GRADUATE STUDENT HANDBOOK

Master of Science in Nursing (MSN)

Prepared by
Department of Nursing
Bloomsburg University
Bloomsburg, Pennsylvania 17815-1301

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NOTICE

The provisions of this handbook are not to be regarded as an irrevocable contract between the department and the student. The Department of Nursing reserves the right to amend any academic, administrative or disciplinary policy or regulation (or fee) described in this handbook.

Requirements for graduation, as well as curricula may change throughout the student’s matriculation. Such changes will not be retroactively required.

Exceptions may be necessary when changes in professional certification or licensure standards mandate changes in academic requirements.
LETTER TO INCOMING STUDENTS

Congratulations!

Your admission into the Department of Nursing is the first step toward a challenging and fulfilling professional career. The faculty and staff welcome you and hope that you will be successful in completing the degree requirements.

This handbook is given to each student upon admission to the Department of Nursing in order to provide vital information about the program and its requirements. It is your responsibility to read the entire handbook and to refer to its content throughout the program of study. You will be notified of any revisions made to the handbook or to any policies. An updated version of the handbook can be found at www.bloomu.edu/nursing.

On behalf of the faculty and staff, congratulations and best wishes for a successful academic career at Bloomsburg University.

Sincerely,

Sheila Hartung, PhD, RN
Chairperson
Department of Nursing
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SECTION I

MASTER OF SCIENCE IN NURSING PROGRAM

STRUCTURE AND GOVERNANCE
BLOOMSBURG UNIVERSITY MISSION STATEMENT

Mission Statement

- Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

Value Statement

- Bloomsburg University of Pennsylvania students, faculty and staff value:
  - Collaboration
  - Community
  - Critical thinking
  - Diversity
  - Excellence
  - Integrity
  - Knowledge
  - Opportunity
  - Personal and professional growth
  - Respect

Vision Statement

Bloomsburg University aspires to:

- be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence.
- anticipate and address the changing needs of the Commonwealth.
- be a diverse community that produces positive change.
- provide resources to maximize opportunities for success.
- be a good steward of our resources and the environment.
- develop individuals to be contributing citizens.

COST MISSION STATEMENT

The College of Science and Technology is committed to providing high quality undergraduate and graduate programs for all students. To that end, the faculty provides the best instruction and academic experience for their students. Further, the College of Science and Technology is committed to being a community of scholars who teach, learn, engage in research, disseminate latest findings in science, technology, and health sciences. Faculty share their knowledge with scholars nationally and internationally. Also, faculty aggressively seek grants to acquire and maintain state-of-the-art facilities and equipment which enhances teaching and learning. The college serves as a resource of knowledge for the community and welcomes partnerships with industrial, educational and governmental entities.

DEPARTMENTAL MISSION STATEMENT

The faculty of the Department of Nursing accepts as its own the mission of Bloomsburg University and recognizes education for professional nursing as an integral part of higher education. The educational process integrates concepts drawn from the liberal arts and sciences into the baccalaureate and master's programs in nursing to assist students in acquiring the knowledge, skills, values, and professional behaviors essential to beginning or advanced practitioners of professional nursing.

Effective May 1992
Revised June 2009
BLOOMSBURG UNIVERSITY
DEPARTMENT OF NURSING
FACULTY ASSEMBLY ORGANIZATIONAL CHART

Chairperson Department of Nursing

Department of Nursing Advisory Council

SLL Director

Nursing Faculty Assembly

Assistant Chairperson

FA Secretary

Archivist

Standing Committees

Graduate Council

Ad hoc/Task force committees

Sub-committees

Communication relationship

Line relationship

Revised CJ 1/17
Faculty Assembly Approval April 28, 2017
SECTION II
MASTER OF SCIENCE IN NURSING PROGRAM
CURRICULUM DESIGN
DEPARTMENTAL PHILOSOPHY

PERSON
The faculty believe that the person is an open system interacting with other systems – family, group and community. The person is a holistic being with biopsychosocial spiritual and cultural needs. As an open system, the person is in continuous and dynamic interaction with the environment. The person adapts to changes in this environment and grows throughout the life span. The faculty believe in the inherent worth and uniqueness of individuals and populations. Each person possesses human sameness yet reveals unique cultural, racial, religious, gender, lifestyle, genetic, and age-related characteristics. Each person has the right to be treated with dignity and respect in a nondiscriminatory manner.

ENVIRONMENT
The faculty believe that the environment is multidimensional, global, dynamic, and integral to persons and their biopsychosocial, spiritual, and cultural needs. Environment encompasses diverse sociocultural, psychological, technological, and physiological elements. These elements influence and are influenced by the interaction of legal, ethical, physical, economic, sociological, and political forces. People experience the environment as individuals, families, and communities who share common beliefs and values. Given the dynamic and reciprocal relationship between the person and the environment, nursing must be responsive to lifestyle and environmental factors that are major determinants of population health.

HEALTH
The faculty believe that health is a dynamic process across the life span, up to and including end-of-life. Individual and population-based health is defined and influenced by the health/illness beliefs, values, attitudes, and practices of individuals, families, communities, and populations. Health is defined by the individual. Dynamic relationships among evolving individuals, families, and communities and changing social and environmental contexts are critical determinants of health.

NURSING
The faculty believe that nursing is a professional discipline that is both an art and a science. Nursing focuses on the person as individuals, families, communities, and populations in a caring and holistic manner. Nursing is a process of simultaneous, purposeful actions that are theory-based, contextual and grounded in critical thinking, clinical reasoning, and the scientific method. The goal of nursing is to promote optimal health and prevent disease and injury at individual and population levels. As practitioner, teacher, leader/manager, and consumer of research, the baccalaureate nurse values a sense of inquiry and participates in the process of retrieval, appraisal, and synthesis of evidence in collaboration with the person and other inter-professionals to guide practice - and improve patient outcomes. At the master’s level, the advanced practice nurse assumes leadership as a practitioner, educator, manager/administrator, consultant, and researcher in specialized areas of nursing practice. The faculty believe that it is essential to educate nurses who view the profession as a scientific discipline possessing a belief system reflecting ethical values, practice according to professional standards, demonstrate concern for humankind, and commit to life-long learning, self-reflection and ongoing self-awareness development.

Effective May 1992
Revised May 1996; December 1999; December 9, 2005; April 17, 2009
ORGANIZING FRAMEWORK

The graduate program builds on the tenets of the undergraduate curriculum. The knowledge and competencies acquired in the generalist preparation of the baccalaureate graduate provide the foundation for the students’ application of an expanded scientific knowledge base and refined skills for advanced nursing practice in accord with ANA Standards of Clinical Practice. Through the development of competence in the multifaceted roles of advanced nursing practice, the students employ leadership behaviors as they engage in responsible, accountable and autonomous practice designed to meet the changing needs of society.

The core concepts identified in the departmental philosophy and developed in the undergraduate framework—i.e., client, environment, health, nursing, and role development provide the structure for the organization of content and experiences at the graduate level. At the graduate level, the concepts of nursing, health, person, and environment are intergraded within each course across the curriculum. Students demonstrate competence in the use of advanced knowledge, critical thinking, and communication in advanced nursing practice. Students are expected to apply evidence-based knowledge and skills in the use of therapeutic interventions to facilitate clients’ progress toward a goal of optimal wellness within their environment and to impact the delivery of health care.

The core concept of role development is developed progressively within each course in the curriculum with students developing increased competence in multifaceted roles of advanced nursing as practitioner, educator, researcher and leader/manager. The students consistently incorporate historical, personal, legal, political, ethical, cultural, spiritual, economical, developmental, and technological components of nursing and health care as they implement these multifaceted nursing roles in accord with ANA Standards at an advanced level of professional practice. In the implementation of these roles, the students are accountable to the client and work both autonomously and collaboratively with the client, support systems, and a variety of providers in diverse settings to promote, restore and maintain health. As advanced practitioners of nursing, students assume responsibility for coordination and expanding upon caregiving designed to impact the delivery of health care and facilitate the client’s progress toward a goal of optimal wellness.

As students progress across the curriculum, they expand upon their knowledge, skills, values, and professional behaviors through the advanced interpretation and application of the concepts of teaching-learning, research, management, leadership, and consultation to their clinical practice role. Students develop competence in their roles as they collaborate with others who influence the health environment to provide complex nursing care for clients of diverse cultures in a variety of settings.

PRACTITIONER

In the role of practitioner, students synthesize advanced knowledge of nursing and related disciplines as they seek to improve the practice of professional nursing. The students select a model for practice based on their own philosophy and evaluate their professional practice outcomes in relation to identified standards and definitions set forth in the ANA Social Policy Statement, Standards of Practice, Nurse Practice Act, and the ANA Code of Conduct. Students employ critical thinking when they make advanced clinical decisions which reflect established evidence-based knowledge and practice trends. Students incorporate historical, personal, legal, political, ethical, cultural, spiritual, economical, and technological components of nursing and health care as they plan care to enhance the optimal wellness of diverse client populations. Students take a comprehensive approach to advanced nursing practice, demonstrating the ability to foresee and discuss care options and potential short range consequences of their care. Students progressively demonstrate advanced clinical competence...
in the use of critical thinking, clinical decision making, effective communication, and nursing intervention. They perform interprofessional collaboration, consult with clients and others in formulating clinical decisions, designing, implementing, and evaluating practice interventions as they provide direct and indirect care to clients in diverse settings.

EDUCATOR
In the role of educator, students apply advanced knowledge of the teaching/learning process to define the learning needs of clients related to health. They appropriately intervene, using effective communication skills, to promote an optimal level of wellness. The students use their expertise to provide information when there is a knowledge deficit and when new information is needed to resolve a health problem or improve the quality of care within systems and organizations. They progressively assume increased responsibility for the design, development, implementation, and evaluation of curriculum/programs designed to meet the needs of designated populations.

RESEARCHER
In the role of the researcher, students critically analyze, apply, and assist others to apply scientific knowledge and relevant evidence-based research findings to improve the quality of professional nursing practice. As students' progress in their clinical courses, they incorporate relevant evidence-based research findings in advanced nursing practice and other sciences, and function as change agents to resolve practice problems and disseminate results.

LEADER/MANAGER
In the role of leader/manager, the students use knowledge of organizational and systems leadership management, and consultation theories as they assume leadership and managerial roles to assist clients to meet their health care needs. Through ethical and clinical decision making, effective working relationships, and a systems-perspective students employ advocacy strategies within their practice settings; guide quality improvement activities, and serve as an advisor for administrators on clinical issues. Students evaluate the impact of organizational structure and function on the health care delivery system and subsequently use technological systems and a variety of strategies to enhance positive change processes and effectiveness in the delivery of health care and the attainment of client goals within their practice setting. Students collaborate with clients, support systems, and other health care professionals to influence the health care environment in managing and coordinating care for clients. They assume responsibility for the coordination of interdisciplinary services designed to improve the quality of health care, provide for continuity of care and assist clients to effectively interface with the health care system. As one means of achieving these outcomes, students develop, implement and evaluate health care programs designed to meet the changing needs of clients. In initiating these programs, students develop an understanding of, and familiarity with, health care financing and economics. As advanced practitioners, students also assume an active role in evaluating social and health care policies in their area of specialization. Through social and political action, students accept a leadership and client advocacy role as they seek to effect change in health care and influence social and political systems at local, state, national, and international levels.

Note: Client refers to individuals, families, communities, and aggregate/clinical populations

CONCEPTUAL MODEL
BACCALAUREATE CURRICULUM

Consumer of Research

Critical Thinking

Fundamental

Nursing Practitioner

Holistic

Teacher

Leadership/Manager

Communication

Nursing Knowledge, Skills, Values & Professional Behaviors

Person

Needs

Health Promotion

Health Accountability

Health Restoration

Life Span

Community

Biopsychosocial

Cultural

Ethical

Socioeconomic

Global Environment

Physical

Psychological

School/University

Legal

6/15/96 Revised 12/29 Fac. Assembly
Revised 2/16/01 Fac. Assembly
Revised 12/19/05 Fac. Assembly

BLOOMSBURY, UNIVERSITY
Department of Nursing

BLOOMSBURY TENNIS HALL 1995
**GRADUATE PROGRAM GOALS**

The Goals of this program are to assist students in selected areas of differentiated advanced nursing practice to:

1. Analyze, synthesize, and translate knowledge from a variety of resources and experience to develop an evidence-based, comprehensive, and ethical approach to health care delivery in a global society.

2. Employ critical thinking and ethical clinical decision-making skills to provide quality, cost effective, and safe health care for diverse client populations in a variety of settings.

3. Use effective communication skills in the enactment of multifaceted professional roles in accord with standards of practice and AACN Essentials.

4. Navigate across the healthcare system to integrate safe care services.

5. Demonstrate personal quality and professional behaviors to reflect life-long learning and the ability to build and lead collaborative interprofessional care teams.

*Note: Client refers to individuals, families, communities, and aggregate/clinical populations*

**GRADUATE PROGRAM OUTCOMES AND COMPETENCIES**

As a nurse in select areas of advanced practice, the graduate of this program will:

1. Recognize, apply, and integrate scientific knowledge from nursing and related fields to provide clinical prevention and ethical population care, across diverse settings to improve the health of clients.
   a. critically examine and integrate knowledge from nursing and other related fields.
   b. use knowledge from nursing and other related fields to provide comprehensive, client centered, and culturally sensitive health care to diverse populations in a variety of settings.
   c. plan, deliver, manage, and evaluate ethical evidence-based clinical prevention and population care and services.
   d. select and use a theoretical framework to guide advanced professional practice.
   e. use standards of professional nursing and a code of ethics to guide advanced professional practice (ANA Social Policy Statement, ANA Standards of Practice, ANA Code of Ethics, AANA Standards of Practice & Code of Ethics, AACN Essentials, and QSEN).
   f. engage in an ethical decision-making process to provide comprehensive health care.
2. Use advanced skills in critical thinking and problem-solving to provide high quality, safe, and cost-effective health care delivery for diverse client populations in a variety of settings.
   a. synthesize advanced knowledge from nursing science and related disciplines to provide high quality and safe health care.
   b. Employ critical thinking and ethical clinical decision-making that reflect current knowledge and advanced practice trends.
   c. develop a comprehensive data base using knowledge and skills that reflect the standards of advanced practice.
   d. collaborate with other health care providers and the client in developing, implementing, and evaluating interventions.
   e. plan interventions that reflect a safe and cost effective approach to health care delivery.
   f. design and deliver culturally competent health care to diverse client populations.
   g. evaluate health outcomes and modify plans to effectively attain optimum health outcomes in a cost effective manner.

3. Use effective communication skills, interprofessional collaboration, and patient care technology to improve the delivery and management of client health outcomes.
   a. develop and use effective communication strategies for delivering health care to clients.
   b. communicate, collaborate, and consult with other health professionals to manage and coordinate care.
   c. use relevant healthcare technology and a wide range of resources to improve client outcomes.
   d. demonstrate effective communication skills using information systems/technology resources to implement quality improvement initiatives and support decision making and practice.
   e. disseminate nursing knowledge to professionals within the health care system to improve health care outcomes for clients.

4. Translate and integrate research findings as a basis for clinical and organizational decision making.
   a. identify clinical problems for nursing research within the health care setting.
   b. evaluate research for relevance to advanced nursing practice.
   c. use knowledge from nursing science and other disciplines to initiate change and analyze outcomes of health care based on critical analysis and its relevance.
   d. Apply the research process to appraise and develop nursing’s body of knowledge.
   e. promote and disseminate research designed either to improve health care delivery or to improve health outcomes.
5. Assume an organizational and system leadership role in the design, implementation, and evaluation of human, fiscal, and physical health care resources in a variety of health care systems to promote high quality and safe client care.

   a. use knowledge of management, leadership, organization, and economic theories to provide leadership and management of the delivery of health care services.
   b. develop an ethical, safe, and cost-effective plan for health care delivery in diverse health care settings.
   c. apply leadership principles to intervene at the systems level to effect change in health care and health policy on local, state, national, and international levels.
   d. serve as a consumer advocate in health policy formulation at the local, state, and federal levels to employ advocacy strategies to influence health and health care.
   e. articulate the significance of advanced nursing practice roles to policy makers, health care providers, and consumers.
   f. demonstrate fiscal accountability for one's own practice in the management of human fiscal and health care resources.

6. Employ personal qualities and professional behaviors to participate in the profession and influence the healthcare outcomes for clients and systems through both indirect and direct care interventions.

   a. demonstrate professional accountability by adhering to professional standards of advanced practice.
   b. integrate personal values and standards of professional practice into the advanced practice role to enhance the delivery of health care.
   c. evaluate personal and professional goals in an ongoing manner and formulate plans to achieve them.
   d. participate in educational and experiential activities designed to attain identified goals and to maintain competence in advanced practice.
   e. participate in professional organizations at the local, state, and national levels.
   f. articulate differentiated advanced practice nurse roles to others.
   g. recognize the responsibility of mentoring others in the role of the advanced practice nurse.
   h. collaborate with others in continually evaluating health care delivery and outcomes.

DON Revised 5/95; Revised February 2000; October 18, 2001; May 2011; June 2013
ABOUT THE PROGRAM

Nursing (M.S.N.)
The Master of Science in Nursing (M.S.N.) program prepares nurses to function as an Adult Gerontology Primary Care or Family Nurse Practitioner (45 or 54 credits), Community Health with a focus on Administration or School Health (39 credits), Administration (42 credits) and Nurse Anesthesia (68 credits). Nurses who are already certified and currently practicing as a C.R.N.P., C.N.M., or C.R.N.A. may receive credit for their previous education and complete a M.S.N. with 30 credits of coursework. Graduates of the Nurse Practitioner program are eligible to sit for national certification examinations.

Accreditation
The M.S.N. program is accredited by the Commission of Collegiate Nursing Education (CCNE). Any further information regarding the program and CCNE accreditation status may be obtained by contacting the Commission on Collegiate Nursing Education at One DuPont Circle NW, Suite 530, Washington, D.C., 20036 or call (202) 887-6791. The Adult Gerontology Primary Care and Family Nurse Practitioner Programs are fully approved by the Pennsylvania State Board of Nursing and graduates of these programs are eligible to apply for Pennsylvania certification/licensure by the Pennsylvania State Board of Nursing upon passing national certification examination. The Nurse Anesthesia Program is approved by the Council on Accreditation for Nurse Anesthesia Educational Programs.

Community Health Specialization
This option is designed to prepare the graduate in community health nursing in either public health administration or in school health nursing. The main focus is on preparing the graduate to assume a leadership/management role in a specific area of community health nursing, working with special populations and communities to promote and improve community health. Students develop competence in the multifaceted role of a specialist and use their advanced knowledge, responsible decision-making, innovative problem solving and communication to promote change in the community. As advanced practitioners, they engage in the competent use of the nursing process to diagnose the health problems of special populations to design programs to facilitate optimal wellness within the community environment, and improve the delivery of health care, health education, early detection and screening and prevention services. As advanced practitioners, they serve as consultants and engage in social, ethical and political actions to influence and initiate change in health care policy in order to promote community health.

Adult-Gerontology Primary Care Nurse Practitioner and Family Health Nurse Practitioner Options
These options are designed to prepare the graduate as either an adult-gerontology primary care nurse practitioner or a family nurse practitioner. The core concept of role development in both options focuses on the progressive development of competence in the multifaceted roles of advanced practice nursing practice as practitioner, researcher, leader/manager, consultant, and educator. The programs emphasize the role of the advanced practitioner as a provider in independent and collaborative direct health care to adults, older adults, and families. In addition, a rural community focus enables students to develop competence in assessing a community, identifying health needs and implementing programs that may occur at the individual level in the practice setting. Thus, nurse practitioners are keenly aware of the effect of the community on the individuals and families seen in practice. Student nurse practitioners provide direct care for individuals and families under the guidance of their clinical preceptors. They also engage in social, ethical and political actions to influence and initiate change in health care policy and its effect on health care delivery. Finally, students are encouraged to continue their professional growth and aid the professional development of others by serving as role models and mentors.
**Nursing Administration Specialization**
This option is designed to prepare the graduate to assume a leadership role in nursing administration. Through the development of competence in the multifaceted role as nurse administrator, students engage in responsible decision-making, innovative problem solving and development of leadership style designed to be effective in managing an organization. The program emphasizes the acquisition of essential management skills including organizational assessment, budget and accounting, principles of management, information systems and ethical behavior in organizations. As a nurse administrator, students serve in a direct role in impacting the delivery of health care for specific populations. Social, ethical and political actions are emphasized to initiate and affect change regarding the development of health care policy.

