SAINT LOUIS UNIVERSITY

TRUDY BUSCH VALENTINE
SCHOOL OF NURSING

Master of Science Nurse Practitioner Student Handbook

Post MSN Certificate Nurse Practitioner Student Handbook

Master of Science Clinical Nurse Leader Student Handbook

2024 – 2025

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Section I

Overview

This handbook has been developed to provide you with information that may be helpful while you are a student in the Master's Programs or Post-Masters Certificate Program in Nursing at Saint Louis University Trudy Busch Valentine School of Nursing (TBVSON). It represents the combined efforts of the Associate Dean of Graduate Nursing Education, faculty, and students in fostering a supportive, collegial environment at Saint Louis University TBVSON and in making explicit the practices and procedures specific to the programs. A copy of this handbook is available as a PDF file at the Learning Online Website: MSN Student Handbook

Applicants for the Master's or to the Post MSN certificate in Nursing are admitted directly to Saint Louis University TBVSON. Saint Louis University does *not* have a *Graduate School*. Admission is determined by the TBVSON and communicated to Graduate Admissions and Graduate Education. Student graduation is determined by the TBVSON and coordinated with Graduate Education. The TBVSON conforms to the basic policies of the Graduate Education Catalog of the University but may have higher standards than stated in the catalog. The Graduate Education Catalog leaves several options available to individual schools and programs. This handbook provides information that conforms to and/or supplements the policies of the Graduate Education Catalog of Saint Louis University. The handbook should be used in conjunction with the Graduate Education Catalog to answer policy and procedure questions regarding your course of study. If you have questions about the content of this handbook, contact your academic advisor or the Associate Dean of Graduate Nursing Education. Web links are current at the time of distribution of this handbook.
Because of the dynamic nature of the Web, some links may no longer work. Contact the technology coordinator for guidance.

The handbook is subject to change/s and the student should review and use the most current MSN Student Handbook

Saint Louis University

Saint Louis University is a Catholic, Jesuit University with three campuses: the Frost campus and Health Sciences Center campus in St. Louis Missouri, and the Madrid campus in Spain. The University was founded in 1818 and is the oldest university west of the Mississippi River. Saint Louis University began when Louis William DuBourg, bishop of Louisiana, opened St. Louis Academy in a one-story house. DuBourg offered land to the Society of Jesus for a Native American School which became chartered as Saint Louis University in 1832. It moved to its present site on Grand Boulevard in 1888.

The University's mission is the pursuit of truth for the greater glory of God and for the service of humanity. The University is governed by a Board of Trustees and administered by a president who is the chief executive officer. About 99% of the full-time tenured and tenure track faculty at the University hold the highest degree in their field. The University is classified as a Research University/High Research Activity by the Carnegie Foundation.

The Five Dimensions of the Saint Louis University Experience

The Five Dimensions of the Saint Louis University Experience challenge all members of our community to strive for excellence, to become men and women for others, to integrate classroom and out of classroom learning, to develop their talents through discovery and reflection, and to be concerned for each person (*Cura Personalis*). All members of the University community are expected to contribute to the development and sustainability of the community through word and action. Our community is characterized by respect for the dignity of others, honesty, and the pursuit of truth. These Dimensions are created to ensure the right and privileges of all and to preserve the integrity of our learning community.

Scholarship and Knowledge

By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.

Intellectual Inquiry and Communication

By developing the abilities of intellectual inquiry and communication, students can learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

Community Building

By welcoming and working with others, regardless of race, color, ethnicity, national origin, ancestry, religion, gender, disability, age, sexual orientation, marital status, military status, pregnancy, or any other characteristic protected by law, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

Leadership and Service

By serving others and by promoting social justice, students become men and women for others who lead by their example.

Spirituality and Values

By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.

Graduate Education at Saint Louis University

The mission of Saint Louis University's Graduate Education is to advance the frontiers of knowledge and technical expertise and to prepare students to make their own contributions to such advances in their disciplines and professions by helping them carry out their responsibilities in an ethical and professional manner. In realizing this mission, Graduate Education at Saint Louis University is committed to specific goals and objectives:

1. To articulate a vision of excellence for the graduate community.
2. To bring an institution-wide perspective to all post-baccalaureate endeavors.
3. To maintain high academic standards across all academic disciplines.
4. To promote the ideals of a Catholic, Jesuit education.
5. To promote the research mission of the University.
6. To enhance the community of scholars among both graduate students and faculty.
7. To develop strategies for graduate education which contribute to and enhance undergraduate education.
8. To serve as an advocate for graduate education.
9. To emphasize the institution-wide importance of educating future college, university and high school teachers, and professionals in a variety of fields.
10. To serve as an advocate for issues and constituencies critical to the success of graduate education.
11. To support and further the non-academic interests and needs of graduate students.

Saint Louis University Trudy Busch Valentine School of Nursing

The TBVSON has achieved a national reputation for its innovative and pioneering programs. The School is among a handful of accredited schools to offer baccalaureate, masters, and doctoral programs. The programs are nationally recognized for their innovative and comprehensive curricula.

The TBVSON's mission is education within a multi-cultural and technological society. The TBVSON, as an integral part of Saint Louis University, seeks to fulfill its mission of education through teaching, research, and service in ways consistent with Catholic, Jesuit values of the University.

Founded in 1928, the School of Nursing offered certificate and Bachelor of Science in nursing degree programs. The accelerated baccalaureate program was the first of its kind in the nation, established in 1971. Graduate programs in nursing leading to the master's degree, were offered beginning in 1935. Students for the accelerated generalist master's degree in nursing were admitted students fall 2010. The Doctor of Nursing Practice (DNP) program is a terminal professional degree for nurses in advanced practice. The first cohort of students was admitted in fall 2008. The Doctor of Philosophy in Nursing (Ph.D.) degree was approved in 1989 and admitted students in 1990. It was the first Ph.D. program in Missouri.

Accreditation

Saint Louis University is fully accredited by the North Central Association of Colleges and Secondary Schools. The TBVSON is fully accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) and is fully approved by the Missouri State Board of Nursing.

Mission Statement

The mission of the TBVSON is education of "the whole person"-mind, body, heart, and spirit, within a dynamic, diverse, and technological society. The TBVSON, an integral unit of Saint Louis University, seeks to fulfill its mission of education and leadership in the development of nursing as a discipline and profession through teaching, research, practice, and service in ways consistent with the Catholic, Jesuit values of the University. The TBVSON acts responsibly by setting priorities and exercising stewardship to assure the best use of its resources.

The TBVSON, through the teaching component of the mission, prepares students at baccalaureate, master's, post-master's, and doctoral levels for professional nursing practice and interprofessional collaboration to care for the whole person, the "C*ura Personalis*". The TBVSON creates a student-centered environment that recognizes and actively addresses the diverse learning needs of students and an academic climate that promotes intellectual inquiry among faculty and students.

The TBVSON, through the research component of the mission, advances the active engagement of faculty and the involvement of students in the innovative scholarly process of discovery, dissemination, and translation of knowledge. The TBVSON promotes interprofessional collaboration in the conduct of research to maintain or improve health.

The TBVSON, through the service/practice component of the mission, promotes quality health care of individuals, families, and communities to alleviate ignorance, poverty, injustice, and hunger; extend compassionate care to the ill and needy; and to maintain and improve the quality of life for all persons. Saint Louis University TBVSON faculty, staff, students, and graduates provide this holistic care by working with people in diverse environments to maintain or improve health.

Approval body: GFA Reviewed and revised: November 18, 2013; May 2008

Philosophy

The TBVSON, as an integral component of Saint Louis University, upholds the Judeo- Christian philosophy and mission of the University to pursue truth for the greater Glory of God and for the service of humanity. The faculty of the TBVSON believes that all persons are created by God and possess intrinsic worth and dignity. We believe the very origin of nursing lies in the fundamental capacity to care for those in need. Recognition of *Cura Personalis* requires that acceptance, compassion, and respect characterize relationships among faculty, staff, administrators, and students in the School, and relationships with individuals, families, and communities and other health care professionals in nursing practice settings. The TBVSON provides a collegial environment of academic freedom in which students develop knowledge, insight, values, accountability, and professional competence.

Studying the liberal arts provides an essential foundation for the development of an educated person. Such an education assists students to develop greater knowledge of self, of God, of other people, and of the world in which they live. Attributes, such as intellectual insights, collaboration, communication, logical and analytical skills, and the exercise of independent judgment, are acquired through study of the humanities and the biological, physical, behavioral, and social sciences. This foundation also facilitates the study and practice of professional nursing.

Nursing as a profession and as a discipline is concerned with the promotion and maintenance of health, prevention of illness, care and rehabilitation of sick and disabled persons, and compassionate care of the dying. As a discipline developing its own science, nursing continues to expand its body of knowledge and to identify its articulations with the theories and practices of other relevant disciplines.

Nursing education is a collaborative endeavor of faculty and students in which each contributes and shares talents to enhance learning. Faculty members, having achieved expertise, facilitate each student's search for knowledge and self-actualization. Given students' individual abilities, interests, and career goals and changing societal needs, the faculty provides a range of educational programs and uses a variety of teaching methods. All educational experiences are designed to help students develop as critically reflective and socially responsible people who can make informed, prudent ethical decisions. The faculty encourages student self- assessment and evaluation, thereby preparing graduates for continuing personal and professional development. The faculty believes that continuing education is an integral component of nursing education and offers continuing education programs as a community service.

Initial preparation for professional nursing practice at Saint Louis University is organized around explicit concepts that structure the nursing content in the curriculum; such structure facilitates learning. Upon completion of the baccalaureate generalist program, the graduate possesses the theoretical base in nursing and related disciplines and the skills – both interpersonal and technological – required for practice. The graduate demonstrates the ability to integrate knowledge with skills and to collaborate with individuals, families, communities, and other health care professionals in nursing practice settings. The graduate is prepared to begin a career in the practice of nursing in a variety of health care settings with individuals of diverse cultural backgrounds and ages. Education at the baccalaureate level prepares graduates for advanced study in nursing.

Master's education provides for the attainment of advanced knowledge and the ability to apply nursing theories in practice and for the development of clinical leadership skills. Upon completion of the master's generalist program, the graduate is prepared with the ability to provide leadership for nursing care at the microsystem level. Nurse practitioner education at the master's level provides for the mastery of a methodology for advanced practice to address patient needs within a population focus. Graduates of the master's program contribute to the development of nursing through their practice, leadership, scholarly activities, and involvement in professional associations. Education at the master's level prepares graduates for doctoral-level study in nursing.

Doctoral education provides leadership for the continuing development of nursing as a discipline and a profession. The Doctor of Nursing Practice (DNP) prepares nurses for advanced practice with the specialized knowledge and skills needed to diagnose and manage health and illness and improve the quality of health care in all practice settings using evidence and outcome-based methodologies. DNP graduates demonstrate clinical expertise and promote high quality patient-centered care with an emphasis on interprofessional collaboration within the health care delivery system.

The Doctor of Philosophy in Nursing (PhD) fosters commitment to knowledge generation and expanding the science of the discipline. As stewards of the profession, graduates apply methods of knowledge discovery to advance nursing scholarship and practice. The study of nursing as a scientific discipline is complemented by advanced study in related disciplines to address complex healthcare issues.

Approval Body GFA
Revised and approved: November 18, 2013; May 2010

Current Graduate Programs at the Trudy Busch Valentine School of Nursing

1. **Doctor of Philosophy in Nursing**
2. **Doctor of Nursing Practice - Post Master's Track**
3. **Doctor of Nursing Practice – Nurse Executive Leader**
4. **Post Baccalaureate to Doctor of Nursing Practice (Advanced Practice)**
5. **Master of Science in Nursing, Advanced Practice Programs**
6. **Master of Science in Nursing, Clinical Nurse Leader**
7. **Post Master's Certificate for Advanced Practice Programs**
8. **Post Master's Certificate: Nurse Educator Option**

Trudy Busch Valentine School of Nursing

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Trudy Busch Valentine School of Nursing Policies

As a graduate nursing student, please become familiar with all information relevant to your education. All University, Graduate Education, and TBVSON policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes.

Graduate Education Catalog

Office of Student Financial Services

Office of the Registrar

Health Policies and Disability

Health Insurance

Saint Louis University requires all full-time graduate students to have basic health insurance. If a student already has other (non-University Health Plan) health insurance coverage in effect, then coverage under the University Health Plan (UHP) may be waived by returning a signed waiver form with a copy (front and back) of the insurance card to the Student Health Center.

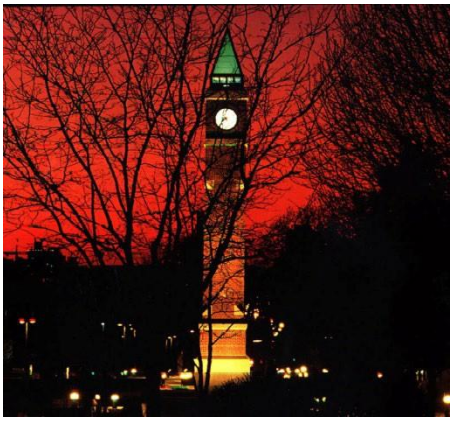
University Health Plan and Billing Procedures: University Health Plan

Accommodations for Students with Disabilities

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services or to visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.



Tuition and Fees

The Office of Financial Aid provides financial services to Saint Louis University students. It includes those who are registered for "0" credit hours, will be assessed the student activity fee and the Busch Student Center fee. Students enrolled in courses and who live outside the metropolitan area will not be charged the Busch Student Center fee.

Refunds

Under ordinary circumstances, tuition refunds are to be made following the guidelines outlined by the Office of Student Financial Services. This policy provides for a refund of 70%-100% for withdrawals that occur between the first and fifth weeks of the semester. In those cases, in which the student's situation and subsequent request occur outside of the timeframe stated in the University policy, the Associate Vice President for Graduate Education may grant exceptions.

Generally, an exception to the stated policy will be granted only for situations involving extreme hardship. Specifically, a student must have developed a documented physical or mental health condition that prevents her/him from fulfilling the basic expectations of the courses in which the student is enrolled for the semester.

The portion of tuition refunded will be guided by the date on which the student stopped participating in course instruction. The following guidelines will be used in the determination of the refund to be granted; however, there may be instances in which no refund may be granted:

- If the student has attended for at least half of the semester, no more than a 50% refund may be granted.
- If the student has attended for at least two-thirds of the semester, no more than a 33% refund may be granted.
- If the student has attended for at least three-fourths of the semester, no more than a 25% refund may be granted.
- If the student has attended for more than three-fourths of the semester, no refund may be granted.

If an exception to the stated policy is requested, contact the Associate Dean of Graduate Nursing Education for a Tuition Refund Request Form to justify the basis of the request.

Nondiscrimination Policy

Saint Louis University TBVSON is in full support of the University Harassment Policy. Saint Louis University is a Catholic Jesuit institution with a distinctive educational mission and philosophy emphasizing Christian humanism, human dignity, and the development of the total human being.

These core values are manifested in the University's commitment to foster a workplace and learning environment that is free from any form of harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, or any other characteristics protected by law.

Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, pregnancy, or any other protected classification is detrimental to its mission and values.

The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing person of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.

The University's Harassment Policy may be obtained from this web site: Harassment Policy

Diversity, Equity, and Inclusion: SLU

Diversity, Equity, and Inclusion Statement for the Trudy Busch Valentine School of Nursing

The TBVSON is committed to fostering a community where all faculty, staff, and students are respected, accepted, and valued. We strive to constantly advance diversity, equity, and inclusion and support efforts to embrace the unique attributes of every person. We are determined to provide excellence through recruiting and retaining a diverse workforce and student body by creating a climate that is respectful and supportive of everyone's success.

The TBVSON is committed to opportunities that promote equity in our community and in our educational and research practices. We strive to reduce health disparities and deliver culturally humble and high-quality health care. We acknowledge the imbalances of power, access, opportunity, and resources in our society that result in health disparities (e.g., quantitative differences in health status or quality of care) and health inequities (e.g., power imbalances between groups of people).

Diversity, Equity, and Inclusion

We are committed to respecting and educating the whole person (e.g., mind, body, heart, and spirit). Diversity is a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; physical, functional, and learning abilities; religious beliefs; and socioeconomic status (AACN, 2017).

Equity is about fairness, including the fair and just treatment of all individuals. Equity includes access to resources and opportunities for all people while building better outcomes for historically and currently disadvantaged populations. Equity requires targeted strategies. To differentiate between equity and equality, equality is the equal treatment of all or sameness. Equality provides the same resources and opportunities for everyone; without consideration of their needs, not everyone is situated the same (Michigan Department of Health and Human Services, 2019).

Inclusion is the active engagement of all voices within an organization's membership, leadership, policy-setting, decision-making units, and overall profile. Inclusion is also the intentional incorporation of strategies and practices that foster a sense of belonging by promoting meaningful interactions among persons and groups representing different traits, perceptions, and experiences (AACN,2020; Metzger et al., 2020). Inclusivity acknowledges and values differences and

embraces relationships with others whose lived experiences may be dramatically different than their own (Martinez-Acosta, 2018).

Anti-Racist Commitment

As a School of Nursing, we champion the many aspects of diversity represented by our faculty, staff, and students. We individually and collectively are committed to anti-racist treatment and will continually examine our procedures and processes that might advantage one group over another. This commitment to anti-racist treatment will heighten our awareness and our ability to take action to dismantle all forms of oppression, be it interpersonal, systemic, or institutional and structural.

Cultural Humility

The TBVSON embraces the central tenets of the cultural humility framework and uses this framework as a compass to ensure sustainable diversity, equity, and inclusion efforts. The cultural humility framework includes three features:

1. A lifelong commitment to self-evaluation and self-critique.
2. Preventing and rectifying abuses of power imbalances in the teacher-student, clinician-patient/family, colleague-colleague, and academic-community dynamic.
3. Developing and expanding mutually beneficial and non-paternalistic clinical and community partnerships.

Embracing this framework, we value and respect the life experiences, uniqueness, and perspectives of everyone which allows us to provide innovative and high-quality care to patients, families, our community, and beyond.

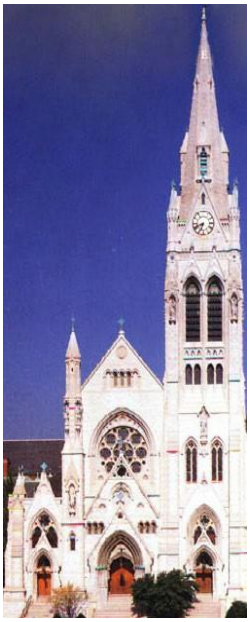
Our Pledge

In keeping with our Jesuit mission, we are constantly striving to foster a diverse, equitable, and inclusive environment that welcomes all expressions of diversity and identity, including race, ethnicity, national origin, age, ability, gender, sexual orientation, faith, and ideology.

