU Graduate Colloquium
   PSU Graduate Banquet

10. Option I, II, or III Podium Presentation Date

11. Completed Option I or II Research to Graduate Office

Please consult PSU website for complete and current Continuing and Graduate Studies information
http://www.pittstate.edu/office/graduate/index.dot
SS04/05; SS08/06/08; revised 08/12/08
Permission and Acknowledgement to serve on Option I, II, or III Committee

The following faculty members have given permission and acknowledged the commitment to serve on the Option I, II, or III Committee for the following MSN student after consultation with the Director of the School of Nursing.

Student:_________________________________

Director of School of Nursing:________________________________________

Signature

Option Selected: ______________________________________________________

Faculty Acknowledgement:

Committee Advisor:___________________________________________________

Nursing Faculty Signature

Committee Member:___________________________________________________

Nursing Faculty Signature

Committee Member:___________________________________________________

Non Nursing Faculty Signature (Option III – optional)

Option III Course Work:

1)________________________________  2)________________________________

3)________________________________  4)________________________________

NOTE: This form is to be completed and filed in student folder prior to beginning Option I, II or III Process
Option I and II Thesis/Applied Research Problem

A maximum of six hours in research courses may be applied toward a graduate degree. The research thesis/applied research problem is under the guidance of the thesis/applied research committee and directed by thesis/applied research problem chair. The courses proceed at a pace agreed upon by the student and their research committee Chair.

The majority of work on the student’s thesis or applied research problem should be completed after completion of NURS 892/893 Research Methods in Nursing/Seminar in the summer semester.

The following are recommended deadlines for completion of thesis and applied research problem.

For a May graduation, it is recommended the student defend the thesis/applied research problem prior to April 7 in order to meet the PSU Graduate School’s April deadline.

For a July graduation, it is recommended the student defend the thesis/applied research problem prior to July 7 in order to meet the PSU Graduate School’s July deadline.

For a December graduation, it is recommended the student defend the thesis/applied research problem prior to November 7 in order to meet the PSU Graduate School’s November deadline.

- For the exact PSU deadline dates refer to the PSU Academic Calendar http://www.pittstate.edu/calendar/

Option I and Option II Guidelines

It is recommended that you develop a detailed timeline with your committee Chair.

Actions to be completed

1. Ask a nursing faculty member to serve as Chair of your research thesis or applied research problem
2. Discuss selection of research committee with Director of School of Nursing
   (2 within School of Nursing (including committee chair and 1 faculty member from outside School of Nursing)
3. Ask additional committee members if they are willing to serve on your committee
4. Make an appointment with school Director to receive approval of committee
5. Have committee members sign form agreeing to serve on your committee
   (Provide a copy of signed form for each member of your committee and school Director)
6. Meet with Chair for approval of topic
7. Enroll in 2 credit hours of 890 or 891 under committee Chair’s line number (enrollment in hours may vary upon approval of chair)
8. Write Chapter I of research proposal (this should not be a draft, but rather a scholarly paper to the best of the student’s ability). Students completing a Thesis should follow the formatting guidelines posted on the graduate school website. Any formatting not addressed on the website should follow APA guidelines. Students completing an applied research problem should follow APA guidelines
9. Submit to Chair for feedback (numerous revisions of each research chapter may be necessary to achieve a polished scholarly research paper)
10. Communicate with Chair via e-mail or make an appointment with Chair to discuss changes to Chapter I
11. Make recommended changes to Chapter I. Continue working on Chapter I until approved by Chair
12. Write Chapter II of research proposal (a literature review should have a minimum of 20 references)
13. Submit to Chair for feedback
14. Communicate with Chair via e-mail or make appointments with Chair to discuss changes to Chapter II
15. Continue working on Chapter II until approval received from chair
   It usually takes one semester of time dedicated to focused writing to complete Chapters I & II
16. Enroll in 2 hours of N890 or N 891 under committee Chair (enrollment in hours may vary upon approval of chair)
17. Write Chapter III of research proposal and any self-developed instruments
18. Submit to committee Chair for approval
19. Communicate with Chair via e-mail or make an appointment with Chair to discuss changes to Chapter III
20. Make recommended changes to Chapter III and continue working on Chapter III until approved by Chair
21. Check meeting dates of department IRB committee in Master’s Handbook
22. Prepare PowerPoint of research proposal for defense and submit to Chair for approval
   
   It usually takes one semester of time dedicated to focused writing to complete Chapters III and to prepare and present oral defense of proposal
23. Contact entire committee to establish date and time to present oral research proposal
24. After receiving approval from Chair send Chapters I, II, & III to committee at least ONE week before oral proposal presentation (confirm with committee receipt of paper, date and time of proposal defense)
25. Present oral proposal and make changes as recommended by committee
26. Complete forms for IRB and submit to Chair for approval (forms are located on Graduate School website). The department IRB will review your request for research and will send forms on to university IRB committee for approval
27. Confirmation of IRB approval must be received for research prior to gathering any data
28. Begin research or applied research problem (all details should be discussed with Chair prior to beginning data collection)
29. May need to meet with committee member with expertise in data analysis to discuss analysis plan
30. Enroll in 2 hours N890 or 891 under Chair’s line number (enrollment in hours may vary upon approval of chair)
31. If completing Thesis check catalog and with graduate school for deadlines to meet graduation requirements
32. Complete data collection and begin analyzing data
33. Meet with Chair to discuss analysis and results
34. Write Chapter IV (If applied research problem this chapter should include data, results and discussion). If completing thesis Chapter IV includes data and results and Chapter V will include the discussion of study)
35. Submit to Chair for feedback
36. Communicate with Chair via e-mail or make an appointment with Chair to discuss changes to Chapter IV & V and receive approval of chapters
37. Complete table of contents, abstract page and references
38. Prepare PowerPoint for oral presentation thesis or applied research problem and submit to Chair for approval
39. Upon approval from Chair contact committee members to establish date and time for oral defense of thesis or applied research problem. Send final paper to committee at least ONE week before research defense (confirm with committee members receipt of paper, date and time of research defense)
40. Obtain watermark paper and prepare signature page for committee to sign (plan on one copy of paper for each committee member, one for the School of Nursing, one for library and ___ personal copies) If completing a Thesis the graduate school will also require one copy. Bring signature pages to the oral presentation of your research
41. Present oral defense of research for committee, faculty, students and other interested individuals who may be in attendance
42. Be prepared to discuss and defend research and answer questions from committee or audience
43. At completion of presentation the student and all audience members will be asked to leave the room while the committee discusses your research and presentation. The committee may approve or ask for additional changes
44. Committee will call student back into the room and communicate the committee’s recommendations
45. If approved the committee student should have signature pages signed by committee members
46. Complete all forms for Graduate School
47. Have paper bound per graduate school requirements if thesis or by nursing department requirements if applied research problem
48. Pay binding cost at library and bring receipt to the school of nursing
49. Provide committee members with a bound copy when available
Protection of Human Subjects (IRB) Policy
http://www.pittstate.edu/office/grants/research-involving-human-subjects.dot

Research to be conducted by any nursing student must have approval of the School of Nursing, Human Subjects committee and an appropriate IRB form must be on file. Please request forms from the graduate office or your academic faculty advisor. IRB forms must be signed and on file prior to collection of data or applied research implementation. School of Nursing IRB review dates are:
3rd Tuesday of the following months: September, November, January, February, April.

Additional Thesis Requirements
Requirements and Guidelines for the Preparation of a Master’s Thesis manual (which may be found under the Thesis Requirements and Guidelines link at http://www.pittstate.edu/office/graduate/thesis.dot
Students should consult this website for important information throughout the thesis process including forms and communications with the Pittsburg State University Graduate School to be completed for a thesis.

Protocol for Option I & II Oral Podium Presentation

1. The final oral podium presentations of Option I & II is the student’s finished research. The oral presentation will be scheduled with all committee members at a mutually acceptable time. When possible the scheduling of the oral defense of the research thesis or applied research problem shall be in accordance of the timeline published by the School of Nursing.

2. Students should contact the office administrative assistance to schedule a time and room for their presentation.

3. Presenter should have all materials and technologies ready to begin prior to the scheduled time and Flash Drives with their PowerPoint and handouts, etc.

4. The student should be prepared to respond to questions related to their research or their applied research problem.

5. The student should be prepared to respond to questions related to the attainment of the graduate program objectives through their research or applied research problem.

6. Attendees must include all committee members. All nursing faculty and graduate students shall be invited. Time, place, presenter and title of oral presentation shall be posted in the School office and on the Canvas communication website for a minimum of one week prior to the scheduled time of the presentation.

7. Presenter may also invite adult family members or friends, preceptors, or representatives from agencies that assisted with the research/applied research.

8. Those present should be attentive to the presentation and courteously leave cell phones, laptops, and other hand held devices outside of the room or turned off.

9. The oral presentation is to be conducted in a scholarly professional manner (business attire, speaking clearly, make eye contact with audience, and be time appropriate).

10. The student will review the grading rubric for evaluation of Podium Presentation prior to the podium presentation.

Revised: 07/31/11, 050313
Podium Presentations – Option III

Specifications

1. Option III presentations must address in detail how the Option III coursework and learning experiences have specifically contributed to completion of the ten Graduate program objectives:

   I. Integrate the nursing process, supported by a variety of theories, into advanced practice.
   II. Utilize advanced nursing standards and content from the sciences, humanities and nursing to promote health, prevent disease and provide quality care to persons/families/communities with emphasis in rural settings.
   III. Contribute to the advancement of the nursing profession through the knowledge of historical, political, social, economic, legal, cultural, and ethical aspects of health care.
   IV. Implement effective teaching-learning strategies designed to promote wellness of persons/families/communities.
   V. Demonstrate competence in advanced practice roles in meeting health needs of all populations with emphasis in rural settings.
   VI. Evaluate individual advanced practice nurse responsibility and accountability as it contributes to the improvement of the delivery of health care and the establishment of health policy.
   VII. Synthesize advanced practice nurse leadership and management principles in order to coordinate person/family care in all populations with emphasis in rural settings.
   VIII. Manage activities for planned change to facilitate adaptation of persons/families/communities.
   IX. Contribute to advanced nursing through managing research and information systems.
   X. Evaluate long-term and short-term personal and professional goals for advanced practice.

2. Oral podium presentations will be scheduled when committee is available. The scheduling shall be according to the timeline published by the school.

3. Students will contact the office administrative assistants to schedule a time and room for their presentation.

4. Attendees must include all committee members. All nursing faculty and graduate students shall be invited. Time, place, presenter and title of oral presentation shall be posted in the School office and on the Canvas communication website for a minimum of one week prior to the scheduled time of the presentation.

5. The presenter may also invite adult family members or friends, preceptors, or representatives from agencies that assisted with the Option III coursework and learning experiences.
6. The student will meet with the Option III Committee to determine if there are additions or variances in expectations for content of presentation required by them.

7. The Option III Podium Presentation (including PowerPoint notes and handouts) will be sent to the Committee Chair at least one week prior to the scheduled podium presentation.

8. Each student is allotted one hour for the presentation including questions, answers, and committee/faculty evaluation.

9. The student should have all materials and technologies ready to begin prior to the scheduled time including handouts, flash drives, and other requirements.

10. Professional attire is required.

11. The student should be prepared to respond to questions related to the attainment of the graduate program objectives through their additional coursework.

12. Those present should be attentive to the presentation and courteously leave cell phones, laptops, and other hand held devices outside of the room or turned off.

13. The oral presentation is to be conducted in a scholarly professional manner (business attire, speaking clearly, make eye contact with audience, and be time appropriate).

14. The student will review the grading rubric for evaluation of Podium Presentation prior to the podium presentation.

15. Presentations will be conducted in accord with the standards included in the Evaluation of Podium Presentation.

16. One paper, spiral bound copy of the presentation is required. The copy should be provided to the chair of the Option III Committee for placement with all student Option I, II, and III bound products in the McPherson Research Room. This copy should be bound after the presentation is complete so that changes can be made if required by Committee. The bound copy must be received for progress to graduation. The bound copy will include:
   
b. Table of Contents.
c. Signature Page for Committee Members (bring copy to Option III defense).
d. Copy of Presentation PowerPoint slides (6 slides per page).
e. Examples of supporting documents (approximately one example per objective).
f. Permission and Acknowledgement form.

17. Please begin meeting with your Committee Chair early in the semester. All questions will be directed to your chair and committee.