**Nurse Anesthesia**
This option is designed to prepare the graduate as a certified registered nurse anesthetist. Primary goals of the program are to provide a higher level of scientific background and practical experience, to function as an integral part of the health care team, to prepare the student for instructional and leadership roles, and to facilitate the successful completion of the Certification Exam for Nurse Anesthetists. The program emphasizes the acquisition of essential knowledge and skills including the ability to apply theory and research knowledge gained from nursing, the sciences, and humanities to provide optimum care to the patient, evaluate the patient preoperatively, anticipating requirements necessary in the peri-operative and post-anesthesia phases, administer a safe and physiologically sound anesthetic, demonstrate proficiency in the utilization of research findings both as the sole investigator and in collaboration with colleagues, develop leadership skills necessary in the role as clinician, teacher, researcher, advocate, manager, and consultant, acquire an appreciation for involvement in the professional activities of the local, regional, and national organization, and relate to and interact with the total health care community of which anesthesiology is one component.

**MSN Program for Individuals Currently Practicing as CRNA, CRNP, or CNM**
This option recognizes individuals already certified and practicing as a CRNA, CRNP, or CNM by offering credit for clinical accomplishment and enables these individuals to complete core competencies of an advanced practice nurse without needing to repeat clinical requirements.

**MSN Program for Individuals Currently Practicing as Certified School Nurse**
This option recognizes individuals already certified and practicing as a Certified School Nurse by offering credit for clinical accomplishment and enables these individuals to complete core competencies of an advanced practice nurse without needing to repeat clinical requirements.
DEGREE REQUIREMENTS

Students may select either full-time or part-time study depending on their individual needs. Classes are scheduled in late afternoon and evening to facilitate progression in either type of study. In addition, all core courses are offered online. Clinical courses usually require experiences held during the day as dictated by the work schedules of the clinical preceptors and the hours of operation of the clinical facility. Core courses are required for all areas of specialization. This reflects the philosophy that advanced nursing practice shares a common theoretical basis regardless of specialization.

Core courses for all program options (12 credits)
- NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice - 3 cr.
- NURSING 502 Epidemiology: Concepts for Advanced Nursing Practice - 3 cr.
- NURSING 503 Bases of Research for Advanced Nursing Practice - 3 cr.
- NURSING 520 Community Assessment and Planning – 3 cr.

Sequence for Adult-Gerontology Primary Care Nurse Practitioner (33 additional credits)
- NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse - 3 cr.
- NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse - 3 cr.
- NURSING 508 Lifespan Health Assessment & Promotion for the Advanced Practice Nurse 
  (60 clinical hours) - 6 cr.
- NURSING 515 Diagnosis and Management of the Adult & Aged I (200 clinical hours) - 6 cr.
- NURSING 529 Comprehensive Assessment of the Older Adult (60 clinical hours) - 3 cr.
- NURSING 516 Diagnosis and Management of the Adult & Aged II (200 clinical hours) - 6 cr.
- NURSING 534 Adult-Gerontology Primary Care Practicum & Seminar (200 clinical hours) - 6 cr.

Sequence for Family Nurse Practitioner (42 additional credits)
- NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse - 3 cr.
- NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse - 3 cr.
- NURSING 508 Lifespan Health Assessment & Promotion for the Advanced Practice Nurse 
  (60 clinical hours) - 6 cr.
- NURSING 515 Diagnosis and Management of the Adult & Aged I (200 clinical hours) - 6 cr.
- NURSING 529 Comprehensive Assessment of the Older Adult (60 clinical hours) - 3 cr.
- NURSING 516 Diagnosis and Management of the Adult & Aged II (200 clinical hours) - 6 cr.
- NURSING 522 Family Health Nursing Theory - 3 cr.
- NURSING 517 Diagnosis and Management of Children & Pregnant Women 
  (200 clinical hours) - 6 cr.
- NURSING 541 Family Primary Care Nurse Practitioner Practicum and Seminar 
  (200 clinical hours) - 6 cr.

Sequence for Community Health Specialization (27 additional credits)

EITHER:
- Required for Community/Public Health:
  - NURSING 551 Transcultural Health Issues – 3 cr.
  - NURSING 522 Family Health Nursing Theory – 3 cr.
  - MGMT 515 Principled Leadership, Ethics & Professional Development – 3 cr.
  - MGMT 567 Managing People in Organization – 3 cr.
  - Elective (3 cr.)

OR:
- Required for School Health:
  - NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse - 3 cr.
  - NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse - 3 cr.
  - NURSING 509 Theory in School Nursing - 3 cr.
  - NURSING 521 Nurse as Health Educator Within School System – 3 cr.
  - NURSING 522 Family Health Nursing Theory – 3 cr.
  - NURSING 551 Transcultural Health Issues – 3 cr.
  - Elective (3 cr.)

AND:
- NURSING 511 Community Health Nursing I (clinical) - 6 cr. – only Community/Public Health
- NURSING 531 Community Health Nursing II (clinical) - 6 cr.

Elective - Graduate-level courses to fulfill elective requirements are chosen by the student and an adviser based on career needs, clinical requirements and role development. Electives may be selected from graduate courses in psychology, political science, business, communication disorders, speech communication, education and nursing.
Nursing Administration Specialization (30 additional credits)

Business Courses (18 credits):
- MGMT 560 Operations Management - 3
- ACCT 511 Financial and Managerial Accounting - 3
- MGMT 582 Human Resource Skills for Managers - 3
- MGMT 580 Managerial Decision Making - 3
- MGMT 551 Marketing Management - 3
- ITM 590 Strategic Information and Technology Management - 3

Clinical Practicum (12 credits):
- NURSING 513 Management and Organizational Behavior in Nursing Administration (clinical) - 6
- NURSING 533 Management and Organizational Behavior in Health Care Delivery Systems (clinical) - 6

Optional Completion of Master's in Business Administration (15 additional credits)
- ACCT 500 MBA Assessment - 0
- FIN 535 Financial Management - 3
- MGMT 515 Principled Leadership, Ethics & Professional Development - 3
- MGMT 567 Managing People in Organizations - 3
- MGMT 576 Global Business - 3
- MGMT 581 Strategic Management - 3

Nurse Anesthesia (56 additional credits)

Additional Core Courses (12 credits)
- NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse - 3
- NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse - 3
- NURSING 508 Lifespan Health Assessment and Promotion for Advanced Nursing Practice - 6

Anesthesia Courses (44 credits)
- NURSING 518 Theoretical Foundations of Anesthesia Nursing 1 - 3
- NURSING 523 Scientific Foundations of Anesthesia Nursing 1 - 3
- NURSING 524 Scientific Foundations of Anesthesia Nursing II - 3
- NURSING 525 Pharmacology for Anesthesia - 3
- NURSING 526 Advanced Physiology for Anesthesia Nursing I - 3
- NURSING 527 Advanced Physiology for Anesthesia Nursing II - 3
- NURSING 528 Chemistry and Physics in Anesthesia Nursing - 4
- NURSING 535 Anesthesia Nursing Practicum and Clinical Conference I - 2
- NURSING 536 Anesthesia Nursing Practicum and Clinical Conference II - 3
- NURSING 537 Anesthesia Nursing Practicum and Clinical Conference III - 3
- NURSING 538 Advanced Anesthesia Nursing Practicum and Clinical Conference I - 4
- NURSING 539 Advanced Anesthesia Nursing Practicum and Clinical Conference II - 5
- NURSING 540 Advanced Anesthesia Nursing Practicum and Clinical Conference III - 5

Options for Certified Nurse Anesthetists, Nurse Practitioners and Nurse Midwives – (30 credits total)

Advanced placement credits are awarded to those individuals already certified and practicing as a CRNA, CRNP, or CNM.

Completion of the MSN requires 30 credits as described below.
- NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice - 3
- NURSING 502 Epidemiology: Concepts for Advanced Nursing Practice - 3
- NURSING 503 Bases of Research for Advanced Nursing Practice - 3
- NURSING 520 Community Assessment and Planning - 3
- Education/Management Electives - 9
- Independent Study, Clinical Project(s)/Thesis - 3-6

Electives - Elective requirements are as described under the community health specialization. - 3-6
Graduation Requirements. Upon fulfillment of the following, the student is awarded a master of science in nursing degree:

Completion of all coursework, attaining the grades required and maintaining a minimum cumulative QPA of 3.0.

Completion of a comprehensive examination offered at the conclusion of the final clinical course in each of the specialty areas. The exam is not included as part of any course grade and meets university guidelines.

A comprehensive program assessment exit interview with the program coordinator to provide student input to facilitate program evaluation.

Completion of all option requirements.
Master of Science in Nursing

DESCRIPTION OF GRADUATE COURSES IN NURSING

NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice (3) – Focuses on examination of philosophical and theoretical constructs related to role development in advanced nursing practice. Advanced Practice domains of clinical practice, teaching and coaching, consultation, intra and interprofessional collaboration, care coordination, conflict resolution, research, nursing theory, leadership, quality improvement advocacy, and ethical decision making are explored. The reciprocal interrelationships among theory, theoretical frameworks and conceptual models, domains of practice, and research as integral components of nursing science development, evidence-based advanced nursing practice, education, and leadership are investigated. Theory development and strategies for the evaluation and testing of theories are explored. The student will identify concepts, principles and strategies inherent in a variety of nursing and related theories, (i.e., systems, change, professional socialization, leadership, chaos, complexity, organizational, etc.) to serve as a framework for the development and enrichment of own advanced practice roles. The student will analyze and apply the tenets of a conceptual model or theory of nursing to own philosophy of advanced nursing practice and potential practice issues/situations.

NURSING 502 Epidemiology: Concepts and Principles for Advanced Nursing Practice (3) - Provides conceptual orientation and knowledge of techniques from epidemiology as a basis for all aspects of population-based practice in advanced nursing. The epidemiological perspective presented as a framework for assessing the well-being of populations and designing, implementing, and evaluating strategic nursing and health care interventions. Students will apply basic epidemiologic research designs in the investigation, analysis, and proposed solutions to observed patterns of health states. 

NURSING 503 Bases for Research for Advanced Nursing Practice (3) – Provides a deeper understanding and critical appraisal of nursing research for application to evidence-based practice. Application of the steps of evidence-based nursing practice is stressed. The proper formulation of Population Intervention Comparison Outcome Time (PICOT) questions, learning how to search relevant data bases for evidence, critically appraising the evidence, and synthesizing the research findings are all emphasized. Development of a plan for implementation of the evidence and/or for generating additional evidence to improve nursing practice is addressed.

NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse (3) – Provides the central concepts of physiology and pathologic mechanisms of disease that serve as a major component in the foundation for clinical assessment and management of individuals across the lifespan. The focus of the course is on etiology, pathophysiology, clinical manifestations, evaluation, and treatment of commonly encountered acute and chronic clinical conditions of children, adults, and older adults. Evidence-based research regarding pathological changes in disease states is synthesized and applied to current advanced nursing practice. In addition, major lab studies useful for verifying abnormalities are discussed.

See prerequisite below:

Anatomy & Physiology Prerequisite for Nursing 504

1. Prior to enrollment in Nursing 504 students are required to successfully complete an online course prerequisite requirement on anatomy and physiology.
2. The pre-requisite requirement is adapted from a Bloomsburg University Library resource: Primal Pictures
3. Primal Pictures has 20 interactive modules covering every body system with accurate and interactive 3D anatomy and media rich physiology content that brings this complex subject to life. The modules also include case studies, geriatric/aging sections, and interactive quizzes.
4. The Primal Picture course modules are located on the Bloomsburg University Library webpage. The link “Databases A-Z”, and go to “P” for Primal Pictures.
5. Nursing students are expected to view this material prior to the start of the course of Nursing 504.
6. Students are required to take a quiz at the start of the Nursing 504 course to demonstrate adequate knowledge of normal anatomy and physiology. This quiz will be worth 10% of their final grade.
NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse (3) – Provides the fundamentals of pharmacokinetic and pharmacodynamic properties of drugs across the lifespan affecting all body systems. Proper prescribing and monitoring procedures for various drug regimens used to treat common disease states are presented. Classification of pharmaceuticals will be reviewed in relation to indications for use and evidence of efficacy. Clinical usage of select drugs and rationale for drug therapy based on the relationship of physiologic factors of disease processes and drug mechanisms will be discussed. Adverse reactions, interactions, problems related to nutritional, developmental, and health status will be explored. Legalities and regulations of prescriptive privileges, sociocultural implications of drug therapy, and patient teaching are addressed. Prerequisite: NURSING 504.

NURSING 508 Lifespan Health Assessment and Promotion for Advanced Nursing Practice (6) – This course focuses on developing the student’s competence in performing health/physical assessment across the lifespan. Learning experiences are provided for synthesizing cognitive knowledge with psychomotor skills. Throughout the course emphasis is placed on the importance of communication and observational skills in conducting a holistic assessment for the purpose of developing a thorough understanding of this individual in order to determine appropriate and effective health care, including health promotion strategies across the lifespan. This assessment includes genetic, social, environmental, functional, cultural, spiritual, psychosocial, developmental and comprehensive physical examination. Prerequisite or corequisite: NURSING 504.

NURSING 509 Theory of School Health Nursing (3) – Provides an overview of coordinated school health programs and the role of the school nurse. The focus is on the implementation of a coordinated school health program based on local and state mandates and laws. Emphasis is placed on the relationship between a coordinated school health program and Healthy People objectives.

NURSING 511 Community Health Nursing I (6) - Focuses on the role development of the clinical nurse specialist in community health nursing. Students apply advanced knowledge, skills and critical thinking in the competent use of the nursing process with populations and the community as a whole. Evaluation and refinement of a model for advanced practice provide a framework for the student’s development of the multifaceted roles of practitioner, educator, researcher, consultant and leader/manager. Leadership principles and strategies are applied as students assess and analyze the health status and determinants of health of populations and the total community. Students collaborate and coordinate with other community health nurses, a variety of providers, and clients in a diversity of settings to plan and develop innovative programs designed to meet identified health needs of risk populations in the community. Weekly seminars assist and enable the students to participate in the analysis of current community health issues, develop research skills, and understand the development and operationalization of health policies within community health programs. Prerequisites: NURSING.501, NURSING.502, NURSING.503, NURSING.504, NURSING.507 and NURSING.508. Two hours/week, clinical for 12 hours/week.

NURSING 513 Management and Organizational Behavior in Nursing Administration (6) - Applies managerial theories and concepts to nursing administration. Focuses on the synthesis and utilization of managerial principles, organizational behavior, management information systems, operations management and financial accounting in nursing administration for the delivery of effective health care. Fall semester only. Prerequisites: 40.512, 91.504, 91.524, 93.501, 93.566, NURSING 501, NURSING 502, NURSING 503, NURSING 520. Two hours/week, practicum for 12 hours/week.

NURSING 514 Independent Study (3) - Student works with a faculty preceptor in conducting an individualized study related to a particular area of clinical interest.

NURSING 515 Diagnosis and Management of the Adult and Aged I (6 credits – 200 hours clinical) Focuses on the diagnosis and management of health problems in young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old and old-old adults) in the primary care setting. Emphasis is placed on developing knowledge related to the most common diagnoses and health problems across the entire adult-older adult age spectrum in primary care. These include, but are not limited to, cardiac, respiratory, endocrine, mental health, and renal diagnoses and problems. In addition, the course addresses issues related to the role of the nurse practitioner and provides opportunities to discuss these as the student begins the transition to this advanced practice nursing role in primary care. Prerequisites: NURSING 502, NURSING 507, NURSING 508.
NURSING 516 Diagnosis and Management of the Adult and Aged (6 credits – 200 hours clinical)
Focuses on the diagnosis and management of health problems in young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old and old-old adults). Emphasis is placed on developing knowledge related to the most common diagnoses and problems across the entire adult-older adult age spectrum in primary care. These include, but are not limited to, ears, eyes, nose, throat, abdomen, neurological, musculoskeletal, and reproductive diagnoses and health problems. In addition, the course addresses issues related to the role of the nurse practitioner and provides opportunities to discuss these as the student continues the transition into the advanced practice nursing role in primary care. Prerequisites: NURSING 515

NURSING 517 Diagnosis and Management of Children and Pregnant Women (6 credits – 200 hours clinical)
Focuses on the assessment, diagnosis, and management of infants, toddlers, children, and pregnant women with common episodic and chronic conditions within the context of their families, social environment, and culture. Emphasis is on the developmental stages, age appropriate primary and secondary prevention and risk reduction strategies using evidence-based guidelines. In addition, the course addresses issues related to the role of the nurse practitioner and provides opportunities to discuss these as the student begins the transition to the family nurse practitioner role in primary care.

NURSING 519 Independent Advanced Clinical Project (3-6) – Student works with a faculty preceptor in conducting an independent and individualized program of clinical study related to a particular area of interest.

NURSING 520 Community Assessment and Planning (3) - Provides students with knowledge and skills to perform a comprehensive community assessment and develop a program for an identified health need of a population. Students will use concepts from nursing theory, epidemiology, cultural principles and evidence-based practice research to identify a community population need, develop a proposed solution and plan of intervention to reach an improved health outcome. The preparation of a grant proposal to address the community/population need will be a major focus of this intervention.

NURSING 521 Nurse as Health Educator within School System (3) - Focuses on the application of principles of health promotion and health education within the school system. Theoretical content builds on learning theories appropriate to the school age child and families. This course provides the information necessary for the school age child and families. This course provides the information necessary for the school nurse to assess the health education needs of school students, families and school personnel; to plan a specific health program; and, to identify mechanisms for implementation within a school system.

NURSING 522 Family Health Nursing Theory (3)
Provides the student with a broad, systematic perspective on human functioning through analysis and comparison of contrasting models and theories of family health and family nursing. Concepts are then applied to the understanding and assessment of the stages of the normal life-cycle from a multi-cultural, multi-generational perspective upon which to base clinical practice. Students will apply family system concepts and methods to problems related to health and illness faced by families including families experiencing physical and/or mental alterations in health. Relevant research is discussed throughout.

NURSING 529 Comprehensive Assessment of the Older Adult (3 credits – 60 hours clinical)
Prepares the advanced practice nurse for provision of comprehensive, quality, and cost effective primary care for older adults. Theories of physical aging, normal physical changes of aging, psychosocial needs, and the economic, political, socio-cultural, legal, and ethical issues of aging will be explored. Through both the theory component and clinical practicum the student will learn to recognize, evaluate, and manage geriatric syndromes prevalent in the older adult population. Atypical presentation of illness and clinical issues unique to frail older adults will also be explored.
NURSING 531 Community Health Nursing II (6) - Builds upon Practicum I and concentrates on advanced professional nursing. There is an emphasis on the student's increasing independence and self-directed learning. Through the assimilation of additional theory, students continue to apply critical thinking, communication skills, therapeutic interventions and values as they implement and evaluate community health nursing programs and interventions for selected high-risk populations. They function independently and collaboratively with others who influence the health care environment to improve the health of the community. Students continue to engage in social, ethical and political actions which initiate and effect change at the community level. Interventions that assist in the development of public policy based on the assessed needs of populations are stressed. Weekly seminars continue to focus on the analysis of current community health issues, leadership in the development of health policy and research in the advanced practice in community health nursing. Two hours theory and twelve hours clinical per week. Prerequisite: NURSING 511.

NURSING 533 Management and Organizational Behavior in Health Care Delivery System (6) - Seminar format that explores model building and the future directions of organizational structures for advanced nursing practice. Organizational theory provides the framework for organizational characteristics and identifying the organizational strategies and structures with greatest potential for promoting effective performance and organizational growth. Focuses on organizational environments and planned change in the health care delivery system. Course may be taught in another country to provide international aspects. Prerequisite: NURSING 513, consent of the instructor.

NURSING 534 Adult-Gerontology Primary Care Nurse Practitioner Practicum and Seminar (6 credits – 200 hours clinical)
Provides an opportunity for the student to apply knowledge gained throughout the program while gaining entry-level competence in the clinical area. Both clinical and professional role issues are addressed in the theory seminar. Clinical issues will include management of complex patients. Professional issues to be addressed will include assessment of organizations as practice settings, quality of care and risk management, and professional responsibilities of practice. These issues include the influence of, and on, health policy, continuing education, the health education of the community, and clinical research. The focus of the course throughout is on developing confidence and competence as an adult/gerontology primary care nurse practitioner. Prerequisite: NURSING 516

NURSING 541 Family Nurse Practitioner Practicum and Seminar (6 credits – 200 hours clinical)
Provides the student an opportunity to apply knowledge gained throughout the program while gaining entry-level competence in the clinical area. Both clinical and professional role issues within the context of the family are addressed. This is the concluding course for the family primary care nurse practitioner program. Clinical issues will include management of complex patients across the lifespan. Professional issues to be addressed will include assessment of organizations as practice settings, quality of care and risk management, and professional responsibilities of practice in relation to the family as a unit of care. These issues include the influence of, and on, health policy, continuing education, the health education of the family and community, and clinical research. The focus of the course throughout is on developing confidence and competence as a family primary care nurse practitioner.