The faculty, staff, and students at the TBVSON are committed to fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community. We are a community that strives to model reflection, advocacy, and care for the community to work toward an equitable, democratic, and sustainable society.

SAINT LOUIS UNIVERSITY

TRUDY BUSCH VALENTINE SCHOOL OF NURSING



Academic Integrity/Ethical Behavior

PREAMBLE

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission.

Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect.

The Academic Integrity Policy detailed below sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines.

Academic integrity is honest, truthful, and responsible conduct in all academic endeavors.

THE POLICY AND ITS SCOPE

The Policy on Academic Integrity set forth here is designed to promote ethical conduct within the University community by:

1) Defining the responsibilities of various members of the University community;
2) Defining violations of academicintegrity;
3) Setting minimum standards for reporting and adjudicating violations of academic integrity;
4) Establishing procedures for appeals to the Office of the Provost; and
5) Establishing standards and procedures for maintaining records.

The Office of the Provost, in collaboration with Deans and Directors of academic units, has the responsibility for integrating concepts of academic integrity into student programs and curricula.

To comply with the University policy, academic units are expected to amend their own academic integrity policies to align with University definitions and minimum standards. Such units are also responsible for acquainting their students with professional requirements beyond those minimal standards as relevant to particular disciplines (NOTE: The use of the term “academic unit” refers to colleges, schools, centers, and the department or program level. The term is used inclusively because the process of investigating violations of academic integrity may begin at the departmental level in some cases or at the level of the college or school in others).

1. Responsibilities of Members of the Community

To create a learning environment in which high standards of academic integrity are prized requires the efforts of everyone in the University community.

Faculty are responsible for adhering to high standards of academic integrity in their own research and professional conduct; for laying out relevant parts of the policy on their syllabi and assignments; explaining key terms to students and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty is encouraged to create assignments that minimize the possibility of academic dishonesty through clear expectations and to help to create an environment in which academic integrity is uppermost.

Students are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or

administrators, as appropriate.

Staff is responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own professional conduct and research and for otherwise supporting a community of academic honesty and trust.

Academic administrators such as Deans, Chairs and Directors are responsible for addressing and managing cases of academic dishonesty in accordance with University policies and those of their academic units. One exception is that alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity Policy of the University. Administrators in academic units are also responsible for providing students or others charged with violations of academic integrity with appropriate notice of the charges and the opportunity to respond in ways laid out in unit and University policies.

2. Violations of Academic Integrity

Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):

Falsification entails misrepresentations of fact for academic gain. Instances include:

1. Lying to or deceiving an instructor about academic work;
2. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
3. Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.

Plagiarism involves the representation of someone else's thoughts, words, and/or data as if they were one's own or "self-plagiarism" which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:

1. Quoting directly from someone else's written, artistic, or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.
2. Paraphrasing or incorporating someone else's ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;
3. Submitting as one's own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.

Cheating involves the use of unauthorized assistance to gain an advantage over others. Instances include:

1. Copying from another student's examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
2. Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
3. Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
4. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
5. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

Sabotage entails disrupting or seeking to prevent the academic pursuits of others. It includes:

1. Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person's academic performance;
2. Modifying, stealing, or destroying intellectual property such as computer files, library materials,

artwork, personal books, or papers.

3. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

Collusion involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.

Concealment entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

3. Reporting and Adjudicating Violations of Academic Integrity

Individual academic units in the University must consider standards of academic and professional conduct for their own disciplines. Therefore, the University Academic Integrity Policy attempts no single set of procedures for adjudicating violations of academic integrity at the academic unit level and only applies standards for process, record keeping, and appeals to the Office of the Provost. (Exception: Alleged violations of academic integrity in scientific research will be guided by the University's Research Integrity Policy.) Each academic unit is expected to develop and implement an academic integrity policy inclusive of the following guidelines (see individual college/school/center policies for specific guidelines):

Minimal procedures to be followed by academic units are as follows:

- Maintenance of confidentiality
- Formal charges of violations of academic integrity
- Notification of charges
- Definition of the roles of faculty, administrators, students, staff, and students in the proceedings
- Opportunity for response by those charged
- Opportunity to waive a hearing
- Procedures to avoid conflict of interest
- A hearing
- Notification of findings
- Provision of information on appeals to the Provost
- Maintenance of records (see University policy of maintenance of records at: Enrollment and Retention Management Departments

When an alleged violation involves two units, the academic unit responsible for reporting a violation of academic integrity is the one offering the course or program in which the alleged violation occurred.

- The academic unit in which the course is offered is expected to take the appropriate action (e.g., failure in the course) and any further actions should be taken in collaboration with the student's academic home unit.
- In the event that a course is cross listed, the Deans or Directors of the academic units in question will determine which will take the lead.
- If the student being investigated is an unclassified graduate student, the Associate Provost for Graduate Education will have jurisdiction.
- If the person is an undecided undergraduate (University College), the Associate Provost for Undergraduate Education will have jurisdiction.

When an alleged violation is reported to the University by an external source, the Office of the Provost may refer the charge to the academic unit offering the course or program in which the alleged violation occurred. This process applies whether charges are made against current students or alumni.

- ***Investigations of violations*** will be conducted in accordance with the standards and procedures of the academic unit with jurisdiction.

Sanctions will be imposed according to the policy standards of the academic unit with jurisdiction of the faculty member teaching the course or supervising the academic experience or leading the academic program in which the violation occurred. Academic unit with jurisdiction as defined as the unit of the faculty member teaching the course or leading the academic program in which the violation occurs. Formal charges of violations of academic integrity do not preclude other disciplinary actions that the University may take if circumstances warrant additional sanctions.

Sanctions are to be commensurate with the nature of the offense and with the record of the student regarding any previous infractions. Sanctions may include, but are not limited to,

- A lowered grade;
- Failure on the examination or assignment in question;
- Failure in the course;
- Notice ofthe infraction in the violator's permanent record;
- Participation in training sessions;
- Probation;
- Suspension from the University;
- Expulsion from the University;
- Revocation of University degree; or
- A combination of the above.

In extraordinary circumstances, the University reserves the right to withhold or revoke a degree in consultation with the academic unit as appropriate. There is no statute of limitations for degree revocation.

The student can appeal the decision set forth by the academic unit with jurisdiction.

4. Submitting and Conducting an Appeal to the Office of the Provost

a.) Grounds for Appeals to the University Academic Review Board

Except as required to explain the basis of a decision or to provide new information, an appeal will be limited to a review of the record of the unit with jurisdiction and of supporting documents to determine one or more of the following circumstances:

- The procedures set forth by the academic unit were not followed, which may have significantly impacted the outcome of the case or may have resulted in a different finding; The procedures set forth by the academic unit were not followed and, for that reason, a different finding may be justified.
- New or relevant information, not available at the time of the hearing, has arisen that may significantly impact the outcome of the case or may result in a different finding.
- The sanctions imposed were excessively harsh or excessive for the violation.

b.) Constitution of the Board

- Once an appeal has been filed with the Office of the Provost, the Associate Provost for Graduate Education or Associate Provost for Undergraduate Education will collect and review material compiling a record for initial review by the University Academic Review Board (UARB) serving as administrative oversight. The UARB, which reports to the Provost, has the responsibility of reviewing the appeal material and making a recommendation to the Provost. If the Board requires additional material during the review process, the chair may consult with the academic unit.
- The UARB is composed of four faculty recommended by the Faculty Senate Executive Committee, serving staggered two-year terms, and one student representative appointed by either Student Government Association (SGA) or Graduate Student Association (GSA) depending on the status of the student under review. Student members serve as ad hoc members of the UARB and must not be from the same academic unit as the academic unit in which the student accused of violations resides. Faculty members may serve more than one term. For the initial UARB, two members will be chosen for a one-year term and two for a two-year term.
- All UARB members will receive periodic training through workshops given by the University's legal counsel and a representative of the Office of the Provost. The chairperson of UARB serves a one-year term and will be chosen by the Faculty Senate President from the faculty pool. The

role of the chairperson is to direct and supervise the review process, participate in the deliberations of the UARB, and ensure, insofar as possible, that following the review, the UARB delivers a thoughtful, clearly articulated decision. Any UARB member selected must recuse him/herself if that individual believes s/he cannot impartially fulfill his/her duties. Written notification of intent to appeal must be sent to both the academic unit administrator (e.g., Dean, Chair, or Director) with jurisdiction in the case and the Office of the Provost within five (5) University business days of receipt of the imposition of sanctions. Any concerns or objections with the make-up of the committee should be indicated at the time of notification.

The student's letter of notification to appeal must contain the following information:

- The student's name, student number, mailing address, phone number, and email address; and
- Notice of the violation itself and appropriate documentation of the event (e.g., Dismissal letter outlining academic integrity violations).

The Office of the Provost will acknowledge receipt of the notification to both the appropriate academic unit administrator and the student. Either party will then have five (5) business days to notify the Office of the Provost in writing of any objections to the composition of the UARB based on conflict of interest. The Office of the Provost will distribute the appeal to the UARB. In the event additional information is required, the UARB may contact the student or academic unit with jurisdiction.

- **Conflict of Interest.** Faculty, staff, students, and University officials asserting a violation of academic integrity should recuse themselves from any decision-making role. Such responsibilities will pass to faculty, staff, students, and University officials not directly involved in the case. In general, the standard for recusal is as follows: whenever individuals do not feel that she/he can consider all the information provided during a review and render an impartial decision.

Final Notice

Following the UARB review, a Notice of Final Determination will be sent to the academic unit administrator and the student submitting the appeal within five (5) University business days. Such notice should contain one of the following findings:

1. Academic unit decision upheld; or
2. Returned to the academic unit of jurisdiction for additional review based on UARB findings such as new material submitted for review or the unit's failure to follow the prescribed process.

All correspondence with the student submitting the appeal should be addressed to the student's local address as it appears in the University's official records and should be sent via U.S. certified mail. A copy will also be sent to the student's SLU e-mail address. A notice that is properly addressed will be presumed to have been received. It is the responsibility of the student submitting the appeal to inform the University of any change of address in a timely manner so that University records can be accurately maintained.

Reporting

The Office of the Provost will report violations of academic integrity to the Office of the Registrar if a student is found responsible for the charge(s). Any sanctions imposed by the academic unit(s) become part of the student permanent records. In the event of future violations of University policies, the permanent record may be used to determine which sanction should be imposed. Violations of the University's academic integrity policies will appear in the student's permanent record (i.e. Banner) but will not appear on transcript(s).

5. Confidentiality

Confidentiality applies to all aspects of a matter. Disclosure of the facts will be limited to the UARB and those University officials for each case who have a need to know the information in connection with discharging their official duties and responsibilities. Violation of this confidentiality clause may result in sanctions as deemed appropriate per the University.

Saint Louis University Academic Integrity Policy 2 Approved 6-26-15.

Saint Louis University Office of the Provost
Office of Student Responsibility and Community Standards

Saint Louis University Trudy Busch Valentine School of Nursing
Graduate Social Media Integrity Policy

Generally defined, social media is the use of a website or mobile device to connect with people who share personal or professional interests. With communities numbering in the hundreds of millions of members, social media sites have become important venues where individuals or groups can share their knowledge and opinions, express creativity, connect and collaborate with others who have similar interests and are readily accessible. Examples of social media include but are not limited to: Facebook, Twitter, LinkedIn, YouTube, and weblogs or "blogs." Many organizations, including Saint Louis University, have their own social media sites and actively participate in social media on a corporate or organizational level.

Primum non nocere (first do no harm): think, before posting. There is no such thing as a “private” social media site. Search engines can turn up posts and pictures years after publication. Do not post information that may harm the College, colleagues, or classmates. Avoid posting while feeling emotional about a subject – wait until you are calm and clear-headed. Admit mistakes. Be upfront and be quick with your correction. If posting to a blog, modify earlier posts when necessary and clearly indicate the change. Keep in mind that your parents, siblings, roommates, internship site supervisors and future employers will read your blog or social media posts, as well as prospective students, their parents, alumni, professors, and college administrators.

The tone and content of all electronic conversations should remain professional. Respect among colleagues and co-workers must occur in an inter-professional environment.

Posts should contain only factual information. Be judicious. All statements must be true and not misleading, and all claims must be substantiated and approved.

Do not comment on anything related to legal matters, litigation, or any parties that are in litigation.
Individuals are responsible for the content of their own internet and social media blogs/posts, pictures, etc. including but not limited to any legal liability incurred (defamation, harassment, obscenity, privacy issues regarding students or patients, etc.).

Do not post any content that is inappropriate. Inappropriate content includes, but is not limited to, material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity.

Medical advice on a social networking site should never be provided.

Be mindful of the copyright and intellectual property rights of others when posting. **Unlawful use of another's mark or intellectual property is not acceptable merely because that use occurs on social media**. Respect copyright and fair use laws-from SLU. If you are ever in doubt, please refer to the University's Copyright Policy, or contact the Office of the General Counsel for guidance.

Maintain Confidentiality: Do not post confidential or proprietary information about Saint Louis University, its students, professors, or employees. Do not post any class content or information on any social media sites.
Do not use SLU’s logo or image for any endorsements or on any social media sites.

Use good ethical judgment and follow College policies and federal requirements, such as the Health Insurance Portability and Accountability Act, (HIPAA), and the Family Educational Rights and Privacy Act, (FERPA).

All material posted on the Internet via email, social media, or otherwise, is considered public and permanent; published information can be recovered. Be aware that your relationship to SLU and the TBVSONO can be discovered on the Internet.

Infractions to this policy will be addressed as a violation of Academic Integrity and handled per that policy.

I. Purpose

Common to the health care professions are expectations of integrity, honesty, and truthfulness which are tantamount to the standards of ethical conduct for the professional. These basic expectations are in accord with those held within the academic community.

Students in the TBVSON programs are therefore expected to be honest in their academic professional work. The TBVSON seeks to provide an atmosphere conducive to academic and professional honesty.

II. Policy

A. Policy Statement

Saint Louis University supports an environment of trust and integrity. Faculty and students share responsibility for upholding academic integrity. Violating academic integrity is not consistent with such an environment. Violations of academic integrity include but are not limited to cheating, plagiarism, and falsifying or fabricating facts. Professional integrity is violated by any dishonesty in meeting the responsibilities inherent in clinical practice. Sanctions for a violation of academic or professional integrity may include but are not limited to disciplinary probation, suspension, and dismissal from the University. The Academic and Professional Integrity Policy is consistent with the University's Academic Integrity Statement.

B. Breaches of academic integrity include but are not limited to:

1. copying from another student's test paper, lab report, clinical assignment, or allowing another student to copy one's work
2. *copying from a textbook or class notes during a closed book exam*
3. *subm*itting material authored by another person but represented as the student's own work whether draft or final submission.
4. copying a passage or text directly from a book, journal, or electronic source, or using extensive paraphrasing without indicating the source or without using a recognized style for citing sources
5. taking a test or writing a paper for another student
6. taking a course for another student or securing another student to take a course for oneself
7. securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor
8. submitting an assignment as new work when this same assignment had been completed for a prior course
9. using nonapproved technology during an exam
10. collaborating with another person to commit breaches of academic integrity.

C. Breaches of professional integrity include but are not limited to:

1. falsifying information written in a medical record or reported orally to an instructor or staff person in a clinical practice setting

2. violating HIPAA guidelines such as patient confidential information

3. violating professional code of ethics

4. falsifying clinical hours or student data.

D. Sanctions for Academic Misconduct

1. Sanctions should be selected and imposed with three goals in mind:

   a. To assist in the education of the student responsible for the academic misconduct

   b. To encourage, in keeping with the University's mission, an honest intellectual environment

   c. To maintain the integrity of the academic program and the rights of all individuals

2. Sanctions deemed appropriate for the Admissions, Progression, and Graduation Committee and Dean of the TBVSON are:

   a. Warning
   A formal written warning

   b. Professional Probation for Academic Misconduct
   Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to immediate suspension or dismissal if involved in any act of misconduct, including violations of terms of probation, while on professional probation for academic misconduct.

   c. Suspension
   Involuntary separation of the student from the TBVSON or University for a definite period of time after which the student is eligible to return. The length of time for the suspension will be determined by the Admissions, Progression, and Graduation Committee and stated in the report to the Dean of the TBVSON. The disciplinary sanction of suspension is not recorded on the student's permanent academic record. The student is subject to immediate dismissal if involved in any act of misconduct after the suspension has been lifted.

   d. Dismissal
   Involuntary separation of the student from the TBVSON or University without provision for a return in the future. In accordance with the University-wide code of student's rights and responsibilities, the disciplinary sanction of dismissal is required to be recorded on the student's permanent academic record.

The following supplements the policy on Academic Integrity found in the *Saint Louis University Graduate Education Catalog 2010-2012* (see Academic Integrity/Ethical Behavior, p. 22. *Academic integrity* is "…a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." (Center for Academic Integrity, 1999. p 4) To maintain academic integrity faculty and students must be both *intellectually responsible and avoid misconduct.*

Intellectual responsibility includes (a) clearly crediting one's own work and (b) completely and accurately crediting the work of others (c) using all sources, including electronic sources, critically.

1. To clearly credit one's own work, an author must make it evident what is his or her own interpretation of another's work or analysis of an area of study. This includes avoiding unintentional plagiarism such as that caused by inadequate paraphrasing of the work of others or transcription of notes that fail to indicate a direct quote. Anything that is not referenced is being claimed as one's own work.

2. Complete and accurate crediting of the work of others means citing the source when paraphrasing the work of others or presenting verbatim segments in quotes. Complete and accurate citations allow the reader to obtain the original source material. Paraphrasing involves substantial restating of a point and is not limited to changing a few words here or there.

3. Using sources critically involves being aware of the roles and limitations of gatekeepers who oversee the quality of some scholarly materials. Users need to apply critical judgment to assess the quality of information sources and content (peer reviewed and non-peer reviewed). Critical judgment is especially important in evaluating electronic sources because the gatekeepers who oversee quality of scholarly printed materials are often not in place for web-based materials. Consequently, the user must be skilled at evaluating the quality of the information sources. Not all web-based materials are appropriate as sources for academic work.

Misconduct includes intentional plagiarism, cheating, fabrication, and facilitation of dishonesty:

1. Intentional Plagiarism: "Knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation. This includes reading or hearing another's work or ideas and using them as one's own; quoting, paraphrasing, or condensing another's work without giving proper credit; purchasing or receiving another's work and using, handling, or submitting it as one's own work." (Michigan Technological University, 2002). Material should be paraphrased or quoted exactly, and the source cited. Paraphrasing means substantial rewording and is not limited to replacing a few words (Markham, Markham, & Waddell, 2001).

2. "Cheating: Intentional, unauthorized use of any study aids, equipment, or another's work during an academic exercise. This includes unauthorized use of notes, study aids, electronic or other equipment during an examination, copying or looking at another individual's examination; taking or passing information to another individual during an examination; taking an examination for another individual; allowing another individual to take one's examination; stealing examinations" (Michigan Technological University, 2002). The expectation is that you will complete all graded work individually unless there is a prior agreement with the Instructor for shared or group work. Prior agreement is also recommended if you are going to get extensive editorial assistance.