Revised: 7/31/11; 050313.
Option III Podium Presentations Guidelines

Podium Policy: The Podium Presentation begins with selection of a Committee Chair by February 15. The Permission and Acknowledgement to Serve on Option III Committee will be completed by March 1 (one copy of this form is given to the Director of the School of Nursing and the MSN Coordinator). The MSN Committee will prepare a schedule of Podium Presentation dates and will keep a running chart of Option III committees. A committee meeting with the Option III chair will occur before April 1st. A draft of the presentation will be sent to the chair no later than 7 days prior to presentation date or your presentation may be cancelled and rescheduled per your committee’s availability.

____ Selection of Committee Chair by Feb 15.

____ Obtain signature of Committee Chair and Committee Member on Permission and Acknowledgement to Serve on Option III Committee form.

____ Permission and Acknowledgement to Serve on Option III Committee form completed and submitted to school of nursing office by March 1. (It is also helpful to give your chair and committee member a copy of this form.)

____ Schedule meetings with your chair and committee member to discuss requirements of your podium presentation and to preview your defense to demonstrate how Option III coursework and learning experiences have contributed to completion of the 10 MSN program objectives. Your initial meeting should be scheduled by April 1.

____ A list of dates will be provided to Option III students by the MSN committee. Please confirm a date with your Committee Chair and Committee Member before reserving a date/time with the School of Nursing office.

____ Provide a draft of your Podium Presentation to your chair at least 7 days prior to your presentation date.

____ Complete required edits and suggestions from your Chair, provide a final version of presentation to your Chair and Committee Member 24 hours prior to your scheduled date.

____ Complete the Cover Page and have available the day of your presentation for committee members to sign.

____ One paper, spiral bound copy of the presentation is required to be submitted to the School of Nursing and should be completed after your presentation. See guidelines in the Protocol for Option III Podium Presentation of the MSN Student Handbook.

**Questions related to your podium presentation should be directed to your committee chair.
# Evaluation of Podium Presentation

**Student’s Name:** ____________________________  
**Evaluator’s Name:** ____________________________

**Circle One**  
Option I – Thesis  
Option II – Applied Research  
Option III – Additional Course Work

**Directions:** On a scale of one (1) to ten (10) with 10 being the highest score, what would you score the student on each of the items listed? Please circle your response.

<table>
<thead>
<tr>
<th>Item</th>
<th>Score Range</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
<th>Score 5</th>
<th>Score 6</th>
<th>Score 7</th>
<th>Score 8</th>
<th>Score 9</th>
<th>Score 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The graduate student presented in an organized style.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2. The graduate student’s statements and responses were accurate; communicating clearly and concisely.</td>
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<td>1</td>
<td>2</td>
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<td>10</td>
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<tr>
<td>3. The graduate student addressed in detail how they met the 10 Graduate Program Objectives.</td>
<td></td>
<td>1</td>
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<td>10</td>
</tr>
<tr>
<td>4. There was evidence of depth and breadth of knowledge in the student’s presentation and responses to questions.</td>
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<td>1</td>
<td>2</td>
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<td>4</td>
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<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>5. All questions were answered by the student in a professional manner.</td>
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<td>1</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
<td>6. The student’s use of handouts and/or technology enhanced the presentation.</td>
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<td>1</td>
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<td>6</td>
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<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>7. Evidenced integration of Essentials of Master’s Education for Advanced Practice Nursing, Code of Ethics for Nurses and Scope and Standards of Advanced Practice Registered Nursing.</td>
<td></td>
<td>1</td>
<td>2</td>
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<td>10</td>
</tr>
<tr>
<td>8. The graduate student integrated ability to provide leadership in health care.</td>
<td></td>
<td>1</td>
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<td>9</td>
<td>10</td>
</tr>
<tr>
<td>9. Synthesis of research findings was evident.</td>
<td></td>
<td>1</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>10. Evaluated both long and short term personal and professional goals for advanced practice.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Score:** _________________

*It is expected that student’s will achieve an average rating of 70 or above by all faculty in attendance at the presentation. Average scores below 70 will result in a need to modify the presentation and schedule a repeat presentation at the next available published date which may be the next semester.*  
SS4/1/08
**Evaluation of Written Comprehensive Exam**

| Student’s Name: ___________________________ | Evaluator’s Name ___________________________ |

**Directions:** On a scale of one (1) to ten (10) with 10 being the highest score, what would you score the student on each of the items listed? Please circle your response.

1. The graduate student responded in an organized style.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

2. The graduate student’s statements and responses were accurate.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3. The graduate student communicated clearly and concisely.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4. There was evidence of depth and breadth of knowledge in the student’s written response to questions.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. All questions were answered by the student in a professional manner.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

6. The student’s knowledge and use of outside information enhanced the written response.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |


   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

8. The graduate student integrated evidence of leadership skills, such as collaboration.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

9. Synthesis of research findings was evident in responses.

   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

10. Utilized advanced nursing standards and content from the sciences, humanities, and nursing to promote health, prevent disease, and provide quality care to persons/families/communities with emphasis in rural settings.

    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Total Score________________**

*It is expected that student’s will achieve an average a rating of 70 or above by all faculty grading written comprehensive exam. Average scores below 70 will result in a need to retest at the next available published date which may be the next semester.*

SS4/1/08
Criteria for MSN Portfolio

Students will maintain electronic copies of all coursework throughout the Graduate program to demonstrate the following criteria. Examples include major papers, course assignments and involvement with volunteer/community organizations. The Portfolio will be maintained online in the Typhon Student Tracking System. The Portfolio will be due in the final semester of the program and the student will be evaluated on the professional organization of the portfolio and accuracy of information.

1. Integrate the nursing process, supported by a variety of theories, into advanced practice.

2. Utilize advanced nursing standards and content from the sciences, humanities, and nursing to promote health, prevent disease, and provide quality care to persons/families/communities with emphasis in rural settings.

3. Contribute to the advancement of the nursing profession through the knowledge of historical, political, social, economic, legal, cultural, and ethical aspects of health care.

4. Implement effective teaching-learning strategies designed to promote wellness of persons/families/communities.

5. Demonstrate competence in advanced practice roles in meeting health needs of all populations, with emphasis in rural settings.

6. Evaluate individual advanced practice nurse responsibility and accountability as it contributes to improvement of health policy (to include certification, licenses, etc.).

7. Synthesize advanced practice nurse leadership and management principles in order to coordinate person/family care in all populations with emphasis in rural settings.

8. Manage activities for planned change to facilitate adaption of persons/families/communities.

9. Contribute to advanced nursing through managing research and information systems.


11. Documentation of community involvement (includes volunteer work, community organizations).

12. Information and references should be accurate and current.

13. Organization of portfolio (includes Title page, Table of Contents, Body & References in professional format with examples of coursework included).

SS4/1/2008; ckg050813.
<table>
<thead>
<tr>
<th>MSN Course #</th>
<th>Suggested Papers, Activities, Clinical Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Core</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 712</td>
<td>Personal Goals paper with “Ideal” job description</td>
</tr>
<tr>
<td>NURS 723/724</td>
<td>Calgary Assessment, Teaching Project, Health Promotion Project</td>
</tr>
<tr>
<td>NURS 800</td>
<td>Concept Analysis, Nursing Theorist</td>
</tr>
<tr>
<td>NURS 892/893</td>
<td>Proposal, Research Critique</td>
</tr>
<tr>
<td><strong>Advance Practice Core</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 803/804</td>
<td>Health History documentation &amp; dictation, Geriatric or Pediatric Assessment</td>
</tr>
<tr>
<td>NURS 809</td>
<td>Advanced Pathophysiology</td>
</tr>
<tr>
<td>NURS 818</td>
<td>Homework Assignments(include 2)</td>
</tr>
<tr>
<td><strong>FNP track</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 806/807</td>
<td>SOAP notes (examples of common illness)</td>
</tr>
<tr>
<td>NURS 812/813</td>
<td>SOAP notes (examples of complex illness)</td>
</tr>
<tr>
<td>NURS 828</td>
<td>Grand Rounds Presentations, SOAP note with coding</td>
</tr>
<tr>
<td>NURS 829</td>
<td>Grand Rounds Presentations, SOAP note with coding</td>
</tr>
<tr>
<td><strong>Ed Functional Area</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 850</td>
<td>Curriculum Development, Action Research</td>
</tr>
<tr>
<td>NURS 855/854</td>
<td>Critiques, Types of Teaching Strategies, Teaching Plan</td>
</tr>
<tr>
<td>NURS 856</td>
<td>Goals Teaching Project</td>
</tr>
<tr>
<td>NURS Evaluation</td>
<td>Methods of Evaluation</td>
</tr>
<tr>
<td><strong>Adm. Functional Area</strong></td>
<td></td>
</tr>
<tr>
<td>NURS 760/761</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>NURS 865</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>NURS 866</td>
<td>To Be Determined</td>
</tr>
</tbody>
</table>

Ss2008, 07/31/12
## Evaluation of MSN Portfolio

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate the nursing process, supported by a variety of theories, into advanced practice</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>2. Utilize advanced nursing standards and content from the sciences, humanities, and nursing to promote health, prevent disease, and provide quality care to persons/families/communities with emphasis in rural settings.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>3. Contribute to the advancement of the nursing profession through the knowledge of historical, political, social, economic, legal, cultural, and ethical aspects of health care.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>4. Implement effective teaching-learning strategies designed to promote wellness of persons/families/communities</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>5. Demonstrate competence in advanced practice roles in meeting health needs of all populations, with emphasis in rural settings.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>6. Evaluate individual advanced practice nurse responsibility and accountability as it contributes to improvement of health policy (to include certification, licenses, etc.)</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>7. Synthesize advanced practice nurse leadership and management principles in order to coordinate person/family care in all populations with emphasis in rural settings.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>8. Manage activities for planned change to facilitate adaption of persons/families/communities.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>9. Contribute to advanced nursing through managing research and information systems</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>10. Evaluate long-term and short-term personal and professional goals for advanced practice</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>11. Documentation of community involvement.(includes volunteer work, community organizations).</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>12. Accuracy of information with references included(current and professional).</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>13. Organization of portfolio (includes Title page, Table of Contents, Body &amp; References in professional format with examples of coursework included).</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

Options I, II, and III

____________________________                     ______________________________
Committee Advisor/Date                     Committee Member/Date

SS4/1/2008
Awards/ Honors

Sigma Theta Tau International Honor Society of Nursing

Invitation to membership in Sigma Theta Tau International, the honor society of nursing, is extended to eligible PSU nursing students in the spring semester. Sigma Theta Tau International has a membership of over 120,000 in 90 countries with chapters in 523 colleges and universities including PSU’s own Gamma Upsilon Chapter. Membership criteria for Undergraduate Nurse Students includes: ranking in the upper 35th percentile of the graduating class, having at least a GPA of 3.0, having completed at least half of the nursing curriculum, and having met the expectation of academic integrity. Registered Nurse Students completing a baccalaureate degree are eligible for invitation to Sigma Theta Tau if they meet the following criteria: rank in the upper 35th percentile of the graduating class, have at least a 3.0 GPA, have completed 12 credit hours at the current school, have completed half of the nursing curriculum, and meet the expectation of academic integrity. Graduate Nurse Students (Master’s) are eligible for invitation to Sigma Theta Tau if they: have at least a GPA of 3.5 with completion of at least one fourth of the nursing curriculum and meet the expectation of academic integrity. RN’s holding a current license and a baccalaureate degree in nursing or other field who have demonstrated achievement in nursing may also be eligible candidates under the category of Nurse Leaders.

The organization’s faculty counselors forward names of students who meet membership criteria to the Eligibility Committee and the Chapter Board of Directors. Students desiring to be considered for membership and meeting eligibility requirements are to complete the Authorization to Review Student's Records Form and bring the signed form to the nursing department office. Members of the chapter then recommend candidates for membership. Each candidate assumes responsibility for completing the required online application forms and fees. Induction of new members is held in the spring semester. Further information about the organization and its benefits is available from PSU School of Nursing faculty and at www.nursingsociety.org

PSU Continuing and Graduate Studies

Thesis/Applied Research projects are submitted to the PSU Graduate Council for selection and reviewed for Outstanding Thesis and Outstanding Applied Research. Thesis/Applied Research should be completed and submitted to the PSU Graduate Council in early March to be considered.
School Academic Honors

Recognition for Teaching, Scholarship, Research and Service are presented to students at the PSU Graduate Banquet. The awards are based upon graduate student excellence and performance in the specific area. Graduate students are nominated by graduate faculty and voted upon by the MSN Committee.