NURSING 551 Transcultural Health Issues (3) – This course is designed to provide students with a global perspective of transcultural health issues. Students will analyze the cultural, social, educational, economic, political, and environmental forces that contribute to health on an international level. Major cultural and ethnic determinants of health in developed and developing countries will be compared. Approaches used by diverse cultures in various countries in solving their health care problems will be addressed. Research on transcultural health issues will be examined. The role of major international health organizations dealing with cultural and ethical issues in world health will be evaluated.

NURSING 560 Health Concerns in the Classroom (3) - Focuses on health problems of the school-age population and the educator's role in the classroom management of these problems. Health mandates, acute and chronic health conditions of childhood and adolescence, and strategies for maintaining a healthy classroom environment are presented, including the medically fragile child in the classroom.

NURSING 590 Thesis (6) - Available as an elective. Prerequisite: see clinical option advisor.
Clinical Core Course Description for the Nurse Anesthesia Program

**NURSING 518 - Theoretical Foundations of Anesthesia Nursing I (3)**
Introduction to the art and science of the profession as it relates to advanced nursing practice. Progressive, guided instruction into some basic anesthetic principles as well as an understanding of the clinical, ethical, and psychosocial management of the patient receiving anesthesia nursing care. This course also includes the history of the profession and legal aspects relative to contemporary practice settings.

**NURSING 523 - Scientific Foundations of Anesthesia Nursing I (3)**
Focus is on the planning and preparation of anesthesia with emphasis on patients exhibiting more complicated pathophysiology, requiring additional sophisticated non-invasive and invasive monitoring. In-depth study of the biomechanics associated with these techniques for advanced practice nurses is presented.

**NURSING 524 - Scientific Foundations of Anesthesia Nursing II (3)**
A detailed study of the techniques and procedures utilized in caring for the trauma, obstetrical, pediatric, or elderly patient. A section on regional anesthesia, acute and chronic pain, and the complications of anesthesiology is also presented at this time.

**NURSING 526 - Advanced Physiology for Anesthesia Nursing I (3)**
An in-depth study of the cell including its structure and function. Focus is then placed on the study of the anatomic structures and related physicochemical mechanisms governing respiratory and cardiovascular function for advanced nursing practice in anesthesia.

**NURSING 527 - Advanced Physiology for Anesthesia Nursing II (3)**
A study of the anatomic structures and related physiochemical mechanisms governing neurological, endocrine, immune, hepatic systems, and renal function for advanced nursing practice in anesthesia.

**NURSING 525 - Pharmacology for Anesthesia Nursing Practice (3)**
This is a detailed study of the pharmacological principles of inhaled anesthetics, intravenous induction agents, intravenous anesthetics, local anesthetics, muscle relaxants, and clinically important reactions that may be exhibited as related to advanced nursing practice.

**NURSING 528 - Chemistry & Physics in Anesthesia Nursing (4)**
Introduction and elaboration of basic chemical and physical principles. This is an in-depth study of organic and biochemical principles, structure/activity relationships, and various physical processes as their significance is related to the patient's pathophysiologic and pharmacological demands.

**NURSING 535 - Anesthesia Nursing Practicum and Clinical Conference I (2)**
A broad field orientation to clinical practice. Students will be provided with experiences in patient interview, assessment and evaluation, charting, monitoring selection, and familiarization with basic anesthesia equipment. Clinical case conferences will focus on the presentation of case studies and the discussion of patient outcomes.

**NURSING 536 - Anesthesia Nursing Practicum and Clinical Conference II (3)**
A continuation of NURSING 535. Through individually supervised instruction, the student utilizes the knowledge and skills related to anesthesia and advanced practice nursing in the academic and/or clinical phases. Clinical case conferences will focus on the presentation of case studies and the discussion of patient outcomes. A journal club will be a component part of this clinical conference.
NURSING 537 - Anesthesia Nursing Practicum and Clinical Conference III (3)
A continuation of NURSING 535 and NURSING 536 with the addition of enriching and innovative anesthesia experiences which broadens and improves the quality of the advanced nursing practice in anesthesia. Clinical case conferences will focus on case presentations, mortality and morbidity reviews, and departmental in-service presentations. Students will have the opportunity to lead and critique presentations made by peers during clinical case conferences.

NURSING 538 - Advanced Anesthesia Nursing Practicum and Clinical Conference I (4)
Beginning in the senior year, students are assigned to a specific surgical specialty service, on a rotating basis, where the focus is on those aspects of anesthesia nursing care particular to that specialty. Clinical conferences will focus on specialty service case reviews, mortality and morbidity reviews, and case presentations. A journal club will be a component part of the clinical conference related to surgical specialty topics.

NURSING 539 - Advanced Anesthesia Nursing Practicum and Clinical Conference II (5)
Emphasize the development of a practitioner who can assume an independent role in providing anesthesia care to the critically ill patient. Focus is on the scholarly development of the student in regard to evidence based practice. An evidence-based practice issue specific to the critically ill patient will be explored and will result in a scholarly paper and interprofessional presentation.

NURSING 540 - Advanced Anesthesia Nursing Practicum and Clinical Conference III (5)
Emphasize the development of an independent practitioner who can assume a leadership role as a member of the anesthesiology community. Performance improvement measures are addressed in this last practicum course. To enhance the scholarly development of the student, additional time is spent on an area of interest with the expectation that meaningful clinical research will be conducted. An evidence-based practice issue will be explored and will culminate in a paper submitted for publication and a professional presentation. An additional focus of this course is on preparation for the National Certification examination.
SECTION III

MASTER OF SCIENCE IN NURSING PROGRAM

ADMISSION AND PROGRAM PLANNING
DEPARTMENT OF NURSING ADMISSION POLICIES/PROCEDURES

For current information pertaining to Bloomsburg University's admission policies and procedures refer to Bloomsburg University Graduate Studies catalogue online at www.bloomu.edu.

ADMISSION REQUIREMENTS

All application materials should be submitted directly to the Office of Graduate Studies.

I. B.S.N.-M.S.N. Program: In addition to meeting the general admission requirements for the School of Graduate Studies, applicants with a B.S.N. must comply with the following criteria:

1. A baccalaureate degree in nursing from a nationally-accredited school program.
2. An unencumbered license to practice professional nursing in the state of Pennsylvania.
3. A minimum of one year of clinical practice in direct patient care (post baccalaureate) within the last two years in the selected clinical specialty. For the NP student applicant (Adult Gerontology Primary Care / Family Nurse Practitioner) acute care is the required clinical experience.
4. An undergraduate quality point average (QPA) of 3.0 or higher on a 4.0 scale.
5. Satisfactory completion of the following undergraduate courses: statistics, research and health assessment (as a separate course or integrated concept)
6. Three completed recommendation forms
7. A resume which includes description of professional nursing and/or clinical experience
8. A narrative describing personal and professional career goals for graduate education (rationale and goals for the selected area of advanced practice must be included)
9. Interview following submission and screening of admission materials with option advisor, program director, and graduate council members.
10. Applications are due August 1 for spring semester admission and January 1 for fall semester admission for all options except nurse anesthesia.
11. Applications are due July 1 for the nurse anesthesia program.

Additional requirements for nurse anesthesia option:
12. A minimum of one year of recent critical care experience (ICU, CCU, PICU, NICU).
14. Documentation of an 8 hour shadowing experience with a CRNA.
15. Interview by the joint admission committee following a screening process.

II. R.N.-M.S.N. Program: The Nursing Department also offers an R.N.-M.S.N. program. Applicants with an R.N. must meet criteria 2-4 and 6-10 above and must also meet the following criteria:

- Placement according to Bloomsburg University articulation model.
- Submission of an application that includes an official secondary school transcript and official college transcript from each school attended, regardless of whether credit was earned at the other institution(s).

III. C.R.N.A., C.R.N.P., C.N.M. to M.S.N. Program: C.R.N.A.’s, C.R.N.P.’s and C.N.M.’s may apply to the M.S.N. program by meeting all of the criteria stated under the B.S.N. to M.S.N. program above. Additionally, documentation of successful completion of a nurse anesthetist, nurse practitioner or nurse midwifery program must be submitted.

IV. PA CSN to MSN Program: Certified School Nurses may apply to the MSN program by meeting all of the criteria stated under the B.S.N. to M.S.N. program above. Documentation of successful completion of a school nurse program must be submitted.
PROGRAM PLANNING SESSION

Prior to beginning coursework, the director of the program option will help the student to plan a sequence of study, either full or part time, that will enable the student to complete the program in a timely manner. This plan will be used by the student as a guide for scheduling courses each semester. In addition, program plans are used by faculty to plan for numbers of clinical preceptors and faculty needed for clinical courses.

TRANSFER OF CREDITS

A maximum of nine semester hours in graduate courses taken at other approved colleges or universities may be transferred and credited toward the program if they are applicable to the requirements and are approved by the specialty area advisor and the Dean of Graduate Studies and Research. Courses being transferred must have been taken in residence; must have been assigned a grade of B or higher; and must have covered content which is required for a particular program option or recommended by the clinical advisor for elective credit.

Once formally accepted into the nurse anesthesia option all required courses must be taken at Bloomsburg University. Courses taken before acceptance will transfer according to University policy.
BLOOMSBURG UNIVERSITY
School of Graduate Studies
Request for Transfer of Graduate Courses

Standards for Transfer Courses
A Bloomsburg University graduate student applying for candidacy, or a candidate for a degree, wishing to transfer graduate courses from another accredited college/university must complete this form, obtain the advisor’s and program coordinator’s signature, and return the completed form to the School of Graduate Studies. A maximum of nine semester hours may be transferred. A copy of the course description from the university catalog at which the course was taken must be attached. An official transcript must be forwarded to the School of Graduate Studies upon completion. Approval is required from the student’s advisor, program coordinator, and the Assistant Vice President and Dean of Graduate Studies and Research. Transfer credit must have been earned with a grade of at least B, must be capable of counting toward a graduate degree at the sponsoring institution, be appropriate to the Bloomsburg University program, and be completed no more than six years from the expected date of graduation. Pass/fail grades are not accepted.

Graduate study at Bloomsburg University will provide the student with a rigorous program of study that is based on advanced scholarship. Graduate courses are grounded in the current literature of each field of study and provide the student with the opportunity for research, reflection, and application of current best practices. Workshop courses are not transferable to a graduate degree program at BU. Although creative scheduling may be appropriate for some courses, the credit-clock formula of fifteen contact hours for each graduate credit and one credit each week must be met. Courses with fewer contact hours or meeting over a shorter period of time cannot be transferred. (Adopted 11/8/96)

Student Name __________________________ 6 digit Student ID # ___________  When was/will course be taken ______________

Email: __________________________________________ # of graduate credits previously transferred ______________ (no more than nine credits are allowed in transfer from another institution)

Course(s) to be transferred into a: __________________________ M.Ed. in __________________________ MBA __________________________ MSN __________________________ Au.D. __________________________ Supervisory/Principal Certification __________________________

Note: Courses transferred into a BUSupervisory Certificate program will not appear on your BU graduate transcript.

Name of College/University from which course(s)
is to be transferred (please request official transcript):

1._________________________________________________________ Course # and name: __________________________ Credits: ______________ Dates course was/will be taken: ______________

2._________________________________________________________ __________________________ __________________________ ______________

3._________________________________________________________ __________________________ __________________________ ______________

(Advisor use only)
Transfer course # and name: __________________________ Equivalent BU course or other acceptable elective: __________________________ Credits: ______________

1._________________________________________________________ __________________________ __________________________ ______________

2._________________________________________________________ __________________________ __________________________ ______________

3._________________________________________________________ __________________________ __________________________ ______________

Student Signature ______________________________________ Date: ______________

1. Approved __________________________ Not Approved __________________________ Advisor Signature __________________________ Date: ______________

Exceptions and/or reasons: __________________________________________________________

2. Approved __________________________ Not Approved __________________________ Program Coordinator Signature __________________________ Date: ______________

Exceptions and/or reasons: __________________________________________________________

3. Approved __________________________ Not Approved __________________________ Asst. VP & Dean of Graduate Studies & Research __________________________ Date: ______________

Exceptions and/or reasons: __________________________________________________________

4. Pre Approved Pending "B" or Better
STUDENT: ___________________________  DATE OF APPLICATION: _______________

PHONE: _______________________ (home)   APPLYING FOR: FT/PT (circle)  
         _______________________ (work)   TO BEGIN: _________________

PROGRAM: ________________________

Criteria:  

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<tr>
<th>Criteria</th>
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<td>1. a bachelor's degree with a nursing major from an accredited program.</td>
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<td>2. an undergraduate QPA of 3.00 on a 4.00 scale</td>
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<td>3. satisfactory completion of an undergraduate course in:</td>
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<td>a. statistics</td>
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<td>c. health assessment (as separate course or integrated content)</td>
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<td>4. a license to practice professional nursing in the state of Pennsylvania.</td>
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<td>5. at least one year of direct care clinical practice within the past two years in the selected clinical specialty, acute care for NP students (resume).</td>
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<td>6. three recommendations forms</td>
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<td>7. a current resume/curriculum vitae</td>
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<td>8. a narrative describing personal and professional career goals for graduate education in specialty</td>
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<td>9. interview Date: ______________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised 8/10 MF, July 2014
**MSN PROGRAM – NURSE ANESTHESIA**  
**GRADUATE ADMISSION REQUIREMENTS**

STUDENT: ___________________________  DATE OF APPLICATION: _____________

PHONE: _______________________ (home)  APPLYING FOR: Semester ___________  
_______________________ (work)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Met</th>
<th>Unmet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. a Bachelor's degree with a nursing major from an accredited program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>from __________________ date _____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. Associate degree from __________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. an undergraduate QPA of 3.00 on a 4.00 scale __________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b. Associate degree GPA__________________</td>
<td></td>
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</tr>
<tr>
<td>3. satisfactory completion of an undergraduate course in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. health assessment (as separate course or integrated content)</td>
<td></td>
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</tr>
<tr>
<td>4. Certification: ACLS__________   PALS_________</td>
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</tr>
<tr>
<td>5. a license to practice professional nursing in the state of Pennsylvania.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If not in PA, what state___________________________________________</td>
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</tr>
<tr>
<td>6. at least one year of critical care clinical practice (resume).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>where _________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>type of unit _____________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dates _______________________________</td>
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</tr>
<tr>
<td>7. three recommendation forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_________________________________________________________________</td>
<td></td>
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<tr>
<td>8. a current resume/curriculum vitae</td>
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<tr>
<td>9. a narrative describing personal and professional career goals for Graduate education</td>
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</tr>
<tr>
<td>10. Completion of required courses and clinical experience forms</td>
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</tr>
<tr>
<td>11. Documentation of a shadow experience</td>
<td></td>
<td></td>
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<tr>
<td>Where __________________ CRNA __________________</td>
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<td></td>
</tr>
<tr>
<td>12. interview with Admissions Committee  Date: _________________</td>
<td></td>
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</tr>
</tbody>
</table>

MF/August 2009  
Revised September 2009; Revised July 2014
# MSN Program
## Course Planning for Adult-Gerontology Primary Care Nurse Practitioner Program

**STUDENT:** ___________________________  FT/PT  (circle)  
**ADVISOR:** ___________________________  DATE BEGAN: ____________

### I. Core Courses: (24 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 502 Epidemiology: Concepts for Advanced Nursing Practice (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 503 Bases of Research for Advanced Nursing Practice (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 508 Lifespan Health Assessment and Promotion for Advanced Nursing Practice (6 crs.) (60 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NURSING 520 Community Assessment and Planning (3 crs.)</td>
<td></td>
</tr>
</tbody>
</table>

### II. Clinical Sequence: (21 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Date Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 515 Diagnosis and Management of Adult and Aged I (6 crs.) (200 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NURSING 529 Comprehensive Assessment of the Older Adult (3 crs.) (60 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NURSING 516 Diagnosis and Management of Adult and Aged II (6 crs.) (200 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NURSING 534 Adult-Gerontology Primary Care Practicum &amp; Seminar (6 crs.) (200 clinical hours)</td>
<td></td>
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</table>

**TOTAL CREDITS = 45**
# Adult-Gerontology Primary Care Nurse Practitioner Program (AGPCNP)

## Full-Time Sequence of Study

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr 1</strong></td>
<td><strong>Yr 2</strong></td>
<td><strong>Yr 3</strong></td>
</tr>
<tr>
<td>NURSING 504 Pathophysiology</td>
<td>NURSING 503 Pathophysiology</td>
<td>NURSING 507 Pharmacology</td>
</tr>
<tr>
<td>Across the Lifespan for the</td>
<td>Research for Advanced Nursing Practice</td>
<td>Across the Lifespan for the Advanced Practice Nurse</td>
</tr>
<tr>
<td>Advanced Practice Nurse</td>
<td></td>
<td>3 cr.</td>
</tr>
<tr>
<td>3 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 508 Lifespan Health</td>
<td>NURSING 516 DX &amp; MG Adult &amp; Aged II</td>
<td>NURSING 508 Community Assessment &amp; Planning</td>
</tr>
<tr>
<td>Assessment &amp; Promotion for the</td>
<td>(200 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>Advanced Practice Nurse (60 clinical</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 cr.</td>
<td>NURSING 501 Theoretical Bases</td>
<td>TOTAL 9 cr.</td>
</tr>
<tr>
<td>3 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 12 cr.</td>
<td>NURSING 507 Theoretical Bases</td>
<td>TOTAL 9 cr.</td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> 6 cr.</td>
<td><strong>TOTAL</strong> 9 cr.</td>
<td><strong>TOTAL</strong> 9 cr.</td>
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</tbody>
</table>

## Part-Time Sequence of Study

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yr 1</strong></td>
<td><strong>Yr 2</strong></td>
<td><strong>Yr 3</strong></td>
</tr>
<tr>
<td>NURSING 501 Theoretical Bases for</td>
<td>NURSING 503 Research for Advanced</td>
<td>NURSING 507 Pharmacology</td>
</tr>
<tr>
<td>Development in Adv. Nursing Practice</td>
<td>Nursing Practice</td>
<td>Across the Lifespan for the Advanced Practice Nurse</td>
</tr>
<tr>
<td>3 cr.</td>
<td>3 cr.</td>
<td>3 cr.</td>
</tr>
<tr>
<td>NURSING 520 Community Assessment &amp;</td>
<td>NURSING 502 Epidemiology: Concepts</td>
<td>NURSING 504 Pathophysiology</td>
</tr>
<tr>
<td>Planning</td>
<td>and Principles for Adv. Nursing</td>
<td></td>
</tr>
<tr>
<td>3 cr.</td>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>TOTAL 6 cr.</td>
<td>TOTAL 3 cr.</td>
<td>TOTAL 6 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yr 2</strong></td>
<td><strong>Yr 3</strong></td>
<td><strong>Yr 4</strong></td>
</tr>
<tr>
<td>NURSING 504 Pathophysiology</td>
<td>NURSING 507 Pharmacology</td>
<td>NURSING 509 Comp Ass of Older Adult (60 clinical</td>
</tr>
<tr>
<td>Across the Lifespan for the</td>
<td>Across the Lifespan for the Advanced</td>
<td>hours)</td>
</tr>
<tr>
<td>Advanced Practice Nurse</td>
<td>Practice Nurse</td>
<td></td>
</tr>
<tr>
<td>3 cr.</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td>TOTAL 3 cr.</td>
<td>TOTAL 6 cr.</td>
<td>TOTAL 6 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yr 3</strong></td>
<td><strong>Yr 4</strong></td>
<td></td>
</tr>
<tr>
<td>NURSING 508 Lifespan Health</td>
<td>NURSING 515 DX &amp; MG Adult &amp; Aged I</td>
<td>NURSING 509 Comp Ass of Older Adult (60 clinical</td>
</tr>
<tr>
<td>Assessment &amp; Promotion for the</td>
<td>(200 clinical hours)</td>
<td>hours)</td>
</tr>
<tr>
<td>Advanced Practice Nurse (60 hours of</td>
<td>6 cr.</td>
<td></td>
</tr>
<tr>
<td>clinical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 cr.</td>
<td>TOTAL 6 cr.</td>
<td>TOTAL 6 cr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong> 6 cr.</td>
<td><strong>TOTAL</strong> 6 cr.</td>
<td><strong>TOTAL</strong> 6 cr.</td>
</tr>
</tbody>
</table>

**NOTE:** For students able to take only a single course per semester, the program would be lengthened by one year.

TOTAL CREDITS FOR AGPCNP Program = 45  Clinical hours total = 720

REVISED 6/02, 7/12, 9/12
I. Core Courses: (27 Credits)

NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice (3 crs.)

NURSING 502 Epidemiology: Concepts for Advanced Nursing Practice (3 crs.)

NURSING 503 Bases of Research for Advanced Nursing Practice (3 crs.)

NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse (3 crs.)

NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse (3 crs.)

NURSING 508 Lifespan Health Assessment and Promotion for Advanced Nursing Practice (6 crs.) (60 clinical hours)

NURSING 520 Community Assessment and Planning (3 crs.)

NURSING 522 Family Theory Across the Lifespan (3 crs.)

II. Clinical Sequence: (27 Credits)

NURSING 515 Diagnosis and Management of Adult and Aged I (6 crs.) (200 clinical hours)

NURSING 529 Comprehensive Assessment of the Older Adult (3 crs.) (60 clinical hours)

NURSING 516 Diagnosis and Management of Adult and Aged II (6 crs.) (200 clinical hours)

NURSING 517 Diagnosis and Management of Children & Preg. Women (6 crs.) (200 clinical hours)

NURSING 541 Family Practicum and Seminar (6 crs.) (200 clinical hours)

TOTAL CREDITS = 54

Revised 12/00, 8/10, 6/11, 7/13
### Family Health Nurse Practitioner Program (FNP)

#### Full-Time Sequence of Study

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse</td>
<td>NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse</td>
<td>NURSING 529 Comp Assess of Older Adult (60 clinical hours)</td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td>NURSING 515 DX &amp; MG Adult &amp; Aged I (200 clinical hours)</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NURSING 508 Lifespan Health Assessment</td>
<td>NURSING 502 Epidemiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 cr.</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURSING 501 Theoretical Bases</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td>12 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 2</td>
<td>NURSING 503 Bases of Research</td>
<td>NURSING 522 Family Theory Across the Lifespan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td>NURSING 517 DX &amp; MG of Children and Pregnant Women (200 clinical hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURSING 516 DX &amp; MG Adult &amp; Aged II (200 clinical hours)</td>
<td>6 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 cr.</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>9 cr.</td>
<td></td>
</tr>
<tr>
<td>Yr 3</td>
<td>NURSING 541 Family Practicum &amp; Seminar (200 clinical hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 cr.</td>
<td>NURSING 517 DX &amp; MG of Children and Pregnant Women (200 clinical hours)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURSING 520 Community Assess &amp; Planning</td>
<td>6 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>9 cr.</td>
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</table>

#### Part-Time Sequence of Study

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>NURSING 501 Theoretical Bases</td>
<td>NURSING 503 Bases of Research</td>
<td>NURSING 529 Comp Assess of Older Adult (60 clinical hours)</td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td>3 cr.</td>
<td>3 cr.</td>
</tr>
<tr>
<td></td>
<td>NURSING 520 Community Assess and Planning</td>
<td>NURSING 502 Epidemiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>TOTAL</td>
<td>6 cr.</td>
</tr>
<tr>
<td></td>
<td>6 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 2</td>
<td>NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse</td>
<td>NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse</td>
<td>6 cr.</td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td>3 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td>6 cr.</td>
</tr>
<tr>
<td></td>
<td>3 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 3</td>
<td>NURSING 508 Lifespan Health Assessment (60 hours of clinical)</td>
<td>NURSING 515 DX &amp; MG Adult &amp; Aged I (200 clinical hours)</td>
<td>NURSING 529 Comp Assess of Older Adult (60 clinical hours)</td>
</tr>
<tr>
<td></td>
<td>6 cr.</td>
<td>6 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
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<tr>
<td></td>
<td>6 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 4</td>
<td>NURSING 516 DX &amp; MG Adult &amp; Aged II (200 clinical hours)</td>
<td>NURSING 517 DX &amp; MG of Children and Pregnant Women (200 clinical hours)</td>
<td>3 cr.</td>
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<tr>
<td></td>
<td>6 cr.</td>
<td>6 cr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
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<td></td>
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<tr>
<td></td>
<td>6 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 5</td>
<td>NURSING 541 FNP Practicum &amp; Seminar (200 clinical hours)</td>
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<td></td>
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<tr>
<td></td>
<td>6 cr.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>6 cr.</td>
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</table>

TOTAL CREDITS FOR FNP Program = 54 credits  Clinical Hours 920 hours
REVISED 6/02, 7/12, 9/12, 11/12
MSN PROGRAM
COURSE PLANNING FOR COMMUNITY/PUBLIC HEALTH PROGRAM

STUDENT: ___________________________  FT/PT (circle)  
ADVISOR: ___________________________  DATE BEGAN: _____________

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 501</td>
<td>Theoretical Bases for Role Development in Advanced Nursing Practice (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 502</td>
<td>Epidemiology: Concepts for Advanced Nursing Practice (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 503</td>
<td>Bases of Research for Advanced Nursing Practice (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 520</td>
<td>Community Assessment and Planning (3 crs.)</td>
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</table>

II. Clinical Support Courses: (6 credits)

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURSING 551</td>
<td>Transcultural Health Issues (3 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 522</td>
<td>Family Health Nursing Theory (3 crs.)</td>
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</table>

III. Clinical Sequence: (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 511</td>
<td>Community Health Nursing I (6 crs.)</td>
<td></td>
</tr>
<tr>
<td>NURSING 531</td>
<td>Community Health Nursing II (6 crs.)</td>
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IV. Core Business Courses: (6 credits)

<table>
<thead>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGMT 515</td>
<td>Principled Leadership, Ethics, &amp; Professional Development (3 crs)</td>
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</tr>
<tr>
<td>MGMT 567</td>
<td>Managing People in Organizations (3 crs.)</td>
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V. Electives: (3 Credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

Total Credits = 39
Revised 6/11, 6/13
# Community / Public Health Program

## Full-Time Sequence of Study

<table>
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<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>FALL</strong></td>
<td><strong>SPRING</strong></td>
<td><strong>SUMMER</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NURSING 501 Theoretical Bases for Role Development for ANP 3</strong></td>
<td><strong>NURSING 501 Theoretical Bases for Role Development for ANP 3</strong></td>
<td><strong>NURSING 551 Transcultural Health 3 cr</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NURSING 503 Bases of Research for ANP 3</strong></td>
<td><strong>NURSING 502 Epidemiology: Concepts for ANP 3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NURSING 520 Community Assessment &amp; Planning 3</strong></td>
<td><strong>NURSING 522 Family Health Nursing Theory 3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL 9 cr</strong></td>
<td><strong>NURSING 527 Community Assessment &amp; Planning 3</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Part-Time Sequence of Study</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
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<td><strong>FALL</strong></td>
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<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
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<tr>
<td></td>
<td><strong>NURSING 503 Bases of Research for ANP 3</strong></td>
<td><strong>NURSING 501 Theoretical Bases for Role Development for ANP 3</strong></td>
<td><strong>NURSING 551 Transcultural Health 3 cr</strong></td>
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<td></td>
<td><strong>TOTAL 3 cr</strong></td>
<td><strong>NURSING 522 Family Health Nursing Theory 3</strong></td>
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<td><strong>TOTAL 6 cr</strong></td>
<td><strong>TOTAL 6 cr</strong></td>
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<td><strong>Year 3</strong></td>
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<tr>
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<td><strong>NURSING 520 Community Assessment &amp; Planning 3</strong></td>
<td><strong>NURSING 502 Epidemiology: Concepts for ANP 3</strong></td>
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<td></td>
<td><strong>MGMT 515 Principled Leadership, Ethics, &amp; Professional Development 3</strong></td>
<td><strong>MGMT 567 Managing People in Organizations 3</strong></td>
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<td><strong>TOTAL 6 cr</strong></td>
<td><strong>TOTAL 6 cr</strong></td>
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<td><strong>TOTAL 6 cr</strong></td>
<td><strong>TOTAL 6 cr</strong></td>
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</tbody>
</table>

|    | **TOTAL Credits – 39 credits**                                      |                                                           |                                                       |

**REVISED 8/10, 6/11, 8/13**
I. Core Courses: (18 Credits)  
NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice (3 crs.)  
NURSING 502 Epidemiology: Concepts for Advanced Nursing Practice (3 crs.)  
NURSING 503 Bases of Research for Advanced Nursing Practice (3 crs.)  
NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse (3 crs.)  
NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse (3 crs.)  
NURSING 520 Community Assessment and Planning (3 crs.)

II. Clinical Support Courses: (15 Credits)  
NURSING 509 Theory in School Nursing (3 crs.)  
NURSING 521 Nurse as Health Educator Within School System (3 crs.)  
NURSING 551 Transcultural Health Issues (3 crs.)  
NURSING 522 Family Health Nursing Theory (3 crs.)  
Elective (3 crs.)

III. Clinical Sequence: (6 Credits)  
NURSING 531 Community Health Nursing II (6 crs.)

IV. 82.511 Community Health Nursing I is not required for this program option

Total Credits: 39 Credits

Revised 7/07, 8/10, 6/11, 6/13
# Community/School Health Program

## Full-Time Sequence of Study

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>NURSING 501 Theoretical Bases for Role Development for ANP 3 &lt;br&gt; NURSING 503 Bases of Research for ANP 3 &lt;br&gt; 6 credits</td>
<td>NURSING 522 Family Health Nursing Theory 3 &lt;br&gt; NURSING 502 Epidemiology: Concepts for ANP 3 &lt;br&gt; 6 credits</td>
<td>NURSING 551 Transcultural Health 3 &lt;br&gt; NURSING 509 Theory in School Nursing 3 &lt;br&gt; 6 credits</td>
</tr>
<tr>
<td>Year 2</td>
<td>NURSING 520 Community Assessment &amp; Planning 3 &lt;br&gt; NURSING 504 Pathophysiology 3 &lt;br&gt; 6 credits</td>
<td>NURSING 507 Pharmacology 3 &lt;br&gt; Elective 3 &lt;br&gt; 6 credits</td>
<td>NURSING 531 CHN II (Clinical) 6 &lt;br&gt; NURSING 521 Nurse As Health Educator 3 &lt;br&gt; 9 credits</td>
</tr>
</tbody>
</table>

## Part-Time Sequence of Study

<table>
<thead>
<tr>
<th>Year</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>NURSING 503 Bases of Research for ANP 3 &lt;br&gt; NURSING 520 Community Assessment &amp; Planning 3 &lt;br&gt; 6 credits</td>
<td>NURSING 501 Theoretical Bases for Role Development for ANP 3 &lt;br&gt; NURSING 502 Epidemiology: Concepts for ANP 3 &lt;br&gt; 6 credits</td>
<td>NURSING 551 Transcultural Health 3 &lt;br&gt; NURSING 509 Theory in School Nursing 3 &lt;br&gt; 6 credits</td>
</tr>
<tr>
<td>Year 2</td>
<td>NURSING 504 Pathophysiology 3 credits</td>
<td>NURSING 507 Pharmacology 3 credits</td>
<td>NURSING 521 Nurse As Health Educator 3 credits</td>
</tr>
<tr>
<td>Year 3</td>
<td>Elective 3 credits</td>
<td>NURSING 522 Family Health Nursing Theory 3 credits</td>
<td>NURSING 531 CHN II (Clinical) 6 credits</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS – 39**

REVISED 8/10. 6/11, 8/13
I. Core Courses: (12 Credits)

NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice (3 crs.)

NURSING 502 Epidemiology: Concepts for Advanced Nursing Practice (3 crs.)

NURSING 503 Bases of Research for Advanced Nursing Practice (3 crs.)

NURSING 520 Community Assessment and Planning (3 crs.)

II. Clinical Sequence: (12 Credits) (Elective Credits for MBA Program)

NURSING 513 Management and Organizational Behavior in Nursing Administration (6 crs.)

NURSING 533 Management and Organizational Behavior in Health Care Delivery Systems (6 crs.)

III. Business Courses (18 crs.)

MGMT 560 Operations and Supply Chain Management (3 crs.)

ACCT 511 Financial and Managerial Accounting (3 crs.)

MGMT 582 Human Resource Skills for Managers (3 crs.)

MGMT 580 Managerial Decision Making (3 crs.)

ITM 590 Strategic Information and Technology Management (3 crs.)

MKTG 551 Marketing Management (3 crs.)

MBA Portion of the MSN/MBA Program (18 credits)

MGMT 520 Business Research Methods (3 crs.) (Nursing 503 Substituted)

MGMT 515 Principled Leadership, Ethics, and Professional Development (3 crs)

MGMT 576 Global Business (3 crs.)

FIN 535 Financial Management (3 crs.)

MGMT 567 Managing People in Organizations (3 crs).

MGMT 581 Strategic Management (3 crs.)

ACCT 500 MBA Assessment (0 crs.)

NOTE: Students cannot graduate with the MSN if they desire to complete the MBA degree. Continuation with the remaining 18 credits is required to graduate with a MSN/MBA.
### NURSING Administration Program

#### Full-time Sequence of Study

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<tbody>
<tr>
<td><strong>Yr 1</strong></td>
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<tr>
<td></td>
<td>MKTG 551 Marketing Management</td>
<td>NURSING 501 Theory/Role 3</td>
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<td></td>
<td>NURSING 520 Community Assessment &amp; Planning</td>
<td>NURSING 502 Epidemiology 3</td>
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<tr>
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<td>ACCT 511 Financial &amp; Managerial Accounting</td>
<td>NURSING 503 Bases of Research 3</td>
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<td><strong>Yr 2</strong></td>
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<tr>
<td>MGMT 580 Managerial Decision Making</td>
<td>NURSING 513 Management and Organizational Behavior in Nursing Administration</td>
<td>NURSING 533 Management and Organizational Behavior in Health Care Delivery Systems</td>
</tr>
<tr>
<td>ITM 590 Strategic Information &amp; Technology Management</td>
<td>NURSING 503 Research (can be substituted for MGMT 520)</td>
<td>MGMT 560 Operations Management</td>
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<tr>
<td></td>
<td>6 credits</td>
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</table>

#### Part-time Sequence of Study

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<tbody>
<tr>
<td><strong>Yr 1</strong></td>
<td></td>
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<tr>
<td></td>
<td>NURSING520 Community &amp; Planning Assessment</td>
<td>NURSING 502 Epidemiology 3</td>
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<tr>
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<td>3 credits</td>
<td>NURSING 501 Theory/Role 3</td>
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<tr>
<td></td>
<td>6 credits</td>
<td>3 credits</td>
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<tr>
<td><strong>Yr 2</strong></td>
<td></td>
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<tr>
<td>MGMT 580 Managerial Decision Making</td>
<td>ACCT 511 Financial and Managerial Accounting</td>
<td>MGMT 560 Operations Management</td>
</tr>
<tr>
<td></td>
<td>NURSING 503 Research (can be substituted for MGMT 520)</td>
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<tr>
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<td>6 credits</td>
<td>3 credits</td>
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<tr>
<td><strong>Yr 3</strong></td>
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</tr>
<tr>
<td>ITM 590 Strategic Information and Technology Management</td>
<td>NURSING513 Management and Organizational Behavior in Nursing Administration</td>
<td>NURSING533 Management and Organizational Behavior in Health Care Delivery Systems</td>
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<tr>
<td></td>
<td>MGMT 582 Human Resources Skills for Managers</td>
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<td>9 credits</td>
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**TOTAL CREDITS – 42**

**Masters of Science in NURSING Administration/Master of Business Administration Program (MSN/MBA)**

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<tr>
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<tbody>
<tr>
<td><strong>Yr 1</strong></td>
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<tr>
<td></td>
<td>MGMT 515 Principled Leadership Ethics, &amp; Professional Development</td>
<td>FIN 535 Financial Management</td>
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<td>MKTG 567 Managing People In Organizations</td>
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<td></td>
<td>6 credits</td>
<td>3 credits</td>
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<tr>
<td><strong>Yr 2</strong></td>
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<tr>
<td>MGMT 581 Strategic Management (prereq. all)</td>
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<td>MGMT 576 Global Business</td>
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<tr>
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<td>3 credits</td>
<td>ACCT 500 MBA Assessment</td>
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**TOTAL CREDITS FOR COMBINED MSN/MBA – 57**

SRH/Revised 8/99 based on recommendations from College of Business. REVISED 9/07; 4/08; 4/10, 7/12, 11/13
**MSN PROGRAM**  
COURSE PLANNING FOR NURSE ANESTHESIA PROGRAM

STUDENT: ___________________________  FT/PT (Circle)  ADVISOR: ___________________________  DATE BEGAN: _________________

I. Core Courses: (12 Credits)  
   - NURSING 501 Theoretical Bases for Role Development in Advanced Nursing Practice (3 crs.)  
   - NURSING 502 Epidemiology: Concepts for Advanced Nursing Practice (3 crs.)  
   - NURSING 503 Bases of Research for Advanced Nursing Practice (3 crs.)  
   - NURSING 520 Community Assessment and Planning (3 crs.)  

II. Additional Core Courses (12 credits)  
   - NURSING 504 Pathophysiology Across the Lifespan for the Advanced Practice Nurse (3 crs.)  
   - NURSING 507 Pharmacology Across the Lifespan for the Advanced Practice Nurse (3 crs.)  
   - NURSING 508 Lifespan Health Assessment and Promotion for Advanced Nursing Practice (6 crs.) (60 clinical hours)  

III. Anesthesia Courses (44 credits)  
   - NURSING 518 Theoretical Foundations of Anesthesia Nursing 1 (3 crs.)  
   - NURSING 523 Scientific Foundations of Anesthesia Nursing 1 (3 crs.)  
   - NURSING 524 Scientific Foundations of Anesthesia Nursing II (3 crs.)  
   - NURSING 525 Pharmacology of Anesthesia (3 crs.)  
   - NURSING 526 Advanced Physiology for Anesthesia Nursing I (3 crs.)  
   - NURSING 527 Advanced Physiology for Anesthesia Nursing II (3 crs.)  
   - NURSING 528 Chemistry and Physics in Anesthesia Nursing (4 crs.)  
   - NURSING 535 Anesthesia Nursing Practicum and Clinical Conference I (2 crs.)  
   - NURSING 536 Anesthesia Nursing Practicum and Clinical Conference II (3 crs.)  
   - NURSING 537 Anesthesia Nursing Practicum and Clinical Conference III (3 crs.)  
   - NURSING 538 Advanced Anesthesia Nursing Practicum and Clinical Conference I (4 crs.)  
   - NURSING 539 Advanced Anesthesia Nursing Practicum and Clinical Conference II (5 crs.)  
   - NURSING 540 Advanced Anesthesia Nursing Practicum and Clinical Conference III (5 crs.)  