3. "Fabrication: Intentional and/or unauthorized falsification or invention of any information or citation during an academic exercise. This includes changing or adding an answer on an examination and resubmitting it to change the grade; inventing data for a research study, exercise, or report" (Michigan Technological University, 2002).

4. "Facilitating Academic Dishonesty: Knowingly allowing or helping another individual to plagiarize, cheat or fabricate information" (Michigan Technological University, 2002). If you suspect someone of cheating, talk first with the individual in case there is a legitimate explanation, then the instructor, advisor or departmental chair, as appropriate.

Information about academic integrity as it applies to the conduct of research may be found in the Midwest Nursing Research Society's (MNRS) monograph, *Guidelines for Scientific Integrity* (2nd edition). Members may download the monograph from the MNRS Web site

References

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Center for Academic Integrity, Kenan Ethics Program, Duke University. (1999, October). *The fundamental values of academic integrity, http://www.academicintegrity.org/icai/assets/FVProject.pdf*

Markham, R.H., Markham. P.T. & Waddell, M.L. (2011*). Ten steps in writing the research paper (*7th ed.). New York: Barron's Educational Series.

Michigan Technological University. (2002). *Academic Integrity at MTU - A guide for students and faculty*. Michigan Technological University. [Note: July 24, 2012, no longer available on the Web site.]

Intellectual Inquiry and Communication

Students are responsible for learning the content of any course of study for which they are enrolled and for putting forth their personal best efforts to be active and participating learners. As responsible members of the University community, students will conduct themselves in academic settings in a manner respectful of the rights of their fellow learners and their teachers. All students are expected to extend the highest standards of respect and professional integrity to the faculty, staff, and administration of the University. Students will not engage in any abusive or threatening speech or communications, whether verbally, written, or electronic speech. When conflict and difference of opinion arise, students will address one another, as well as all other members of the University honestly and respectfully.

See: Office of Student Responsibility and Community Standards

Directives for Scientific Writing in the School of Nursing: APA Format

The most recent edition (currently 7th edition, published July 2020) of the *Publication Manual of the American Psychological Association* (APA Style) is accepted as the format for scientific writing in nursing courses in the master's program, on the written preliminary examinations, and on the thesis. For course papers to be submitted to a journal for publication, students should follow the journal's author guidelines as to the accepted format.

Writing Tips: Tips on Scientific Writing

APA style tips: Purdue Online Writing Lab

Manuscripts and Posters - Acknowledgements

Manuscripts submitted for publication and conference presentations based on student work should acknowledge the support and efforts of faculty and the TBVSON. Permission should be requested for individual acknowledgements. Depending upon the situation, acknowledgements and authorship should be assigned, as appropriate. Guidelines for authorship and publication should be followed (see Web site of the International Committee of Medical Journal Editors: International Committee of Medical Journal Editors

Author affiliations should note MSN student status at Saint Louis University. Additional affiliations may be included depending on the content and context of the paper. Funding sources should be considered for acknowledgement (research grants, scholarships, fellowships, etc.).

Student posters should prominently display the Saint Louis University logo and TBVSON name. Poster templates as well as logos are available from the director of the MSN program.

Dress Code: General Guidelines

Graduate students should always convey a professional appearance. Specifically,

1. Saint Louis University Identification Badges are worn in clear sight above the waist with name, title, and picture clearly visible in clinical settings (acute care and community based).
2. Apparel must be clean, neat, modest and in good condition.
3. Hairstyles should be clean and well-groomed with hair secured away from the face; hair should be a natural color i.e., not pink, or blue etc.
4. Facial hair should be clean and neatly trimmed.
5. No visible body piercings or tattoos.
6. As specified by OSHA standards, personnel providing direct patient care wear socks or stockings and shoes with impermeable enclosed toes. Shoes are constructed of an impervious, non-absorbent- material, clean and in good repair.

Academic Appeal Policy

Admission, Progression and Graduation (AP&G)

A student has the right to appeal any academic decision. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely affected their behavior or academic performance, and to describe plans for preventing such problems in the future. The appeal is heard by the TBVSON AP&G Committee and the Committee makes the decision to grant or deny the student's appeal. It is the responsibility of the AP&G Committee Chair to communicate the Committee's appeal decision to the student. The Associate Dean of Graduate Nursing Education is also promptly informed of the committee's decision on the student's appeal and is responsible for follow-up with the student.

If a graduate student desires to appeal any academic decision, the procedure for academic appeals can be found in the Graduate Education Catalog.

Progressions Committee Procedures

1. Following posting of course grades at the end of each semester, the Associate Dean of Graduate Nursing Education identify those students who have not met all curricular and academic requirements as described in the respective program student handbook and/or catalog.

2. The Associate Dean of Graduate Nursing Education sends communication by e-mail to the students notifying them that they will receive a letter concerning their status in the TBVSON. The letter will explain the specific issue and the appeal process. A copy of the letter is sent to the student's mentor and/or advisor and the APG chairperson. The student is asked to acknowledge receipt of this notification by replying to the e-mail notification.

3. The appeal request must be made in writing to the AP&G Committee Chairperson.

The request must be made within 10 business days following receipt of the letter communicating the academic issue. The appeal letter should, at a minimum, include the following:

a. A concise statement of the purpose of the appeal
b. Description of the relevant circumstances that may have influenced academic performance.
c. The student's plan for success.

4. The hearing is scheduled based on the availability of a majority of the committee members. The Associate Dean of Graduate Nursing Education of the student's program will not be a voting member of the hearing committee.

5. If a committee member believes they cannot fairly review the evidence and render a decision, that committee member should recuse themselves from the meeting.

6. The student is provided with a list of the committee members. At the student's request, the committee chairperson will make a substitution of one (1) committee member, including the Committee Chair, if the student believes that the committee member may not render an impartial decision. The identified committee member will be asked to leave the room and a substitute may be requested by the Committee Chair if needed.

7. The student is encouraged to attend the hearing meeting of the AP&G Committee. If the student is unable to attend the meeting in person, the student may arrange to have a conference phone meeting with the committee. The student is responsible for informing the AP&G Committee Chairperson whether she/he is attending the meeting in person, meeting via a telephone conference call, or not attending the meeting at all. If the student will be attending the meeting either in person or via a conference call, the Committee Chairperson will discuss the hearing process with the student prior to the hearing.

8. A student may submit a request to the AP&G Committee Chairperson that he/she be accompanied by one (1) person at the hearing. This request should provide a rationale for the person's attendance and should be received at least two (2) business days prior to the scheduled hearing. If approved by the AP&G Committee Chairperson, the person may attend the meeting and speak to the petitioner but is not allowed to address the committee.

9. Prior to the Committee hearing, the Committee Chairperson will contact the student's faculty mentor and /or advisor and the faculty involved in courses pertinent to the appeal to invite them to provide any germane information regarding the student's appeal. Information from the mentor and faculty must be submitted to the Committee Chairperson in writing prior to the hearing.

10. No later than the day of the hearing, the Committee members are provided with a copy of the appeal letter and the completed AP&G Committee Summary form. The course faculty or designee may provide information related to any previous academic issues.

11. The hearing will proceed as follows:
    a. Introductions of all those present for the hearing.
    b. Committee Chairperson will describe the academic eligibility issue including a review of the applicable policy.
    c. The student will have the opportunity to make a statement to the Committee.
    d. The Committee members will have the opportunity to ask the student questions germane to the issue.
    e. The student will have the opportunity to make a final statement to the Committee, and then will be excused from the meeting room.
    f. The Committee will then discuss the issue in a private session and make a majority decision regarding the appeal. The Committee Chairperson will vote only in case of a split decision.
    g. If the appeal is granted, the Committee will establish any conditions that the student must meet to maintain academic eligibility.

12. The recommendation of the Committee will be recorded on the Confidential Progression Committee Summary Form. This Form will be kept in the Committee file until the student graduates or three years from the date of appeal. A copy will be forwarded to the Associate Dean of Graduate Nursing Education of the student's program, the Program Coordinator, and the Registrar. Minutes of each meeting will be maintained.

13. The decision regarding the student's appeal will be communicated to the student by the AP&G Chairperson by e-mail within 24 hours of the Committee meeting. Within 5 business days a letter will be sent to the student using traceable mail. If the appeal is granted, the decision and requirements for progression will be stated as appropriate in the letter. A copy of this letter will be sent to the appropriate Associate Dean of Graduate Nursing Education, the Program Coordinator, and the student's mentor/advisor, and the appropriate University department. A copy will be placed in the student's file.

14. If the appeal is denied the student can file an academic grievance with the Dean of the TBVSON.

15. At the AP&G Committee meeting toward the end of the academic year, the Associate Dean of Graduate Nursing Education will report on the students who have had their appeal granted over the past year and assess whether the students have met the requirements of their appeal.

    Approved: School of Nursing General Faculty Assembly, 10/2014

Student Complaints

Students who have grievances with actions, decisions and/or processes at Saint Louis University VSON are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing University officials. Details on specific types of complaints and related complaint policies and procedures can be found on the Office of the Provost Website at https://www.slu.edu/provost/student-complaints.php

Section II

Program Policies

Master of Science in Nursing – Nurse Practitioner

Post-Master of Science in Nursing – Nurse Practitioner Certificate Programs

Program Outcomes

Graduates of the Master of Science in Nursing – Nurse Practitioner degree and Post-Master of Science in Nursing – Nurse Practitioner Certificate programs are educated to:

1. Implement collaborative strategies to provide ethical, high quality, safe, cost-effective, patient-centered care.
2. Use scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes.
3. Integrate advanced competencies, skills, theories, and cultural sensitivity in relationships with patients and professionals.
4. Provide quality care to achieve measurable, effective patient outcomes across transitions and throughout the health-illness continuum.
5. Facilitate the improvement of health care through leadership within health care systems and communities.
6. Demonstrate competence for full practice authority in a specialized area as an advanced practice nurse.
7. Utilize health care informatics and technologies to support and enhance practice.
8. Analyze the social and structural determinants that influence policy development to improve population health and advance health equity.
9. Demonstrate commitment to lifelong learning, and exhibit integrity and professionalism as an advanced practice nurse in the clinical setting and within the inter-professional team.

Approval Body: Advanced Nursing Practice Program Committee

Approved: 8/96 General Faculty Assembly, 11/96 Board of Graduate Studies
Reviewed and Approved: Baccalaureate and Master's Program Committee 10/21/03
Reviewed and Approved: Master's Program Committee 9/06
Reviewed and Approved: Advanced Nursing Practice Program Committee 3/21/12
Reviewed and Approved: Advanced Nursing Practice Program Committee 2/17/16
Reviewed and Approved: Advanced Nursing Practice Program Committee 3/20/24

As an MSN nursing student, please become familiar with all information relevant to your education. All University and TBVSON policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes.

Office of Graduate Education

Office of Student Financial Services

Office of the Registrar

Trudy Busch Valentine School of Nursing

Program Policies

Master of Science in Nursing – Clinical Nurse Leader

Program Outcomes

Graduates of the Master of Science in Nursing –Clinical Nurse Leader program are educated to:

1. Implement collaborative strategies to provide ethical, high quality, safe, cost-effective, patient-centered care.
2. Use scholarly inquiry including evidence-based practice and research application to improve decision-making and health outcomes.
3. Integrate advanced competencies, skills, theories, and cultural sensitivity into microsystems in relationship with patients and interprofessional teams.
4. Design culturally sensitive patient care that includes health promotion and disease prevention.
5. Facilitate the improvement of health care through leadership within health care systems and communities.
6. Synthesize systems data, information and evidence based and theoretical knowledge to reduce risk, improve safety, and achieve optimal client adaptation and outcomes.
7. Utilize appropriate information and health care technologies to improve health care outcomes.
8. Manage human and fiscal nursing team resources.
9. Advocate for policies that improve the health of the public and the profession of nursing.
10. Design culturally sensitive patient care that includes health promotion and disease prevention and considers social needs and the social determinants of health.

Approval Body: Advanced Nursing Practice Program Committee

Reviewed and Approved: Advanced Nursing Practice Program Committee 2/17/16

Reviewed and Approved: Advanced Nursing Practice Program Committee 3/20/24

As an MSN nursing student, please become familiar with all information relevant to your education. All University and TBVSON policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes.

Office of Graduate Education

Office of Student Financial Aid

Office of the Registrar

Trudy Busch Valentine School of Nursing

Categories of Graduate Students

Classified students have been admitted and matriculated into the TBVSON to pursue advanced degrees and are advised by faculty in their specialty.

Unclassified students are not formally pursuing degrees or certificates. Such students may be completing prerequisites for subsequent degree pursuit or simply taking coursework for enrichment. The former group may be eligible for some categories of financial assistance available through the University, but the latter is not. Ordinarily, a student may not remain in Unclassified status and be eligible for financial aid for more than two academic terms. Graduate-level courses taken during a specific academic term in Unclassified status will not be approved for subsequent inclusion in a degree program unless the student seeks and achieves Classified status during that term and formally begins degree study with the next available academic term.

Probationary students are applicants for Classified admission who are temporarily assigned to this status because of deficits in their academic backgrounds. Students admitted on probationary status must achieve a GPA of 3.0 or higher within 12 credit hours or one year. Students placed on probation after admission must achieve a GPA of 3.0 or higher within 2 semesters or 9 credit hours. Tenure in Probationary status may not exceed twelve credit hours or one calendar year. Once the student has advanced to Classified status, she/he may petition that coursework completed while in Probationary status, exclusive of eliminating any prerequisite deficiencies, may be accepted toward partial fulfillment of degree requirements.

Conditional Classified student applicants are informally admitted, which permits them to initiate coursework prior to full approval of Classified status. A student is termed Conditional often because a required document which would complete the Classified application is missing, such as an updated transcript showing the conferral of a degree. Ordinarily, a student may remain in Conditional status for only one academic term, but the coursework completed during that term may subsequently apply toward a graduate degree.

Certificate students have been admitted and matriculated into the TBVSON to pursue advanced degrees and are concurrently seeking certificates or have been admitted and matriculated directly into certificate programs without seeking a degree. The student and the major field must understand that, although some completed, advanced, academic work will partially fulfill requirements for both certificate and degree, and some elective credits within the degree program may be assigned to the certificate, full completion of both sets of requirements may total credit hours in an amount greater than that required to earn the degree alone.

Auditors are students admitted into Unclassified status and who enroll in coursework but not for academic credit. They are formally registered with the Registrar's Office to be recognized on their transcripts. They are expected to attend classes regularly but are not responsible for assignments or examinations. Tuition to audit a course is $50 per credit hour. Email, library, and other privileges associated with classified student status are granted to auditors. It is the decision of the Schools/Colleges to determine if a student may audit courses. In any case, students are permitted to audit a maximum of one course per semester, with a two-course audit limit within a degree program.

Full Time Status

Full-time is defined as six or more semester hours in formal (for credit) courses and/or the following criteria for establishing status: All graduate students holding appointments as Fellows, Trainees, or Graduate Assistants are considered full-time regardless of the number of hours enrolled, (i.e., a student can have fewer than 6 hours while being fully funded) (see Financial Resources policy); all graduate students registered for Special Study for Examinations are considered full-time; and/or all graduate students registered for 1 or more hours of thesis, dissertation research, or project guidance (5990/6990/6960) are considered full-time. Graduate Education policy requires that students be enrolled in at least one hour of dissertation of credit upon achieving candidacy until completion of the 12 hours.

Admission Policies

Baccalaureate-degreed RNs who meet the following criteria are eligible to apply to the Master of Science in Nursing degree program. RNs who have recently graduated from a BSN program and do not yet have clinical work experience may be considered for admission to the master's program for part-time study while concurrently gaining work experience as a graduate nurse.

Holistic Admission: Saint Louis University TBVSON adheres to the principles of a holistic admission process in which selection criteria are broad-based and linked to our University's and the TBVSON's mission and goals. While we do consider academic metrics (such as GPA, standardized test scores, etc.), we also look at applicant experiences, attributes, potential for success, and how applicants may contribute to the school's learning environment and to the profession.

Applicants to the TBVSON apply to NursingCAS for admission. Applicants for admission are considered individually based on the following admissions requirements:

1. Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency. Cumulative credit point average (GPA) of 3.0 on a 4.0 system for admission as a Classified student. Transcripts from all universities or colleges attended.
2. Submission of a goal statement (statement of your short- and long-term goals in becoming a certified NP/CNL).
3. Curriculum Vita/Resume documenting educational, clinical nursing, service to nursing profession, and community volunteer experiences as appropriate.
4. An unencumbered registered nurse license in the state in which clinical experience will be done.

Pre-requisite Courses

Undergraduate pre-requisite courses that must be completed prior to specific graduate courses:

- Completion of a beginning-level health assessment course or the equivalent thereof is required prior to enrollment in Advanced Health Assessment.

Other Requirements

The following must be completed prior to initial enrollment and updated prior to the first clinical course:

- Unencumbered registered nurse licensure in the State of Missouri or in other states in which you will complete your practicum hours.
- Proof of licensure must be on file with TBVSON.
- Proof of updated immunizations.
- Submission of a copy of your card from completed American Heart Care Provider Course.
- Comprehensive Background Check and Drug Screening competed through CastleBranch.

International Students

Any international student on a F1 or J1 Student visa is not eligible for admission since the MSN and Post-Master's Certificate Programs are totally online. For additional information, contact the Office of International Services.

Transfer of Graduate Work at Other Institutions Taken While a Classified SLU MSN Student.

The student must first complete six (6) credit hours as a SLU MSN student. The student then initiates a petition and has an official transcript of the work proposed for transfer forwarded to the TBVSON. The Associate Dean of Graduate Nursing Education must recommend approval of the transfer. The student may be asked to provide a course syllabus if the comparability of the coursework is not evident from the course description. For a course to qualify for transfer, it must be applicable for inclusion in the student's SLU MSN nursing program, the student must have earned a B or higher in the course, and the institution awarding the credit must be willing to issue an official transcript. Course(s) must have been completed within 5 years prior to enrollment, except for Post-Masters students. No more than 20% of coursework may be transferred.

Students who have completed graduate coursework prior to attending Saint Louis University may request an evaluation for transfer credit by submitting the Petition for Transfer of Graduate Credit.

Transfer credit may not exceed 20% of total credits required for the degree program. Coursework may be considered for transfer credit if all the following conditions are met:

- The coursework is completed at a regionally accredited institution or dean's office approved international institution.
- The final grade received must have been B or higher.
- The coursework did not count towards the graduation requirements of an awarded degree.