Criteria for MSN Graduate Teaching Award
1. Graduate student in final year of program of study
2. Demonstrated excellence in nursing education as a PSU graduate assistant or part-time faculty member. Student evaluations and lead instructor evaluation will document excellence.
3. Completion of Educational Functional area.

Criteria for MSN Graduate Scholarship Award
1. Graduate student in final year of program of study
2. Demonstrated outstanding scholarship ability by
   a. thesis/applied research submitted for PSU Outstanding Thesis/ Applied Research
   b. article submitted for publication
   c. thesis/applied research submitted as poster presentation
   d. recommendation of thesis/applied research committee

Criteria for MSN Graduate Research Award
1. Graduate student in final year of program of study
2. Demonstrated outstanding research ability by
   a. thesis/applied research conducted as part of a larger research study
   b. article submitted for publication in research journal
   c. thesis/applied research submitted as poster presentation locally, regionally, or nationally

Criteria for MSN Graduate Service Award
1. Graduate student in final year of program of study
2. Demonstration of outstanding service to
   a. School of Nursing
   b. Pittsburg State University
   c. Community
   d. State
   e. U.S.
Student Organizations

Graduate Student Nurses' Organization

The Graduate Student Nurses' Organization has been founded to: a) foster graduate education; b) assist the student in the development of the whole person, and his/her professional role; c) promote and encourage participation in interdisciplinary activities; d) provide educational programs for nurses and the community; e) collaborate with other health care professionals, institutions and the consumer to improve understanding of wellness; f) serve as advocate to the community and to families for health promotion; and, g) promote understanding of the role of the Advanced Practice Nurse.

All students admitted to the graduate-nursing program at Pittsburg State University are members of the Graduate Student Nurses' Organization. There are no membership dues. All active members shall be able to hold office and vote. There are at least two meetings per academic year.

Nurses Christian Fellowship (NCF)

A part of intervarsity Christian Fellowship, Nurses Christian Fellowship is a non-denominational organization that encourages nurses and nursing students to consider the total patient/client in their nursing practice. The national director and Kansas staff director work with local chapter facilitators to plan activities. At Pittsburg State University, the chapter currently meets twice a month. Meeting dates are confirmed at the organizational meeting held at the beginning of each semester, and are coordinated so they do not conflict with KANS meetings or other scheduled activities.

Chapter meetings are planned to include Bible studies, discussions, or guest speakers who focus on assessing and diagnosing patient's/client's spiritual needs, planning, and implementing care that meets those needs, and evaluating the outcomes. Members share experiences and fellowship over lunch during meetings. There are also statewide and national conferences offered annually. NCF also participates in service activities. There are no local dues. Members may subscribe to the Journal of Christian Nursing.

Student organizations are eligible for partial funding to support activities through PSU student fees, which are awarded by Student Government on a competitive basis. Examples of activities that received partial funding for baccalaureate and graduate students are: Transcultural nursing experiences in out-of-state locations during semester break; and Spring Research Day (graduate).

Revised: 8/11/08, 7/28/09, 7/31/12
Financial Assistance and Scholarships

Nursing Scholarships

Graduate Nursing Student Scholarships regularly available through the School of Nursing include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Alexander Scholarship</td>
<td>Graduate nursing student, restrictions may apply.</td>
</tr>
<tr>
<td>Margaret Wood Scholarship</td>
<td>Available to undergraduate and graduate students. Criteria to be determined.</td>
</tr>
</tbody>
</table>

**USDHHS Advanced Education Nursing Traineeship Grant**

Admission to PSU School of Graduate studies and to School of Nursing MSN program unconditionally by August 15th for fall semester. Enrolled at the Institution in a Masters nursing program, a combined RN to MSN degree program, a post-nursing Master’s certificate program, or a doctoral program and be:

1) enrolled full-time or part-time in an advanced education nursing program for preparation as a nurse practitioner, clinical nurse specialist, nurse administrator, nurse educator, or “other” nurse specialty determined by the Secretary to require advanced education, however, a part-time students must be enrolled in the last 12 months of study prior to graduation from the advanced education nursing program.

2) pursuing a Master’s degree a combined RN to Master’s degree (enrolled in the graduate component of the degree), or post-nursing Master’s certificate.

3) a citizen of the United States, a non-citizen national, or foreign national who possesses a visa permitting permanent residence in the United States (Individuals on temporary or student visas are NOT eligible to receive AENT support.); and

4) eligible for national nursing certification in the nursing specialty or field of study (as applicable) following graduation.

NDO 02/24/06, Reviewed 07/31/11

**Nurse Educator Service Scholarships**

The Nurse Educator Service Scholarship Program was enacted during the 2007 Legislative Session and allocates funding on an annual basis to Kansas university master’s programs to award through a student application process graduate level nursing student scholarships. Agreement to teach in a nurse education program at a Kansas postsecondary institution is a required commitment. For more information please contact Ms. Peggy Totman, School of Nursing
**Additional Sources for Financial Assistance**
Nurse Professional Traineeship Grants for Graduate Nursing Students - availability may vary.

U.S. Army ROTC for Nursing - pays tuition, fees, books, uniforms, and a monthly stipend during the academic year. See Military Science Chair.

Other opportunities for scholarships and grants come periodically from various clinical professional organizations and other sources and are posted in McPherson Hall on the MSN Student Community Bulletin Board.

Financial aid information may be obtained through the PSU Office of Student Financial Assistance. [http://www.pittstate.edu/office/financial_aid/index.dot](http://www.pittstate.edu/office/financial_aid/index.dot)

Reviewed 03/10/95, 07/31/11
Revised 07/12/96, 08/11/97, 08/18/98, 07/28/99, 01/28/00, 08/17/00, 06/26/03, 08/04/03, 08/17/04, 08/09/05, 08/10/06, 08/11/08, 08/04/09
School of Nursing Policies for Graduate Nursing Majors

Documentation of Learning Outcomes

Graduate students are given an entrance and exit evaluation per standardized testing for critical thinking. Scores are evaluated for program effectiveness and student development. It is a requirement of the program. Students bear the responsibility for all costs associated with testing.

Educational Data

Data from student performance is used for course, curriculum, and program evaluation. No individual names are linked to the data, which is tabulated only as group information. Students sign a form, after explanation, giving the department permission to use their information for departmental evaluation purposes.

Learning Resources in McPherson

The learning environment afforded students in McPherson is most conducive to enhancing knowledge and utilizing educational tools for success. The Health Simulation Center and Learning Resource Center (HSC/LRC) together with the video-capable health assessment rooms are key resources. Classrooms are equipped with smart technologies. Computer-assisted instruction, up-to-date media and learning packages, high fidelity simulators, and other learning technologies are regularly used in the program and available for student use. Ample equipment and supplies for practice of psychomotor skills, individual use laptop computers, books, DVDs, and other resources are available. Faculty/staff coverage of both day and evening study hours is a norm. Hours are posted at the Center entrance. The HSC/LRC has comfortable seating, donated texts and other resources. Students have desktop computers, scanners, printers, paper, and office supplies available to them. Unscheduled classrooms can be utilized by students for quiet study.

Learning Resources on Campus

PSU has a full complement of learning resources available to its students. Academic advisors and course faculty can help student’s access resources in accord with their unique needs.

Recording Release for Use by Students

Taping, Video-Recording, Photographing, or Documenting utilizing other technologies in class, clinical or in the conduct of School of Nursing classes/clinical experiences/interactions/business/activities within the confines of McPherson Hall, assigned clinical areas off campus or department of nursing functions on or off campus must be only with the express written permission of the faculty/staff/students/employees/clients/others being taped, video-recorded, photographed, or documented utilizing other technologies. This is an expectation for student professional conduct and of clinical agencies that we contract with as a university. Any violation of this policy and/or use of taping, video-recording, photographing or documenting utilizing other technologies whether originating from you or others may be grounds for dismissal from a course, clinical experience or the program. Some violations may be a violation of federal law including HIPAA or FERPA.

Please Note: When asked to tape, for a course by the course faculty, a School of Nursing Recording Release form must be signed by appropriate individual(s) and submitted to faculty prior to recording.
Permission is hereby granted to authorized personnel of Pittsburg State University to record my and/or my dependents:

- ___family interview by a nursing student regarding health issues
- ___teaching session with nursing student
- ___lecture
- ___demonstration
- ___physical assessment
- ___other___________________

Any uses of this recording other than those listed in the following statements of “Purpose” and “Conditions” are prohibited. Duplication and/or distribution in any form are expressly forbidden unless permission for same and the conditions under which same may be done are detailed below.

**Purpose:**
- ___Self/Peer/Instructor Evaluation
- ___Individual/Class Presentation
- ___Other (state): ________________________________

**Conditions for use:**
- ___To be erased after two years. Video will be stored in a locked storage area until erased.
- ___To be retained in library
- ___Other (state): _______ to make copies______________________________

Print Name of client(s) including any dependents. Each parent and/or person over 18 provide a signature and parent or guardian sign for each dependent. If signing for a dependent indicate the relationship.

Printed names of client(s)  Signatures
____________________________ X_________________________
____________________________ X_________________________
____________________________ X_________________________
____________________________ X_________________________
____________________________ X_________________________
____________________________ X_________________________
____________________________ X_________________________
____________________________ X_________________________

____________________________
Student name
Date_______________________
Access to School of Nursing Student Records

All information collected, assembled or maintained in an official school of nursing file by the Pittsburg State University School of Nursing concerning an individual student is available to that student under the supervision of faculty or school of nursing administrative assistant. Students may request copies of materials contained in that file. Please ask the school of nursing administrative assistant for the rate assessed for making copies. Request for access must be in writing addressed to the Chair.

Privacy Issues

It is your responsibility to report in writing to the Director of the School of Nursing and to individual course faculty any privacy issues that you have designated with the University immediately so that necessary accommodations can be made.

Rounding of Grades

For determination of final course grades, rounding to the nearest percentage point is not an expectation. For example, a 74.9% does not automatically become a 75% resulting in a passing course grade.

Posting of Grades by Faculty

The public posting of grades either by the student’s name, institutional student identification number, or social security number without the student’s written permission is a violation of FERPA. Even with names obscured, numeric student identifier numbers are considered personally identifiable information. Therefore, the practice of posting grades by social security number or student identification number violates FERPA.

Instructors and others who post grades should use a system that ensures FERPA requirements are met. This can be accomplished either by obtaining the student’s uncoerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic.

Another method used to notify students of their final or other grades by faculty prior to official institutional notification is to have any interested students supply the instructor with a self-addressed, stamped envelope. The instructor then uses these envelopes to mail the student their grades when determined. Family Education Rights and Privacy Act of 1974. 
http://www.pittstate.edu/office/registrar/ferpa.dot

Standards for Written Work

Standards for written work will be covered in the syllabus for each class. Each instructor will specify his/her expectations and requirements. If there is a question, the student is responsible for clarifying the instructor's expectation with that instructor.

Absence from Examination

Students are expected to take examinations on the scheduled dates and times. The policy for absences will be addressed in the course syllabus of each nursing course.
**Class Attendance/Class Absence**

Absences due to serious health issues of students will be considered on an individual basis. Absence without notification from clinical experience is an unsatisfactory behavior that may result in dismissal from the course.

For university and course policy see the University Catalog and Course Syllabus

http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=120&sid=1&menu_id=7976

**Attendance at Annual MSN Orientation**

An annual MSN orientation is held each fall, students are required to attend this orientation.

**National Institute of Health Online Training (NIH)**

Incoming MSN students are required to complete the NIH online training (Protecting Human Research Participants). After completion of the online training the certificate of completion needs to be submitted to the office for your student file. Use this link to access training http://phrp.nihtraining.com/users/login.php

**FNP Board Certification Review Course**

Evidence of completion of an FNP Board Certification Review Course is required prior to faculty signing off for MSN Graduation.

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**Materials Costs**

Students are required to pay a per semester materials cost to help defray the costs of student learning supplies available to all clinical nursing majors in the HSC/LRC.

**Standardized Testing Cost/TYPHON Cost**

MSN students take (at their own cost) critical thinking testing. A pre test is administered as part of the application process and a post test is administered at the end of the program. The pre test cost is collected as part of the application fees, the post test fee is collected in the last semester before graduation.

All students are required to register for and utilize TYPHON, the clinical hour tracking software used to track clinical hours throughout the program for national certification. Software cost is $80.00 for the time you are enrolled in nursing courses in the Master of Science in nursing degree program. After you have been added to the student list you will receive an e-mail with login information and instructions on how to pay for the software.
This form is required to be submitted by students requesting reference letters from nursing faculty.