Total credits = 68  
Prepared September 2008  
# Nurse Anesthesia

## Full-Time Sequence of Study

<table>
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<tr>
<th>Year</th>
<th>FALL</th>
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<tbody>
<tr>
<td></td>
<td><strong>FALL</strong></td>
<td><strong>SPRING</strong></td>
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<tr>
<td></td>
<td><strong>NURSING 501 Theoretical Bases</strong> 3 cr.</td>
<td><strong>NURSING 502 Epidemiology</strong> 3 cr.</td>
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<td><strong>NURSING 503 Bases of Research</strong> 3 cr.</td>
<td><strong>NURSING 507 Pharmacology</strong> 3 cr.</td>
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<tr>
<td></td>
<td><strong>NURSING 504 Pathophysiology</strong> 3 cr.</td>
<td><strong>NURSING 508 AH Assessment &amp; Promotion</strong> 6 cr.</td>
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<tr>
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<td><strong>NURSING 520 Community Assessment &amp; Planning</strong> 12 cr.</td>
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<td>TOTAL 12 cr.</td>
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<td><strong>SUMMER</strong></td>
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<tr>
<td>Year 1</td>
<td><strong>NURSING 523 Scientific Foundations of Anesthesia Nursing I</strong> 3 cr.</td>
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<tr>
<td></td>
<td><strong>NURSING 528 Chemistry and Physics in Anesthesia Nursing</strong> 4 cr.</td>
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<td></td>
<td><strong>NURSING 535 Anesthesia Nursing Practicum and Clinical Conference I</strong> 2 cr.</td>
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<td>TOTAL 9 cr.</td>
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<tr>
<td>Year 2</td>
<td><strong>NURSING 518 Theoretical Foundations of Anesthesia Nursing</strong> 3 cr.</td>
<td><strong>NURSING 524 Scientific Foundations of Anesthesia Nursing</strong> II 3 cr.</td>
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<tr>
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<td><strong>NURSING 525 Pharmacology for Anesthesia</strong> 3 cr.</td>
<td><strong>NURSING 526 Advanced Physiology for Anesthesia Nursing I</strong> 3 cr.</td>
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<tr>
<td></td>
<td><strong>NURSING 536 Anesthesia Nursing Practicum and Clinical Conference II</strong> 3 cr.</td>
<td><strong>NURSING 537 Anesthesia Nursing Practicum and Clinical Conference III</strong> 3 cr.</td>
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<td>TOTAL 9 cr.</td>
<td>TOTAL 9 cr.</td>
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<tr>
<td></td>
<td><strong>SUMMER</strong></td>
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<tr>
<td>Year 2</td>
<td><strong>NURSING 527 Advanced Physiology for Anesthesia Nursing II</strong> 3 cr.</td>
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<td></td>
<td><strong>NURSING 538 Advanced Anesthesia Nursing Practicum and Clinical Conference I</strong> 4 cr.</td>
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<td>TOTAL 7 cr.</td>
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<td>Year 3</td>
<td><strong>NURSING 539 Advanced Anesthesia Nursing Practicum and Clinical Conference II</strong> 5 cr.</td>
<td><strong>NURSING 540 Advanced Anesthesia Nursing Practicum and Clinical Conference III</strong> 5 cr.</td>
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<td>TOTAL 5 cr.</td>
<td>TOTAL 5 cr.</td>
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</table>

**TOTAL CREDITS: 68**

Prepared September 2008
Revised July 2009, August 2011, November 2014
**CRNA/CRNP/CNM - MSN PROGRAM**
**GRADUATE ADMISSION REQUIREMENTS**

**STUDENT:** ___________________________  **DATE OF APPLICATION:** ______________

**PHONE:** _______________________ (home)  **APPLYING FOR:** FT/PT (circle)
_______________________ (work)  **TO BEGIN:** _________________

**PROGRAM:** ____________________

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<tr>
<th>Criteria</th>
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<th>Unmet</th>
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<tbody>
<tr>
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<td>from ___________ date ____________</td>
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<td>2. an undergraduate QPA of 3.00 on a 4.00 scale</td>
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<tr>
<td>3. satisfactory completion of an undergraduate course in:</td>
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<tr>
<td>a. statistics</td>
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<tr>
<td>b. research</td>
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<td>c. health assessment (as separate course or integrated content)</td>
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<td>4. completion of a formal CRNP, CNM, or CRNA Program __________ date__________</td>
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<td>5. a license to practice professional nursing in the state of Pennsylvania.</td>
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<tr>
<td>6. PA certification as a CRNP, CNM, or CRNA</td>
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<tr>
<td>7. at least one year of experience as a CRNP, CNM, or CRNA</td>
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<tr>
<td>8. three recommendations forms</td>
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<td>9. a current resume/curriculum vitae</td>
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<tr>
<td>10. a narrative describing personal and professional career goals</td>
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<tr>
<td>11. interview with program coordinator  <strong>Date:</strong> ______________</td>
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Revised 7/07
# MSN PROGRAM

## COURSE PLANNING FOR CRNA/CRNP/CNM - MSN PROGRAMS

<table>
<thead>
<tr>
<th>STUDENT: ___________________________</th>
<th>FT/PT (circle)</th>
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<tr>
<td>ADVISOR: ___________________________</td>
<td>CRNA/CRNP/CNM (circle)</td>
</tr>
<tr>
<td>DATE BEGAN: _______________</td>
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</tbody>
</table>

## I. Core Courses: (12 Credits)
- **NURSING 501** Theoretical Bases for Role Development in Advanced Nursing Practice (3 crs.)
- **NURSING 502** Epidemiology: Concepts for Advanced Nursing Practice (3 crs.)
- **NURSING 503** Bases of Research for Advanced Nursing Practice (3 crs.)
- **NURSING 520** Community Assessment and Planning (3 crs.)

<table>
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<th>Date Taken</th>
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## II. Required Support Courses: (18 Credits)

### A. Education/Management Electives (9 crs.)
- **Course**

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### B. **NURSING 519** Independent Advanced Clinical Project (3-6 crs.)
- **Course**

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### C. Electives (3-6 crs.)
- **Course**

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## III. Advanced Clinical Placement (12-27 crs.)
- **CRNP (12 credits)**
- **CRNA (27 credits)**
- **CNM (18 credits)**

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**TOTAL CREDITS 42-57**  
Revised 12/00, 6/11
# Program for CRNA/CRNP/CNM

## Full-Time Sequence of Study

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<tr>
<td><strong>Year 1</strong></td>
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</tr>
<tr>
<td>NURSING 503</td>
<td>Bases for Research for Advanced Nursing Practice</td>
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<tr>
<td>NURSING 520</td>
<td>Community Assessment and Planning</td>
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## Part-Time Sequence of Study

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<td>NURSING 520</td>
<td>Community Assessment and Planning</td>
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<td>Bases for Research for Advanced Nursing Practice</td>
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<td>Ed./Man. Elective</td>
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<td>___</td>
<td>Ed./Man. Elective</td>
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<tr>
<td><strong>Year 3</strong></td>
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<td>Ed./Man. Elective</td>
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<td><strong>Year 4</strong></td>
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<td>Ed./Man. Elective</td>
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<td><strong>Year 5</strong></td>
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<tr>
<td>82.519</td>
<td>Independent Advanced Clinical Project</td>
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<td>82.519</td>
<td>Independent Advanced Clinical Project</td>
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## Certification

<table>
<thead>
<tr>
<th>Certification</th>
<th>Advanced Placement Credits</th>
<th>Graduate Course Credits</th>
<th>Total Program Credits</th>
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<tbody>
<tr>
<td>CRNA</td>
<td>27</td>
<td>30</td>
<td>57</td>
</tr>
<tr>
<td>CRNP</td>
<td>12</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>CNM</td>
<td>18</td>
<td>30</td>
<td>48</td>
</tr>
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REVISED 3/04, 6/11
BLOOMSBURG UNIVERSITY
Bloomsburg, Pennsylvania
Department of Nursing

RN-MSN PROGRAM
GRADUATE ADMISSION REQUIREMENTS

STUDENT: ___________________________  DATE OF APPLICATION: _______________

PHONE: ______________________ (home)    APPLYING FOR: FT/PT  (circle)
_______________________ (work)     TO BEGIN: _________________

PROGRAM: ______________________

Criteria:                     Met   Unmet
1. placement according to Bloomsburg University Articulation model   ______  ______
2. submission of an application to the Office of Graduate Studies and official college transcripts from each school attended regardless of whether or not credit was earned at the other institution(s); and completion of a non-degree application   ______  ______
2. an undergraduate QPA of 3.00 on a 4.00 scale __________  ______  ______
3. previous schools
   name __________________________
   degree______________________  gpa________
   ______  ______
4. a license to practice professional nursing in the state of Pennsylvania.   ______  ______
5. at least one year of direct care clinical practice within the past two years in the selected clinical specialty (resume). where ________________________________
   ______  ______
6. three recommendations forms
   __________________________
   __________________________
   __________________________
   ______  ______
7. a resume which includes description of professional nursing experiences   ______  ______
8. a narrative describing personal and professional career goals for graduate education in specialty   ______  ______
9. interview with program director and graduate coordinator
   Date: __________
   ______  ______

Revised 8/10 MF, July 2014
GENERAL EDUCATION REQUIREMENTS
A general education is the result of the entire university experience. It should assure broad exposure to areas of study beyond the major to foster a deeper understanding of and appreciation for the world, its possibilities, and the individual’s part in it. The General Education program, based on acquiring skills, knowledge, and cultural awareness, will help develop each student’s ability to think critically and communicate clearly.

COURSES MAY COUNT FOR GEPs IN MULTIPLE GOALS BUT CREDITS SHOULD ONLY BE COUNTED ONCE FOR A SPECIFIC COURSE TOWARD THE 120 CREDIT REQUIREMENT. Please keep track of credits.

Goal 1: COMMUNICATION: Communicate effectively in writing, oral presentation, and visual argument. A minimum of 7 GEPs, must come from at least three disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>GEP</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Foundations of College Writing</td>
<td>3</td>
<td>GEP</td>
<td></td>
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Goal 2: INFORMATION LITERACY: Find evaluate, and ethically use information using appropriate technology. A minimum two GEPs must come from at least one discipline.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>GEP</th>
<th>Grade</th>
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Goal 3: ANALYTICAL AND QUANTITATIVE SKILLS: Apply critical analysis, quantitative reasoning, and problem solving skills. A minimum of 5 GEPs, must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>GEP</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MATH 141</td>
<td>Introduction to Statistics OR</td>
<td>3</td>
<td>GEP</td>
<td></td>
</tr>
<tr>
<td>PSYCH 160</td>
<td>Applied Statistics for the Behavioral Sciences</td>
<td>2 GEP</td>
<td>3</td>
<td>credits</td>
</tr>
</tbody>
</table>
Goal 4: CULTURES AND DIVERSITY: Apply knowledge from the humanities and other disciplines to analyze the implications of diversity among human groups, their histories, cultures, and the plurality of human experiences. A minimum of 5 GEPs must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>GEP</th>
<th>Credits</th>
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</tbody>
</table>

Goal 5: NATURAL SCIENCES: Demonstrate knowledge of natural sciences principles, concepts, and methods. A minimum of 5 GEPs must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>GEP</th>
<th>Credits</th>
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<tbody>
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</tbody>
</table>

Goal 6: SOCIAL SCIENCES: Demonstrate knowledge of social sciences principles, concepts, and methods. A minimum of five GEPs must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>GEP</th>
<th>Credits</th>
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</table>

Goal 7: ARTS AND HUMANITIES: Apply knowledge from the arts and humanities to analyze, evaluate, or participate in the artistic and literacy traditions of our diverse world. A minimum of 5 GEPs must come from at least two disciplines.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>GEP</th>
<th>Credits</th>
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<tbody>
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</tbody>
</table>
**Goal 8: SECOND LANGUAGE: Demonstrate basic communication skills in a second language. A minimum of two GEPs must come from at least one discipline. May meet the GEP requirement through placement testing.**

<table>
<thead>
<tr>
<th>Met through placement exam</th>
<th>2 GEP</th>
<th>0 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>_________________________</td>
<td>_____</td>
<td>___ credits</td>
</tr>
</tbody>
</table>

**Goal 9: HEALTHY LIVING: Participate in physical activity and evaluate the consequences of health decisions. A minimum of two GEPs must come from at least one discipline.**

| _________________________ | _____ | ___ credits |
| _________________________ | _____ | ___ credits |

**Goal 10: CITIZENSHIP: Exhibit responsible citizenship. Minimum 2 GEPs.**

| _________________________ | _____ | ___ credits |
| _________________________ | _____ | ___ credits |

**ELECTIVES**

| _________________________ | _____ | credits |
| _________________________ | _____ | credits |
| _________________________ | _____ | credits |
| _________________________ | _____ | credits |

**RN PROGRAM (39 credits)**

| NURSING 201 Nursing Placement – Articulation Model | 36 |
| ___________________________________________ |   |
| NURSING 306 Introduction to Nursing Research | 3 |

**GRADUATION REQUIREMENTS** See appropriate clinical option planning sheets

**MUST TOTAL 150 CREDITS**
COURSE PLANNING FOR SECOND DEGREE RNs
(Use this form for an RN with a bachelor’s degree in an area other than nursing).

Students for this program should complete a GRADUATE APPLICATION

STUDENT ___________________________ FT/PT (circle) ________________
ADVISOR ___________________________ DATE BEGAN __________________

I. UNDERGRADUATE PREREQUISITE COURSES: DATE TAKEN

Statistics Requirement – Statistics is required within the nursing curriculum. This course may be selected from either the Dept. of Mathematics or the Dept. of Psychology.

II. UNDERGRADUATE NURSING COURSE REQUIREMENTS: (39 Credits)

NURSING 201 36 Credits are awarded based in the articulation model and include:
care of the adult client; care of the client with mental disorders; care of the client during childbearing and care of the child, nutrition, pharmacology and family nursing.

NURSING 306 Introduction to Nursing Research (3 cr) __________

III. GRADUATE COURSE REQUIREMENTS
For suggested program sequencing, consult planning sheet for a particular MSN option.

NOTE: Course syllabi of coursework completed elsewhere may be submitted for consideration of acceptance as comparable to any of the required courses listed above.
Course substitutions should be noted next to the course(s) being substituted. These must be pre-approved by the Program Coordinator and the Dean of Graduate Studies.

<table>
<thead>
<tr>
<th>REQUIRED</th>
<th>SUBSTITUTE</th>
<th>BRIEF JUSTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 503 Bases of Research for Advanced Nursing Prac.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURSING 520 Community Assessment &amp; Planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other courses specific to option

---

NAME: ___________________________________________     SS#: ____________________
(Print or Type) Last                           First
MI

# of BU credits previously substituted ____
# of outside credits previously transferred ____

Student’s Signature & Date

Substitution approved by:

____________________________________________            Date: ________________
Graduate Program Coordinator

____________________________________________            Date: ________________
Asst. Vice President & Dean of Graduate Studies
SECTION IV

MASTER OF SCIENCE IN NURSING PROGRAM

ACADEMIC POLICIES, GUIDELINES, AND FORMS OF MSN PROGRAM
ROLE OF GRADUATE COORDINATOR

- Arranges for orientation of newly approved faculty members to the graduate program.
- Plans and conducts at least monthly Graduate Council meetings with involved graduate faculty.
- Serves as liaison between the Department of Nursing and the university's Graduate Council.
- Participates in admission interviews and completes forms.
- Facilitates ongoing evaluation and revision of all graduate program and course materials.
- Assists the Department Chairperson in assigning graduate faculty teaching load.
- Submits Federal Traineeship Grants, if appropriate.
- Develops marketing brochures and ads for the graduate program.
- Serves as a liaison to external agencies for graduate students, especially to GMC for the nurse anesthesia program.
- Attends and/or represents the department at community forums related to advanced practice nurses and the graduate program.
- Completes outcome data and information related to the graduate program.
- Assists in the preparation of accreditation (CCNE) and regulatory documents (PA SBN/self-study requirements related to the graduate program).
- Completes all questionnaires and surveys from internal and external sources related to the graduate program.
- Revises annually the MSN Student Handbook.
- Compiles graduate students’ exit interview data, agency evaluations and course evaluations for outcome assessment and Graduate Council review.
- Assists with the annual APN forum in collaboration with GMC.
- Maintains all graduate records and files.

ROLE OF PROGRAM OPTION DIRECTOR

The role of the option program director:

1. Advise students within the option.
2. Provide graduate students with information on policies, protocol, and procedures of the Department of Nursing, as well as, university-at-large.
3. Familiarize graduate students with the program requirements for the MSN degree.
4. Assist graduate students in the selection and scheduling of courses.
5. Assist graduate students in the development and projection of logical course sequencing relative to the completion of their program.
6. Assist graduate students in the selection and evaluation of qualified clinical preceptors, as well as, appropriate clinical sites.
7. Orient newly approved faculty members to clinical option.
8. Participates in option admission interviews for prospective graduate student candidates.

Approved 1986
Reviewed June 1993
Approved by Graduate Council – Feb. 12, 2010; July 2012, July 2013
STUDENT RESPONSIBILITIES

In accord with the Graduate Student Handbook, it is the student's responsibility to know and observe the academic policies and regulations of the university. It is also the student's responsibility to cooperate with the option advisor to gain the maximum benefit from the process. To facilitate this process, student's are expected to:

1. Arrange advising sessions which are convenient to both the student and option director.
2. Be actively involved in the decisions.
3. Be aware of academic deadlines and academic policy changes.
4. Make effective use of the resources available.
5. Follow through on suggestions and/or recommendations made by the option director.

ACADEMIC ADVISEMENT PROCEDURE

The option director is also considered the academic advisor and assists graduate students in scheduling classes for the coming semester and assisting students in course planning. About the middle of each semester, graduate students must preregister for the next semester. You will:

1. Check on-line www.bloomu.edu to determine availability of courses.
2. Consult your Student Handbook (Course Requirements: MSN Program) and Program Planning Sheet and determine what courses you still need to progress.
3. Contact your option director for assistance in the registration process.
4. Check on-line for details regarding scheduling, registration, withdrawals, fees, and general information.

GRADUATE STUDENT PORTFOLIOS

Students are strongly encouraged to keep copies of all papers, logs, clinical write-ups, presentations and other projects in a “portfolio” as they progress through the program. They may be requested periodically by site visitors for the purpose of evaluating the Department of Nursing’s eligibility for maintaining national and state accreditation. Also, such materials are extremely useful in documenting to a future employer the level of expertise gained during the program. It is useful to keep other updated professional documents together as well, such as current licensure, malpractice insurance, CPR certification, curriculum vitae, and continuing education units you have been awarded. Keeping all professional documentation in an organized manner is invaluable when applying for certification/recertification following completion of the program.
CONFIDENTIALITY of STUDENT RECORDS and INFORMATION

In compliance with the Family Rights and Privacy Act of 1974, http://bloomu.edu/registrar/FEPA be advised of the following:

1. Contents of student records
   a. Admissions materials – applications, transcripts, references, copy of license, correspondence, interview records.
   b. Clinical Evaluations
   c. Grade reports
   d. Counseling reports
   e. Materials germane to student matriculation

2. Students may review the contents of their record upon written request to the specific option Program Director.

3. Students can expect that any information regarding their academic and clinical performance is to be treated as confidential and that no one associated with the MSN program has a right to share personal and confidential information with anyone else.

4. Records of enrolled students remain confidential unless the student waives the right in writing to share information. The waiver will be kept in the student’s record.

LEAVE OF ABSENCE

Students in all options (nurse practitioner, nursing administration, nurse anesthesia***, community health) may not extend any leave of absence beyond 1 year. Reapplication to the option (program) will be required for any leave extending beyond 1 year. The student is required to inform their Program Director and write a formal request for the leave of absence to MSN Coordinator and the university Graduate Office delineating the dates for the leave of absence. This letter will become a part of their permanent record. ***Note: The nurse anesthesia student is reminded that all clinical time missed will be made up prior to becoming eligible to take the National Certification Exam.

PROGRAM WITHDRAWAL

Prior to withdrawal from the MSN program, students are required to meet with the Graduate Coordinator and the Director of the option from which they intend to withdraw to discuss rationale for withdrawal. A formal letter must be sent to the Graduate Office of the University and the Coordinator of the MSN program, stating the specific reason for the withdrawal.

CHANGE IN COURSES

Information for drop/add and withdrawal from courses is online at www.bloomu.edu
GUIDELINES FOR STUDENT APPLICATION FOR NURSING 514 - INDEPENDENT STUDY

1. The project to be conducted must first be discussed with a faculty preceptor who must consent to participation in the project. (At this point the faculty preceptor must discuss the potential project with the Chairperson).

2. A comprehensive proposal relative to the proposed project must be drafted. This proposal must contain the following elements:
   A. **Description of the project:** In a concise but descriptive paragraph indicate:
      1. what the project involves (i.e., clinical practicum, research);
      2. where and when the project will be conducted;
      3. how the project will be conducted;
      4. the primary individual intent and expectation relative to conducting the independent study.
   B. **Consent/approval necessary to conduct project:** In addition to the Department Chairperson and the faculty preceptor;
      1. Is contract in effect with agency/institution?
      2. If research, has the proposal been approved by appropriate bodies?
      3. If clinical practicum, does unit/staff/management as well as director of nursing service approve the project and agree to participate?
   C. **Objectives for Project:** Clearly identify your specific objectives for this project.
   D. **Evaluation of Independent Study:** Identify means by which your performance relative to the independent study project will be evaluated, i.e., faculty supervision in clinical, care plans, research proposal, etc.

   *NOTE: The faculty preceptor must provide approval of identified methods of evaluation.*

3. The overall proposal should first be reviewed, discussed with, and approved by the faculty preceptor.

4. When the faculty preceptor has approved the proposal, it should be forwarded to the Chairperson. The appropriate application for Graduate Independent Study Course, which includes the required elements is available at the Graduate Office.

   **NOTE:** The course NURSING 514 - Independent Study is a three (3) credit course. Thus, either three (3) hours per week or a minimum of forty-five (45) hours per semester should be a consideration in the expectation relative to qualitative output of the project.

Approved Department of Nursing 1985  Reviewed 8/10

INDIVIDUALIZED STUDY GUIDELINES

Under unusual circumstances, graduate students can request a required scheduled course be taken as individualized instruction outside the routine scheduled course time. Individualized instruction is not encouraged at the graduate level. Approval is not automatic; it is based on student's need, justification for the course, budgetary aspects and faculty consent. Appropriate forms are available from the Graduate Office or the Registrar at www.bloomu.edu.
MSN PROGRESSION POLICY

Progression and Retention

In order to progress within the program, students must receive a minimum grade of B in clinical courses. A grade of B must be achieved in a majority of theory courses to maintain the QPA of 3.0 specified by the university.