Students seeking to transfer coursework taken more than 5 years previously may, at the discretion of the dean's office, be required to complete proficiency exams, take additional courses, or repeat selected courses if the student's ability to progress through the program of studies would be jeopardized without such remediation. This policy also may apply to coursework fewer than 5 years old for disciplines in which, in the judgment of the faculty and the dean's office, the body of knowledge (or its interpretation) has undergone significant or rapid change.

Coursework accepted as transfer credit will appear on academic transcripts. Courses transferred from other colleges/universities do not have quality points assigned; therefore, do not apply toward a student's GPA.

The 3 P's must be taken at Saint Louis University

All NP students accepted to the graduate program must take NURS 5170 Advanced Pathophysiology, NURS 5080 Advanced Pharmacology and NURS 5110 Advanced Health Assessment at Saint Louis University. A Post-Master student who is a nurse practitioner and practicing may transfer in the 3 P's. An exception may be made for NURS 5170 Advanced Pathophysiology based on the GAP Analysis and review of the course syllabus.

Advanced Standing Definition

Applicants who are board certified nurse practitioners are eligible to be admitted with advanced standing to receive a post-master certificate in another specialty. Advanced standing requires the student to be currently working as an APRN in their specialty. Student transcripts must verify that core courses, include advanced health assessment, advanced pathophysiology, and advanced pharmacology have been successfully taken either at Saint Louis University or another accredited school of nursing. Students admitted with advanced standing must take all specialty courses in the post master's certificate program they are seeking including advanced clinical studies I and advanced clinical study II, advanced practicum, and any other required course related to the specialty.

Petition to Change Specialty (Concentration)

A Classified student may petition to change the degree sought, concentration, or to add or delete a formal minor. The student is to submit the Petition to Amend the Graduate Program form to their specialty coordinator and to the Associate Dean of Graduate Education. Petition to Amend the Graduate Program

Once the student completes the form, the student should email their faculty advisor and Mary Kolb. Generally, a student on academic probation may not change specialties within the TBVSON: i.e. going from FNP to ACNP, etc.
Permission to change specialties must be granted by the Specialty Coordinator and the Associate Dean of Graduate Nursing Education.

Distance Learning and State Regulations

Students at Saint Louis University TBVSON who have been accepted in the program are known to reside in those states in which SLU programs are approved or there is no regulation of Advanced Practice education. See a current list of approved states under: Admission Requirements

A student who plans to move to another state should contact the Associate Dean of Graduate Nursing Education for specific rules regarding distance education regulations in that state. When considering an online program, the student should check with his/her State Board of Nursing and possibly the Board of Higher Education regarding regulations pertaining to professional education in that state.

Texas Students

TEXAS HIGHER EDUCATION COORDINATING BOARD oversees the welfare of Texas students attending approved distance learning programs outside of Texas. Saint Louis University TBVSON is an approved program. Should a SLU student have a complaint about Saint Louis University, the following information would apply:
Student Complaint Procedure:
(a) The student complaint form is available on the Agency's website. All complaints must be submitted to the Agency on the student complaint form.
(b) Complainants shall send student complaint forms by electronic mail to StudentComplaints@thecb.state.tx.us or by mail to the Texas Higher Education Coordinating Board, Office of the General Counsel, P.O. Box 12788, Austin, Texas 78711-2788. Facsimile transmissions of the student complaint form are not accepted.
(c) All submitted complaints must include a student complaint form and a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release form, which is at the bottom of the student complaint form. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form, which is at the bottom of the student complaint form.
(d) The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.
(e) Former students shall file a student complaint form with the Agency no later than one year after the student's last date of attendance at the institution, or within 6 months of discovering the grounds for complaint, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

Minnesota Students

Students who are from Minnesota are required to complete a NETStudy2.0 which is conducted by the Commissioner to determine whether a nurse is disqualified for direct contact with persons served by a program: Minnesota Department of Human Services. The TBVSON initiates the background study request. This is in addition to the Background Check required by Saint Louis University.

Washington State

Saint Louis University is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for the a). MSN FNP and PNP; b). DNP FNP and PNP; and c). post master's certificate FNP & PNP programs.

Academic Advising

On admission to the program, each nursing student is assigned a faculty academic advisor. The matching is based on the specialty to which the student has been admitted. Additional guidance with respect to programmatic issues is available from the Associate Dean of Graduate Nursing Education.

The academic advisor provides guidance with respect to program planning, course selection and enrollment, scholarly development, and other issues related to the student's academic and professional development, as appropriate. **The student is highly encouraged to contact his/her academic advisor for questions or guidance.**

Weekly Online Class Time Frame

The official time frame for the MSN and Post-Master Certificate weekly online classes is from Monday through Friday. Please refer to the course syllabus for individual course specifics regarding assignment dates.

Student Degree Audit

As a college student, it is your responsibility to be aware of how you are progressing through your various degree programs. The TBVSON Program recommends that students run a degree audit each semester prior to registration to determine what classes must yet be completed in working towards their degree.

Students may now run a degree audit through Degree Works. The degree audit can help the student determine which classes he or she must take to fulfill their major, minor, and certificate requirements. Instructions on how to monitor your academic record and prepare for graduation: Degree Evaluation

Program Requisites & Progression

Essential Information / Program Requisites

The TBVSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six days per week. Students will be responsible for the one-time cost of $43.00 for compliance/immunization requirements, $44.00 for the Background Check, and $37.00 for drug screening (payable to CastleBranch upon activation). This fee will cover your compliance tracking for the entire time you are enrolled as a graduate student at Saint Louis University TBVSON. Directions on how to register and upload documents for CastleBranch may be found at: CastleBranch . All Program Requisites must be submitted to CastleBranch prior to initial registration of classes. You will upload the following information into CastleBranch:

1. **Authorization Form (one time only) -** Agencies require that the TBVSON release certain information regarding background checks, drug screens, immunizations, etc., upon request. Therefore, a SLU TBVSON Authorization Form is required to be signed and submitted to CastleBranch.

2. **Validation of Knowledge Regarding Exposure to Blood-Borne Pathogens (one time only)** - To ensure your knowledge of standard precautions and the system for reporting exposures, all students must read the booklet published by the CDC, Exposure to Blood: What Health-Care Workers Need to Know, and the accompanying TBVSON Information, Additional Notes on Blood-Borne Pathogens. Complete the Blood-Borne Pathogens Receipt and Acknowledgement Form that is required to be signed and submitted to CastleBranch.

3. **Graduate Nursing Student Health and Immunization Requirements**
   The Student Health Service Medical History Report that includes a physical and immunizations are to be uploaded to CastleBranch prior to initial registration.
   - **Diphtheria and Tetanus*** Documentation of a primary series of diphtheria and tetanus toxoid, and a booster within the past ten years.
   - **Measles*** Documentation of two doses of live measles (or MMR combined) vaccine separated by at least one month on or after the first birthday, OR laboratory evidence of immunity. Some students entering the University will need the second dose of live measles vaccine. Individuals who received killed measles vaccine, combination of killed and live measles vaccine, or measles vaccine of an unknown type between 1963 and 1967 are considered not vaccinated and should receive two doses of live vaccine at least one month apart.
   - **Mumps*** Documentation of one dose of live mumps (or MMR combined) vaccine on or after the first birthday, OR laboratory evidence of immunity. Persons who received killed mumps vaccine available between 1950 and 1978 might benefit from revaccination.
   - **Rubella*** Documentation of one dose of rubella (or MMR combined) vaccine on or after the first birthday, or documentation of laboratory evidence of immunity.
   - **Hepatitis A** Immunization series against Hepatitis A, OR laboratory evidence of immunity is recommended (not required) for students with direct patient contact, and highly recommended for students working with populations where there is increased incidence of Hepatitis A.
   - **Hepatitis B*** Immunization series against Hepatitis B, OR laboratory evidence of immunity is required prior to initial registration. Students are encouraged to follow current CDC recommendations, which include a follow-up titer to confirm continued immunity.
   - **Varicella** Documentation of two doses of live varicella vaccine separated by at least one month, or documentation of physician-diagnosed disease or laboratory evidence of immunity or birth in U.S. before 1980 recommended (not required).
   - **Tuberculin Test*** A sequence of annual negative PPD tests or documentation of a negative two-step tuberculin skin test within the past 12 months or the Interferon Gamma Release Assay (IGRA) or T-spot is required prior to initial registration and before patient care experiences. Annual 1-step retesting is required throughout the program. Positive skin tests require a separate, annual, physician statement documenting treatment and the absence of active/infectious tuberculosis.

4. **Health Insurance and Portability and Accountability Act (HIPAA)**
   Under HIPAA, certain identifying pieces of health information are protected from casual scrutiny or use by

unauthorized personnel. HIPAA regulations govern the circumstances of collection, access to, and use of this Protected Health Information (PHI): names, postal addresses, telephone numbers, fax numbers, e-mail addresses, dates (including birth dates), social security numbers, medical record, and health plan numbers, account numbers, certificate/license numbers, vehicle identifiers including license plate numbers, device identifiers, names of relatives, Web URLs, IP address numbers, biometric identifiers, photographs and comparable images, and any other unique identifying number, characteristic, or code. The HIPAA Acknowledgement form must be submitted to CastleBranch.

5. **CPR Requirement** – All students are required to be certified by the American Heart Association and to maintain the certification throughout their coursework and submitted to CastleBranch.

6. **Renewal of RN License**

   Students must send in a verification of current licensure. The student can visit his/her state board of nursing and conduct a licensee search, print off verification (or nursys.com). All students in the Adult Gerontological Acute Care NP track need to have a Missouri license for Residency or reside in a compact state. Documentation must be submitted to CastleBranch.

7. **Criminal Background Checks: (Comprehensive)**

   To promote a safe healthcare environment and meet program standards and requirements of the University, TBVSON, and clinical affiliates, students must complete a comprehensive background check prior to enrollment. The TBVSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six days per week. Students will be responsible for the Background Check at the cost of $44.00 (payable to CastleBranch). Follow the detailed directions for completing the comprehensive background check: Program Requisites

   - Background Checks deemed unacceptable based on past criminal history will be handled on an individual basis with consultation from the Dean and Associate Dean of Graduate Nursing Education and may result in dismissal.
   - Background Checks results will be confirmed in CastleBranch by the TBVSON.

8. **Drug Screening Requirements:**

   To promote a safe healthcare environment and meet program standards and requirements of the University, TBVSON, and clinical affiliates, students must complete a drug screening prior to enrollment. The TBVSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six days per week. Students will be responsible for the drug screening cost of $37.00 (payable to CastleBranch). Follow the detailed directions for completing the drug screening: Program Requisites

The agency maintains the right to deny a student the chance to practice if a background check or drug screen is positive. In such cases, the inability to place a student in a clinical agency would prevent the student from completing the program. The records for both the criminal background check and the drug screening will be maintained in strict confidence by TBVSON and will be disclosed to the participating agency only upon request.

It is the student's responsibility to determine and follow all agency guidelines and requirements.

Please note: All students must meet the health/immunization requirements of their assigned clinical agency. These requirements may necessitate additional immunizations besides those required by the University and the TBVSON. All requirements are subject to change based on University, TBVSON, CDC or OSHA requirements.

*** These are University requirements**. All students must document compliance with these requirements upon entering the University. If documentation is not complete, students will be unable to participate in activities requiring patient contact, and the University will place a hold on subsequent registration.
Reference: Saint Louis University Student Immunization Requirements (1999): Program Requisites
Revised: Saint Louis University TBVSON (2002)

Emergency Contact Information Verification

This information must be kept up to date in the student's Banner Self-Serve account. A registration Hold will be placed when the student does not have updated information (once a semester). If a student receives an e-mail reminding him/her to verify emergency contact information log onto Banner Self-Serve, click on the *Personal Information* tab, and update your information.

- If the student encounters difficulties, contact the SLU Registrar's Office at 314-977-2269.

Student Photo ID Badge/Card

All students are required to have a valid student ID card. The student will need to wear the SLU ID card during the clinical practicum. All new MSN students will receive an email, to your SLU email address, with a link to upload your picture. Please contact Parking, Card, and Transportation Services for any questions.

Computer-Technology Requirements

Required Browsers:

- Mozilla Firefox (*free).* Download Mozilla Firefox.
- Google Chrome *(free- allow pop-ups).* Download Google Chrome

Required Software:

- VLC Media Player is required. *(open source - free)*. Download VLC Media Player
- Adobe Reader *(free).* Download Adobe Reader. There is no need to purchase Adobe Acrobat.
- Endnote free bibliography software is available from SLU. Download Endnote; More information about downloading Endnote will be provided at orientation.
- Microsoft Office Suite for sharing files and assignments with other students and faculty. If you have an older version of Office, you may obtain a free license for Microsoft Office 365 from SLU. Download Microsoft 365 from the SLU website. Proctor U– Guardian (See section on proctored exams).

Government, Military, or VA personnel

- Many hospitals, all government offices, VA hospitals, and military bases/hospitals have blocked access to streaming media and other sites. This means that you will not be able to listen to lectures or, possibly, access your courses. You must have access to Saint Louis University TBVSON courses outside of your employment or military bases.

Email Access

- Each student **is required** to have a SLU email address through the University for communication, library access, course conferences, and on-line course work. **Important announcements are sent through SLU mail only**. The student should check this mail account at least 2-3 times weekly.

Internet Connectivity

- See the Bandwidth for Online Learning Recommendations posted on the SLU Academic Tech Commons site.
- Preparing for Online Learning

Smartphones and Tablets

- Mobile Apps for tablets and smartphones are available for some of the products used for course content delivery such as Canvas, Panopto and Zoom. Not all features are necessarily available in these apps or on mobile devices. All students should have access to a computer with webcam to complete their program of study.

Zoom

Zoom is a reliable, cloud-based platform for video and audio conferencing, collaboration, chat, and webinars that will enable us to maintain communization with our students. Zoom is now available to all faculty, staff, and students. More information can be found here regarding how to obtain Zoom.

WebCam

- Webcam instructions will be given in your courses for taking a proctored exam with Proctor U. There may be times when course instructors need to hold a live videoconference with students. This may be during beginning general orientation and in selected clinical courses. You will need a camera and microphone. The webcam you use for Proctor U should be fine. Depending on the webcam quality you may need an additional headset with a microphone or phone ear buds with a built-in microphone.

**Please have all necessary hardware, software including browsers and plug-ins well in advance of the course. Also, test your computer capabilities and Internet access prior to enrolling in the course.*

Proctored Exams & Additional Costs

Proctored Exams

The Commission on Collegiate Nursing Education (CCNE) accredits the programs at Saint Louis University TBVSON. As such, we are required to comply with the credentialing requirements, one of which is ensuring academic integrity for our on-line testing processes. For this reason, we have contracted Meazure Learning (ProctorU), to assist us in proctoring on-line examinations in selected graduate level courses.

All students in the NP program have the following additional costs:

- Testing costs by Proctor U – Approximately $230.00 for the entire program – payment by the student is due when exams are scheduled.
- Software for Typhon (patient visit documentation) $100.00 – This is a one-time fee due when you register for the first clinical course.

Webcam

To use proctoring services, the student must have a webcam. A webcam installed on a laptop computer may be adequate. The recommended webcam resolution is 1280 x 720. Minimum webcam resolution is 640 x 480. All students must have a device that meets the Minimum System Requirements for ProctorU. Please note that ProctorU does not support tablets, Chromebooks, and smartphones.

TIPS for Success for proctored exams

- Make sure you have your SLU ID; you will have to put it in front of the webcam for them to verify your identify.
- Make sure your device meets the minimum system requirements for Proctor U. Minimum system requirements can be found on the Proctor U support page.
- Students must download the Guardian Browser to use Proctor U. Follow the link to download Guardian onto your operating system (Window or Mac). Chromebooks are **not** supported for SLU exams.
- Test in a private, well-lit room with no one else in there. They will have you move your webcam or computer around to search the room for books and notes.
- Clear your workspace of all materials except those allowed by your instructor.
- Close all third-party programs and unplug any secondary monitors.
- Remove any non-religious head coverings, watch, earbuds, and headphones.
- Test your equipment on the Proctor U site before every exam.
- Restart your computer before every exam.
- Make sure you have a fast and reliable internet connection. If you lose internet, **continue the test,** and email the course instructor immediately to inform him/her of your connection problems.
- Save each answer as you go.
- If you click out of the test, the test may shut down.
- Students must completely log off the proctored exam immediately after the exam has ended.
- Proctor U Privacy Policy

Progression Policies

Registration for Courses

Registration for scheduled courses is available online through SLU Banner Self Service after consultation with the academic advisor.

Detailed directions for on-line registration are available at the Office of the University Registrar or from the Student Service Associate of your program. REGISTRATIONS ARE SUBJECT TO ADMINISTRATIVE CHANGE TO ENSURE THAT ALL STUDENTS ARE PLACED IN COURSES THEY NEED AND COURSES AND CLINICAL GROUPS ARE BALANCED ACCORDING TO FACULTY AVAILABILITY AND CLINICAL AGENCY REQUIREMENTS.

Academic Records Revision

A student's transcript is documentation of their permanent academic record at Saint Louis University. Any discrepancies should be discussed with their advisor or mentor before following SLU's academic records revision process to verify that revisions are warranted.

Retroactive changes to a student's permanent academic record due to documented extenuating circumstances will be reviewed by the Academic Records Revision Committee (ARRC).

Failure to Register

Matriculated students must maintain continuous enrollment during each Fall and Spring semester until graduation. Students who are not registered by the close of the registration period of the Fall and Spring semesters and have not submitted the petition for Complete Drop/Withdrawal for a given semester will have their record closed and will be required to complete the Petition for Activation of non-registered student record.

Exceptions are: 1. Student on approved Leave of Absence (see leave of absence policy). 2. Student participating in approved Study Abroad or Exchange Programs, or 3. Students on approved Consortium Agreements with U.S. or non-U.S. institutions (e.g., non-SLU Approved Study Abroad).

Students violating the mandatory continuous enrollment policy must pay a $100 fee per semester not enrolled. Students whose enrollment is interrupted for three or more consecutive semesters (including summer) must apply for readmission.

Adding a Course

Students may add a course themselves through Banner anytime during pre-registration through the first two weeks of the semester. However, when entering a course after the first week of class, students should seek consultation from the course instructor regarding missed content or participation.

Dropping a Course

Students must drop a course themselves through Banner at any time during the posted dates designated by the University. These dates are posted on the Registrar's website. In general, the deadline for a sixteen-week course occurs at the onset of week 10. Once you withdraw from a course, your instructor and advisor will be notified of the dropped course. You will also receive a prompt that dropping a course may change your anticipated date of graduation. It is highly suggested that you personally notify your advisor to make appropriate curriculum plan changes when you drop any course. Tuition Refund Deadlines

Students will be unable to independently drop a course beyond the dates posted on the Registrar's website. You may request to withdraw from a course after that time, but the request will only be honored if you are currently in good standing in the course (i.e., passing the course at the time of your request). Academic Records Revision Committee (ARRC).