PITTSBURG STATE UNIVERSITY          REFERENCE/RECOMMENDATION REQUEST

-Complete in Ink-

PURPOSE:

This form is used to confirm a request for a letter of reference or completion of a recommendation form and is required when a student or former student seeks a reference/recommendation that contains non-directory information such as GPA, course grades, social security number, and information obtained from evaluations by others. References include the following: recommendations for employment, for receipt of an honor or honorary recognition, for admission to an educational institution, for application for a scholarship or similar award, or any other pursuit of a student or former student in which a reference/recommendation is necessary or desired.

INSTRUCTIONS TO STUDENT:

• Give this completed and signed form to the faculty or staff member who is writing the reference/recommendation for you.

INSTRUCTIONS TO LETTER WRITER:

• This form gives you permission to discuss non-directory information about this student in order to write the requested reference/recommendation. Your permission to disclose this information ends when the letter is sent to the third party.
• File this form and a copy of the reference letter/recommendation form in the student’s departmental file.

Student Legal Name: ____________________________________________ Student ID Number: __________

Last             First            MI

Day-time Phone Number: __________ Email address: ________________________________

I give permission to: ___________________________________________ to provide a
(name of faculty/staff)
reference/recommendation to: __________________________________________

Complete name of person or organization __________________________________________

Complete address ____________________________________________________________

__________________________________________________________

Purpose of request: ___________________________________________________________

The above individual has my permission to include in the reference/recommendation my GPA, course grades, academic performance, and any other information the individual believes is pertinent to meet the purpose of this request.

I waive my right to inspect and review a copy of this reference/recommendation at any time in the future.

☐ Yes ☐ No

►Student Signature: ____________________________________________ Date: __________
Communications Policy

The School of Nursing and faculty communicate with students utilizing any of the following: standard mail, telephone, GUS associated e-mail and PSU student *Canvas Community Groups. Each student is required to maintain a current address with the school of nursing. Students are responsible for updating their e-mail address on GUS, in order to receive messages from the school. Confidential materials for individual students will be held at the administrative specialist desk in McPherson Hall or will be sent to the student’s permanent address with signature required upon receipt.

*Canvas is a web-based course management and collaboration portal that enables educators to manage course materials and to communicate quickly, easily, and effectively with their students. Canvas can be used to complement a traditional course or for distance learning.

Gorilla Geeks

The Gorilla Geeks Help Desk assists students, faculty, and staff with various technological needs essential for successful university studies in today’s world, while also providing a single point of contact for services offered through the Office of Information Services.

Some of the services available to all include:

- help with GUS and GusPINs
- assistance with PSU email accounts
- assistance with other campus system problems
- support of the campus wireless network

In addition the center is in place to help students with technology needs that are essential for successful university studies in today's world. Student services include:

- assistance with educational software packages used on campus including Microsoft OS, Office applications, basic Canvas support and other campus applications
- basic help with computer hardware or software problems (a modest charge may be incurred)
- wireless connectivity issues
- assist in configuring new GusPINs

http://www.pittstate.edu/office/gorilla-geeks/

Added: 08/11/08 R: 07/30/09 R: 07/31/12
Ethics for Computer Use

I. Statement of User Responsibility:

- An authorized user must be currently enrolled in or employed by Pittsburg State University.
- PSU Computing Resources may be used in manners consistent with the appropriate usage definition given in Section II. An authorized user may utilize computer accounts created for general academic use or accounts which have been created specifically for him/her and to which he/she has been assigned ownership rights by the PSU Office of Information Services.
- System users are responsible for maintaining the secrecy of their account passwords. Suspected compromise of account passwords or unauthorized usage of user accounts should be reported to the supervisor of the appropriate laboratory or the director of the Office of Information Services.

II. Valid Uses of Computer Resources and Examples of Misuse:

- Valid uses of computer resources include instructional or course activities and requirements, faculty research and professional services, and administrative support.
- Unauthorized copying, sending, or receiving of copyrighted files is strictly prohibited.
- It is a violation of Pittsburg State University policy to use the computer for promoting outside business interests. Computing resources shall not be used for private consulting or personal gain.
- It is in violation of Pittsburg State University policy to send unsolicited, annoying, or obscene messages or mail.
- It is inappropriate to examine, or attempt to examine, another computer user's files or mail without permission.
- Game playing on Pittsburg State University owned equipment is on a resource available basis. If another user needs resources for a valid use (see II A above) then the user playing a game must end the game and surrender said resources. This includes MUD's, MUCK's, Personal Computer games, etc.
- Fraudulent use of computer accounts, networks, mail services, or other resources is a serious violation. Kansas State Law (Section 21-3755) makes unauthorized access and interference with computer systems, computer data, and other computer users illegal.

III. Possible Sanctions for Misuse:

- The Office of Information Services monitors the use of the computer system and will contact anyone discovered to be hindering normal operations. It is not appropriate to use any computer resources in ways that are detrimental to the normal operation of any computer system or its users.
- Upon detection of an alleged violation, the Office of Information Services will disable the account and turn all pertinent information over to the appropriate university, local, state, or federal authorities.
Student Participation in Faculty and Committee Meetings
The graduate students elect in accord with School of Nursing Bylaws, members to represent them at School of Nursing Organization meetings. The elected student(s) is expected to attend every meeting and is granted voting privileges. The student(s) is to act as a liaison to the graduate students, but is also expected to maintain confidentiality of the discussions if requested to do so by the Director of the School of Nursing. Student representative(s) will be excluded from discussions concerning individual students. Graduate Students are also asked to volunteer to serve on the Graduate Committee, the CERN (Continuing Education and Resources for Nursing), and the Curriculum Committee, and to bring student concerns to the committee. Again the student is to act as a liaison to the graduate students.

Acceptance of Gifts
According to the Pittsburg State University Handbook, "University policy prohibits the acceptance of gifts by faculty members and employees from enrolled students.” School of Nursing faculty appreciate the thoughtfulness of students and the feelings of gratitude, which inspire the desire to give gifts to teachers. Verbal or written expressions of gratitude from students are appropriate instead of giving gifts. Additionally, acceptance of gifts by students from clients and/or their families is prohibited.

Student Employment Policy
Fully employed persons should discuss with their advisor the demands of employment and the requirements of graduate study and limit the credit hour load accordingly. It is strongly recommended that students not engage in full-time employment.

Information regarding opportunities for local/campus employment is available at the office of student employment: Career Services http://www.pittstate.edu/office/careers/

Graduate Assistantships
Pittsburg State University offers graduate assistantships in most academic departments and some administrative departments. Assistantships are available as teaching, administrative and research. Students interested in applying for an assistantship must contact each department they are interested in working for to complete an application.

Requirements for Appointment
• All graduate assistants must be admitted to a graduate degree program and be up to date with Graduate School requirements.
• Full-time and Part-Time graduate assistants must enroll in and complete at least 6 hours of graduate credit each semester of the appointment, at the 700-800 level. These 6 hours must appear on the student's candidacy plan as legislated by the department. Students who have foundation course requirements should check with the Graduate Office for clarification of eligibility.
• International students must have approval to work in the US.
• International teaching assistants must have earned a score of at least 22 on the speaking portion of the TOEFL.
• Individual departments may have other specific requirements.

Graduate Assistant Policy
(Policy for Appointing Students to Graduate Assistantships)
Graduate students hired as graduate teaching, research, or administrative assistants must be admitted to the Graduate School, a graduate degree program and have earned a bachelor’s degree. For academic year appointments, students must be enrolled in at least six hours of graduate credit course work at the 700 or 800 level that are required for the degree and will be on the student’s candidacy. Students with summer assistantship appointments must either be enrolled in at least three hours of required graduate course work during the summer or pre-enrolled for the required hours of enrollment for the fall semester. Students appointed to an assistantship may be enrolled in no more than 12 hours of course work during the fall or spring semesters. Individual departments may have a policy that reduces the maximum number of
hours the student can be enrolled in for a semester. Departments may submit a request to the Graduate School to allow a student to exceed the maximum number of allowed credit hours of enrollment. Students with academic year full-time teaching assistant appointments will receive summer tuition waivers for up to six hours of required graduate course work.

International students are required to be enrolled in a minimum of nine credit hours with at least six hours of graduate credit course work at the 700 or 800 level that are required for the degree and will be on the student’s candidacy. Students whose first language is not English or are classified as an International Student must meet the Kansas Board of Regents and the Pittsburg State University policies on Spoken English Language Competency of Graduate Teaching Assistants.

During the academic year, students hired as full time graduate teaching assistants cannot work additional hours or be employed in other campus positions. Appointments as a student worker can be allowed for one-time special events that do not go beyond a maximum of two-days and 12 hours with permission of the Graduate Office. Students on assistantships can work as student workers for up to 40 hours a week during the time between semesters or during the summer.

Approved by the Provost Leadership Council 3/15/11

Student Crisis Response Procedure

Full copy of response procedure can be located at: http://www.pittstate.edu/office/president/policies.dot

General Emergency Procedures are at: http://www.pittstate.edu/info/safety/

Purpose

Included in the responsibilities of Campus Life and Auxiliary Enrollment Services is the coordination of the university response to significant crisis situations involving Pittsburg State University students, whether on campus or in the community. This response procedure is developed for implementation in the event of the death of or severe injury to a student, or other disaster, natural or otherwise.

This procedure is intended to:

• assist those involved in dealing with the crisis to respond appropriately,
• provide coordination with external individuals and agencies,
• provide communication within the university community,
• assist in post-crisis support and resolution.

Implementation Steps

In the event of a student crisis, any individual first to respond must contact emergency personnel (University Police) by dialing 911.

• PSU Police officers are in charge at the scene of the incident until all appropriate actions have been taken.
• Every effort should be made to preserve the scene of the incident exactly as discovered.

Severe Weather Emergency Plan

In an effort to better protect students, faculty, staff and visitors in the even of severe weather, the university has updated its Severe Weather Emergency Plan and identified storm refuge areas across campus. The update to the plan includes a requirement that ALL activities cease when a tornado warning is declared stating, “All activities occurring within buildings or university grounds will cease immediately and remain suspended until such time as the tornado warning has ended.” Signage designating STORM REFUGE AREAS (black background with white lettering) are installed in all campus buildings. The updated severe weather emergency plan, with additional information and detailed instructions, may be found at http://www.pittstate.edu/office/president/policies/severe-weather-emergency-plan.dot

The map of McPherson Hall (next page) identifies the location of Fire Extinguishers, Fire Alarm Boxes, Storm Refuge Areas, and the University Emergency Telephone.
Student Health and Counseling Services

Health care is the financial responsibility of the student. It is recommended that students carry personal health insurance. Health insurance is available through the University at a reasonable cost. Health services, including mental health and counseling, are available at the Student Health Center, 1801 S. Broadway, 235-4452. The Health Center is open Monday through Friday, 8:00 a.m. until 4:00 p.m. A physician and/or nurse practitioner is on duty at the Student Health Center.

Personal Injury Policy

Students reporting personal injuries, aberrant needle sticks to their person, or skin contact with body substance fluids shall be treated according to the policies of the agency in which the injury occurs. The School of Nursing cannot for any reason assume the costs of health care treatment for any individual student. It is highly recommended that individuals carry personal health insurance (see Student Health and Counseling Services and Health Insurance above). If you become ill or are injured in a clinical setting, you will be responsible for your personal health costs. Health care agencies cannot be expected to assume costs of health care treatment for individual students. With any incident, the agency (where incident occurred) investigative report will be completed and photo copied and sent to the Student Health Center for follow up and record keeping.

Needle safety/Needle stick protocol

To ensure the safety of students using practice needles in the school skills lab, every needle used in the school will be uncapped by the student using the needle. There will be no recycled needles used in the school skills lab and after using a needle they will be deposited in the sharps container. (Please review Personal Injury Policy above).
R: 07/30/09

Health Information Privacy Policy (HIPPA)

Compliance with HIPAA. All students will maintain confidentiality of all Protected Health Information he/she receives or creates from, for, or on behalf of the clinical component of nursing courses. All clients are protected by the HIPAA Privacy Rules. All students will sign confidentiality agreements and will acknowledge and agree that any use or disclosure of all Protected Health Information that he/she makes shall, at all times, be made in compliance with the Policies and Procedures and all applicable state and federal laws, including without limitation, HIPAA and the Privacy Rules.