Progression

Clinical Courses for Adult-Gerontology Primary Care NP Program Option:

- NURSING 508 Lifespan Health Assessment and Promotion for Advanced Nursing
- NURSING 515 Diagnosis and Management of the Adult & Aged I
- NURSING 529 Comprehensive Assessment of the Older Adult
- NURSING 516 Diagnosis and Management of the Adult & Aged II
- NURSING 534 Adult-Gerontology Primary Care Practicum & Seminar Practice

Clinical Courses for Family NP Program Option:

- Nursing 508 Lifespan Health Assessment and Promotion for Advanced Nursing
- NURSING 515 Diagnosis and Management of the Adult & Aged I
- NURSING 529 Comprehensive Assessment of the Older Adult
- NURSING 516 Diagnosis and Management of the Adult & Aged II
- NURSING 517 Diagnosis and Management of Children & Pregnant Women
- NURSING 541 Family Primary Care Nurse Practitioner Practicum and Seminar

Clinical Courses for Community Health option:

- NURSING 511 Community Health Nursing I
- NURSING 531 Community Health Nursing II

Clinical courses for Anesthesia option:

- NURSING 518 Theoretical Foundations of Anesthesia Nursing I
- NURSING 523 Scientific Foundations of Anesthesia Nursing I
- NURSING 524 Scientific Foundations of Anesthesia Nursing II
- NURSING 525 Pharmacology for Anesthesia
- NURSING 526 Advanced Physiology for Anesthesia Nursing I
- NURSING 527 Advanced Physiology for Anesthesia Nursing II
- NURSING 528 Chemistry and Physics in Anesthesia Nursing
- NURSING 535 Anesthesia Nursing Practicum I
- NURSING 536 Anesthesia Nursing Practicum II
- NURSING 537 Anesthesia Nursing Practicum III
- NURSING 538 Advanced Anesthesia Nursing Practicum I
- NURSING 539 Advanced Anesthesia Nursing Practicum II
- NURSING 540 Advanced Anesthesia Nursing Practicum III
**Dismissal**

A student will be recommended for dismissal from the program if at any time the following factors occur:

1. Failure to earn a grade of at least a B in a clinical course as identified above.
2. Initial occurrence of a critical incident (unsafe practice) in the clinical area.
3. Unable to complete the course of study within six years or within an extended time frame granted by the Assistant Vice president and Dean of Graduate Studies and Research.
4. Unable to demonstrate academic and/or professional progress required of an advanced practice nurse.
5. A student will be recommended for dismissal from the program if at any time the QPA falls below a 3.0.

Approved April 20, 1990 – Faculty Assembly
Approved May 7, 1990 – University Graduate Council
Clarified 2007 – Department Graduate Council
Approved 2009 – Graduate Council; Approved 2012, 2013

**MSN Program Grading Policy**

Grading Scale used in all graduate courses.

- A = 93-100
- A- = 90-92
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 63-66
- D- = 60-62
- F = <60

Approved by Graduate Council – Spring, 2002; Spring 2007; Fall 2015
PRP 3463 - Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements

Issued by: Dr. James Mackin, Provost and VPAA
Effective Date: Fall 2008

Notes: Endorsed by Graduate Council. 12/1/00 Approved by Bloomsburg University Curriculum Committee, 2/14/01. Endorsed by Graduate Council. 12/11/06 Approved by Bloomsburg University Curriculum Committee, September 26, 2007. Endorsed by Graduate Council. 1/25/08. Presented to BUCC 02/06/08 as Information Item. Presented at University Forum 2/27/08 as Information Item.

1. Graduate Admissions
   A. Admission
      Admission to the Graduate School at Bloomsburg University is determined by the applicant's academic and program specific qualifications. Decisions are reached without regard to race, color, religion, sex, age, national origin, ancestry, sexual orientation, or disabilities.

      Applicants must be graduates of, or seniors in, bachelor's programs at accredited four-year colleges or universities.

      International applicants must have the equivalent of a bachelor's degree from a recognized foreign institution.

      Acceptance to a graduate program is determined by the Dean of Graduate Studies upon recommendation of the graduate program coordinator.

      Acceptances are tentative if based on evaluations of transcripts that show work in progress; final action is taken after complete transcripts have been received and evaluated.

   B. Entrance Requirements
      Entrance requirements to graduate studies at Bloomsburg University vary according to program. Minimum requirements for applicants for graduate study include a baccalaureate degree from an accredited college or university or the equivalent degree from a foreign institution, and a minimum undergraduate quality point average (G.P.A.) of at least 3.0 on a 4.0 scale. Some programs require either the Graduate Record Exam (GRE), Miller Analogies Test (MAT), National Teacher Examination (PRAXIS), or the Graduate Management Admissions Test (GMAT) as required by the program. Any testing fees must be paid by the student. Students not meeting the minimum admission requirements may be admitted with provisional status upon the recommendation of the graduate program coordinator and the Dean of Graduate Studies.

   C. Initial Teaching Certification
      Students seeking initial certification through a graduate program must have an overall GPA of 3.0 for their bachelor's degree. These students must complete the admission to teacher education packet. For secondary education initial certification, the graduate student must pass the Praxis I and Praxis II tests prior to admission to teacher education. For an initial K-12 certification (e.g., business education, elementary, early childhood, foreign languages, special education, deaf/HOH, speech-language pathology), the graduate student must pass Pennsylvania Praxis I tests prior to admission to teacher education. The student must pass the Pennsylvania Praxis II tests before graduation.

   D. Certificate Programs
      Admission to post-baccalaureate certificate programs requires a bachelor's degree from an accredited college or university with a minimum GPA of 2.5 (on a four point scale). Admission to post-master's certificate programs requires a master's degree from an accredited college or university with a minimum GPA of 3.0 (on a four point scale). Credits earned as a non-degree graduate student or in a master's program may not be applied towards the requirements of a certificate program. Credits earned in a post-baccalaureate certificate program taken at Bloomsburg University may be applied towards a master's degree program with the permission of the graduate program coordinator and the graduate dean as long as the credits taken in the master's program are not reduced below 21.

2. Special Categories:
   International Students:
      Individuals from foreign countries must complete a separate Graduate Admissions Application for International Students which is available in the Office of Graduate Studies or Office of International Education. This form can also be downloaded from the BU web page. International applicants must have official results from the Test of English as a Foreign Language (TOEFL), the Test of Spoken English (TSE), or the International English Language Testing System (IELTS) submitted directly to the Office of Graduate Studies. A minimum score of 550 on the paper-based TOEFL, 213 on the computer-based TOEFL, and 79 on the internet-based TOEFL or equivalent scores from other testing systems, taken within two years prior to the date of submission, is required. All international applicants must have their applications complete at least four months prior to the start of the semester for which they are applying.
Admissions Categories:
In addition to regular admission to graduate programs, several other admissions categories are available:

Provisional - A student may be admitted as provisional in a degree program when the student possesses a baccalaureate degree but does not meet the criteria for regular admission as specified by the program. The reasons for a student’s provisional status will be specified in the letter of admission. When these specified conditions are met, transfer to regular student status is automatic upon certification by the student’s advisor. If the conditions are not met, the student may be dismissed.

Transfers - The criteria and procedures described under admissions also apply to transfer students. Transfer of credit is described under section three.

Non-Degree - Students may be admitted to the Graduate School with non-degree graduate status for the following purposes:
- taking graduate-level university instruction with no intention of pursuing a master’s degree;
- auditing graduate courses;
- taking courses for Act 48 credit only;
- taking courses before applying for regular admission or without having completed the regular admission process prior.

A non-degree student may apply to the Graduate School for transfer to provisional or regular status. However, no more than 12 semester hours earned as a non-degree student may be applied toward a master’s degree, except when special permission is granted by the Dean of Graduate Studies.

Adjunct - An adjunct student is one who enrolls in off-campus graduate courses without being admitted to a program. He/she may take 6 semester hours of graduate course work in this status before applying for regular or non-degree status.

Readmission - If a graduate student has not enrolled in a graduate course for a two-year period, the student’s record is marked “withdrawn” and placed in the inactive files. A new application and application fee must then be submitted for reactivation.

Graduate Courses in Senior Year - A current Bloomsburg University undergraduate may register for graduate course work under the following conditions: first, graduate courses may be taken only during the student’s senior year; second, a recommendation from the student’s faculty advisor must be presented to the office of graduate studies; and third, the graduate courses may not be applied to the undergraduate degree. An undergraduate student wishing to take graduate courses must follow the regular application process for non-degree graduate students. A maximum of 12 graduate credits is allowed.

Audits - Courses may be audited for self-improvement. Students must follow the regular graduate application process, pay all the required fees, and obtain the approval of the Dean of Graduate Studies. Students auditing a course are not required to take tests. Upon completion of an audited course, a grade of V is recorded on the student’s transcript.

Transfer of Credits

Internal transfer of credits
Internal transfer of credit (attained with a grade of B (GP of 3.0 on a 4.0 scale) or better, generally as a non-degree or adjunct student) is limited to 12 credits of course work. They must be relevant to the degree program the student is pursuing and must be approved by their program coordinator and Dean of Graduate Studies.

Under certain conditions, credits applying to an earned degree may apply to a subsequent degree. Courses transferred must be relevant to the program in which the student is matriculating. The transfer must be approved by the graduate program coordinator and the Dean of Graduate Studies. Transferred credits must not reduce the number of credits earned in the program below 24. Credits transferred in this manner do not contribute to the GPA when determining academic standing.

External transfer of credits
Students may transfer up to nine hours of graduate course work, in which a grade of B (GP of 3.0 on a 4.0 scale) or higher is earned, from another college or university, with the approval of their graduate program coordinator and Dean of Graduate Studies. Credits applied to an undergraduate degree may not be applied to a graduate degree. Credits earned in non-degree status or credits earned in a program from which the student has withdrawn, may apply to a degree program.

After formal admission to graduate school, all requests to take and transfer graduate credits must be pre-approved by the program coordinator. The content of the course(s) must match the required areas of study in the student’s master’s program at Bloomsburg. Transfer credit must have been earned with a grade of at least B, must be capable of counting toward a graduate degree at the sponsoring institution, be appropriate to the Bloomsburg University program, and be completed no more than six years before the expected date of graduation. Pass/fail grades not acceptable.
Workshop courses
In general, workshop format courses are not acceptable in transfer; however, if the workshop fulfills the following requirements, it may be considered for transfer to Bloomsburg University:

Must consist of 42 contact hours per semester for a three credit course;

Must include exposure to the disciplinary research literature appropriate to the course;

Must include the opportunity for outside work such as term or research papers or other major assignments appropriate to a graduate course;

Must be taught as part of a master’s degree curriculum of the university at which the course was taken. Professional development workshops are not acceptable;

Duration of the course must be at least one week for each credit (e.g., three weeks for a three credit course).

4. Graduate Course and University Withdrawal
During the Fall and Spring semesters, after the schedule change period and continuing until the end of the tenth week of the semester, if a student withdraws from a course, a grade of "W" will be recorded. As a means of notification to the instructor of the intent to withdraw, a student is required to obtain the instructor's signature and the signature of the program coordinator on the withdrawal form. No withdrawals will normally be permitted after the end of the tenth week of the semester. For summer sessions and courses not taught on a regular semester basis, the Registrar will prorate the date appropriately.

Prior to the last week of classes, in exceptional circumstances, for compelling, justified and documented reasons, the Dean of Graduate Studies and Research may waive these restrictions. Poor academic performance will not constitute grounds for late withdrawal. If withdrawal is granted after the deadline, the grade is W providing the student is passing the course, and E otherwise.

A limit of two (2) withdrawals during the degree program will be permitted. Re-registration for withdrawn courses requires the approval of the program coordinator.

Students withdrawing from the university may exceed the two course withdrawal limit. Faculty are encouraged to include the university late withdrawal policy on the syllabus distributed to students at the beginning of the semester.

5. Graduate Course Repeat
A maximum of two different courses may be repeated. The initial grade and all subsequent grades for a repeated course remain on the transcript as part of the student’s permanent record. The most recent grade (regardless of whether it is higher or lower) will be the grade used for QPA calculation. An individual course may be repeated only once. A course taken at Bloomsburg University in which a grade of less than C (G.P. less than 2.0) has been earned must be repeated at Bloomsburg University.

6. Graduation Requirements
In addition to the program specific graduation requirements, the following Graduate School graduation requirements must be met:

Students must have a minimum GPA of 3.0 for all graduate work taken.

The minimum credits earned in a program must be:

- Certificate Programs - 12
- Master's Programs - 30
- Doctoral Programs -- 100

No more than 40% of the credits applied to a program may be in swing courses.

The maximum number of experiential learning credits that may be applied to a program is nine.

The maximum number of thesis or dissertation credits that may be applied to a program is six. If a student earns thesis credits but then selects a non-thesis option, then the maximum thesis credits that may be applied to the program is three.

No more than 15 credits combined of experiential learning and transfer credits may be applied to the degree requirements
PRP 3565 - Graduate Academic Progress, Probation, and Dismissal
Issued by: Wilson G. Bradshaw, Provost and Vice President for Academic Affairs
Effective Date: 6/3/97

Procedures:

1. Satisfactory Progress
Satisfactory academic progress at the graduate level is evaluated on the basis of several criteria:
   o a. a graduate student's ability to earn the minimum of credit hours necessary to the degree program with a minimum quality point average of 3.0. A grade of less than C (Q.P. less than 2.0) must be repeated.
   o b. a second grade less than C (Q.P. less than 2.0) will result in automatic academic dismissal.
   o c. a graduate student's ability to successfully meet the requirements at the appropriate time of all comprehensive examinations of the degree program with acceptable grades.
   o d. a graduate student's ability to complete the thesis requirement of the degree program with a passing grade.

Non-degree students (Category 510), except for those in Supervisory Certificate Programs, are excluded from consideration for satisfactory progress.

2. Academic Probation

   a. A graduate student who is not maintaining an overall quality point average of 3.0 in one of the following student categories may request to attend on academic probation for one additional grading period (semester or summer):
      o 1) regular graduate students (Category 540)
      o 2) degree candidates (Category 550)
      o 3) non-degree students (Category 510) in Supervisory Certificate Programs

   Enrollment is limited to a maximum of nine semester hours for the grading period in probationary status. A student on academic probation is not eligible to hold a graduate assistantship. To be removed from academic probation, a graduate student with a quality point average deficiency must attain the minimum overall quality point average of 3.0 as required by the School of Graduate Studies for regular graduate students and degree candidates. A student who attains a 3.0 QPA or higher for the first grading period in academic probationary status, but does not attain the overall QPA as required, may be recommended by his/her academic advisor, the graduate program coordinator, and the department chairperson to the Assistant Vice President for Graduate Studies and Research for continuation on probation for one additional grading period.

   b. A graduate student who receives a failing or unacceptable grade, as defined in advance by the department administering the graduate program, in any Comprehensive Examination will be placed on academic probation. Students will be allowed a maximum of two reexaminations unless the program requirements are more restrictive, in which case the maximum permitted by the program will prevail. Prior to re-examination, the student must meet with his/her examination committee or its representatives to discuss deficiencies and steps to be taken to correct them. Reexamination normally would be only once during a term or semester unless the student requests expedited reexamination in order to meet a graduation deadline. A student who passes a reexamination is automatically removed from probationary status.

   c. Graduate students who submit a master's thesis which receives a failing grade may not attend on academic probation.

3. Duration Of Degree Work
Full-time graduate students are expected to complete their programs of study within two calendar years of continuous enrollment. However, all requirements for a master's degree, including any courses accepted by transfer, must be completed within six calendar years. A student who is unable to complete degree requirements within six calendar years may be dismissed upon recommendation to the Assistant Vice President for Graduate Studies and Research by the academic advisor, program coordinator, and department chairperson. Students who fail to register for any courses over a two-year period will automatically be placed in an inactive category and must reapply to the graduate program. The period for completion of a master's degree may be extended for sufficient reason. Written application for extension must be made to the Assistant Vice President for Graduate Studies and Research prior to the end of the six-year period.
4. Academic Dismissal
A graduate student not maintaining satisfactory progress, who is not permitted to enroll in probationary status, is excluded from registration and his/her academic record is marked "academic dismissal." Dismissal is automatic if the overall QPA is below the minimum after two grading periods in probationary status or after failing to pass the Comprehensive Examination two times while in probationary status. A graduate student under academic dismissal is not eligible to attend courses offered in the School of Graduate Studies for a period of at least one calendar year. A dismissed graduate student may, after a period of one year, reapply to the School of Graduate Studies in order to undertake studies in a new degree program or to further his/her studies in a non-degree status. A dismissed graduate student is not permitted to register for any courses offered by the program from which he/she was dismissed. Under exceptional circumstances and with the approval of the Assistant Vice President for Graduate Studies and Research, a program may readmit a dismissed student. In the latter instance, the normal six-year limitation for expired courses shall be applied.

5. Procedures
Graduate students who fail to meet the minimal standards for satisfactory progress will be notified by the Registrar’s Office and/or the Assistant Vice President for Graduate Studies and Research. Failure to request academic probation will result in academic dismissal (see above). Such students may submit a request in writing to their academic advisors to attend on academic probation. Upon recommendation of the academic advisor, graduate program coordinator, department chairperson, and approval by the Assistant Vice President for Graduate Studies and Research, probationary status will be granted. Exceptions to these procedures under extraordinary circumstances will be by written request to the Assistant Vice President for Graduate Studies and Research.

6. Appeals
Graduate students dismissed for academic reasons may appeal their dismissal within one year, in writing, to the Graduate Council. The decision of the Council is final.
PRP 3512 - Academic Integrity Policy
Issued by: James Mackin, Ph.D., Provost and VP Academic Affairs
Notes: Revised by BUCC 4/22/98, Presented to Forum 4/29/98, Effective date: 5/28/98 Revised by BUCC 2/22/06, Reported to Forum 3/1/06 Effective date: Fall 2006
Prior version of this policy

What is Academic Integrity?

Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The university’s academic integrity policy is part of an effort to nurture a community where trust, honesty, and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. This student academic integrity policy is only part of, not the entirety of, efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair and forthright with others is a responsibility that each member of the Bloomsburg University community must accept. The conditions of an academic integrity policy spell out the nature of the expectations we have of one another, and explain the sanctions that follow the failure to live up to these expectations. The following policy sets a standard for all of us to live up to and exceed.

What is Academic Dishonesty?

The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be, exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

1. Cheating: (a) Using notes, study aids, or information on an examination which are not approved by faculty; (b) Altering graded work after it has been returned and submitting the work for regrading; (c) Allowing another person to do one’s work and submitting that work under one’s own name; (d) Submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. Plagiarism: Submitting material that in part or whole is not one's own work without attributing those same portions to their correct source.

3. Fabrication: (a) Falsifying or inventing any information, data, or citation; (b) Presenting data that were not gathered in accordance with standard guidelines that defined the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

4. Misrepresenting Circumstances: (a) Lying; (b) Presenting a professor (verbally or in writing) with false or incomplete information.

5. Impersonation: (a) Representing oneself as another student in an examination; (b) Signing another’s name on an attendance roster; (c) In general doing the work required of another student and/or allowing another to do your work.

6. Obtaining an Unfair Advantage:

(a) Stealing, reproducing, circulating or otherwise gaining access to examination material prior to the time authorized by the instructor; (b) Stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) Unauthorized collaborating on an academic assignment; (d) Retaining, processing, using or circulating previously given examination materials, where those materials are to be returned to the instructor at the conclusion of the examination; (e) Intentionally obstructing or interfering with another student’s academic work; or (f) Otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

7. Aiding and Abetting Academic Dishonesty: (a) Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above; or (b) Providing false information in connection with any inquiry regarding academic integrity.

8. Falsification of Records and Official Documents: (a) Altering documents affecting academic records; (b) Forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.
9. Unauthorized Access to Computerized Academic or Administrative Records or Systems: (a) Altering computer records; (b) Modifying computer programs or systems; (c) Releasing or dispensing information gained via unauthorized access; or (d) Interfering with the use or availability of computer systems of information.

**How can faculty encourage Academic Integrity?**

It is necessary for the administration and faculty to do all that is possible to encourage high standards of academic integrity. Steps that could be taken include:

1. **Course Requirements:** Have the syllabus clearly state what is and is not acceptable in the course. This may include a statement of an individual or department's policy on what constitutes plagiarism, the scope of permitted collaboration, testing behaviors, policy on recycling assignments and papers, and missed assignments or exams.

2. **University Policy:** Briefly review the university Academic Integrity Policy on the first day of class, orally or by reference to a syllabus.

3. **Examination Security:** Safeguard examinations. In no event should the student be given access to, custody of, or any responsibility over examinations prior to their administration.

4. **Examination Environment:** Consider preventive techniques, such as alternate seating or alternate exam formats, and reasonable proctorial activities.

5. **Availability of Past Examinations and Assignments:** Establish individual and/or departmental policies for returning examinations for students to keep, collecting and securing examinations, and/or placing copies of old examinations on reserve in the library.

6. **Student Responsibility:** Faculty are encouraged to state in all syllabi that students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act.

**What happens when a student is suspected of Academic Dishonesty?**

The first step in any alleged case of academic dishonesty will be for the faculty member to inform the student that dishonesty is suspected and that steps will be taken to resolve the issue.