Incomplete Courses

Students may request a temporary grade of INCOMPLETE (I) for coursework not complete at the last class or clinical session due to extraordinary circumstances. Students must request the mark of Incomplete. **A grade of Incomplete may not be requested to avoid an unsatisfactory grade.** University policy stipulates that the student and the instructor agree in writing to the conditions for clearing the Incomplete. A Petition for Course Extension must be completed and signed by the instructor and student. If the Incomplete was assigned to a prerequisite course, it must be cleared by the end of the first week of the course for which it is required. Incomplete courses for a graduating student must be completed and graded 30 calendar days after the conferral date. A mark of Incomplete must be cleared within one year after the course was taken. University policy requires that the mark of Incomplete will be changed to a grade of "F" by the Office of the University Registrar if the course is not completed by the approved deadline. If a student has 2 Incompletes they will be placed on probationary status. Petition for Course Extension (Incomplete)

Probationary Admission

Students on probationary admission with Registration Holds may petition for permission to enroll in courses. Approval will override Registration Holds related to probationary admission only. Petition for Probationary Admission Enrollment

Advance from Probationary to Classified Status

A student accepted on Probationary Status may not exceed twelve credits or one calendar year. The formal petition is initiated at the expiration of the Probationary-status tenure-period. Petition to Advance from Probationary to Classified Status.

Performance Standards

Grading Policies for the MSN

The grading system at Saint Louis University follows a 0 - 4.00-point scale. Quality Points for grades are assigned as follows:

Grade	Quality Points
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70 **Grade does not fulfill course requirements in a clinical course for progression.**
C+	2.30
C	2.00
C-	1.70
D	1.00
F	0.00
FQ^	0.00 - The grade of FQ is given to students who stop attending a course and have a failing grade.

The following grades are not awarded quality points and therefore are not calculated in students' cumulative grade point average.

Grade	Notation
S	Satisfactory
TR	Transferred Credit
U	Unsatisfactory

The following course statuses are recorded on the academic transcript but are not grades.

Special Grade	Notation
AU	Audit. See Course Audit policy for additional information.
I	Course work incomplete. See Incomplete Course policy for additional information.
IP	In Progress. See below additional information
W	Withdrawal. Please see Withdrawal policy for additional information.

Good Academic Standing, Academic Probation, and Dismissal

Classified students are in good academic standing when they are making progress toward a degree within the time period established for that degree by the University. Students will not be advanced to candidacy or be eligible to graduate or continue an assistantship while not in good academic standing. Students are not in good standing if any of the following conditions are true:

- They are on academic probation;
- Their transcripts reflect more than 2 incomplete grades;
- Their time to degree has expired;

- They have been placed under temporary suspension for academic deficiencies or misconduct; and/or
- They have been formally dismissed from the University.

If the cumulative grade point average of Classified students falls below 3.00 (on the four-point scale, “B” = 3.00), students are automatically placed on academic probation (not to be confused with Probationary admission). To continue degree pursuit, students must progress toward a 3.00 cumulative average and are expected to emerge from academic probation within nine credits or two successive academic terms during which coursework registrations are recorded. Students may not be advanced to candidacy status while on academic probation.

Graduate students are expected to complete academic work at the “B+” level. A limited number of credits in which the grade of “C” or "D" is earned may or may not be accepted toward a degree at the discretion of the individual department or program. The Classified student’s cumulative grade point average in academic work presented to fulfill degree requirements must be at least 3.00.

Each college, school, and center is responsible for establishing specific policies and procedures regarding the placement of, monitoring of and subsequent dismissals associated with academic probation at the program and university levels.

Failure of course

All clinical courses require a B (85% or higher) to pass. The grade of C (77% or higher) is minimum for non-clinical courses. Cognate courses are mandatory (if part of your specialty) and do require at least a C (77% or higher) to pass the course. If an MSN student receives a failing grade (clinical or theory) in two (2) graduate courses or receives two (2) Cs in a clinical or theory course, the student will be dismissed from the MSN program. If a post-MSN student fails two (2) courses, the student will be dismissed from the program.

Repetition of Courses

A graduate student may repeat a required course only once. The course must be the exact same course. If not successful on the second attempt, or if the required grade is not achieved in two separate courses, the student may not continue (will be dismissed from the program). For example, this would apply to receiving a “C” in a clinical course**.**

Time Period to Degree

The Master's degree program is expected to be completed within a five-year period. Should the five years pass without the student completing all degree requirements, that student must formally and successfully petition for an "extension" of the ordinary time period. Extensions are usually granted for one calendar year at a time.

Time period to degree begins at the start of the academic term when the first course is taken in Classified status.

Time to degree limits are the following:

- Master’s degree – 5 years / Doctoral – 7 years
- Time to degree limits may be extended by submitting the Petition for Extension for Time to Degree. If approved, up to two extensions beyond the time to degree limit may be allowed.

Petitions for Extension of Time to Complete Degree

The entire Master’s degree program, exclusive of prerequisites, is expected to be completed within a five-year time period, beginning with the academic term of the first course applicable to the degree. Students pursuing degrees by attendance only during the Summer Sessions are expected to complete all requirements for their non-research degrees within a period of six consecutive summers.

Should the five years (or six summers) pass without the student completing all degree requirements, that student ceases to be in good academic standing unless she/he petitions a successful extension. Extensions are usually granted for no longer than one calendar year at a time. The student taking non-research Master’s degree and exceeding the time-to-degree limit is required to take an additional credit-hour per year until completion. Any request for an extension of time to complete the degree must be made on the relevant Graduate Education form.
Petition for Time Period Extension to Complete Degree Requirements

Audit a Course

To enroll in a course on audit basis students must:

- Submit completed Petition for Course Audit and
- Receive approval by the instructor of the course and their advisor/department.

Students will not receive academic credit for a course taken on an audit basis and therefore the course will not count toward attempted credits, earned credits or graduation requirements.
Enrollment in audit courses will be indicated on academic transcripts as an 'AU'.
If the conditions authorized in the Petition for Course Audit are not met, the instructor may request an authorized withdrawal.

A course registered for credit may be changed to audit only through the last day of the add/drop period.
A course registered for audit may be changed to credit only through the last day of the add/drop period.
Graduate Students will be charged $50 per credit for courses taken on an audit basis.

Leave of Absence

Personal or family crises may necessitate a leave of absence (LOA) from the nursing program for a period of no more than one year. The request should be made to the Associate Dean of Graduate Nursing Education with corresponding documentation and support from the faculty advisor. A LOA stops the time-to-complete clock. A student on a LOA does not have access to University services and will not be assessed a student activity fee.
Petition for Leave of Absence

Annual Student Review

All master's and doctoral students must undergo an annual review of their progress. The way the review is conducted is determined by the students' advisor. The student must submit their signed Annual Review within 2 weeks of receiving it or a Hold will be placed on their registration. The TBVSON is required to file a copy of their review process with their appropriate Associate Dean of Graduate Nursing Education or Director and with the Office of Graduate Education. Copies of individual student reviews will be kept in the department or program office. A summary report of the results of annual reviews of all students in each department and program must be submitted within two weeks to the appropriate Dean or Director of the college, school, or center.

Curriculum

The MSN program curriculum provides sequencing of courses in a flexible but rational manner. The courses are offered online in fall, spring, and summer semesters. The Nurse Practitioner program requires one campus visits to Saint Louis University. Your visit is a 2–3-day residency at the TBVSON. During the on-campus residency, students participate in an intensive assessment and evaluation of their knowledge of curriculum content, including diagnostic reasoning, clinical assessment skills, and therapeutic communication.

The MSN Program offers the following specialties and role options:

Adult Nursing:

- Adult-Gerontological Acute Care Nurse Practitioner
- Adult-Gerontological Acute Care Nurse Practitioner/Educator
- Clinical Nurse Leader

Family and Community Health Nursing:

- Family Nurse Practitioner
- Family Nurse Practitioner/Educator

Nursing of Children:

- Pediatric Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner/Educator

Psychiatric/Mental Health Nursing:

- Family Psychiatric Mental Health Nurse Practitioner
- Family Psychiatric Mental Health Nurse Practitioner/Educator

All students complete 18 credits of core courses that include:

- NURS 5040, Role Acquisition (1)
- NURS 5080, Advanced Pharmacology (3)
- NURS 5110, Advanced Health Assessment & Clinical Decision Making (3)
- NURS 5140, Health Promotion (3)
- NURS 5160, Principles of Practice Management (2)
- NURS 5170, Advanced Pathophysiology (3)
- NURS 5200, General Research Methods (3)
- NURS 5900, Residency (0)

Adult/Gerontological Acute Care Nurse Practitioner (Core Courses+)

- NURS 5260, Advanced Clinical Studies in the Acute Care Setting I (4)
- NURS 5270, Advanced Clinical Studies in the Acute Care Setting II (5)
- NURS 5810, Nursing Practicum (1 credit summer semester, 3 credits fall semester) (4)

Total MSN Degree 31 credit hours

Family Nurse Practitioner (Core courses +)

- NURS 5280, Advanced Clinical Studies I: Adults, and Older Adults (5)
- NURS 5290, Advanced Clinical Studies II: Women and Children (5)
- NURS 5510, Mental Health of the Family in the Primary Care Setting (2)
- NURS 5810, Nursing Practicum (2 credits summer semester, 2 credits fall semester) (4)

Total MSN Degree 34 credit hours

Pediatric Primary Care Nurse Practitioner (Core courses +)

- NURS 5320, Advanced Clinical Studies I in Nursing of Children (4)
- NURS 5330, Advanced Clinical Studies II in Nursing of Children (4)
- NURS 5810, Nursing Practicum (2 credits summer semester, 3 credits fall semester) (5)

Total MSN Degree 31 credit hours

Family Psychiatric/Mental Health Nurse Practitioner Role (Core courses +)

- Cognate: NURS 5400, Ecological Approach to Human Behavior (3)
- NURS 5340, Advanced Clinical Studies I: P/MH Nursing (4)
- NURS 5350, Advanced Clinical Studies II: P/MH Nursing (5)
- NURS 5430, Psychopharmacology (2)
- NURS 5810, Nursing Practicum (2 credits summer semester, 2 credits fall semester) (4)

Total MSN Degree 36 credit hours

Clinical Nurse Leader option

Core courses:

- HCE 5500, Ethics in Nursing and Health Care (2)
- NURS 5080, Advanced Pharmacology (3)
- NURS 5110, Advanced Health Assessment & Clinical Decision Making (3)
- NURS 5140, Health Promotion (3)
- NURS 5170, Advanced Pathophysiology (3)
- NURS 5200, General Research Methods (3)
- *CNL Courses:*
- NURS 5045 Role Acquisition for the Clinical Nurse Leader (3)
- NURS 5020, Healthcare system and policy (3)
- NURS 5025 Informatics and Quality Improvement (3)
- NURS 5604 Advanced Clinical Studies (3)
- NURS 5605 Clinical Nursing Leadership for Advanced Generalist (3)

Total MSN, CNL degree 32 credit

Educator Option

The Nurse Educator courses provide an opportunity for course work and practicum experience in nursing education.

- NURS 5570, Curriculum Development in Nursing Education (2)
- NURS 5580, Instructional Strategies and Evaluation for Nurse Educators (2-3)
- NURS 5590, Practicum in Nursing Education (2)

An additional 3 credit education course (NURS 5560 Evidence Based Teaching Approaches) may be added so that the student may apply for the Nurse Educator Certificate. You must complete a Post-Baccalaureate Certificate Admission application (See Appendix F) and email to Mary Kolb .

Post Masters Advanced Practice Certificate Programs

Post-Master's certificate programs are available online for students who already possess a master's degree to pursue coursework for adult/gero acute care, pediatric primary care, family, or family psych/mental health nurse practitioner. The Post-Master's certificate program requires one campus visit to Saint Louis University. The total number of credit hours varies among certificate offerings. However, a minimum of 15 credit hours is required for completion of a post-master's certificate program. At the discretion of the TBVSON students may transfer 3 to 6 credit hours of graduate level coursework to be applied toward their post-master's certificate program of study.

Student files are individually reviewed, and students may receive "advanced standing" in courses such as Advanced Health Assessment, Health Promotion, and Advanced Pharmacology. To do so the student petitions for this status. The student must submit a course syllabus from the course under review.

If you are planning on graduating, you must complete the Application for Degree. The Application for Degree is online through Banner Self-Serve.

Post-Master's Required Courses

Prerequisite: NURS 5170, Advanced Pathophysiology (may be taken first semester here at SLU)
All students complete (or may transfer in) the following core courses:

1. NURS 5080, Advanced Pharmacology (3)
2. NURS 5040, Role Acquisition (*may be waived for post-MSN students who are already NPs depending on the experience and time since relevant course content) (1)
3. NURS 5110, Advanced Health Assessment & Clinical Decision Making (3)
4. NURS 5140, Health Promotion (3)
5. NURS 5160, Principles of Practice Management (*may be waived for post-MSN students who are already NPs depending on the experience and time since relevant course content) (2)

*NURS 5040 Role Acquisition and NURS 5160 Principles of Practice Management is a required course for all non-NP Post-MSN certificate students. The course may be required of an NP Post-MSN certificate student if the student's clinical experience is not current, or the specialty is not adult-gero acute care.

Post Master's students may transfer 3-6 credits of approved coursework for core courses. Students are also eligible for advanced standing and additional course work may be transferred in. However, a minimum of 15 credit hours is required for completion of a post- master's certificate program.

Graduates of the Generalist Master's Program are required to take NURS 5130 – Clinical and Diagnostic Reasoning for 2 credits.

If you are planning on graduating, you must complete the Application for Degree. The Application for Degree is ONLINE through Banner Self-Serve.

Specialty Courses

Adult/Gerontological Acute Care Nurse Practitioner

- NURS 5040, Role Acquisition (1) *
- NURS 5260, Advanced Clinical Studies in the Acute Care Setting I (4)
- NURS 5270, Advanced Clinical Studies in the Acute Care Setting II (5)
- NURS 5160, Principles of Practice Management (2) *
- NURS 5810, Nursing Practicum (4)

Family Nurse Practitioner

- NURS 5040, Role Acquisition (1) *
- NURS 5280, Advanced Clinical Studies I: Adults, and Older Adults (5)
- NURS 5290, Advanced Clinical Studies II: Women and Children (5)
- NURS 5510, Mental Health of the Family in the Primary Care Setting (2)
- NURS 5160, Principles of Practice Management (2) *
- NURS 5810, Nursing Practicum (4)

Pediatric Primary Care Nurse Practitioner

- NURS 5040, Role Acquisition (1) *
- NURS 5320, Advanced Clinical Studies I in Nursing of Children (4)
- NURS 5330, Advanced Clinical Studies II in Nursing of Children (4)

- NURS 5160, Principles of Practice Management (2) *
- NURS 5810, Nursing Practicum (3-5)

Family Psychiatric/Mental Health Nurse Practitioner Role

- NURS 5040, Role Acquisition (1) *
- NURS 5400, Ecological Approach to Human Behavior (3)
- NURS 5430, Psychopharmacology (2)
- NURS 5340, Advanced Clinical Studies I: P/MH Nursing (4)
- NURS 5350, Advanced Clinical Studies II: P/MH Nursing (5)
- NURS 5160, Principles of Practice Management*(2)
- NURS 5810, Nursing Practicum (3-4)

Clinical Nurse Leader

- NURS 5045 Role Acquisition for the Clinical Nurse Leader (3)
- NURS 5020, Healthcare system and policy (3)
- NURS 5025 Informatics and Quality Improvement (3)
- NURS 5604 Advanced Clinical Studies (3)
- NURS 5605 Clinical Nursing Leadership for Advanced Generalist (3)

(*For the non-NP post-master's student) A NP post-MSN student may be required to take the course depending on the specialty, status of practice activity, and requirements of the specialty.

Nurse Educator Certificate

The Nurse Educator Certificate will prepare graduates with the skills to teach in baccalaureate, associate, or diploma nursing programs. All four educator courses are offered on-line with attention to building a learning community with a culture of sharing and support. The practicum course, Nursing 5590 allows students to create a unique teaching practicum experience with faculty supervision and guidance and seminar activities are aimed at helping students make a successful transition into teaching. Attention to development of the educator role is threaded through each course and culminates in the development of an educator portfolio including a personal philosophy of teaching, a research plan, and examples of teaching products. Students in the NEC must meet the current residency requirements within the TBVSON. You must complete a Post-Baccalaureate Certificate Admission application (See Appendix F) and email to Mary Kolb .

NURS 5560 Evidence-Based Nursing Education (2)
NURS 5570 Curriculum Development in Nursing Education (2-3)
NURS 5580 Instructional Strategies and Evaluation for Nurse Educators (2)
NURS 5590 Practicum in Nursing Education (2)

Clinical Requirements

Attendance

Students are expected to participate in coursework as outlined in the course syllabus. Late postings and assignments may result in the loss of points in the grade for the course. Lack of participation may result in a failing grade for lack of attendance. **These standards apply to summer course work as well. Students are advised to plan vacation times between semesters or on Spring break. Academic Calendars are on the SLU home website for several years in advance so that vacation time may be planned accordingly.**

Completion of the required number of clinical practicum hours per course is mandatory. Practicum hours are arranged in collaboration among the student, the course coordinator, and the on-site preceptor. Students are expected to arrive at the practicum experience prepared. Students demonstrating unsafe or inappropriate behavior in the clinical area as determined by the course faculty or on-site preceptor will be required to leave the practicum area. The student will be suspended until evidence is provided that the deficiencies have been corrected. If an infraction is serious, the student may be dismissed from the graduate program. Students must be in appropriate attire (see Dress Code) for all clinical activities according to agency guidelines and wearing the Saint Louis University ID badge or agency required badge.

A student who does not master clinical skills within the required allotted hours of clinical time to meet course objectives may be asked to do additional clinical hours to progress in or finish the program. The student may be asked to make a campus visit for evaluation purposes.

Dress Code

Graduate students should always convey a professional appearance. Specifically,

1. Saint Louis University Identification Badges are worn in clear sight above the waist with name, title, and picture clearly visible in clinical settings (acute care and community based).
2. Apparel must be clean, neat, modest and in good condition.
3. Hairstyles should be clean and well-groomed with hair secured away from the face; hair should be a natural color (i.e., not pink, or blue etc.).
4. Facial hair should be clean and neatly trimmed.
5. No visible body piercings or tattoos.
6. As specified by OSHA standards, personnel providing direct patient care wear socks or stockings and shoes with impermeable enclosed toes. Shoes are constructed of an impervious, non-absorbent material, clean and in good repair.

Policy Regarding Clinical Time

Weekly daytime hours for a minimum of one day per week will, in most cases, be required for clinical courses to meet course objectives. Inability to schedule such clinical experiences during those daytime hours may prevent completion of the program. However, with an appropriate clinical site, weekend or evening hours may be permitted.
Most clinical courses require 75-150 clock hours except for the practicum course(s) (NURS 5810). This works out to about 10 hours per week.