Arrests and/or Convictions

The PSU nursing program requires students to:
1. Notify the School of Nursing Director in writing of his or her arrest/conviction/diversion for any crime, misdemeanor, and/or felony within 24 hours. Failure to notify the SON within 24 hours may result in dismissal.
2. Student may be suspended until the legal issue is resolved.
3. Continuance in the School of Nursing will be individually evaluated and will be at the sole discretion of the Pittsburg State University School of Nursing. Continuance in the SON is not guaranteed.
**Disciplinary Policy**

*The Pittsburg State University nursing program requires applicants and admitted clinical nursing students to:* Notify the School of Nursing in writing of any past disciplinary action or current pending actions against ALL licenses, certifications and/or registrations as well as disciplinary action by a state board of/or a governmental agency. (Some examples are: Driver’s License; Fishing License; Hunting License; Day Care License; Nursing Home Administrator License; Nursing License in Kansas or another state; CNA/CMA/HHA certification; School Teacher certification; Dishonorable discharge and/or other than honorable discharge from any branch of the military or disciplinary sanction from any branch of the military).

Applicants with past disciplinary action or current pending actions are evaluated for admission on an individual basis with no guarantee of admission. Admitted clinical nursing students are required to self-report in writing within 24 hours to the Director of the School of Nursing any new pending or actual disciplinary action as a condition of progression in the nursing program. Admitted students may be suspended until the action is fully investigated. Progression will be evaluated on an individual basis and continued participation in the program is not guaranteed. Failure to notify as an applicant or admitted clinical nursing student results in not being admitted, being suspended until action is fully investigated or dismissal from the program. Continuance in the School of Nursing is at the *sole discretion* of the PSU School of Nursing.

If disciplinary action has ever been taken against your driver’s license or other license, registration or certification, in Kansas or any other state, (for any reason), you are required to provide an explanatory letter regarding the disciplinary action (s) taken against your driver’s license or other license, registration or certification. **EXPLANATORY LETTER:** You are REQUIRED to submit an explanatory letter regarding EACH conviction and/or disciplinary/administrative action. The letter should include the following information: Date of the criminal offense or disciplinary/administrative action; Circumstances leading up to the arrest or disciplinary/administrative action; Actual conviction or disciplinary/administrative action; Actual sentence or board/regulatory agency order; Current status of sentence, order or action; and Rehabilitation (if any).

The applicant is required to provide certified/dated copies of disciplinary documents. **Failure to notify the school on the application or within one day after admission, if a new action since application, may result in dismissal or suspension until the legal issue is resolved.** Continuance in the major will be individually evaluated and will be at the sole discretion of the Pittsburg State University School of Nursing. 

**NOTE:** The Kansas State Board of Nursing and other state nursing boards have specific procedures for reporting disciplinary action on nursing applications (initial, reinstatement and endorsement.) The procedures are accessible by contacting the respective boards.

Additional information regarding legal issues for Kansas may be found at: [http://www.ksbn.org/forms/legal_issues_ref_packet.pdf](http://www.ksbn.org/forms/legal_issues_ref_packet.pdf)

**Policy on Prevention of Alcohol and Drug Abuse**

[http://www.pittstate.edu/office/president/policies.dot](http://www.pittstate.edu/office/president/policies.dot)

*Scroll down to University Policies – General*
School of Nursing Substance Abuse and Drug Testing Policy
It is the policy of the School of Nursing to provide a learning environment, which is free from
the use, sale, possession, or distribution of illegal drugs or the improper or abusive use of alcohol
and other legal drugs. Additionally, this policy requires that students perform their duties without
the presence of illegal drugs, alcohol, or inappropriate legal drugs in their systems.

The manufacture, use, possession, sale, purchase, or transfer of illegal drugs by a student is
prohibited. Arriving at McPherson or other school related locations, while under the influence of
an illegal drug is prohibited. The School of Nursing prohibits the use or abuse of such drugs.
The objective of this policy is to ensure a safe, healthy and work efficient environment for
students and the general public. The faculty and staff of the School of Nursing will utilize every
reasonable measure to maintain a drug and alcohol free environment.

Definitions

Illegal Drugs
Illegal drugs, for purposes of this policy, include but are not limited to; narcotics; hallucinogens;
depressants; stimulants; other substances capable of creating or maintaining adverse effects on
one's physical, emotional, or mental state, and controlled medication not prescribed for current
personal treatment by a licensed medical professional.

Medication or Prescribed Drugs
Medication or prescribed drugs, for purposes of this policy, are drugs that an individual may be
taking under the direction of a licensed medical professional in a medical setting to address a
specific physical, emotional, or mental condition.

Practices
In order to meet the objectives of this policy, the School of Nursing will provide all students with
information about the effects of alcohol and other drugs through educational efforts and the
availability of information about counseling services through the Student Health Center.
Additionally, the School of Nursing will educate and train faculty/staff to identify problems and
symptoms of drug and alcohol abuse to meet the objective of this policy. Any student who is
found to use, sell, possess, or distribute any illegal drug, either on or off PSU premises, will be
subject to disciplinary action. Any illegal substance confiscated will be turned over to the
appropriate law enforcement agency for additional investigation and appropriate action. Being
arrested or charged with illegal possession, use, or distribution can subject a student to
disciplinary action.

Students shall notify their instructor when taking prescribed medication, which could adversely
affect their performance. If a student is taking a prescribed drug, which might hinder the safe
and efficient performance of their job duties, the student must obtain a release to return to school
and the clinical setting from the prescribing health care professional. Specifically, the prescribing
professional must assure that the student is able to perform in a clinical setting. If a release
cannot be obtained, the student may be suspended from clinical. Students are advised to check
with a health care provider when taking any over-the-counter medication to determine if the
medication may cause or give the appearance of causing side effects, which might hinder the safe and efficient performance of their duties. It is the student's responsibility to exercise conscientious judgment when considering whether they can properly function in their role as a nursing student.

**Drug/Alcohol Testing Program**

In order to effectively meet the objectives of this policy, the School of Nursing recognizes the need to implement a Drug and Alcohol Testing Policy to include the following:

**Notification**

The Drug and Alcohol Testing Policy for students will be implemented on August 1, 1997. Students will be subject to Reasonable Suspicion Testing.

**Consents**

All students entering the Nursing program must sign a Drug/Alcohol Testing Student Acknowledgment Form in order to continue in the program.

Refusal to read and sign the Student Acknowledgment Form, refusal to submit to Drug and/or Alcohol Screening, possession of a specimen altering device, or submitting altered or substituted specimen will automatically disqualify an individual for admission and/or continuance in the nursing program.

**Reasonable Suspicion Testing**

Faculty/staff who observe behavior or performance problems (or other evidence) of any student which could have an adverse effect on his or her personal safety or performance and reasonably suspects such behavior and performance to be the result of use of alcohol or other drugs, shall immediately notify the department chair.

**IMMUNITY FROM CIVIL LIABILITY:** By law (KSA 65-4926), any person making a report, in good faith, shall not be liable in a civil action for damages arising from reporting.

The following shall serve as examples of behavior which can form reasonable suspicion: changes in attitude or performance level, disorientation, mood swings, slurred speech, odor of alcohol on breath, unexplained disappearances while on duty, confusion or lapses in memory, excessive absences and/or tardiness, or imprudent judgment under the set of circumstances. (This list is for reference and is not intended to be complete).

The Director of the School of Nursing must authorize Reasonable Suspicion Testing on a student before a test is administered. In the absence of the director, the Vice-Director may authorize a test. No Reasonable Suspicion Test will be administered without the written authorization of the Director or the Vice-Director.

No advance notice to the student is required to conduct for reasonable suspicion testing. Tests may be performed on blood, urine, or breath.

**Incident/Post-Accident Testing**

The School of Nursing may conduct a drug and alcohol-screening test immediately after an accident or incident to either confirm or refute drug or alcohol use as a possible cause. Incident/Post-Accident Testing may apply to both the injured and/or those individuals affecting
the accident or incident.

**The Director or the Vice-Director must authorize Incident/Post-Accident Testing on a student before a test is administered.**

**Confirmation Test**

A confirmation test will be conducted on every positive test result. Within the intent of this policy, a confirmation test is a test conducted with greater sensitivity to the identification and level of any drug present in the same sample originally provided by the student. (Alcohol levels will be deemed "positive" when greater than 0%).

**Peer Reporting**

Should a student suspect or observe suspicious behaviors in others, this should be reported to either an instructor or the director. Every effort will be made to maintain confidentiality in peer reporting, however, in some circumstances confidentiality may not be assured.

**Confidentiality**

Test results and information obtained during testing will be held in confidence and treated as medical information. If a student tests positive and corrective action is required, only those personnel with a need to know will be provided access to the test information.

**Testing Procedures – Reasonable Suspicion and Post-Accident**

If a student’s test result is confirmed to be positive through a confirmation test, the testing laboratory will notify the director of the School of Nursing.

The director will notify the student who must then contact a counselor within 24 hours after receiving notification of a positive test result.

The School of Nursing Organization will jointly evaluate the positive test result and the surrounding circumstances and determine whether to allow the student to remain at school/clinical or be subject to disciplinary action. Referral for counseling/rehabilitation is considered a "last chance" for the student to rehabilitate themselves. If the student reverts to the use of illegal drugs or alcohol, the student will be subject to dismissal. Participation in counseling, however, does not preclude appropriate action by the School of Nursing when work performance is impaired during or after receiving counseling/rehabilitation.

**Refusal to Test**

Refusal to consent to a substance abuse test will result in dismissal.

**Relapse by Student**

Any student who is rehabilitated must remain alcohol or drug free (To include those rehabilitated prior to admission to the PSU Nursing Program). Any relapse by a student will be considered a violation of this policy and the student will be subject to dismissal.

**Disciplinary Action**
The School of Nursing reserves the right to subject any student found to be in violation of the Substance Abuse and Drug Testing Policy to disciplinary action up to and including immediate dismissal.

**Faculty/Staff Responsibility**

Every faculty/staff member working for the School of Nursing of PSU is required to ensure a safe and effective work environment for student/patient through awareness, education, and appropriate training in recognition of alcohol and other drug issues. Faculty/staff will be subject to disciplinary action if the Substance Abuse and Drug Testing Policy is not personally supported in principle and practice. It is part of professional obligation to report unsafe practice according to ANA code of ethics.

**Referral of Questions**

Questions concerning this policy should be directed to the Director of the School of Nursing.

**Drug-Free Workplace Policy**

As a condition of their continuing status in the nursing program, students will:

1. Abide by the terms of this policy; and
2. Notify the School of Nursing in writing of his or her arrest/conviction/diversion for any drug or drug related crime no later than 24 hours after such arrest/conviction/diversion. Failure to notify the school within 1 day may result in dismissal.
3. Student may be suspended until the legal issue is resolved.

When required, the School of Nursing will notify the appropriate Federal Agency, in writing within ten calendar days after receiving such notice from student and will impose one of the following actions within 30 calendar days of receiving such notice with respect to any student who is so convicted.

1. Take appropriate action against such student, up to and including dismissal: or
2. Require such student to participate satisfactorily in a drug abuse assistance or rehabilitation program.

NDO 04/24/97

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**Policy for Professional Assistance Program Referrals in States of R.N. Licensure**

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As a condition of continuing status in the clinical or practicum portion of the nursing program, students will:

1. Abide by the School of Nursing Substance Abuse and Drug Testing Policy
2. Notify the School of Nursing in writing of his or her referral to the Professional Assistance Program. Failure to notify the department within 24 hours may result in dismissal.
3. Students may not participate in clinical or practicum experiences until a written copy of the formal diversion agreement is provided to the School of Nursing, Pittsburg State University.
4. The agreement will be reviewed for potential implications of continued participation in nursing clinical experience(s) or practicum experiences.
5. The School of Nursing reserves the right to exert sole discretion in all matters of continuance in the nursing program.

Revised in NDO: 07/23/07, 07/31/09, 07/10/14

School of Nursing Violence and Abuse Policy
See University Work Place Violence at http://www.pittstate.edu/office/president/policies/workplace-violence-policy.dot

Individuals with felonies against persons will be denied admission to all PSU nursing programs. Kansas State Board of Nursing will also deny any pre-licensure student with felonies against persons permission to take the NCLEX–RN exam and will also deny advanced practice recognition.