If the faculty member would like to resolve the issue informally and if the student accepts the charges and the penalty, then the faculty member chooses between Options I and II.

Option III is required when the student does not accept the charges or the penalty, or the faculty member believes that a penalty greater than failing the course is appropriate.

If dishonesty is discovered at or after the end of the semester, the faculty will not enter a grade for that student; thus the student will receive an “X” grade. The faculty member will either contact the student directly to set up the initial meeting or contact the Office of Academic Affairs who will notify the student of the need for such a meeting.

**Option I: Informal Confidential Resolution**

The faculty member may resolve the charge confidentially with the student, discussing the alleged offense and explaining any penalty that might follow; students who dispute the fairness of the charge or penalty may elect to have the matter arbitrated by the Academic Grievance Board.

The professor has a range of sanctions within the boundaries of the course in which the dishonesty occurred. Possible sanctions include verbal and written reprimand, an appropriate additional assignment, and lowering the grade on the assignment on which the dishonesty occurred. If the professor wishes to impose more severe sanctions, including lowering the course grade, he or she must file an Academic Integrity Policy Violation Report Form with the Director of Student Standards.

The faculty member is strongly encouraged to have this agreement in writing, and to keep that document and any evidence in a secure location.
Option II: Informal Resolution with a Filed Report

The faculty member may follow the guidelines given in Option I, Informal Confidential Resolution, and, in addition, file an Academic Integrity Policy Violation Report Form with the Director of Student Standards. The Report Form explains the offense and penalty and includes an acknowledgment by the student of the offense and penalty. The penalty agreed to on the Academic Integrity Policy Violation Report Form will be void if the student has a record of a previous offense. A second or repeat offense requires resolution by the Academic Grievance Board.

Option III: Formal Resolution by the Academic Grievance Board

If the student accepts the charges (1) but does not accept the penalty or (2) has had a previous offense, the sanction will be determined by the Provost (or his/her designee) in consultation with the Director of Student Standards.

If the student does not accept the charges, the case will be arbitrated by the Academic Grievance Board. The faculty member should fill out the Academic Integrity Formal Resolution Notification Form. Once it is determined that a case will be heard by the Academic Grievance Board, the Director of Student Standards will notify all involved parties of the need to convene the Board. The Office of Academic Affairs will provide the student with written notification of the time and place of the hearing and with a copy of any written charges. The hearing will be recorded and a recommendation made to the Provost as to whether a policy violation occurred.

The Provost will make the final determination as to whether academic dishonesty occurred. If the student is cleared of the charges, the initial report form will be destroyed and the student’s record will be totally clear of the event. If it is determined that a violation did occur, the Provost will determine the appropriate sanction in consultation with the Director of Student Standards.

The decision of the Provost will be final.
PRP 3881 – Student Disruptive Behavior Policy

Issued by: Ira K. Blake, Ph.D., Interim Provost and Vice President for Academic Affairs
Effective Date: Spring 2011

Introduction

The ultimate goal of this policy is to create a safe learning atmosphere of mutual respect and courtesy, conducive to clarity of thought. Instructors and students are expected to treat each other with respect for their scholarly intentions, which are noble and worthwhile pursuits. It is the instructor’s right and responsibility to maintain an appropriate environment for learning, with the expectation of support from the university administration. In order to facilitate an environment that allows for optimal student growth and enrichment through instruction and interaction, this policy has been developed to assist with classroom management as it specifically addresses disruptive behavior.

Definitions

For the purposes of this policy, the following definitions apply:

**Instructor** — all persons authorized by Bloomsburg University to conduct instruction, advisement, or guidance of students enrolled in the university’s courses or programs, including invited speakers and guests.

**Instructional Setting** — any classroom, laboratory, office, library, or other environment in which instruction is scheduled or offered under the auspices of the University.

**Police** — for incidents occurring on campus, this will generally refer to the Bloomsburg University Police. For incidents occurring off campus, this may refer to police authorized to act at that location.

**Disruptive Behavior** — behavior that a reasonable instructor would view as interfering with normal academic functions. This may include, but is not limited to:

- Verbal, physical, or psychological threats, harassment, and physical violence
- Refusal to comply with reasonable instructor directions
- Repeatedly arriving after class has begun or leaving class early
- Distractive talking, including speaking out of turn or monopolizing discussion
- Use of any electronic device not related to class during the class period
- Disruptions in online conversations as part of a distance education or web-based class
- Use of alcohol, tobacco products, or controlled substances
- Activities not germane to the content and work of the class in session. Examples include activities such as reading the newspaper, doing homework for other classes, etc., that are not directly related to/appropriate for the class in session.

Behavioral Expectations in the Educational Setting

All Instructors are highly encouraged to articulate clear behavioral expectations for students in their respective course syllabi. To prevent disruptive behavior, the following should be reasonably expected of all students in the educational setting:

- Acting in a responsible and respectful manner
- Attending classes and paying attention. Students are responsible for any material presented in class. Students may expect the instructor to clarify material already taught but not to re-teach the material missed.
- Coming to class on time and staying until dismissed. If a student has to enter class late, he or she should do so in a manner so as not to disrupt the class. Students should not leave a class once it has begun unless it is absolutely necessary. This applies to testing situations as well, until the student has completed the test.
Respecting the right of others to speak uninterrupted. Students must allow others time to give their input and ask questions. Students should not stray from the topic of the class discussion.

Turning off unnecessary electronic devices before class begins. Students should ask permission of the instructor for any electronic devices used in the classroom, except those medically necessary (such as hearing aids, etc.).

Focusing on class material during class time. Sleeping, talking to others, showing audible and visible signs of restlessness or boredom, doing work for another class, reading the newspaper, checking e-mail, and text messaging are unacceptable classroom behaviors.

Waiting until the instructor has dismissed class to pack class materials so as not to miss important closing information.

Expressing disagreement civilly, when and if disagreement occurs.

Procedures to Follow When Disruptive Behavior Occurs

Nothing in this policy prohibits an immediate call to the police or referral of the matter to another policy office, as determined to be appropriate by the instructor.

Step 1 — Informal Resolution (Instructor’s Response to the Disruptive Behavior)

Student behavior disruptive of the instructional setting will not be tolerated. If a student’s behavior is deemed disruptive by an instructor, the instructor can direct the student to refrain from the disruptive behavior and warn the student that such disruptive behavior can result in disciplinary action. If, in defiance of this warning, the disruptive behavior recurs, the instructor has the right to remove the student from the classroom for that class period. In extreme cases, if the student refuses to leave after being requested to do so, the instructor can summon the police to remove the student.

Incidents in which the student ceases the disruptive behavior will be considered informally resolved, with no further action necessary. Incidents in which the instructor removes the student from the classroom, or in which the police remove the student, will require formal resolution, as defined below.

Step 2 — Formal Resolution (When Student Is Removed From the Classroom)

If this occurs, the Instructor has the option of meeting with the student prior to the next class to provide the student with a clear and concise explanation of the behavior/action that led to his/her dismissal from the class, and of what is expected of the student before permission will be granted by the instructor for readmittance.

In extreme cases, the instructor can choose not to meet with the student, and can refer the incident to the administration for resolution. When this happens, the Instructor should document the incident by completing a Disruptive Classroom Incident Report (located on the Bloomsburg University “S” drive) and forwarding copies to the Department Chair, Dean of the College, and the Dean of Students before the next class meeting. The office shall provide the student with a copy of the report. The instructor can exclude the student from the classroom or other instructional site pending resolution of the matter by: (1) informing the student of the exclusion, (2) informing the student of his/her rights to request an expedited review of the exclusion, and (3) by immediately referring the matter to the office by submitting the Disruptive Classroom Incident Report and informing the appropriate Dean of the College. If such exclusion occurs, and if the student requests a review, the Dean of Students Office shall review the exclusion within three business days of the date the student requests the review. The office, in such cases, will be charged with investigating the incident and deciding whether the student will be readmitted to the classroom. The office will promptly communicate its decision to the instructor and student.

Step 3 — Appeals Process

In situations in which the student does not agree with the decisions rendered in the formal resolution, the student has the right to grieve the outcome by following the procedures set forth in PRP 3592 (Academic Grievance Procedure). In situations in which the instructor does not agree with the decision granted in the formal resolution, the instructor has the right to appeal the outcome to the Provost.
**Step 4 — Final Resolution (Possible Sanctions)**

To provide final resolution of incidents of disruptive behavior in the classroom, the agents of the university listed below, acting in their official capacities, are granted their respective enumerated authorities:

The Instructor is authorized to:
- Issue a warning to a disruptive student
- Remove a disruptive student from the classroom
- Call the police to remove a disruptive student from the classroom, in extreme cases
- Exclude the disruptive student from the instructor’s classroom or instructional site pending expedited review and decision by the Dean of Students
- Sanction the disruptive academically, if course participation is a component of the final grade and is indicated in the course syllabus

The Dean of Students is authorized to:
- Issue a warning to a disruptive student
- Enforce educational sanctions on the disruptive student, such as classes, papers, or community service
- Place the disruptive student under disciplinary probation
- Suspend the disruptive student from classes
- Expel the disruptive student from the university
- Exclude the disruptive student from any part or all of campus

The Dean, Provost, and or President are authorized to:
- Suspend the disruptive student from classes
- Expel the disruptive student from the university
- Exclude the disruptive student from any part or all of campus

**Documentation**

Instructors should be aware that notes of dates, times, witnesses, and details of incidents of disruption, and the impact of the disruption on those present, may be important in any future proceedings which may be necessary. Referrals to the Dean of Students require official written documentation including factual and descriptive information, accompanied by the Disruptive Classroom Incident Report. The student is entitled to have a copy of this documentation.
PRP 3592 Academic Grievance Procedure
Issued By: James Mackin, Ph.D., Provost and Vice President for Academic Affairs
Effective Date: Spring 2008


Prior version of this policy

Procedures:

I. The purpose of the following procedure is to provide students with a system by which to grieve complaints of alleged academic injustice(s) relating to grades and/or professional responsibilities as related to academic policies found in the Policies, Rules and Procedures and the Pilot. This process is not a disciplinary proceeding for any of the involved parties, although the findings may lead to disciplinary investigation or action under a different university policy.

The names of the Academic Grievance Coordinators (AGC) will be advertised extensively through normal communication avenues such as The Communique and The Voice.

II. Informal Consultation:
A. In an attempt to resolve a complaint on an informal basis, the student should first meet with the following individuals to discuss the matter in the order listed:
   o 1. Faculty member teaching the course
   o 2. Department Chairperson in which course is offered
   o 3. Dean, or designee, of the College in which course is offered

In order for the matter to be resolved expeditiously, the consultation(s) should take place as soon as possible after the alleged incident has occurred. It is assumed that the department chairpersons and the deans will make every effort to resolve the conflict by meeting with all parties and by listening to the views of all parties as they relate to the grievance.

B. If the matter is resolved at one of the above levels, it need not go further in the appeals process. Every effort should be made to settle the alleged injustice through informal consultation.

III. Formal Channels:
A. Students who feel the informal consultations have not satisfactorily resolved the matter may initiate a formal grievance by filing an Academic Grievance Form with the Dean of Undergraduate Education.

B. The Dean of Undergraduate Education shall determine that the Academic Grievance Form is in proper order and shall contact the person against whom the complaint has been filed. That person will be supplied with a copy of the Form and informed that an AGC will be called to hear the case if the matter cannot be resolved within five (5) class days.

C. If the two parties do not settle the complaint within five (5) class days, the Academic Grievance Board (AGB) will hear the case usually within ten (10) class days (after the initial five (5) class day period). At that time, the student will be given the opportunity to select the AGC who will serve as the contact person for the case and the moderator of the AGB hearing. (see IV.A.)

D. The grievant and respondent (individual being grieved) will be informed of the individuals who may serve on the AGB. Either (or both) party(ies) may request, with just cause, the disqualification of Board members whom she/he feels may be biased or should not be involved in the case. An appeal for disqualification may be made to the Provost and Vice President for Academic Affairs for a final decision.

E. The scope of the AGB’s review and recommendations shall be to the merit of the complaint. The AGB, in Executive Session, shall prepare a recommendation as to the merit of the complaint and forward the recommendation to the Provost and Vice President for Academic Affairs. This shall be submitted within three (3) class days after the hearing. If recommendations go beyond the scope of this policy, the Provost will reject the recommendation and direct the AGB to prepare recommendations within the scope of its responsibilities.
F. Within ten (10) class days of receiving the recommendation, the Provost and Vice President for Academic Affairs will take action and shall notify all parties in the grievance of the decision and action taken. This action is final.

G. The President has delegated the resolution of academic grievances covered under this policy to the Provost and Vice President of Academic Affairs. Resolutions that involve altering the curriculum of any program shall be made with the involvement of the affected department faculty (i.e. waiving major course requirements).

The timeline outlined in this section pertains to grievances filed during the academic year. Grievances filed during the summer sessions may take longer to adjudicate due to faculty assignments and availability of grievance board members. However, every effort will be made to process grievances filed during the summer as quickly as possible.

IV. Structure of Formal Channels:

A. Four (4) Academic Grievance Coordinators (AGCs), one (1) from each College, shall be appointed by the Provost and Vice President for Academic Affairs with the advice and consent of the Executive Board of APSCUF. Both sexes should be represented among the four AGCs. The individuals must have a reputation for fairness and objectivity. An AGC will be responsible for ensuring that all procedural guidelines are met and shall serve as moderator for any formal hearing. It is noteworthy that the role of an AGC is as a neutral party. She/he does not have voting privileges, nor should her/his opinions be part of the hearing. The appointments should be made in such a way as to assure that at least one (1) individual with prior experience is retained.

B. An Academic Grievance Board (AGB) shall consist of four (4) students and four (4) tenured faculty members selected by the AGC (chosen by the grievant) from a pool of thirty-three (33) individuals: five (5) students and three (3) faculty members from the College of Business, five (5) students and three (3) faculty members from the College of Professional Studies, five (5) students and three (3) faculty members from the College of Liberal Arts, five (5) students and three (3) faculty from the College of Science and Technology, and one (1) faculty member from the Department of Developmental Instruction.

1. Faculty members for the AGB pool will be appointed by the College Dean or appropriate administrator of the academic area with the advice and consent of the Executive Board of APSCUF.
2. Student members will be appointed by the Provost and Vice President for Academic Affairs. Appointees must be in academic good standing and have earned at least 48 credits at Bloomsburg University. At least two (2) from each college must be enrolled as graduate students.
3. Members of the pool will be appointed to a one-year term and may be considered for reappointment.
4. Whenever possible, diversity in membership should be maintained in the pool.

C. The College Dean or appropriate administrator will provide the President of APSCUF with a list of possible faculty candidates for the AGC and the AGB in a timely fashion. The President of APSCUF will consult with the Dean or appropriate administrator concerning the possible candidates if necessary. APSCUF Executive Board will provide its advice and consent of the candidates in a timely fashion.

D. The Provost and Vice President for Academic Affairs will appoint student candidates for the AGB.

E. The AGB will select one (1) person to serve as a voting moderator of the Executive Session. This individual will be responsible for transmitting the recommendation to the Provost and Vice President for Academic Affairs following the formal hearing.

F. Should the AGB members become deadlocked in preparing a recommendation, the voting moderator will inform the Provost and Vice President for Academic Affairs of such within three (3) class days of the hearing. Evidence and any reasons or arguments relating to the AGB’s inability to make a recommendation will be submitted to the Provost and Vice President for Academic Affairs also. This information is intended to provide background for any decision by the Provost and Vice President for Academic Affairs.

G. An AGC or a member of the AGB pool has the right and obligation to disqualify herself/himself from a case in which a personal interest, association, affiliation, or attitude might cause bias or jeopardize the AGB’s objectivity.

V. Academic Grievance Hearing:

A. In keeping with the campus standards of due process, both the grievant and respondent have the following rights: (1) to receive written notice of the time and place of the hearing at least 48 hours prior to the hearing; (2) to receive a written notice of the complaint; (3) to be accompanied by an advisor of his or her choice, other than a non-faculty attorney; (4) to present witnesses and other evidence; and (5) to question witnesses. Attorneys, although they may be consulted, may not be present at the academic grievance hearing.

B. The hearing will be open only to the parties involved in the case.

C. The hearing will be organized by the Dean of Undergraduate Education.
D. A tape recording may be made at each hearing with the consent of the grievant and the individual being grieved. Said tape will be kept as a confidential file in the Office of the Provost and Vice President for Academic Affairs for a period of one (1) year.

E. The AGC will serve as the neutral presiding officer, and shall conduct the hearing in a fair and orderly fashion.

F. At least six (6) AGB members (three (3) faculty, three (3) students) must be present for the entire hearing and to prepare the AGB's recommendation. If the complaint is on the graduate level, at least three (3) graduate students must be present.

G. If the respondent (individual being grieved) fails to appear, testimony shall, nevertheless, be heard and a recommendation rendered. If the grievant fails to appear, the grievance will be dismissed.

H. If a claim lacks substantial evidence, the AGB will dismiss the case and no further action concerning the respondent (individual being grieved) will be taken by the AGB or the Provost and Vice President for Academic Affairs.

I. No person shall suffer recrimination or discrimination because of participation in this procedure.

J. A majority of the thirty-three (33) AGB pool members, along with the AGCs will determine any other rules or procedures consistent with this document, not in conflict with the CBA or state and federal laws.
4. **Minimal Essential Performance Standards for Admission, Progression, and Graduation in the Graduate Nursing Program**

Applicants and students enrolled in the Department of Nursing must possess the necessary intellectual, physical, emotional, social and communication skills to provide nursing care that is safe for the client, themselves and other health care providers. They must be able to provide safe nursing care in a wide variety of settings with diverse clientele. Student must consistently meet these standards to qualify for and remain in the program.

Students requesting accommodations under section 504 of the Rehabilitative Act of 1973/or the Americans with Disabilities Act must provide the Office of Accommodative Services for Students with Disabilities (“Office of Accommodative Services”) the required documentation and notify the Department of. Reasonable accommodations will be provided to those individuals with disabilities, where possible, to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in this program. If the student does not provide the instructor with written documentation from the Office of Accommodative Services, the instructor will refer the request for accommodation to the Office of Accommodative Services. The instructor has no obligation to provide an accommodation to the student without written documentation from the Office of Accommodative Services. A reasonable accommodation is one that does not require a fundamental alteration in the program or lower academic and/or clinical standards. Students who consistently do not meet these standards with reasonable accommodation will be unable to progress in the nursing program and will be dismissed from the nursing program per the **Departmental Student Code of Academic and Professional Conduct** (Section E. Academic Good Standing Policy).