Medical mission trips are generally not approved as clinical time. Speak to your advisor about medical mission trips. There are several variables to consider such as practicing in the NP role, the liability and licensure issues, as well as the quality of the experience. Students may request this clinical time to “count” but frequently these experiences, while beneficial to personal growth and the community, do not replicate what is to be accomplished in the course clinical done in the US.

APRN - Preceptor Guidelines for the Advanced Practice Nurses

- Preceptors must have a minimum of 1 year of clinical experience in the NP role.
- Preceptors must be free of any encumbrances in their professional license.

- Preceptors must hold board certification in the same specialty role or scope of practice as the students' program option. Preceptors may be APRN, physicians, or licensed mental health providers. Physician Assistants (PAs) may **NOT** serve as preceptors.
- Preceptors must work in a clinical site where Saint Louis University holds a current contract for student mentoring.
- Preceptors must be approved by the clinical course coordinator.
- Specific clinical sites for courses can be found in the student handbook.

Guidelines for Clinical Sites by Specialty

Adult-Gerontological Acute Care Nurse Practitioner (ages 13 and up)
Adult-Gerontological ACNP specialty (all clinical hours need to be hospital based). Students must complete the process for obtaining a hospital contract prior to their first clinical course (see form). Preceptors can be an advanced practice registered nurse (APRN) or Doctor of Medicine (MD).

NURS 5110/NURS 5130 Advanced Health Assessment & Clinical Decision Making (75 hours): Any area in the hospital that will facilitate the student's ability to perform a comprehensive history and physical examination on acute and complex chronically ill patients (ages 13 and above). Emergency medicine or a hospitalist group is recommended.

NURS 5260 Advanced Clinical Studies I (75 hours): The student focus is addressing short term goals that include minimizing or preventing complications. The student develops critical reasoning coupled with advanced practice skills. Areas to focus on are hospitalist group or emergency medicine. Students may have more than one preceptor/multiple sites.

NURS 5270 Advanced Clinical Studies II (150 hours): The student's focus is addressing patients with complex acute and unstable conditions. Areas of focus are Intensive Care units (medical or surgical for 75 hours along with surgical trauma for 75 hours). Students may have more than one preceptor/multiple sites.

NURS 5810 Advanced Practice Nursing Clinical Practicum (300 hours): (75 hrs. in the summer and 225 hrs. in the fall): Advising from the core faculty will determine the additional sites needed for this course. The student assumes increasing independence and subspecialty competencies in selected populations within the hospital environment. Areas to consider are neurology or neurosurgery; renal; endocrine; hematology/oncology; palliative care; cardiology; infectious disease; and ortho/trauma. Students may have more than one preceptor/multiple sites.

**By the end of the NURS 5810 the AGACNP student will be able to demonstrate competencies in most of the specialties and subspecialties within the hospital environment: (cardiology, surgical trauma, orthopedics, emergency medicine, palliative care, geriatric care, critical care, hematology-oncology, renal, endocrine, neurology/neurosurgery, and infectious disease).*

Family Nurse Practitioner (all ages)
NURS 5110 Advanced Health Assessment & Clinical Decision Making (75 hours): The clinical site may be community, outpatient, or inpatient but the student must have an opportunity to conduct histories and perform both complete and focused physical exams on a wide variety of ages. 40 adult clinical hours and 35 pediatric (ages under 13 years) clinical hours are required. The preceptor may be an APRN or physician. Family Nurse Practitioners and Family Medicine Physicians are preferred.

NURS 5280 - Advanced Clinical Studies (150 hours): The students can seek rotations with internal medicine or family practice NP's or primary care physicians.

NURS 5290 - Advanced Clinical Studies (150 hours): Students can use family practice (either FNP or MD), OB-GYN physician or CNM or WHCNP, PNP or Pediatrician, as pertinent to the course content. 100 clinical hours in OB/GYN (minimum of 25 prenatal and 4 post-partum) and 50 clinical hours in pediatrics is required**.**

NURS 5810 - Advanced Practice Role Practicum (300 hours): (150 in the summer and 150 in the fall): Continuation of the above areas. Convenient care clinical are not a good choice for these courses. Subspecialty practices on a rotational basis, (i.e., dermatology, sports medicine, radiology, etc.). (Maximum of 25 hours in subspecialties).

Pediatric Primary Care Nurse Practitioner (birth to 21 years)

NURS 5110 Advanced Health Assessment & Clinical Decision Making (75 hours): The clinical site may be community-based, outpatient, or inpatient; but the student must have an opportunity to conduct histories and perform both complete and focused physical exams on a wide variety of ages of children. The preceptor may be an APRN (PNP/FNP) or a pediatrician. FNPs and Family Medicine Physicians may be used if they have contact with several children during the clinical day.

NURS 5320 & NURS 5330 - Advanced Clinical Studies (75 hours each): The student must work with a PNP, FNP, or pediatrician and be involved in the care of well children and children with acute and/or chronic health problems. The primary setting should be community and outpatient care. Plus, limited specialty clinical hours will be allowed.

NURS 5810 - Advanced Practice Role Practicum (375 hours): The student must be with a PNP, FNP, or pediatrician and be involved in the care of well children and children with acute and chronic health problems in primary and outpatient sites. Limited clinical hours at in-patient sites that support clinical reasoning and advanced practice skills may be considered. A minimum of 10 neonatal contacts (1 month of age or less) must be documented by the end of the program.

Family Psych Mental Health Nurse Practitioner

NURS 5110 Advanced Health Assessment & Clinical Decision Making (75 hours): The clinical site may be community, outpatient, or inpatient but the student must have an opportunity to conduct histories and perform both complete and focused physical exams on individuals in all age populations. 40 adult clinical hours and 35 pediatric (ages under 13 years) clinical hours are required. The preceptor may be an APRN or physician.

NURS 5340 Advanced Clinical Studies I (150 hours): This is a theory and clinical course. Clinical learning expectations include client clinical hours that are focused on individual and group psychotherapy roles of the FPMHNP. The preceptor may be a fully licensed clinical therapist, licensed clinical social worker, or psychologist. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in the course materials.

NURS 5350 Advanced Clinical Studies (150 hours): This is a theory and clinical course. Clinical learning expectations include direct client contact/encounter hours that are focused on medication management roles of the FPHMNP. The preceptor may be a FPMHNP or a psychiatrist. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in the course materials.

NURS 5810 Advanced Practice Role Practicum (225 or 300 hours): This is a clinical course wherein the three credits (NP) or four credits (non-NP or MSN student) are covered between summer and fall sessions. The emphasis of students' direct client contact hours is medical and medication management role and strengthening holistic FPMHNP care provider and prescriber roles with clients of all ages experiencing mental health issues. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in course materials. The student is to consult the course coordinator for validation that the selected preceptor and setting are suitable and that there is no conflict of interest regarding employment role in the same health care system as the proposed clinical site.

Tips for Finding a Preceptor

Finding a preceptor for the NP practicum hours can be a stressful and time-consuming process. It can be very discouraging to be turned down, especially multiple times. Faculty and previous graduate students shared the following suggestions which you may find to be very helpful:

- Join the local Nurse Practitioner organization. If you currently have membership in a specialty organization such as NAPNAP or AACCN you will find resources there, too.
- Networking—preceptors were found through recommendations of other NPs. Some preceptors are taking students only on the referral of others.
- "I called, wrote letters, and sent them my CV (resume) so they could see my experience in advance."

- "I found my preceptor from a co-worker who is an NP."
- "I got names from friends, former instructors, and preceptors."
- "I found my preceptor through those who work at my hospital."
- "Ask your preceptor for names of friends who are also NPs."
- "Connection. I knew the preceptor from a previous job."
- "Start early. Don't worry, you will find one!"
- "I found my preceptors from previous students."
- "I looked in the phone book and did cold calls."
- "I looked for preceptors who were associated with the hospital I work at and those who were close to home and work. I reviewed their qualifications to try to find a fit."

Preceptor Selection Guidelines and Approval Process

1. **Students obtain information regarding guidelines for preceptor selection from the student handbook, course materials, and/or course faculty members.**
2. **Student contacts willing preceptor and preceptor accepts to take the student for the semester.**
3. **Students downloads the Preceptor Information Form (Appendix D in MSN Handbook or within each clinical course) to complete or give to the preceptor to complete. This form MUST be typed.**
4. **The student verifies the preceptor's license by doing a search on Nursys or the appropriate board of nursing website. The student prints a copy of the preceptor's license information and checks for any disciplinary action or encumbrances.**
    - **For Nurse Preceptors, go to: https://www.ncsbn.org/license-verification.htm**
    - **For non- nurse preceptors (MD, DO, PA, mental health professions), go to the appropriate website. For Missouri providers, go to: http://pr.mo.gov/healingarts-public-information.asp**
5. **The student submits the preceptor information form and license verification to the Preceptor Approval course on Canvas for their specialty.**
6. **Kari Elbe verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient. If an affiliation agreement is required, the student submits the Facility Contract Request form to Kari Elbe.**
7. **When the legal arrangement is negotiated, the Preceptor Approval course grade will read 100 and the student is approved to start clinical hours.**

Do not send in multiple preceptor forms from the same clinical site without contacting the course coordinator regarding your arrangements. Your preceptor must be able to evaluate you. For primary care, spending time with more than one preceptor in a short clinical experience such as 75 hours limits the ability of the preceptor to evaluate you properly. Clinical hours must be done in the admitted (or permitted) state, and it is the student's responsibility to notify the school and advisor about moving states.

Electronic Clinical Log (Typhon Log)

Typhon log has been adopted for use at TBVSON. Overall, the goal is to simplify the process of logging your patients. Each NP certifying body requires a minimum of clinical hours and types of patients pertinent to the specialty. We have selected Typhon Group to handle this electronic log. SLU has purchased use of the program. The individual student pays a one-time fee ($100) that covers you until your graduation. Because the application is hosted at Typhon Group's offices, users can login from anywhere.

You can quickly and easily enter all patient encounter information from one page, including demographics, clinical information, diagnosis and procedure codes, medications, and clinical notes. In addition, eventually you will learn how to

document your work using ICD-10 and CPT codes. This system allows students to develop a portfolio of their work that can be used when seeking employment later. The e-log also allows faculty to follow the progress of each student. Faculty can track whether students are satisfactorily progressing in their clinical experiences, thereby meeting the objectives of the course. Demographic information will indicate whether students are caring for patients within the assigned specialty area as well as what types of procedures students are asked to perform. Overall, faculty can compare what students are being taught and how that compares to actual performance in the clinical arena. As a result, the program will be able to assess what areas need to be changed so that students continue to meet nationally established clinical competencies.

Selection of Clinical Nurse Leader Mentors

Selection of mentors is carried out by the student in collaboration with the course coordinator. **Student must be licensed as an RN in the state in which the clinical preceptorship is to be held. The only exception is if the preceptorship is performed at a VA facility or military base as the RN license may be from any state.**

The clinical preceptor will:

- Be a clinical nurse leader (CNL), masters prepared nurse, nurse practitioner (NP), Doctor of Nursing practice (DNP), PhD, licensed mental health professional, physician assistant (PA), or physician (MD, DO) licensed and nationally certified (if applicable) in their specialty area with experience and expertise in the area of specialization. Have practice experience appropriate to their area(s) of responsibility for **at least one year**.
- Not be related to the student (i.e., spouse, parent, sibling, in-laws, or any relation which may create a conflict of interest).
- The student is to consult the course coordinator for validation that the selected mentor is suitable and there is no conflict of interest.

CNL – Preceptor Guidelines for the MSN CNL:

- Preceptors must have a Master's degree in nursing or related fields.
- Preceptors must be free of any encumbrances in their professional license, if applicable.
- Preceptors must work in a clinical site where Saint Louis University holds a current contract for student mentoring.
- Preceptors must be approved by the clinical coordinator.

Guidelines for Clinical Sites

Clinical Nurse Leader

NURS 5604: The clinical site must be chosen in collaboration with the course faculty. Microsystem assessment and capstone proposals occur in this course. A site with supportive nursing leaders, quality improvement personnel, and in which interprofessional teams work is ideal.

NURS 5605: The clinical site for this course is the same as the site for NURS 5605. Capstone project implementation and evaluation occurs in this course.

Instructions for Mentor Approval Process for Clinical Capstone Courses

1. Student contacts willing mentor.
2. Student types the information on the mentor information form to the extent that the information is known. This step is always necessary, even if the mentor has taken SLU students in the past.
3. Student takes the form to the mentor to verify accuracy of information and obtains any missing information.
4. Students email or fax the mentor form to the appropriate faculty member i.e., the course coordinator.
5. The course coordinator will review the mentor information and give approval if the mentor is appropriate for the course.
6. The student verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient.
7. If affiliation agreement is required, student submits Facility Contract Request form to Kari Elbe .
8. When the legal arrangement is negotiated, the course coordinator is notified.
9. Course coordinator notifies the student that the clinical site is approved.

Nurse Practitioner Residency (NURS 5900-20 (0 credit hour)

The concept of *residency* is an on-campus/live course requirement for all master's/postmaster's NP students. This requirement is met by attending the residency session placed towards the end of the second Clinical Studies Course. The student should refer to the specific program plan for the specialty.

Purposes of the Residency

- Validation of specialty-specific competencies.
- Validation of assessment skills.
- Assessment of student's ability to make complex client decision-making.
- Socialization of the student into the professional role.
- Introduction of Saint Louis University milieu on-site.
- Offer opportunity for practice of specialty skills.

If the student does not satisfactorily complete the residency, the student may be asked to return to campus for another evaluation.

Libraries

There are two main libraries at SLU: Medical Center Library and Pius XII Memorial Library. Their Web sites and other University Libraries are excellent avenues to explore what is available online. Saint Louis University Libraries

Free interlibrary loan electronic document delivery is available online through ILLiad for students for references not held by the HSC Library. All interlibrary requests should be made at the Medical Center Library. Plan ahead of time for all requests because it may take some time to receive materials, even with ILLiad. The Pius XII Library usually will *not* perform an interlibrary loan for nursing students (check with reference librarian). Operating hours vary depending on the library and the time of year.

Study rooms, available on a first come-first serve basis, are in both libraries. The Medical Center Library allows large groups to have precedence over smaller groups. Consult with the main desk if you have any questions.

For psychiatric mental-health nursing topics, the Missouri Institute for Mental Health Library (on Arsenal Street just west of Kingshighway at the State Hospital) has a large collection of bound volumes and current literature. UMSL Missouri Institute of Mental Health

Tests and Measures Resources

The Guide prepared by Pius librarian Dr. Miriam Joseph identifies resources on tests and measures found in the Reference Department and general collections of Pius XII Memorial Library and on the Internet. It will be useful to anyone seeking to identify instruments on a topic, find information about specific instruments (often including reviews and psychometric properties), and/or locate instruments. Also, see the Health and Psychosocial Instruments (HAPI) database in OVID; this provides ready access to information on various types of measurement instruments (e.g., questionnaires, interview schedules, checklists, coding schemes, and rating scales) in the health fields and psychosocial sciences. The HAPI assists in identifying measures needed for research studies, grant proposals, patient assessment, class papers/projects, theses/Capstones, and program evaluation. Tests and Measures Resources

Bookstore and Book Lists

There is one commercial bookstore on campus which is Barnes and Noble Bookstore in Busch Memorial Center at the corner of Grand Boulevard and Laclede Avenue. They carry required texts and a limited selection of other texts. Nursing course books may be purchased there. Saint Louis University Official Bookstore

University Support Centers

- Campus Ministry (Campus Ministry)
- SLU Information Technology Services for MySLU, Self Service Banner (ITS or 314-977-4000).
- Canvas and software questions, contact Cynthia Rubbelke, e-Technology Coordinator (Cynthia Rubbelke)
- Typhon Log (Electronic Clinical Log) questions contact Mary Kolb
- Registrar's Office, DuBourg Hall Room Rm. 22, 314-977-2269 (Registrar)
- Student Health and Counseling Services, Marchetti Towers East 1st Floor, (Student Health Center or 314-977-2323)

- The Student Success Center is in Busch Student Center, Suite 331 (Student Success Center)
- University Writing Services information (University Writing Services)

Certificate Program in University Teaching Skills

***The Reinert Center for Transformative Teaching and Learning (CTTL)* is devoted to promoting quality teaching at Saint Louis University in the Jesuit tradition. The CTTL is a place where graduate students who are interested in academic careers can engage in stimulating dialogue about timely pedagogical issues. Individuals may choose to pursue the CTTL *Certificate in University Teaching Skills* by attending seminars and completing additional requirements. The Certificate program is available online. For more information regarding the certificate program, see: Reinert Center for Transformative Teaching and Learning**

Center for Risk Reduction

The TBVSON has established a Center for Risk Reduction. In general, graduate nursing students are invited to develop their research topics that are congruent with the Center's definition and framework. Risk reduction is defined broadly and includes interventions that (a) reduce the probability of the occurrence of specific diseases, disease, or treatment related complications and symptoms, or disease progression and/or (b) promote health by strengthening the individual, group, or community. The Center is a collaborative mechanism to stimulate and accelerate collaborative partnerships for the conduct of research and dissemination of findings. The Center creates an environment to encourage and support the development of programs of faculty research and/or practice. It also provides a collaborative forum for the discussion and dissemination of research and evidence-based practice findings.

Advancement to Candidacy

All students must file an application to graduate through MySLU up to a year before graduation, or before the end of the Add/Drop (two weeks from the beginning of the semester) period of the semester in which graduation is intended. After the Add/Drop period, students must complete the Petition for Late Graduation Application and a non-refundable $50 late graduation application fee will be assessed. Application for Degree

The application must be completed by a set date in that final term. In addition, there will be an exit questionnaire sent by the TBVSON during the final semester. Subsequently, the student is emailed a Degree Audit by the Graduate Education Office that includes information to be reviewed and checked by the student and the advisor. Following filing of the cited materials and favorable action by the Dean for Academic Affairs, the student in good academic standing becomes a Candidate for the Master's degree. A student will not be advanced to Candidate status while on academic probation.

All NP students in NURS 5810 will take a written comprehensive exam in the final semester of course work. This exam must be taken by a designated week of the course. The student must pass the exam to complete the program of study. If the student fails the exam, the student is required to take the exam a second time during the semester. If the student fails on the second attempt, the student will be required to take NURS 5810 for a minimum of one credit the following semester.

The MSN student completes the *Application for Degree form* and *Exit Questionnaire* which is sent to them via email from:

Janie Henderson, M.A.
Master's Candidacy Specialist
Graduate Education
DuBourg Hall, Room 420C
(314) 977-2245
janie.henderson@slu.edu

After the *Application for Degree* is completed, you will want to make sure your *Degree Works* is updated. *Degree Works* is a web-based tool designed to assist students, faculty, and certain designated staff with monitoring a student's academic progress toward degree completion. *Degree Works* organizes coursework in an easy-to-read degree audit summarizing completed requirements for a degree, as well as those that are still missing. It also shows how each requirement has been satisfied and what courses can be taken to complete the remaining requirements. The degree audit does not replace academic advising, it is a supplement.