The PSU nursing program requires students to
1. Notify the School of Nursing in writing of his or her arrest/conviction/diversion for any crime against a person not later than 24 hours after such arrest/conviction/diversion. Failure to notify the SON Director within 24 hours may result in dismissal.
2. Student may be suspended until the legal issue is resolved.
3. Continuance in the major will be individually evaluated and will be the sole discretion of the Pittsburg State University School of Nursing. Continuance in the School of Nursing is not guaranteed.

McPherson Hall-Food and Drinks
Food and drinks, with the exception of bottled water, are not allowed in carpeted areas. All food and drinks are banned from the computer areas in Student Computer Testing lab (Room 135) and the Student Library (Room 131).

Faculty Office Hours
Faculty members are scheduled for five clock hours of office time each week to be available to students. Faculty members post office hours on or near their door. Students are encouraged to make appointments to meet with faculty during office hours to avoid private discussions in the hallways or as faculty are on their way to class periods.

National Council of State Boards of Nursing
The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose purpose is to provide an organization through which boards of nursing act and counsel together on matters of common interest and concern affecting the public health, safety and welfare, including the development of licensing examinations in nursing.

A Nurse’s Guide to the Use of Social Media

The use of social media and other electronic communication is increasing exponentially with growing numbers of social media outlets, platforms and applications, including blogs, social networking sites, video sites, and online chat rooms and forums. Nurses often use electronic media both personally and professionally. Instances of inappropriate use of electronic media by nurses have been reported to boards of nursing (BONs) and, in some cases, reported in nursing literature and the media.

NCSBN’s new video, “Social Media Guidelines for Nurses,” offers dramatization of potential scenarios of inappropriate social media use and highlights important concepts about the proper use of social networking in professional situations. The video is also accessible on YouTube. Additionally, a new brochure, A Nurse’s Guide to the Use of Social Media, is available for download. Printed copies of the brochure are offered free of charge.

A Nurse’s Guide to Professional Boundaries

This brochure is designed by NCSBN to help nursing students, educators, health care organizations and the public understand and apply the concepts of professional boundaries between a nurse and a client. Download this brochure at https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf

The School of Nursing adheres to these guidelines.

7/31/12

MSN Clinical Experience Requirements
Advanced Cardiac Life Saving (ACLS) Policy

ACLS certification is required of all graduate nursing students prior to enrollment in FNP clinical courses. The Health Care Provider (HCP) course of CPR offered by the American Heart Association or the Red Cross equivalency will meet this requirement. This course covers care for infants, children, and adults. ACLS certification is required to be kept current throughout the program.

Basic Life Support (BLS) Policy

BLS certification is required for admission to the MSN program. Certification must be kept current throughout enrollment in the Common Core and Advanced Practice Core courses. The Health Care Provider (HCP) course of CPR offered by the American Heart Association or the Red Cross equivalency will meet this requirement. This course covers care for infants, children, and adults.

Registered Nursing License

Graduate nursing students are required to be licensed in the State of Kansas as well as any additional state in which clinical experience occurs. License(s) are required prior to any clinical experience and will be maintained until the student completes the MSN program.

Health Form

A health form is required of students for admission to the graduate nursing program. Contracts with clinical agencies are contingent on students meeting the agencies’ health policies in addition to other requirements. The health form must be completed with documentation attached before students will be allowed to begin graduate nursing courses.

Annual Tuberculin Screening

All MSN students are required to document an annual TB screening. Beginning Fall 2012, PSU has implemented a new tuberculosis evaluation policy fulfilling requirements by Kansas Statute 65-129e. The state of Kansas is requiring all NEW students to answer a short online survey concerning risk screening for tuberculosis that is available on the Student Health Services website. For more information regarding the Tuberculosis Prevention and Control Policy go to:
http://www.pittstate.edu/dotAsset/58c21815-9a24-4ea4-80e2-1522a612dccc.pdf

Liability Insurance

All students are required to carry student liability insurance. The School of Nursing has a blanket liability policy which students are endorsed to after payment. Cash, check, money order, or cashier's check must be submitted before the student will be permitted in the clinical areas RN and MSN students are also required to be endorsed to the blanket policy. This insurance does not provide any personal health insurance coverage.

Dress Code (Clinical Assignments)
Rationale for Dress Code

1) Identify as Pittsburg State University students
2) Professional appearance
3) Compliance with dress codes of clinical agencies
4) Client safety

It is the policy of the School of Nursing that students who are employed will not wear their uniforms with patches to their place of employment. These symbols signify that you are operating as a graduate student nurse under the supervision and guidance of an instructor and preceptor of Pittsburg State University.

Uniform
The MSN student will dress professionally and appropriately when in the clinical setting. The entire uniform, including shoes, must be clean and neat in appearance. Any request for deviating from the dress code must have a written request and be approved by the MSN Committee. Clinical instructors reserve the right to consider a dress code violation as unsatisfactory performance and hours for that clinical day will not count towards total clinical hours. Students should purchase at least one complete uniform.

Pants
The MSN student will wear khaki, brown, navy or black slacks/pants or knee length skirts. No denim is allowed (including colored denim). Examples of clothing items which are not allowed include: crop pants, Capri pants, skinny pants, jeggings, leggings, and above-knee skirts. The pant legs are not allowed to touch the floor and will be hemmed to a length reaching the top of the heel of the shoe.

Shirts
A red, collared polo shirt with the PSU logo is the appropriate shirt for the clinical setting.

Lab Coats
The PSU Nursing patch should be worn on the lab coat. The patch is worn on the left sleeve of the lab coat. Whenever the official white lab coat is worn, the PSU official identification badge must be worn on it. PSU Identification badges in accordance with hospital, clinic and community agency policies must be worn at all times where they can clearly be read by all who interact with students.

Shoes
OSHA compliant, comfortable shoes will be worn. According to the OSHA Technical Manual (OTM) Section VI: Chapter 1 (1999): Rubber-soled shoes should be worn to prevent slips and falls. Rubber-lined shoe coverings may also be used to protect against spills or dropped objects. Fluid-proof shoes must be worn if there is a possibility of leakage to the skin. Clogs, sandals, and canvas shoes are not permitted. Shoe strings should be the color of the shoe and of moderate length. Open-toed shoes are not permitted.

Additional Dress Code Guidelines
- The only jacket permitted is the approved white Lab Coat, or Hospital/Clinic provided
attire.

- Hair is to be well groomed, clean in appearance, and worn back away from the face at all times while working with clients and fastened to prevent hair from falling forward. Extreme hairstyles will not be permitted in clinical settings. Examples of extreme hairstyles may include, but are not limited to, Mohawk, reverse Mohawk, and atypical hair color. Only functional hair bows, bands, or clips will be permitted in the clinical setting.
- Hair, beards, and sideburns must be clean and neatly groomed.
- Perfumes, colognes, and after shaves should not be worn, as this could be an irritant to client(s), visitors, and other staff members.
- Jewelry permitted includes wedding bands without protruding sets, watches, small pierced post earrings and no more than two earrings per ear.
- Visible body piercing jewelry is prohibited. This includes but is not limited to pierced facial jewelry, gauged earlobes and gauge plugs in ear lobes. The wearing of jewelry in eyebrow, nose, lip, and/or tongue is prohibited.
- Clinical assignments may restrict the wearing of jewelry, including the amount and/or style, for safety, and other reasons.
- Tattoos must be covered.
- Nails must be short and clean. Polish, if worn, should be a neutral or light color and without ornaments, cracks or chips. Artificial nails are prohibited in the clinical setting.
- Gum chewing is not permitted in clinical areas.
- Cell Phones are allowed in the clinical areas according to clinic policy.

Approved by NDO 3/31/00,
Approved by NDO 2/27/04, 08/09/05, 07/23/07, 07/31/09, 6/21/10, 03/02/12
Revised by NDO 10/05/12

**Evaluation of Clinical Performance**
The graduate student is evaluated collaboratively by the preceptor and the faculty for the clinical course. Infringement of any of the rules and regulations of the clinical site in which the student is assigned is considered unprofessional conduct and constitutes unsatisfactory clinical
performance. A letter grade will be recorded when the clinical performance is passing and the clinical requirements fulfilled.

**Explanation of Special Observational Trips**
This will be addressed in the course syllabus. The faculty will schedule the event in the course syllabus. Each student is expected to participate since it is a class requirement. In the event a student is unable to participate in a scheduled event, it is the student's responsibility to communicate with the faculty to arrive at a mutually agreed alternative activity.

**Absence from Clinical Assignments**
This will be addressed in each clinical course syllabus. The graduate student must complete the required total number of clinical hours for advanced practice and national certification eligibility. The required number of clinical hours for individual courses will be stated in the each clinical course syllabus. Students are to notify the instructor and the clinical site of any absences.

*Absence without notification from clinical experience is an unsatisfactory behavior that may result in dismissal from the course.*

**Blood and Body Substance Exposure Policy**
In response to the Center for Disease Control and Prevention recommendations, the School of Nursing of Pittsburg State University has developed an educational program regarding potential Blood and Body Substance exposure. All students, faculty, and appropriate staff of the School of Nursing must demonstrate knowledge of potential risks of exposure.

**Smoking Policy**
Pittsburg State University is proud of its students for helping it become the first four-year Regents’ university in Kansas to be 100 percent tobacco-free. As of January 1, 2015 the use of any tobacco product is prohibited in university buildings and on university-owned, operated or leased properties. This includes university vehicles and outside areas. (FAQ’s, cessation resources and a link to the full policy can be found at http://www.pittstate.edu/tobaccofree).

Our tobacco free policy is intended to support our goal of providing a safe, healthy and respectful working and learning environment. It is not intended to push tobacco use from on-campus to our off-campus neighbors. The respect and consideration of all students, faculty, staff and visitors is needed to fully implement the policy. Its origins are especially important because momentum for this policy began with our students. We realize that nicotine can be highly addictive and it’s not always easy to quit. Please know there is help on campus and in our community and region. Thank you for your support and for doing the “Gorilla Thing” by keeping our campus tobacco-free.

The Kansas Tobacco Use Prevention Program, a program of the Kansas Department of Health and Environment, provides information to help stop at: www.kdheks.gov/tobacco/ Persons may request a personalized Quit Kit by calling 1-866-KAN-STOP (1-866-526-7867). Help is available 24 hours a day.

**HSC/LRC Policies**

I. **Laboratory Hours**
Laboratory hours will be determined by the semester's classes and will be prominently
posted near the entrance. The Health Simulation Center and Learning Resources Center area will be open only when there are lab personnel (instructor, lab coordinator, or student employee) present.

II. **Available Resources**
Computers are available for student use in the student library study area (Room 131). There are an additional fifteen laptops that can be checked out in the office (Room 101) for use in McPherson Hall. These computers may not be removed from the building and must be checked back in by 4:30 PM unless the students has made arrangements with a faculty member who will take responsibility for checking in the computer. When you check out a computer you are responsible to return the laptop in working condition. Computer-assisted instructional units are also available for independent use in the student library study area. Other resources that may be utilized and/or checked out include selected periodicals, texts, videos, filmstrips, B/P cuffs, otoscopes, ophthalmoscopes, and neuro exam kits. Scanners are available during lab hours for student use in room 131.

Daily issues of the local newspaper, The Morning Sun, and the national newspaper, USA Today, are available along with the University newspaper, The Collegio, in Room 101 of McPherson Hall

III. **HSC/LRC Equipment**
1. Equipment may be checked out only during established HSC/LRC hours. The student must sign his/her name, student ID number; item(s) checked out and date when removing equipment from storage. **If the equipment is not returned or returned in working order the individual student that signed for the equipment will be responsible to replace the equipment at the current replacement cost.** Holds will be placed on your transcript until you have taken care of this issue.
2. All equipment must be returned within 24 hours (unless prior arrangement is made with the instructor or HSC/ LRC Coordinator.
3. **All equipment checked out during the semester must be returned by Monday of finals week for end of semester inventory.**

IV. **Check out Policy for Books and Periodicals**
1. Shelved textbooks may be checked out for 3 days
2. Reserve books (those requested by instructors and used in their class work) may not be checked out nor removed from the HSC/LRC unless authorized by instructor.
3. HSC/LRC Coordinator and/or course faculty or Director will contact any person failing to return borrowed material in allotted time as appropriate.
4. The following **may not** be checked out from the Lab
   a. PDRs (latest issue)
   b. All books on the Reserve Shelf
   c. Handouts submitted by instructors for class work, unless otherwise specified by the instructor.
   d. Video/CAI media

**Transportation Policy**

Each student is responsible for providing his/her own transportation to and from the clinical setting. Students should "car pool" as much as possible. Adequate coverage of car accident
insurance must be maintained and is the personal responsibility of the student.

**Inclement Weather**

http://www.pittstate.edu/office/president/policies/severe-weather-emergency-plan.dot

Each instructor will describe the system of communication to be used between instructor and student in case of inclement weather, in the class syllabus. If there is a question, the student should get in touch with the clinical instructor to find out what decision has been made. In the event that the University cancels classes, clinical laboratory classes will be cancelled also. If the instructor has determined that it is too hazardous to travel, students will be notified by the predetermined method. Ultimately, each student must make the final decision about their personal safety in travel.

**University Policies**

All Pittsburg State University Policies may be found in the University Catalog, which is online at www.pittstate.edu. Each student should print a hard copy of the University Catalog covering his or her enrollment at Pittsburg State University. Workplace Violence Policy, Protected Health Information Policy, and the Crisis Management Plan and Procedures can be located online at http://www.pittstate.edu/office/president/policies.dot

**Special Concerns**

Any student who, because of a physical or learning disability, may require some special arrangements in order to meet course requirements should contact the Equal Opportunity Office at PSU. All accommodations provided by PSU are channeled through two offices, The Center for Student Accommodations at 620-235-4309 and the Equal Opportunity Office. The Equal Opportunity Office primarily assists students with physical disabilities and the Center for Student Accommodation Office assists with learning related disabilities.

For information regarding The Center for Student Accommodations go to: http://www.pittstate.edu/office/center-for-student-accommodations/

For information regarding The Equal Opportunity Office go to: http://www.pittstate.edu/office/eoaa/

**Essential Nursing Physical Functions**

Each student will regularly perform the following activities:
1. Remain alert and able to engage in safe patient/client care including being able to respond to patient/client needs in an emergency situation at all moments in time.

2. Stand for long periods of time.

3. Work or walk at a fast pace.

4. Lift heavy objects (25 lbs. or more) several times a day.

5. Speak clearly and distinctly.

6. Work alternating shifts (8-12 hours).

7. Respond appropriately to stress situations (physically, emotionally, & mentally).

8. Communicate effectively with physicians, patients, staff and patients’ families.

9. Write in patient’s chart (a legal document) clearly and neatly.

10. Hear a telephone ring and have the ability to take orders over the telephone.

11. Hear vital signs with stethoscope to assess blood pressure, heart rate, lung and vascular and abdominal sounds.

12. Hear beepers, alarms, etc. requiring quick response and have physical ability to respond quickly.

13. Read fine print on medication containers.

14. Read physician’s orders, monitors and instruction on medical equipment.

15. Demonstrate manual dexterity to don sterile gloves and gown, prepare medications aseptically and perform other nursing skills (administering injections, starting IV’s, dressing changes, performing CPR, etc.).

**Health Impairment in Clinical Practicum Experiences**

Health impairment in clinical practicum experiences is considered to be any physical, mental health or other illness/health issue/condition and/or injury affecting or potentially affecting the
full functioning ability of a student during clinical practicum experiences in hospitals/community health or other settings, for a limited or extended period of time. Safety of students as well as patients/clients in clinical practicum experiences is of paramount importance and critical to provision of safe nursing practice. Therefore, students are required to report any illness/health issue/condition and/or injury that could interfere with their ability to perform at all times the Nursing Student Essential Clinical Functions (included in this handbook) prior to initially engaging in or continuing to engage in patient/client care in clinical practicum experiences.

Reports should be made to the Director of the School of Nursing, Office 102 McPherson Hall, 620-235-4432, mpomatto@pittstate.edu Upon receipt of report, the Director will notify and meet with appropriate faculty and the Director of Equal Opportunity. If it is determined that there may be a potential that student/patient/client health, safety, well-being or care can be compromised by the student engaging in clinical practicum experiences, a Nursing Student Clinical Function Release Form (NSCFRF) signed by a physician or licensed health care provider (knowledgeable of the student’s illness/issue/condition and/or injury) will be required as well as further assessment and documentation of the illness/issue/condition or injury as appropriate. This will be required prior to engaging in any patient/client care in clinical practicum experiences. Any missed clinical practicum experiences and expected teaching-learning outcomes must be met prior to receiving a completed grade(s) in course work and proceeding in further clinical practicum courses.

Each student situation is reviewed on a case-by-case basis. Some physical, mental health or other health illnesses/issues/conditions or injuries may be found to inhibit the student’s ability to safely engage in care.

Failure to report per this policy could preclude the student from further participation in clinical practicum experiences in the nursing program. If you have questions, please contact Dr. Mary Carol Pomatto at the contact information listed above.

The Equal Opportunity Office is the central office for coordination of student physical disabilities and reasonable classroom accommodations at Pittsburg State University. Students who have a disability should register with the Equal Opportunity Office. Contact information: Ms. Cindy Johnson, 218 Russ Hall, cynthia.johnson@pittstate.edu, 620-235-4185.

Special Programs

Continuing Education for Nurses
The School of Nursing is approved by the Kansas State Board of Nursing as a long term provider of continuing education offerings. A series of programs is offered throughout the year which meet the mandatory continuing education requirements for relicensure of registered nurses and licensed practical nurses.

MSN Clinical Preceptors
Preceptors are only used in the Graduate Nursing Program. The clinical preceptorship is a clinical experience that allows students the opportunity to apply knowledge gained in the didactic portion of the program to patient care management or educational setting. Practice in the
clinical setting provides Pittsburg State Students with the opportunity to observe and actively participate in the delivery of health care and to incorporate advanced practice concepts. Preceptors actively practicing in clinical settings are qualified to facilitate the development of students in the advance practice role. The clinical preceptor submits a curriculum vita which includes biographical information, professional preparation, and licensure. The preceptor’s qualifications are reviewed by the appropriate course coordinator and the Kansas State Board of Nursing. Qualifications of preceptors must include the following:

**Advanced Practice Registered Nurses (APRN)**
- Master’s Degree in Nursing or DNP from an accredited university
- Current RN license in state where students will engage in clinical experience
- Authorized to practice as an APRN in the state where they practice
- Practicing in an advanced practice nursing role
- Experience- at least one year experience in an advanced clinical practice role
- Area of practice must be relevant to the course objectives
- Able to provide supervision, teaching and evaluation of students for achievement of clinical course objectives and learning needs
- Able to facilitate active participation of students in the delivery of health care
- Committed to the concepts of advanced practice nursing
- Proof of National Board Certification

**Physicians**
- Doctor of Medicine or Osteopathy from an accredited university
- Currently licensed and practicing in the state where students engage in clinical experience
- Area of practice must be relevant to the course objectives
- Able to provide supervision, teaching and evaluation of students for achievement of clinical course objectives and learning needs
- Able to facilitate active participation of students in the delivery of health care
- Committed to the concepts of advanced practice nursing
- Proof of National Board Certification

All preceptors sign contracts acknowledging willingness to serve as a preceptor. Each preceptor receives a Preceptor Packet which includes the mission statement, program goals and objectives, standards for advanced practice nursing, preceptor performance expectations, course syllabi and additional relevant information. Responsibility for final evaluation of the students rests with the faculty of the Irene Ransom Bradley School of Nursing.

**Steps for Securing Clinical Preceptors**
Starting in their first Clinical Practicum course, students are introduced to the steps for securing clinical preceptors. This policy is continued throughout the MSN program for all clinical
courses. All forms and information are available at:
http://pittstate.edu/department/nursing/preceptor-info.dot

Step 1: Discuss with clinical preceptor (APRN, MD, DO) who meet requirements as
PSU/ MSN Clinical Preceptors. School of Nursing, MSN Family Health Nursing
Preceptor Information and Course Objectives will be made available for the preceptor by
the student.

Step 2: Submit Clinical Facility and Preceptor Information Sheet to School of
Nursing Administrative Specialist.

Step 3: Course faculty or MSN Track Coordinator will review and approve or reject
preceptor/facility.

Step 4: Administrative Specialist sends PSU School of Nursing Clinical Site/Preceptor
Contract to the preceptor.

Step 5: Preceptor returns signed Contract and Resume to the School of Nursing.

Step 6: All paperwork is reviewed by Administrative Specialist; when complete, the file
is given to the Typhon Coordinator to enter the preceptor/site into the system (Typhon
Group provides complete student tracking systems for nursing and allied health
programs).

Step 7: The student and course faculty are notified per Canvas LMS that the
preceptor/facility approvals are complete for the initiation of clinical.

***  For subsequent courses, steps 1-3 must be completed by the student. If there is
already a current contract on file for the preceptor, facility and student, then proceed
directly to Step 6.

Preceptor evaluations of students are completed at the conclusion of each clinical course and
must be on file at the School of Nursing (on paper or online via Typhon) prior to grades being
submitted to the Registrar. The evaluations are reviewed by the course faculty at the conclusion
of each course and yearly by the MSN committee. Faculty complete Preceptor/Facility
evaluations at each site visit completed during clinical courses. Students evaluate the preceptors
and facilities at the conclusion of every clinical practicum course.

Websites to be Included on Preceptor Link:

Arkansas State Board of Nursing: http://www.arsbn.arkansas.gov/advPractice/Pages/default.aspx
Kansas State Board of Nursing: http://www.ksbn.org/npa/npa.pdf
Kansas Advanced Practice Site: http://www.ksbn.org/npatoc.htm#
Oklahoma State Board of Nursing: http://www.ok.gov/nursing/practice.html
Missouri State Board of Nursing: http://pr.mo.gov/nursing-advanced-practice-nurse.asp

Additional Links:
American Nurses Association:
http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNursing.aspx
American Association of Nurse Practitioners: http://www.aanp.org/AANPCMS2

CLINICAL FACILITY AND PRECEPTOR INFORMATION FORM
FOR SCHOOL OF NURSING CONTRACT FILE

(This form must be completed by the student and approved by the instructor before agreement can be initiated.)

STUDENT NAME: _______________________________________

NAME OF PRECEPTOR: ____________________________________

NAME OF FACILITY: ______________________________________

ADDRESS OF PRECEPTOR/FACILITY: __________________________

________________________________________________________________

Telephone #: _______________________

Fax #: ____________________________

E-Mail Address: _______________________

Name of collaborating physician: _____________________________

Name of your faculty: ___________________ Course # ________________

Designation of level of students who will be using facility:

_____ RN  _____ MSN  _____ FNP  _____ BSN  _____ Other

*Preceptor State License No.: ______________________ State_____________

*Notation: Preceptor and student must be licensed in state of clinical experience.

All individual preceptors must submit a curriculum vitae (resume).

Students do not write below this line: _________________________________

Date Submitted to department: ________________________________

Instructor Signature_________________________________
Pittsburg State University
Irene Ransom Bradley
School of Nursing
Masters of Science in Nursing Program

Preceptor Information

For the Preceptor:

1. Orient the student to the facility or office, staff, policies and protocols.
2. Assist the student in the selection of appropriate patients.
3. Provide validation for the student’s findings when necessary or desired.
4. Instruct student on appropriate techniques utilized in the setting.
5. Be accessible to supervise, collaborate and counsel the student on the medical management of health problems and plan of care including prescriptions.
6. Observe the student’s clinical performance.
7. Review and countersign the student’s documentation and prescriptions.
8. Collaborate and advise the student in the review of protocols.
9. Provide the student with ongoing and final (semester) evaluation.

Expectations for Student:

1. Arrange clinical schedule with preceptor to comply with required number of clinical hours (more hours are encouraged and may be scheduled with Preceptor approval).
2. Preceptor and clinical instructor will be notified of changes in schedule due to illness or personal circumstances.
3. Personal learning and clinical objectives will be prepared and presented to preceptor at the beginning of each semester.
4. Provide preceptor with and be knowledgeable of the Nurse Practice Act for the state in which clinical is occurring.
5. Collaborate and seek guidance from preceptor on clinical findings and management of patient health care appropriately for level of skill.
6. Acquire preceptor’s collaboration for and signature on prescription for pharmacological therapy based on patient’s plan of care.
7. Insure preceptor countersignature on all documentation of patient records.
8. Assume responsibility and accountability for APRN interventions and plan of care.
9. Collaborate with preceptor on frequent self-evaluation and on unmet needs.
10. Maintain a log of all learning experience.
11. Collaborate with preceptor on final evaluation of learning experience.
12. Utilize texts and other resources to enhance learning experience.
# Performance Evaluation for the Family Nurse Practitioner Student

## Explanation

This form is designed to identify levels of practice to indicate growth and development in all areas of advanced practice. We expect the students do exhibit varying levels of practice throughout the MSN program. We are concerned that the students develop abilities in both the technical skills and the integration of physical and psychosocial aspects of care. The preceptor’s objective collaborative evaluation of the student’s performance will be the influencing factor for the semester grade. The semester performance must be satisfactory to continue and/or graduate from the MSN program.