Deadlines are early! The deadline for the Application for Degree is the 2nd week of the semester you are graduating. You can apply for graduation up to a year in advance to avoid a late fee. The Candidacy Papers deadline is around mid-

semester. Specific deadline dates are listed in the graduate education link below. Be sure to look them up! Visit the Office of Graduate Education website for a more detailed explanation of the steps in the entire candidacy process. Master's Candidacy Checkout Procedures Non-Thesis (Under: Master Forms and Policies)

Graduation

Master's students will receive their diploma by mail within a few weeks of graduation. Each student's transcript is reviewed by the Master's Candidacy Specialist. Post-Master certificate students will receive a certificate from Saint Louis University. The certificate is sent after the completion date is posted on the transcript.

Both master's and post-masters' students are invited to participate in Graduation ceremonies. The faculty will be there in academic regalia. In the Pre-Commencement ceremony, all students are called by name and walk across the stage, however, MSN students carry their hood up on stage and their Coordinator of their specialty places the hood over their head. They then shake hands, etc. Awards are presented; students inducted into Sigma Theta Tau are recognized, etc.

The University Commencement occurs in Chaffetz Arena—either on that day or within 2 days. In this ceremony (about 1 hour in length) students are not recognized individually, but rather, each school's graduates stand as they are presented to the University President who declares you graduates and "sons and daughters of Saint Louis University forever." There is a nationally known speaker and a lot of "pomp and circumstance." The student is encouraged to try to make at least one or the other. After all your hard work, you deserve recognition! Do it for yourself as well as your family.

Certification Exams – Nurse Practitioner

Upon completion of the requirements for the NP certificate or master's degree program, you qualify to take the American Nurses Credentialing Center's (ANCC) certification examination, the American Association of Critical-Care Nurses, the American Academy of Nurse Practitioner (AANP) exam, or the Pediatric Nursing Certification Board (PNCB) Exam. All students are required to send in the **Program Summary Log (See appendix G) to their advisor**.
American Association of Critical-Care Nurses
American Nurses Credentialing Center
American Academy of Nurse Practitioner
Pediatric Nursing Certification Board

You will need to contact the Registrar Office and complete a transcript request form to be sent to the certification examination office. Plan to visit the respective web sites for these certification exams and analyze the different requirements. All exams are recognized in all 50 states. You should anticipate filling out the Validation of Education (VOE) application and then email it to Mary Kolb. If you have transferred credit or are a post-master's student, the Associate Dean of Graduate Nursing Education then writes a "gap analysis" to inform ANCC about the coursework that was accepted in transfer and clinical hours that were recognized from the original NP program. This information is emailed to the ANCC Office. Transcripts Request Form

You may email your VOE request to Mary Kolb prior to graduation. The forms will be sent after the degree is posted (conferred) to the SLU transcript. Most graduates sit for the exam in late February or early March. When you get your results, please send us an email notifying us.

Certification Exams (Clinical Nurse Leader)

Upon completion of the requirements for the clinical nurse leader option, you qualify to take the CNL certification exam. Preparation for this exam occurs in NURS 5605. Course faculty will assist your registration for the exam, which is proctored onsite in the TBVSON.

CNL Certification – American Association of Colleges of Nursing

Transcripts Request Form

Appendix A

Nurse Practitioner & Pre and Co Requisites

Course	Pre-requisite	Pre/Co-requisite
NURS 5040 Role Acquisition (1)	None	None
NURS 5200 General Research Methods (3)	None	None
NURS 5170 Pathophysiology (3)	None	None
NURS 5110 Assessment & CDM (3)	None	None
NURS 5080 Pharmacology (3)	None	None
NURS 5140 Health Promotion (3)	None	None
NURS 5160 Principles of Practice Mgmt. (2)	Advanced Cl Studies I	Advanced Cl. Studies II
NURS Advanced Cl. Studies I (4) **Adult/Gero Acute Care: 5260** **Family: 5280** **Pediatric Primary Care: 5320** **Family Psych-Mental Health: 5340**	NURS 5080, NURS 5110, NURS 5140, NURS 5170 NURS 5400 (3) (FPMHNP only)	None
NURS Advanced Cl. Studies II (4-5) **Adult/Gero Acute Care: 5270** **Family: 5290** **Pediatric: 5330** **Family Psych-Mental Health: 5350**	Advanced Cl. Studies I	Principles of Practice Management
NURS 5430 Psychopharmacology (3)	NURS 5080	None
NURS 5900 Residency (0)	Advanced Cl Studies I	Advanced Cl Studies II
NURS 5810 **Nursing Practicum (2 Summer/2-3 Fall)** **Nursing Practicum (FPHMNP only) 1-2 Summer; 1-3 Fall)**	Adv. Cl Studies II,	None
NURS Cognates (2-3) **FNP: N5510** **FPMHNP: N5400**	None	None

CNL Courses & Pre and Co Requisites

Course	Pre-requisite	Pre/Co-requisite
HCE 5500 Ethics in Nursing & Health (2)	None	None
NURS 5200 General Research Methods (3)	None	None
NURS 5170 Pathophysiology (3)	None	None
NURS 5110 Assessment & CDM (3)	None	None
NURS 5080 Pharmacology (3)	NURS 5170	NURS 5170
NURS 5045 Role Acquisition for the Clinical Nurse Leader (3)		
NURS 5140 Health Promotion (3)	None	None
NURS5020 Healthcare systems and policy (3)	None	None
NURS 5025 Informatics and Quality Improvement (3)	NURS 5020	None
NURS 5604 Advanced Clinical Studies (3)	NURS 5020	NURS 5025
NURS 5605 Clinical Nursing Leadership for Advanced Generalist (2-3)	NURS 5604	None

Course Descriptions

NURS 5020 Healthcare Systems and Policy (3)
This course examines the environment in which nursing and health care is provided. Health care delivery systems and the organizational theories and behaviors involved in those systems will be introduced. The effect of health care policy in determining accessibility, accountability, and affordability will be investigated. Financing of health care will be discussed, and basic business principles will be introduced. The role of the advanced generalist nurse in the provision of quality cost-effective care in a variety of health care systems will be emphasized. (Offered summer only).

NURS 5025 Quality Improvement and Informatics (3)
This course examines the process for reviewing, monitoring, improving, and evaluating health care services. Health services accreditation standards will be explored. The role of information technology in providing data for the documentation and evaluation of client outcomes will be emphasized. Basic principles of epidemiology will be introduced. Quality improvement models will be described. The role of the advanced generalist nurse in developing and implementing performance improvement plans will be examined. (Offered fall only).

NURS 5040 - Role Acquisition
Credit Hour: 1
This course examines the history and development of the APRN role, responsibilities, and specialty areas in advanced practice. Capabilities and competencies relevant to advanced practice are explored. Professionalism and commitment to life-long learning are reaffirmed. (Offered every fall and spring).

NURS 5045 - Role Acquisition for the Clinical Nurse Leader
3 Credits
This course examines the roles that master's educated nurses assume in both healthcare and educational settings with the focus on the history and development of the Clinical Nurse Leader (CNL) role. Fundamental aspects of CNL practice will be explored. Competencies relevant to CNL education and practice are discussed. Certification for advanced nursing roles is examined. Professionalism and commitment to life-long learning are reaffirmed. Clinical experiences will provide the student with opportunities to further investigate implementation of the CNL role.

NURS 5080
Advanced Pharmacology
Credit Hours: 3
The course focuses on concepts, principles, and application of pharmacotherapeutics used by a nurse practitioner in the management of health problems encountered in primary care. Emphasis is placed on the action, absorption, metabolism, excretion, and toxicity of the major classes of drugs used in clinical practice. Lifespan considerations that affect management are included. (Offered every fall and spring).

NURS 5110
Advanced Health Assessment and Clinical Decision-Making
Credit Hours: 3 (75 clinical contact hours)
This course focuses on the assessment and diagnostic reasoning component of the nursing process in the health care of individuals and families across the lifespan. The course integrates advanced assessment within the dimensions of the adaptation framework including advanced assessments of physical health, growth and development, and psychological, socio-cultural, and spiritual health of individuals with their families, and performing comprehensive health assessments and development of advanced assessment skills. (Offered every fall and spring).

NURS 5130
Clinical and Diagnostic Reasoning
Credit Hours: 2 (75 clinical contact hours)
Concepts of diagnostic reasoning and clinical decision-making are presented as integral components of the advanced health assessment of individuals and families across the life span. During supervised clinical practicum experiences, students apply theoretical knowledge and advanced practice nursing skills to perform health assessments on clients/patients. The synthesis and application of anatomical-physiological, psychosocial, cultural, spiritual health concepts, growth and development, aging process, and ethical practice are emphasized to achieve competence in comprehensive health assessment as an advanced practice nurse. Required for Saint Louis University AGMSN graduates; may be required for non-SLU non-NP MSN students. (Offered every fall and spring).

NURS 5140
Health Promotion
Credit Hours: 3
Selected models, mid-range theories, and tools are used to understand behavior and to identify risks to health. Evidence-based clinical prevention activities are analyzed for their use to improve the health of individuals, families, and populations. Methods for providing leadership in the conceptualization and implementation of clinical prevention and population health for individuals and populations are explored. The impact of lifestyle, cultural, and environmental factors on health, and/or health disparity are discussed. Students will evaluate health promotion/disease prevention interventions with individuals and/or groups. (Offered every fall and spring).

NURS 5160
Principles of Practice Management
Credit Hours: 2
Pre-requisite: NURS 5xxx Advanced Clinical Studies I. This course explores the professional and business aspects of advanced practice nursing. Concepts explored include legal aspects of practice, cost containment, reimbursement, coding, case management, and outcomes management. Principles of advanced practice nursing management and balancing productivity with the quality of care are examined. Mentoring others in practice and the importance of being active in professional organizations are discussed. (Offered every spring and fall).

NURS 5170
Advanced Pathophysiology
Credit Hours: 3
This course provides an in-depth study of the physiological changes and responses to altered health states and their impact on the functional status of patients. Emphasis is placed upon homeostatic mechanisms and etiologies of disease. A systems approach is utilized to understand the interrelationships of function and dysfunction at the cellular and tissue level (pathology), the organ and system level (alterations), and the total human body (functional limitations). Pediatric, reproductive, adult, gerontologic, and vulnerable population considerations may be incorporated. (Offered every fall and spring).

NURS 5200
General Research Methods
Credit Hours: 3
Survey of the techniques, methods, and tools of research in the behavioral sciences and social sciences. General discussion of the research process followed by examination of several different study designs such as observational, experimental, descriptive, and sample survey. Overview of different methods of data collection and analysis frequently used in research literature. (Offered every fall and spring).

NURS 5260
Advanced Clinical Studies in the Acute Setting I
Credit Hours: 4 (75 clinical contact hours)
Pre- or Co-requisites: NURS 5080. Prerequisites: NURS 5170, NURS 5180, NURS 5110. This course addresses short- term goals including minimizing or preventing complications, attending to co-morbidities, and promoting physical and psychological well-being. Discussion will relate to palliative care, end-of-life care, and evaluation of risk factors to address maximizing health outcomes. Specific skill sets for the Adult Gerontology Acute Care Nurse Practitioner are developed dependent on the patient population and specialty-based area of practice. The practicum component of this course provides the nurse practitioner student the opportunity to master and apply the theory, knowledge, and skills in a variety of acute care settings across the life span. (Offered fall only).

NURS 5270
Advanced Clinical Studies in the Acute Setting II
Credit Hours: 5 (150 clinical contact hours)
Prerequisite: NURS 5260. This course addresses the management of the adult (adolescent –older adult) patient who are physiologically unstable and that are at risk for potential life-threatening conditions. Discussion will relate to the utilization of invasive interventions and procedures that promote physiologic stability in acute and life-threatening conditions. In caring for patients and their families' strategies in the physiological, psychological, sociocultural, and spiritual dimensions will be implemented. The practicum component of this course provides the nurse practitioner student the opportunity to master and apply the knowledge and skills in a diverse population including the Intensive Care Unit. (Offered spring only).

NURS 5280
Advanced Clinical Studies I: Adult and Older Adult Clients
Credit Hours: 5 (150 clinical contact hours) Family NP
Prerequisites: NURS 5080, NURS 5170, NURS 5140, NURS 5110. Relevant theories are applied in the nursing management clients with primary health care needs and/or acute or chronic illness. By using research and evidence-based practice guidelines students implement strategies in the physiological, psychosocial, cultural, and spiritual dimensions in caring for clients and their families. The practicum component provides for the integration of the nurse practitioner role in primary care. (Offered fall only).

NURS 5290
Advanced Clinical Studies II: Women and Children
Credit Hours: 5 (150 clinical contact hours)
Prerequisite: NURS 5280. This course focuses on the theoretical and scientific bases for health promotion, maintenance, and management in the primary care of women, expectant families, and children (ages 0-21 years). Well women care, family planning, and reproductive tract disorders commonly seen in primary care will be studied. Care of children with minor acute and selected stable chronic health problems will also be addressed. Trends in health care, ethical issues, and the socioeconomic and political environment of women, expectant families, and children will be analyzed to optimize the management of care. A practicum component is required. The course is designed for the family nurse practitioner role in the primary care setting. (Offered spring only).

NURS 5320
Advanced Clinical Studies I: Nursing of Children
Credit Hours: 4 (75 clinical contact hours)
Pre- or Co-requisites: NURS 5080. Prerequisites: NURS 5170, NURS 5140, NURS 5110. This course provides the student with the opportunity to apply knowledge and skills in the clinical management of children who are healthy or who are experiencing selected health problems. Emphasis is placed on using models and theories that guide advanced practice nursing. The focus is on the

assessment and diagnosis of health risks and health problems. Therapeutic interventions will be designed to promote health for well childcare and to restore health for children who have common childhood illnesses. (Offered fall only).

NURS 5330
Advanced Clinical Studies II: Nursing of Children
Credit Hours: 4 (75 clinical contact hours)
Prerequisite: NURS 5320. This course provides the student with the opportunity to apply knowledge and skills in the clinical management of children who are experiencing selected acute and chronic health problems. Emphasis is placed on using models and theories that guide advanced practice nursing. The focus is on the assessment, diagnosis, and therapeutic interventions for children with acute and chronic illness and their families. (Offered spring only).

NURS 5340
Advanced Clinical Studies in Psych Mental Health Nursing I
Credit Hours: 4 (150 clinical contact hours)
Pre- or Co-requisites: NURS 5140, Prerequisites: NURS 5080, NURS 5170, NURS 5110, NURS 5400. This course focuses on behaviors pertinent to the role of the advanced practice nurse as a psychotherapeutic agent in holistically treating clients across the lifespan with acute and chronic mental health needs/problems. Selected counseling and psychotherapy theories for individual and group therapies are reviewed. Biopsychosocial theories, and psychiatric mental health-related concepts, issues, problems, and disorders are examined. Clinically, students use research findings, evidence-based clinical practice guidelines, practical knowledge and skills, and theories. Self-initiated academic and personal discoveries are expected. Emphasis is given to active and ongoing collaboration with clients, their families and/or significant others, and the interprofessional team. (Offered fall only).

NURS 5350
Advanced Clinical Studies in Psych Mental Health Nursing II
Credit Hours: 5 (150 clinical contact hours)
Prerequisites: NURS 5340. This course focuses on the use of pertinent theories, research, evidence-based findings, practice guidelines and standards, and interprofessional collaboration to holistically assess and manage complex health and mental health care needs/problems of groups and individuals across the continuum of care and lifespan. The focus is on the assessment, diagnosis, and therapeutic interventions of acute and chronic behavioral health conditions. (Offered spring only).

NURS 5400
Ecological Approach to Human Behavior
Credit Hours: 3
This course focuses on content that facilitates the development of the psychotherapist role of a psychiatric mental health advanced practice nurse or the counseling role of advanced practice nurses in other specialties when taken as elective. Psychological theories, models, therapies, and treatment strategies that address the requisite knowledge and skills needed to foster therapeutic advanced practice nurse-client relationships are examined with emphasis on target populations. Analyses of treatment/intervention strategies within various theories and models that may be used with particular clients are explored. Personal and professional orientations, values, and behavioral insights are examined throughout the course to promote increasing depth and breadth of understanding of oneself as a therapeutic tool. (Offered spring only).

NURS 5430
Psychopharmacology
Credit Hours: 2
Prerequisites: NURS 5080. This course focuses on concepts, principles, and application of psychopharmacotherapeutics used in the management of individuals across the lifespan at risk for developing and/or having mental health needs/problems or diagnoses of psychiatric disorders. Emphasis is placed on the proposed mechanism of action, metabolism, excretion, and adverse reactions of the major classes of psychopharmacological agents used in a wide range of clinical settings. (Offered summer only).

HCE 5500 - Ethics in Nursing& Health Care
2 Credits
This course offers an overview of ethical theory, principles, and norms that should inform professional nursing practice. It explores ethical issues and challenges commonly faced by nurses. Cases that arise in the practice of nursing are systematically analyzed.

NURS 5510
Mental Health of the Family in the Primary Care Setting
Credit hours: 2
Multicultural individuals and families at risk for mental and psychosocial problems are considered within the context of primary care practice. Nurse practitioner students will use evidence-based practice to integrate behavioral, substance abuse and primary care services for individuals across the lifespan. Students will learn methods of intervention using cognitive-behavioral, psychopharmacological, and non-traditional approaches to psychosocial and related chronic illness and physical problems.

Research related to environmental, psychosocial, genetic, economic, family systems developmental risk factors, drug efficacy and non-pharmacological approaches for individuals with mental and psychosocial illness is investigated. The impact of contemporary health care policy and other legislative proposals regarding quality, cost, and access to care will be integrated. (Offered spring only & should be taken just prior to NURS 5280)

NURS 5560
Evidence Based Approaches for the Nurse Educator
Credit Hours: 2
This course is designed to help students develop the role and responsibilities of an evidence-based nurse educator. Students develop skills in locating, analyzing, integrating, and sharing evidence, and explore different models for promoting evidence-based practice. An emphasis on using best practices to create classroom, laboratory and clinical teaching environments that facilitate learning, and the achievement of desired cognitive, affective, and psychomotor outcomes is promoted. Strategies for teaching undergraduate/ pre- licensure students to address quality safety guidelines in nursing are highlighted. Reflective practice, the spirit of inquiry and continuous quality improvement, is fostered. Students plan for continuing their own professional development as nurse educators, and to address the scholarships of academia. (Offered summer only).
Prerequisite: (NURS 5200 or NURS 5205) *May be taken concurrently.