## Evaluation Key:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not observed</td>
<td>Not observed and unnecessary to include.</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Consistently omits pertinent/important areas for advanced practice.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Marginal to minimal competence in advanced practice role</td>
</tr>
<tr>
<td>Above Satisfactory</td>
<td>Beginning level of advanced practice, safe with supervision.</td>
</tr>
<tr>
<td>Highly Satisfactory</td>
<td>Practicing at an advanced level of practice with minimal supervision using collaboration appropriately, utilizing creative and integrative approach to the advanced practice role.</td>
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</table>
Pittsburg State University  
Irene Ransom Bradley  
School of Nursing  

Preceptor Evaluation of Student

Student:_______________________  MSN Track: ____________

FNP:____________

Course:__________________________________________  Education: ______

Semester of Evaluation: ________________

Instructor(s) _____________________________________________

Preceptor(s) _____________________________________________

Clinic Address: ___________________________________________

This evaluation form will be utilized for all Pittsburg State University Masters of Science in Nursing Program(MSN) clinical and illustrates the progression of performance expected of graduate nursing students in the specific clinical area. The emphasis is on the development and demonstration of the advanced practice roles:

- Increasing independence in the synthesis of data, generation of diagnostic hypotheses, formulation of plan, and implementation of appropriate management plans.

- Integrates the clinical and research based knowledge from the biological and social sciences for the individual clinical area.

Instructions to the preceptor:

1. Observe your student regularly.
2. Evaluate the student based on your repeated observations using the scale according to the expected performance for the student’s current place in the curriculum. Please feel free to comment on individual items or in general at the end of the form.
3. Discuss this evaluation with the student and have the student sign in the appropriate space. (Student’s signature does not indicate agreement with the evaluation, only that it has been discussed.)

Thank you in advanced for your support and time in mentoring the PSU MSN Nursing Student.
### Preceptor Evaluation of Clinical Performance Semester Evaluation

**Note:** Not Obs = Not Observed, U. Sat = Unsatisfactory, Sat. = Satisfactory, Above Sat. = Above Satisfactory, High Sat. = Highly Satisfactory

<table>
<thead>
<tr>
<th>Client/Patient</th>
<th>Not Obs.</th>
<th>U Sat.</th>
<th>Sat.</th>
<th>Above Sat.</th>
<th>High Sat.</th>
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</thead>
<tbody>
<tr>
<td>I. Assessment Skills: History, Psychosocial, Physical, Laboratory</td>
<td></td>
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<tr>
<td>1. Obtains complete information and comprehensive history of general health status, previous health status, and current health status.</td>
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<tr>
<td>1a. Adapts health history to special patients and clinical situations.</td>
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<tr>
<td>1b. Directs interview appropriately.</td>
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<tr>
<td>2. Obtains a complete and comprehensive history of family health, self-care practices, occupation and social practices.</td>
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<tr>
<td>3. Obtains a complete and comprehensive history of client development, psychosocial status, coping behaviors and cultural or ethnic attitudes or beliefs.</td>
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<td>4. Skillfully observes the client and correctly applies physical assessment techniques to assessment.</td>
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<td>4a. Confidence in ability to handle equipment.</td>
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<tr>
<td>4b. Organization of physical examination.</td>
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<tr>
<td>4c. Completeness of examination.</td>
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<tr>
<td>4d. Skill in using techniques of inspection, palpation, percussion, auscultation.</td>
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<tr>
<td>4e. Ability to identify abnormal findings.</td>
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<tr>
<td>5. Appropriately includes specific physical exam techniques for each system or region.</td>
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<tr>
<td>6. Appropriately utilizes and collects laboratory tests during patient assessment.</td>
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<tr>
<td>Client/Patient</td>
<td>Not Obs.</td>
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<td>Sat.</td>
<td>Above Sat.</td>
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<tr>
<td><strong>II. Assessment/Diagnosis</strong></td>
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<tr>
<td>1. Able to generate hypotheses about probable diagnoses based upon findings.</td>
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<tr>
<td>2. Correctly identifies the client’s health, developmental and psychosocial problems in the problem list.</td>
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<td>3. Correctly interprets the pertinent lab data or other objective data.</td>
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<td><strong>III. Management/Planning</strong></td>
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<tr>
<td>1. Appropriately plans primary care for individual patients and families.</td>
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<tr>
<td>1a. Applies knowledge of cultural and family/support variables in planning care.</td>
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<tr>
<td>1b. Utilizes knowledge of normal growth and development, personality, and mental status in assessment and planning of nursing care.</td>
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<tr>
<td>1c. Plan integrates principles of health maintenance and promotion as well as illness.</td>
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<td>1d. Evidence of long-range planning involving appropriate disciplines given the usual trajectory of the illness or health supervision.</td>
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<td>2. Utilizes other resources in planning and providing health care, either through consultation or referral.</td>
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<tr>
<td>3a. Uses texts and other resources in the clinic setting to maximize clinical learning.</td>
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<td>3b. Integrates Families theories into the management of the client/family/communities with special emphasis on rural settings.</td>
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<td>3c. Integrates the client/family/community’s resources to direct the individual/family/community’s health care.</td>
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<td>3d. Synthesizes the health care policies influencing the individual/family/community’s health with special emphasis on rural settings.</td>
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<tr>
<td>Client/Patient</td>
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<tr>
<td>4. Integrates the legal and ethical influences of the individual/family/community’s health status.</td>
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</table>

### IV. Documentation and Evaluation

1. Able to generate hypotheses about probable diagnoses based upon findings.
2. Records are logical, sequential, clear and concise.
3. Records contain information necessary to describe the patient situation.
4. Efficient organization of time spent with patient and family.
5. Efficient organization of time spent in the clinical setting.

### V. Overall Ability, Safety, and Competence

1. Exhibits appropriate concern for the client and family.
2. Involves the client and family in the assessment and management of health status.
3. Responsible and professional in manner, deportment, appearance, and clinical practice.
4. Works independently with the preceptor, peers, and resource personnel.

Preceptor Signature: ________________________________

Date: ____________________
The Pittsburg State University Student Handbook/Academic Planner, Master of Nursing Program Student Handbook, MSN Departmental Booklet, Pittsburg State University Code of Student Rights and Responsibilities, Pittsburg State University Continuing and Graduate Studies, and University Catalog should be utilized by the student in determining policies and procedures to follow.

All Pittsburg State University Policies may be found in the University Catalog, which may be located online at www.pittstate.edu. Students should be familiar with the University Catalog covering his or her enrollment at Pittsburg State University. The Workplace Violence Policy and the Protected Health Information Policy are located online at http://www.pittstate.edu/office/president/policies.dot

Any student found in violation of any of the policies will be subject to disciplinary action which may include written or verbal warning, suspension or dismissal from the nursing program.

For further information regarding the School of Nursing or to make an appointment with an advisor, please contact: Pittsburg State University, Irene Ransom Bradley School of Nursing, McPherson Hall, Pittsburg, Kansas 66762. (620) 235-4431 (Nursing Office) (620) 235-4449 (Fax Number) Website: www.pittstate.edu/nurs E-mail: ptotman@pittstate.edu E-mail: jpparker@pittstate.edu

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Pittsburg State University
Irene Ransom Bradley School of Nursing

Please check our website for program or equivalency changes.

The Irene Ransom Bradley School of Nursing reserves the right to make changes and to correct handbook errors if necessary. Students will be notified using the School of Nursing Communications Policy.
Absence from Clinical Assignments 71
Absence from Examination 52
Academic Due Process for Grievance 30
Acceptance of Gifts 57
Access to School Student Records 52
ACLS Policy 68
Additional Policy for Financial Aid 49
Additional Thesis Requirements 36
Advanced Practice Code of Ethics 26
Advanced Practice Definitions 21
ANA Code for Nurses 25
Annual Tuberculin Screening 68
Arrests and/or Convictions 60
Attendance at Annual MSN Orientation 53
Blood and Body Substance Exposure Policy 71
BLS Policy 68
Class Attendance/Class Absence 53
Clinical Facility and Preceptor Information Sheet 78
Code of Student Rights and Responsibilities 29
Communications Policy 55
Conceptual Framework 12
Continuing Education for Nurses 75
Criteria for MSN Portfolio 42
Degree Plans and Enrollment Out of Sequence 28
Disciplinary Policy 61
Disclaimers 85
Dishonesty in Academic Work 26
Dismissal Due to Unsatisfactory Performance 28
Documentation of Learning Outcomes 50
Dress Code (Clinical Assignment) 69
Educational Data 50
Essential Nursing Physical Functions 74
Ethics for Computer Use 56
Evaluation of Clinical Performance 71
Evaluation of MSN Portfolio 44
Evaluation of Podium Presentation 40
Evaluation of Written Comprehensive Exam 41
Explanation of Special Observational Trips 71
Explication of Program Outcome Concepts 17
Faculty Office Hours 66
FNP Certification Review Course 53
Full-time Faculty/Staff 8
Gorilla Geeks 55
Graduate Assistantships 57
Graduate Catalog & Handbooks for Graduate Students 30
Graduate Nursing Progression Policy 28

Index

Graduate School Plans of Study 31
Graduate Student Nurses’ Organization 47
Health Form 68
Health Impairment in Clinical Practice Experiences 75
Health Information Privacy Policy (HIPPA) 60
Health Simulation Ctr/Learning Resources Ctr Policies 72
History 9
Honesty Pledge 26
Inclement Weather 73
Incomplete Grades 29
Learning Resources in McPherson 50
Learning Resources on Campus 50
Liability Insurance 68
Map-McPherson Hall Emergency Areas 59
Materials Costs 53
McPherson Hall Food and Drinks 66
Mission Elements 11
Mission Statement 11
MSN Checklist for Option I, II, or III Completion 32
MSN Nursing Curriculum 23
MSN Portfolio Suggestions 43
MSN Program Diagram 22
National Council of State Boards of Nursing 67
National Public Health Online Training (NIH) 53
Needle safety/Needlestick Policy 60
Notice of Nondiscrimination 5
Nurse Educator Service Scholarships 48
Nurse’s Christian Fellowship (NCF) 47
Nursing Scholarships 48
Option I and Option II Guidelines 34
Organizational Chart, Pittsburg State University 6
Organizational Chart, School of Nursing 7
Permission & Acknowledgement for Option I, II, or III 33
Personal Injury Policy 60
Pinning Ceremony 10
Planning to Meet Degree Requirements 27
Podium Presentations – Option III 37
Policy for Professional Assistance Program 66
Policy on Prevention of Alcohol and Drug Abuse 61
Posting of Grades by Faculty 52
Preceptor Evaluation Clinical Performance of Semester 82
Preceptor Evaluation for Family Nurse Practitioner Student 80
Preceptor Evaluation for Student 81
Preceptor Framework 79
Program Levels 13
Program Outcomes and Level Objectives 14
Index

Protocol for Option I & II Oral Podium Presentation 36
PSU Commemoration Day 10
PSU Continuing and Graduate Studies 45
PSU Nursing Code of Conduct 24
PSU School of Nursing Spring Banquet 10
Recommended Deadlines for Completion 34
Recording Release for use by Students 51
Reference/Recommendation Request 54
References 20
Registered Nursing License 68
Rounding of Grades 52
Severe Weather Emergency Plan 58
Sigma Theta Tau International Honor Society of Nursing 45
Smoking Policy 71
Special Concerns 73
Standardized Testing Costs 53
Standards for Written Work 52
Steps for Resolving Academic Conflicts 29
Steps for Securing Clinical Preceptors 77
Student Crisis Response Procedure 58
Student Employment Policy 57
Student Health and Counseling Services 60
Student Participation in Faculty Committee Meetings 57
Student Success 29
Substance Abuse and Drug Testing 62
Teaching, Scholarship, Research, Service 46
Time Limit to Complete Degree 27
Traditions 10
Transfer and Waiver of Credit Policy 27
Transportation Policy 73
University Policies 73
Validation of Previous Work 27
Violence and Abuse Policy 66
Vision Statement 11
Withdrawal from Classes 28
Pittsburg State University

Irene Ransom Bradley
School of Nursing

“Caring to Make a Healthy Difference”

Irene Ransom Bradley School of Nursing Motto