NURS 5570
Curriculum Development in Nursing Education
Credit Hours: 2-3
This online course provides learning opportunities for students to explore theories, logical processes, standards, evidence, and strategies to design, deliver, and evaluate nursing curriculum and learner outcomes, and to explore the practicalities of curriculum work included in the faculty role. Attention is also given to interpersonal issues which can influence curriculum development and curriculum work. Core processes associated with faculty development, ongoing appraisal, leadership, and scholarship, are explored as the essential components of all curriculum work. (Offered spring only).

NURS 5580
Instructional Strategies and Evaluation for Nurse Educators
Credit Hours: 2
In this online course students learn about a variety of innovative teaching strategies and learning theories which promote experiential learning and a learner centered classroom. The use of multi-media, social media and technology is explored. Characteristics of the learner, including cultural diversity, learning style, and generational perspectives are considered as they influence the teaching-learning process. Strategies for teaching in unstructured (clinical, practice, community) settings, and guided structured settings (traditional, online, collaborative, inter-professional, and simulation-skills lab) are presented and analyzed. A variety of strategies to assess and evaluate student learning are explored. Challenges and opportunities facing nursing education are discussed and new ideas to improve teaching in nursing education are explored. (Offered fall only).

NURS 5590
Practicum in Nursing Education
Credit Hours: 2
This online course facilitates the graduate student's integration of educational theory and nursing knowledge. The student participates in a teaching practicum under the guidance of an experienced nurse educator. Concurrent discussions address topics promoting the student's role socialization and professional development as a nurse educator and future change agent and leader. (Offered every fall and spring).

Pre- or Co-requisite: NURS 5570
Prerequisite: NURS 5580.

NURS 5604 Advanced Clinical Studies – CNL
Credit Hours: 3
This course focuses on the application of evidence-based nursing care to promote safety and quality care outcomes in a specific clinical population. Particular emphasis will be placed on the assessment of risk and the development of risk reduction strategies in the selected patient population. Key issues in the management of acute and chronic illness and the promotion of health will be explored. (Offered fall only).

NURS 5605 Practicum in Clinical Leadership – CNL
Credit Hours: 3
The student will design, implement, and evaluate care during an immersion experience in a designated health care setting. The experience will foster leadership and role acquisition with emphasis on quality improvement, interprofessional team care, patient-centered care, evidence-based practice, and utilization of informatics and technology. The culmination of the experience will be a professional paper and presentation in which students communicate their project design and results. (Offered spring only).

NURS 5810
Advanced Practice Nursing Clinical Practicum
Credit Hours: Variable 1-5; no more than 2 credits may be taken in the summer semester; the intended limit is no more than 3 clinical days per week) Prerequisite: NURS 5XX (Advanced Clinical Studies II in area of specialization). This course provides the student with a practicum experience that includes concentrated time in the role of the advanced practice nurse. The student assumes responsibility for the provision of health care services to selected populations under the supervision of appropriately qualified preceptors. The student assumes increasing independence and competency in assessing, planning, implementing, and evaluating health care. This course includes seminar discussions exploring the implementation of the role and functions of the advanced practice nurse. (Offered every summer and fall).

NURS 5900
Residency
Credit Hours: 0
Occurs in the spring semester preceding the final practicum course (NURS 5810). The student is required to come to the SLU campus for onsite instruction in skills not amenable to online learning, such as suturing. The purpose of the residency is to evaluate the student's progress in the program. Depending upon the specialty, the experience is three to five days in length. (Offered spring only).
Purposes of the Residency:

- Validation of the student's identity.
- Validation of specialty-specific competencies.
- Validation of assessment skills.
- Assessment of student's ability to make complex client decision-making.
- Socialization of the student into the professional role.
- Introduction of Saint Louis University milieu on-site.
- Offer opportunity for practice of specialty skills.

NURS 5980
Graduate Reading Course
Credit Hours: 1-3
Independent study course in which the student contracts with a faculty member to supervise the course. Students must obtain permission from the faculty specialty coordinator and the director of the MSN program. Students will be registered for a graduate reading course by the Student Services Associate.

NURS 5980-43
Graduate Reading Course: Pediatric Assessment for the Advanced Practice Nurse
Credit Hours: 1
Assessment skills for comprehensive physical examination of infants, children, and adolescents are presented to assist advanced practice nurses in caring for children and families. During supervised clinical practicum experiences, students apply assessment skills to perform comprehensive and problem-focused health assessments on pediatric

clients/patients. This course builds on the advanced physical assessment skills of board-certified nurse practitioners currently caring for adult and gerontological clients. This course also fills the gap for current nurse practitioner students who took their advanced health assessment course while enrolled in an adult-care NP specialty and then changed to FNP. The synthesis and application of previously acquired anatomical-physiological, psychosocial, cultural, spiritual health concepts, growth and development, and ethical practice are emphasized to achieve competence in comprehensive health assessment for children and families.

Appendix B

Resources for Graduate Students

American Association of Colleges of Nursing (AACN)
The AACN maintains an *excellent* database of sources for financial aid and scholarships for graduate and post-graduate students. Be sure to search the various awards to determine eligibility criteria.

American Psychiatric Nurses Association (APNA)
APNA was founded in 1986. In the ensuing years, APNA has grown to be the largest professional membership organization committed to the specialty practice of psychiatric-mental health PMH nursing and wellness promotion, prevention or mental health problems, and the care and treatment of persons with psychiatric disorders.

The National Organization of Nurse Practitioner (NONPF)
The National Organization of Nurse Practitioner Faculties (NONPF) is the only organization specifically devoted to promoting quality nurse practitioner (NP) education at the national and international levels. Starting in 1974 as a small group of educators meeting to develop the first NP curriculum guidelines, NONPF has evolved as the leading organization for NP faculty sharing the commitment of excellence in NP education. Today, the organization represents a global network of NP educators.

U. S. Government National Health Service Corps (NHSC) Scholarship Program
(DHHS, Bureau of Health Professions, Health Resources and Services Administration)
Master's students, depending on their career goals, may find this an attractive option. The NHSC has several opportunities available for health professions students. NHSC scholarships are available to students dedicated to practicing primary care in communities of greatest need. In return for scholarship support, students agree to practice in communities across the Nation where the need is the greatest. In cooperation with regional and state partners, NHSC offers students the opportunity to serve on interdisciplinary teams in medically underserved areas. The NHSC also offers a loan repayment program for those dedicated to serving the underserved and who have qualifying educational loans. See the NHSC Web site for detailed information.

National Institutes of Health (NIH) Graduate Partnership Program
The Fellowship Advising Office (FAO) helps NC State's undergraduate students, graduate students, and alums learn of and apply for nationally competitive and prestigious awards. These awards fund a wide range of opportunities, and many are connected to undergraduate and graduate degree programs or internships, overseas opportunities, and independent projects.

National Institutes of Health Loan Repayment Programs
The NIH Loan Repayment Programs (LRP) are a vital component of our nation's efforts to attract health professionals to research careers in areas of national need. The programs are the Clinical Research LRP, Pediatric Research LRP, Contraception and Infertility Research LRP, Clinical Research for Individuals from Disadvantaged Backgrounds LRP, and Health Disparities Research LRP. National Institutes of Health Loan Repayment Programs (LRPs) can repay up to $35,000 a year of qualified educational debt for health professionals pursuing careers in clinical, pediatric, contraception and infertility, or health disparities research. The programs also provide coverage for Federal and state tax liabilities. Applicants must have a doctoral-level degree, devote 50% or more of their time (20 hours per week based on a 40-hour work week) to nonprofit- or government-funded research, and have educational debt equaling at least 20% of their institutional base salary. U.S. citizens, permanent residents, or U.S. nationals may apply.

Nurse Reinvestment Act: Nursing Scholarships
In exchange for at least two years of service at a health care facility with a critical shortage of nurses, the Nursing Scholarship Program pays tuition, etc.

Kentucky Residents
Nursing Incentive Scholarship Fund
The Nursing Incentive Scholarship Fund (NISF) provides scholarships to Kentucky residents who will be attending graduate nursing programs. NISF recipients are selected individually by the Board, using specified criteria. The amount of each scholarship is $3,000 per year. NISF scholarships may be used for cost-of-living expenses, as well as school expenses.

American Assembly for Men in Nursing (AAMN)
AAMN Foundation and Johnson & Johnson's Campaign for Nursing's Future have partnered to offer this new $1,000 scholarship program for male students pursuing professional nursing education programs. Established in 2004, these scholarships are intended to support male students who are seeking a pre-RN licensure or graduate degree in nursing. Applicants must submit an application and all supporting documentation. The more complete your application, the stronger consideration your application will receive. Applicants must already be enrolled (not just accepted) at an accredited institution.

American Association of Critical Care Nurses (AACN)
The AACN awards grants for research that is relevant to acute critical care nursing practice. Interdisciplinary projects are especially invited. Funds will be awarded for projects that address one or more AACN research priorities and link with AACN's vision. The AACN research priority areas include: effective and appropriate use of technology to achieve optimal patient assessment, management, and/or outcomes; creating a healing, humane environment; processes and systems that foster the optimal contribution of critical care nurses; effective approaches to symptom management; and prevention and management of complications.

American Association of Retired People
In 2005, the Office of Academic Affairs provided financial assistance for graduate students committed to studying aging or public policy and working in aging-related careers. The Web site should be checked for similar offers in the future.

American Cancer Society
American Cancer Society Research
The American Cancer Society is the largest non-government funder of cancer research in the United States. The Society's research program focuses on beginning investigators, a program of targeted research, and an enhanced commitment to psychosocial and behavioral, health services, health policy, epidemiological, clinical and cancer control research. These scholarship grants may provide $15,000 per year for up to four years of support. Visit the Society's Web site above.

American Lung Association
The American Lung Association promotes research by direct grants for research and training of scientists, through a vigorous advocacy program designed to optimize federal support of lung research.

American Nurses Foundation Research (ANF) Grants Program
Through the Nursing Research Grants program, ANF provides funds to beginner and experienced nurse researchers to conduct studies that contribute toward the advancement of nursing science and the enhancement of patient care. Awards are given in all areas of nursing, including healthy patient outcomes, health care policy development, critical care, gerontology, women's health, community, and family intervention.

American Society of Health-System Pharmacists
The ASHP Research and Education Foundation offers a research grant program custom-designed to meet the needs of junior investigators or practitioners new to research in the federal health services sector. This grant is sponsored by Abbot Laboratories. The program will support research efforts critical to the study of medication adherence and persistence in older patients who receive care through the Veterans Administration, the Department of Defense, and the Public Health Service. Studies should focus on individuals with either HIV/AIDS, auto-immune diseases, psychiatric disorders, or stages 3 and 4 renal diseases. A secondary goal of the program is to develop and strengthen the skills of newer researchers in the federal services and foster mentoring of these researchers by more experienced senior investigators. Four grants of $25,000 each will be awarded. Pharmacists, physicians, and nurses interested in applying for funding should refer to the Request for Proposals and application instructions on the ASHP Foundation Web site.

AORN Foundation (Association of Perioperative Registered Nurses)
The AORN Foundation Scholarship Program offers financial support to students enrolled in nursing schools and to perioperative nurses pursuing bachelors, masters, or doctoral degrees.

March of Dimes
March of Dimes programs fund several different types of research, all aimed at preventing birth defects and infant mortality. These programs include basic research into life processes, such as genetics and development; clinical research applied to prevention and treatment of specific birth defects and prematurity; the study of environmental hazards; and research in social and behavioral sciences relevant to our mission.

Minority Nurse Magazine
Minority Nurse Magazine is a valuable resource for scholarship information specifically for minority nursing students. Master's nursing students should search the various awards to determine eligibility criteria including financial need, academic achievement, and involvement in community activities. In addition, some may require payment of an application fee. Contact the sponsoring organizations for specific information and deadlines. Visit the Web site for detailed information.

National Black Nurses Association Women's Health Research Grant Program
NBNA Women's Health Grant Program supports research which will address the deficit of data available on improving the health status of minority women. Information from this effort will provide population specific data to guide health practice in the promotion, prevention and education of peri-menopausal women and their unique health concerns. The amount of funding available for this research grant in direct cost is $20,000.00. Funding for this project is contributed by Wyeth Pharmaceuticals.

National Student Nurses' Association Foundation
The Foundation of the National Student Nurses' Association will award Promise of Nursing fellowships to registered nurses enrolled in post-graduate education programs in preparation for a nurse educator role. Students may be eligible for awards to support tuition, academic fees, and books. Eligibility is also related to your ZIP CODE.

Nurse Educational Funds, Inc.
The National Educational Funds, Inc., is a not-for-profit organization which seeks and distributes funds to baccalaureate-prepared RNs who need scholarship assistance for graduate study. Visit the Web site for detailed information and eligibility.

Nurse Practitioner Healthcare Foundation Scholarship and Awards Program
This scholarship program includes 2 scholarships and 15 awards for practicing nurse practitioners or nurse practitioners currently enrolled in an accredited master's or doctoral degree program. Awards range from $1,000 to $5,000.

Oncology Nursing Society
The Oncology Nursing Society has multiple funding opportunities for conducting research. Visit the Web site to see the organization's research agenda.

P.E.O. Educational Loan Fund
The fund was established in 1907 to make loans available to qualified women who desire higher education and are in need of financial assistance. Students must be recommended by a local chapter of the P.E.O. Sisterhood and within two years of completing her course of study.

Sigma Theta Tau International (STTI) Research Grants
Explore the site for STTI grants and joint partner grants with other organizations. Small grants will support research activities but not tuition.

Women's Research & Education Institute
The Women's Research & Education Institute fellowships are designed to train potential leaders in public policy formation to examine issues from the perspective, experiences, and needs of women. Students who are currently enrolled in a master's or doctoral program at an accredited institution in the U.S. are eligible.

Service Organizations
Many service organizations have scholarships and grants set aside. Contact local chapters and ask about the availability of student assistance. These are often not advertised, so asking about opportunities may be the only way to discover what is available. Examples of service organizations include: American Legion, Eagles, Rotary, Lions, etc.

Other
Grant Forward

Nursing Scholarships

Appendix C

Facility Contract Request Form (See next page)

SAINT LOUIS UNIVERSITY
TRUDY BUSCH VALENTINE SCHOOL OF NURSING

FACILITY CONTRACT REQUEST FORM

Not all agencies require a full contract for you to participate in clinicals. In lieu of a contract, some agencies are satisfied with a letter of good standing and a copy of our liability insurance which covers you while you are at their facility. It is your responsibility to clarify with the facility IF an agreement is required.
Feel free to contact Kari Elbe to verify if an affiliation agreement already exists with your potential agency.
If your clinical site requires a full contract with the University in order for you to precept there, YOU-THE STUDENT must complete this form and submit prior to starting the clinical experience.
Depending on an array of variables, the contracting period can take anywhere from a couple of weeks to a couple of months.

Complete and return to: Kari Elbe
Clinical Contract Coordinator
Saint Louis University School of Nursing
Phone: 314-977-8904
FAX: 314-977-8949

For clarity, I prefer to receive this form TYPED and submitted via EMAIL to Kari.Elbe@slu.edu

Student Name		**Today's Date**	
Email address		**Phone number**	
Specialty Option		**Are you earning a post master's certificate?**	**Yes** **No**
Clinical Course	**NURS:**	**Course Coordinator**	

Facility Name	
Street address	
City, State & Zip	

Facility Contact*		**Contact's Title**	
Email Address		**Phone No.**	

Facility Contact is NOT the preceptor. This is the person who will help facilitate a contract at the clinical agency

Name of Potential Preceptor			
Dates you need this clinical site		**TO**	
	Month/Year		**Month/Year**

This form does not constitute an agreement. This form is used only to gather information from a student to be used to contact a prospective clinical site for an affiliation agreement.

Appendix D

Preceptor Information Form (See next page)

Instructions for Preceptor Approval Process

1. **Students obtain information regarding guidelines for preceptor selection from the student handbook, course materials, and/or course faculty members.**
2. **Student contacts willing preceptor and preceptor accepts to take the student for the semester.**
3. **Student downloads the Preceptor Information Form (Appendix D or within each clinical course) to complete or give to the preceptor to complete. This form MUST be typed.**
4. **The student verifies the preceptor's license by doing a search on Nursys or the appropriate board of nursing website. The student prints a copy of the preceptor's license information and checks for any disciplinary action or encumbrances.**
    a. **Check for any disciplinary action or encumbrances.**
        1. **For Nurse Preceptors, go to: License Verification (Nursys.com)**
        2. **For Non-nurse preceptors (MD, DO, PA, mental health professions), go to the appropriate website. For Missouri providers, go to: Missouri Division of Professional Registration**
5. **The student submits the preceptor information form and license verification to the Preceptor Approval course on Canvas for their specialty.**
6. **Kari Elbe verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient. If an affiliation agreement is required, student submits Facility Contract Request form to Kari Elbe .**
7. **When the legal arrangement is negotiated, the Preceptor Approval course grade will read 100 and the student is approved to start clinical hours.**

Faculty Approval _____Date_____

Saint Louis University Trudy Busch
Valentine School of Nursing
Preceptor Information Form

Student Name	
Specialty Track (e.g., ACNP, FNP)	
Course Number	
Course Coordinator	
Semester and Year	
Preceptor Contact Information	
Full Name of Preceptor	
Name of Clinical Site/Medical Group	
Street Address	
Suite No., Department, Mail-Stop, Etc.	
City, State, Zip	
Office Phone	
Cell Phone (optional)	
FAX Number	
E-mail Address	
Other contact information	
Best Time & Preferred Method of Contact	
Preferred address for Verification of Precepting form (& thank you letter)	
Licensure/ Specialty Information	***Send copies of license and other recognition documents. You must notify the school of any encumbrances or changes of status in your licensure or certification.**
Degree (s)	
License Type, State and Number Any current discipline to license? (Y or N)	
Specialty (e.g. Cardiology, FNP, LCSW)	
*If CNS or other please specify	
Subspecialty (if applicable)	
Certifying Body (e.g., ANCC, NCBPNP)	
Experience/students	Yrs. experience: Current # of students:
Clinical Setting	
Clinical Setting Type (Hospital, Outpatient Clinic, please specify)	
Patient Population (e.g., Pediatric, etc.)	
Faculty to Fill Out	
Dates	Beginning: Ending:
Total Number of Clock Hours	

Scan and email to Course Coordinator

Revised May 2017

ENTERED INTO DATABASE_____

Appendix F:
Program Summary Log
(See next page)

Saint Louis University Trudy Busch Valentine School of Nursing

Program Clinical Hour Summary Log

Name of Student_____**Specialty**_____

Instructions: A Program clinical hour summary log must be emailed to your advisor along with your request for Validation of Nurse Practitioner Education Program. This form reflects a running total of actual clock hours of time completed in the clinical setting for each preceptor. Add lines to the table below as needed. Use complete names and credentials. Use more than one page if necessary.

Today's date_____

Course Number	Dates	Site (full name, city, state)	Preceptor/s (with Credentials) (one line per preceptor)	Email address	# Clock Hours