The core minimal essential performance standards for this program are identified below along with examples of these standards. These examples are not inclusive of all expected abilities and should be used only for simple comparative purposes by applicants to and students currently enrolled in this program.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Nursing Activities (Not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Ongoing capacity to learn new information and skills to provide safe nursing care. This includes the ability to read, comprehend, measure, calculate, analyze, synthesize, and evaluate diverse forms of information in increasingly complex and fast paced environments.</td>
<td>• Learn new skills and rationales for nursing care in a timely manner&lt;br&gt;• Learn and adopt new methods of providing nursing care to reflect the dynamic nature of health care provision&lt;br&gt;• Manage information from multiple sources&lt;br&gt;• Perform correctly mathematical Calculations&lt;br&gt;• Must be able to make decisions often in an urgent environment that reflect consistent and thoughtful deliberation and sound clinical judgment.</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Critical thinking sufficient for sound clinical judgment</td>
<td>• Competent assessment of clients in a timely manner&lt;br&gt;• Correct interpretation of assessment data&lt;br&gt;• Identify cause and effect relationships in clinical data and situations&lt;br&gt;• Identification of appropriately necessary nursing interventions&lt;br&gt;• Design of appropriate nursing care plans&lt;br&gt;• Problem solve effectively to manage multiple priorities&lt;br&gt;• Evaluation of the effectiveness of interventions&lt;br&gt;• Revision of planned interventions&lt;br&gt;• Must be able to meet the standards of care required for safe patient care as described by the accrediting bodies and scopes and standards of specialty practice.</td>
</tr>
<tr>
<td>Issue</td>
<td>Standard</td>
<td>Examples of Nursing Activities (Not all inclusive)</td>
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<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Visual, auditory, and</td>
<td>Visual ability sufficient for observation and assessment. Hearing ability</td>
<td>• Ability to obtain information from a variety of sources (digital, analog, and waveform) of physiological measurement in order to determine a client’s health status&lt;br&gt;Ability to observe diagnostic specimens, perform health assessments and interventions within a variety of settings (perform palpation; sense subtle temperature and moisture changes; detect changes in color and texture of skin, nails, sclera, and body fluids)&lt;br&gt;Ability to identify non-verbal cues such as grimacing and movement&lt;br&gt;Ability to identify and differentiate sounds related to heart, lung, or other bodily functions&lt;br&gt;Ability to identify and respond to life saving alarms used to monitor client’s changing health status, client’s cries for help and emergency signals.&lt;br&gt;Ability to prepare and draw up the correct quantity of medication for use in a variety of administration methods.&lt;br&gt;Ability to perform CPR if necessary.&lt;br&gt;Ability to perceive pain, pressure, temperature, vibration, position equilibrium, movement that are important to the student’s ability to effectively evaluate the patient.</td>
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<tr>
<td>tactile</td>
<td>sufficient to monitor and assess health needs. Tactile ability sufficient</td>
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<td></td>
<td>for physical assessment.</td>
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<td></td>
<td></td>
<td>• Lifting, moving, carrying, pushing, pulling, positioning, and supporting clients, equipment and other objects independently.&lt;br&gt;Standing, bending, squatting, reaching overhead, walking, sitting while working directly with clients and coworkers and documenting care.&lt;br&gt;Ability to grasp and manipulate a variety of small and large objects&lt;br&gt;Calibrate accurately and use equipment and maintain sterile technique&lt;br&gt;Must possess sufficient levels of neuromuscular control and eye to hand coordination as well as the physical and mental stamina associated with long periods of standing.&lt;br&gt;Maintain manual dexterity to perform certain activities such as providing airway management and intubation, insertion of venous and arterial lines, administering a regional anesthetic, suturing, etc.</td>
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<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move oneself from room to room, along</td>
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<td></td>
<td>hallways, and in small or confined spaces. The physical stamina sufficient</td>
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<td></td>
<td>to perform all care activities for entire timeframe and length of work</td>
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<td></td>
<td>role. Gross and fine motor movements with sufficient coordination needed</td>
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<td></td>
<td>to perform complete physical examinations using the techniques of</td>
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<td></td>
<td>inspection, palpation, percussion, auscultation, and other diagnostic</td>
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<td></td>
<td>maneuvers to provide safe and effective nursing care.</td>
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<tr>
<td><strong>Issue</strong></td>
<td><strong>Standard</strong></td>
<td><strong>Examples of Nursing Activities (Not all inclusive)</strong></td>
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</table>
| Interpersonal | Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, spiritual, and intellectual backgrounds. | • Establish rapport and relate effectively with clients, their families, and colleagues.  
• Work effectively with these individuals when they are stressed physically and/or emotionally.  
• Provide care socially, culturally, and spiritually acceptable to clients.  
• Negotiate interpersonal conflicts in a professionally appropriate manner.  
• Must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical setting, including professionalism and civility. |
| Communication | Communication abilities sufficient for clear and effective interaction with others in verbal and written form. Comprehension and accurate recall of verbal and written communication. Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. | • Follow verbal and written instructions  
• Clearly communicate with other health care providers by appropriately documenting assessment findings, interactions with client/family and other health care professionals, and nursing interventions provided and the client’s responses  
• Document clearly, accurately, efficiently, and legally within regulatory mandates and guidelines. Be able to document in both written and electronic format.  
• Provide effective therapeutic communication and client teaching. Consult with other health care providers in a professional manner. |
| Emotional Stability | Emotional stability sufficient to assume responsibility and accountability for actions. Function effectively under stress. | • Establish therapeutic boundaries  
• Demonstrate flexibility and adaptability to changing environment  
• Provide client with emotional support  
• Deal effectively with the unexpected.  
• Focus attention on task and client  
• Perform multiple responsibilities and tasks concurrently  
• Handle effectively strong emotions in self and others, e.g. grief, anger.  
• Students may be required to take timed online and/or other types of examinations in a proctored secure setting that is acceptable to the program. |
<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Nursing Activities (Not all inclusive)</th>
</tr>
</thead>
</table>
| Personal Behaviors   | Maintains personal behaviors consistent with the American Nurses’ Association Code for Nurses. Conduct behaviors in accordance with the standards of good citizenship, honesty, propriety, and with regard for the rights of others. Obey the federal, state, and local laws. | - Demonstrate integrity and honesty  
- Respects clients and their rights  
- Avoid behavior inconsistent with professional standards, such as: chemical use, abuse, dependency; engaging in or supporting criminal behavior.  
- Follow all state and federal laws, and university, Department of Nursing, clinical agency policies.  
- Abide by judicial and disciplinary decisions of court, university, Department of Nursing, and clinical agencies.  
- Adhere to the codes of conduct and code of ethics as described in each specialty. |

Adapted from:  
Core Performance Standards Required for Nursing, Board of Directors of the Southern Council on College Education for Nursing (SCCEN) 1993.  
Accepted by Faculty Assembly November 1995  
Revised June 2001; Revised October 2002  
Revised May 2010; Approved by Faculty Assembly 9/17/10.  
Revised for Graduate Level April 2015: Approved by Graduate Faculty 5/2015
Departmental Code of Academic and Professional Conduct

Nursing students are required to make a commitment to professionalism and acknowledge this requirement by signing the Departmental Code of Academic and Professional Conduct Agreement. Professional nurses assume responsibility for the life and welfare of other human beings, therefore, every nursing student is expected to demonstrate competence and patterns of behavior that are consistent with level of educational preparation, professional responsibilities, and the public's trust. All students are expected to uphold the highest standards of honesty and integrity and to know and comply with the guidelines provided in this Departmental Code of Academic and Professional Conduct (“Code”). Students (and faculty) are expected to report to the faculty member of the course or to the Department of Nursing chairperson any unethical or proscribed conduct that violates this Code.

Because of the nature of nursing, the nursing faculty reserves the right to counsel, discipline, suspend, or dismiss those students who, in their judgment, do not satisfy the requirements of scholarship, health, and personal conduct for nursing and national licensure. A student may be removed from classroom or clinical experiences at any time for unsafe or unprofessional behavior which violates the Departmental Code of Academic and Professional Conduct. Students may be dismissed from the program or a clinical site for a violation of agency policy. Academic dismissal from the Department of Nursing does not necessarily mean dismissal from the university.

The Departmental Code of Academic and Professional Conduct identifies that the education of nursing students is based on the concept that integrity, sense of responsibility, and self-discipline are inherent to the profession of nursing. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional nurse must be accountable for professional standards in the practice of nursing (published in the American Nurses Association Code of Ethics for Nurses, 2015; Nursing’s Social Policy Statement, 2015; Nursing Scope and Standards of Practice, 2015). Misconduct of any type will not be tolerated as it lowers the standards of Professional Nursing Practice, and ultimately jeopardizes the safety and well-being of the public.

The provisions of the Departmental Code of Academic and Professional Conduct apply to all student activities on University owned property, any location affiliated with Bloomsburg University, or in the community at large. The Code will be applied without regard to age, ethnicity, gender, race, disability, religion, political affiliation, sexual orientation, or any other basis protected by state, local, or federal law. Nursing students have a responsibility to uphold the local, state, and federal laws associated with citizenry of the United States of America. The Departmental Code of Academic and Professional Conduct is in addition to, and does not relieve the requirements of the University Code of Conduct (PRP #4802) or the requirements of civil or criminal law.
CONDUCT PROHIBITED

1. **Academic Integrity Policy** – any violation of the University Academic Integrity Policy (PRP 3512).

   **Academic Dishonesty**
   - *Plagiarism* - Taking credit for someone else’s work or ideas regardless of the media, stealing others’ results or methods, copying the writing of others without acknowledgment, or otherwise taking credit falsely.
   - *Cheating* - Using unauthorized notes, study aids, and/or information from another person on an examination, report, paper, or other evaluative document; unauthorized altering of a graded work after it has been returned, then submitting the work for re-grading; and allowing another person to do all or part of one’s work and to submit the work under one’s own name; performing academic assignments (including assignments such as: tests, and papers) for other persons; buying or selling course assignments, papers, or examinations.
   - *Assignments* – Submitting work that is not the student’s independent, original work. Although independent study is recognized as a primary method of effective learning, at times students benefit from studying together and discussing assignments and laboratory work. When any material is to be turned in for inspection, grading or evaluation, it is the responsibility of the student to ascertain what cooperation, if any, between or among students, is permitted by the instructor.
   - *Falsification of Data* - Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results, and gross negligence in collecting and analyzing data, to selective reporting or omission of conflicting data for deceptive purposes.

2. **Falsification of Academic Records and Official Documents**
   Without proper authorization, altering documents affecting academic records, forging signatures of authorization, or falsifying information on an official academic document, election form, grade report, letter of permission, petition, clinical record or any other official University document.

3. **Aiding and Abetting Dishonesty**
   Providing material, information or assistance to another person with the knowledge or reasonable expectation that the material, information or assistance will be used to commit an act that would be prohibited by this Code, University policy, or that is prohibited by law or another applicable agency policy.

4. **Use of Computers, equipment, materials, or property**
   Violating the University’s Information Technology Policies and Guidelines, which define proper and ethical use of computers. Violation of nursing course and SLL policies for use of computers, software, other electronic learning materials, and any lab equipment or property. Likewise, students must not violate any affiliating agency policies related to equipment, materials, food, medication, or patient property.

5. **Professional Nurse Conduct**
   Exhibiting behavior unacceptable to the profession of nursing. Students must assume personal responsibility for being in physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care.
Unacceptable behavior includes, but is not limited to, the following:

A. Providing nursing care in a predictably unsafe or harmful manner:
   - Failing to meet the Minimal Essential Performance Standards for Admission and Progression
   - Failing to meet the Standards of Nursing Conduct as specific in Pennsylvania Code, Title 49. Professional and Vocational Standards; Chapter 21. State Board of Nursing.
   - Carrying out a procedure without competence or without the guidance of a qualified person
   - Willfully or intentionally doing physical and/or mental harm to a client
   - Exhibiting careless or negligent behavior in connection with the care of a client
   - Refusing to assume the assigned and necessary care of a client and failing to inform the instructor with immediacy so that an alternative measure for that care can be found
   - Committing boundary violations. Professional boundaries must be maintained between student and patient, instructor, and agency personnel (Pennsylvania Code, Title 49. Professional and Vocational Standards; Chapter 21. State Board of Nursing).
   - Refusing to comply with policies and guidelines required by affiliating agencies.

B. Violating confidentiality, privacy, or security standards as presented in the Health Insurance Portability and Accountability Act (HIPAA).
   - Using the full name or personal identifiers of a client in any assignment.
   - Removing any Medical Record forms from the clinical area.
   - Discussing confidential information in inappropriate areas, such as elevators/hallways/lunchroom.
   - Discussing confidential information about a client with third parties who do not have a clear and legitimate need to know.

C. Falsifying client records or fabricating client experiences
D. Failing to report omission of or error in treatment or medications
E. Using profanities or inappropriate gestures, treating others in disrespectful ways, thus not understanding that society, which sanctions nursing as a profession, is globally diverse and must be respected.

6. Commission of a Crime
   Engaging in illegal activity that would impact the student’s ability to obtain or maintain a professional license or employment in the nursing profession. The results of criminal proceedings will not be determinative of proceedings under this Code.

7. Committing Behavior Making One Ineligible for Licensure
   The State Board of Nursing may refuse, suspend, or revoke any license in any case where the Board shall find that the applicant:

   - Has been convicted or has pleaded guilty or entered a plea of nolo contendere or has been found guilty by a judge or jury of a felony or a crime of moral turpitude, or has received probation without verdict, disposition in lieu of trial or an Accelerated Rehabilitative Disposition in the disposition of felony charges, in the courts of this Commonwealth, the United States, or any other state, territory or country;

   - Has committed fraud or deceit in securing his or her admission to the practice of nursing or to nursing school;
- Is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue.

Students ineligible for licensure by the Pennsylvania State Board of Nursing will be dismissed immediately from the program. [Refer to section 14 of the Professional Nursing Law, (63 P.S. §224) and the Standards of Nursing Conduct (Pennsylvania Code, Title 49, 21.18) for licensure eligibility criteria.]

- A student whose criminal background check shows a conviction of a prohibited offence will be ineligible for licensure and will be automatically dismissed from the nursing program (See Section 5 of Graduate Nursing Handbook, Clinical Policies Requirements and Guidelines).

8. Drugs and Alcohol
   Using, possessing, selling or distributing illicit drugs;
   Illegally using, selling, possessing, or distributing any drugs or alcohol at any time in any situation;
   Using prescribed, over the counter or illicit substances in such a manner as to impair one’s judgment or performance.

Alcohol and Substance Abuse Policy

The Department of Nursing expects that all students within the department will fully comply with the university’s policies related to alcoholic beverages and drugs. These policies are found in the The Pilot. The student is fully responsible for knowledge of stated policies.

Students will comply with the drug and alcohol policies and drug testing procedures, which may include random drug testing, as required by agencies affiliated with the Department of Nursing. These agencies have the final decision regarding any violation of said policies.

Additionally, the Department of Nursing acknowledges that individuals seeking initial or renewal of nursing licensure within the Commonwealth of Pennsylvania and other jurisdictions must document that they have not been found guilty of any misdemeanors or felonies, including those associated with alcohol or other drugs. As noted previously, the State Board of Nursing must deny opportunity to attempt licensure to any individual who has been found guilty of violating “The Controlled Substance, Drug, Device and Cosmetic Act” (P.L. 233, No. 64).

The disciplinary actions will be initiated for a student in the nursing program who has a suspected violation of university, department, clinical agency alcohol/substance use and abuse policies, or any Commonwealth or other jurisdiction’s laws regarding the use, sale, exchange, consumption or possession of alcoholic beverages, including the motor vehicle code, as exemplified by driving under the influence. Departmental sanctions may be rendered as a result of the review process.

Departmental sanctions will be rendered for a student in the nursing program who
   (1) demonstrates chemical impairment in the classroom or clinical setting
   (2) refuses to comply with affiliated agencies drug and alcohol policies and drug screening policies and procedures, or
   (3) has been found guilty of violating the university’s drug policy, or
   (4) has been convicted of, pleaded guilty to or entered a plea of nolo contendere to a felonious act prohibited by “The Controlled Substance, Drug, Device and Cosmetic Act,” or the conviction of a felonious act related to a controlled substance in a court of law of the United States or any other state, territory or country, or
(5) has been found guilty of violating the university’s alcohol beverage policy, or any Commonwealth or other jurisdiction’s laws regarding the use, sale, exchange, consumption or possession of alcoholic beverages, including the motor vehicle code, as exemplified by driving under the influence.

9. Other Unprofessional Conduct
- Failing to cooperate with review procedures related to a violation of the Departmental Code of Academic and Professional Conduct.
- Possessing or using firearms, explosives, dangerous chemicals, or other dangerous instruments in contravention of the law, University, or affiliating agency policies.
- Violating classroom and clinical policies including but not limited to: Obstructing or disrupting teaching, research, administration, disciplinary procedures, or other institutional activities, or disruptive behavior in the community; not attending class or clinical; fabricating reasons for lack of attendance.
- Violating University Policy PRP 4802 Code of Conduct.

**Evaluation of other behaviors will occur as needed based on the violation.**

REPORTING, REVIEW, and RESOLUTION PROCEDURE

The following procedure will be followed when a student is considered for review as a result of charges of violation of the Departmental Code of Academic and Professional Conduct.

I. Reporting Suspected Violations

   Students, faculty, staff, and preceptors are expected to report any suspected violations of the Code after the event takes place. The Department faculty or chairperson may be notified by an official from the university, any police department, or any other information source of student actions that violate the Code. These incidents are reviewed through this procedural process as well. Students must self-report any violation to the Code of Conduct to their designated Program Director or Department Chairperson.

   A. Reporting by Students/Staff/Preceptors: Suspected infractions of the Departmental Code of Academic and Professional Conduct must be reported by students/staff/preceptors to the course faculty and/or Department Chairperson, as appropriate, depending on the circumstances. If the student elects to first contact the faculty, that faculty member will inform the Department Chairperson.

   B. Reporting by Faculty or Department Chairperson: The faculty(s)/chairperson initiating this action must notify, in writing, the student, Department Chairperson, and the Graduate Coordinator of the intention to formally report the violation of the Code. The student charged with violating the Code will be provided with a copy of the report.

   The faculty(s) is/are responsible for gathering data and written anecdotal information documenting the student’s performance, skills, behaviors, legal documentation, etc. which substantiate violation of the Code. This documentation must be submitted to the Department Chairperson within one month of notification of Code violation.

   Depending on the nature of the violation and the recommendation of the Chairperson, the student may or may not attend class or clinical.
II. Review Process

A. The Chairperson of Department of Nursing will meet with the student and investigate the violation of the Departmental Code of Academic and Professional Conduct complaint to determine if there are reasonable grounds to believe the student has engaged in conduct proscribed by this code. If reasonable grounds are not found, the Department of Nursing Chairperson will dismiss the charges. The exception is a violation of affiliating agency’s policy; if the agency refuses to allow the student access to the agency based on a violation of policy then that decision is final and the student is dismissed from the program.

B. If reasonable grounds are found or if the student accepts responsibility for the conduct, the student will be directed to the University Grievance Policy.

Approved Faculty Assembly, May 10, 2010
Implementation Date: August, 2010
Revised and Approved Graduate Council, February 2011, September 2013

ACADEMIC INTEGRITY

Plagiarism or cheating of any type will not be tolerated. The course professor will establish consequences for any form of academic dishonesty and may include a zero for the assignment, failure of the course, and consideration for program dismissal. Please refer to the PRP 3512 of the University Graduate Handbook on the policy for Academic Integrity as well.

DRESS CODE

Please refer to individual option (program) handbooks for dress code and clinical policies.
GRADUATION REQUIREMENTS AND GUIDELINES

In accord with Bloomsburg University’s graduation requirements, the Master of Science in Nursing degree has a six (6) year limitation for coursework completion. The university’s graduation policy and fees are outlined in the School of Graduate Studies online at www.bloomu.edu. Students in the M.S.N. program must meet the graduation requirements of the university and the Department of Nursing. Graduate students must apply for graduation via the office of Graduate Studies during the anticipated semester of completion of all program requirements.

University’s Guidelines and Application for Graduation

1. Graduate students must have a cumulative QPA of 3.0 or higher.
2. Graduate students must review deadlines for submission of application and fees for graduation as set forth in the calendar in each semester’s class schedule booklet. The application for graduation may be obtained from the School of Graduate Studies or online.

Departmental Graduation Requirements

1. Comprehensive Examination
   The comprehensive examination is a requirement for all students. The examination meets the guidelines for a culminating event in non-thesis masters programs of the university and will help students prepare to sit for national certifying examinations in advanced practice. Consequently, the examination will evaluate synthesis of knowledge related to advanced professional nursing practice. Program Directors will provide specific guidelines to the comprehensive examination according to your specialty area well in advance of the scheduled time for the examination.

2. Exit Interviews and Program Assessment
   Throughout the program, students evaluate each graduate nursing courses to provide feedback to assist faculty in improving these courses. In addition, students are asked to complete an evaluation of the total program. Exit interviews are held at the end of the student’s final semester of graduate study.

This interview is a professional responsibility of the graduate student and is a requirement for graduation.

ALUMNI SURVEYS

Graduates from the MSN program are requested to complete an alumni survey one year and three years post graduation. This survey allows the graduate faculty to review and evaluate the effectiveness of our program in regard to role development, job expectations of the employer and role/job satisfaction. The results are tabulated and reviewed by the graduate faculty for potential program revisions.
Please indicate whether you agree or disagree with each of the following:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>1. The course syllabus provided clear objectives and grading criteria.</td>
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<tr>
<td>2. Course assignments and activities are related to the course objectives.</td>
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<tr>
<td>3. Course assignments and discussion/questions helped me to meet the course objectives.</td>
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<tr>
<td>4. The sequence of course topics provided a smooth flow of material.</td>
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<td>5. The amount of time designated for each topic was adequate.</td>
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<td>6. Learning activities are at a higher level than previously experienced.</td>
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<td>7. I had the prerequisite knowledge for this course.</td>
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<tr>
<td>8. The textbook(s) was/were helpful.</td>
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<tr>
<td>9. I was able to access the library and other online resources to help me complete assignments.</td>
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<tr>
<td>10. Technology support for online courses was available 24/7 and was valuable to me.</td>
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<td>11. I believe that the online learning environment was conducive to developing the knowledge necessary for the advanced practice role.</td>
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</table>

Now, please answer the following questions:

12. Which topics in the course were the most interesting to you? Why?

13. Which topics in the course were the least interesting to you? Why?

14. What changes in the course would you suggest to make it better?

Approved: DON 2007
Revised: May, 2009; October 2009; Reviewed June 2013
APPLICATION FOR GRADUATION
(Master or Doctorate)

******************TO BE COMPLETED BY STUDENT******************

☐ BU Student ID

PRINT NAME (as you would like it to appear on your diploma)

Which semester will you complete all requirements (including departmental paper, thesis, internship, etc.) for your degree? (Failure to meet the requirements by the semester checked below will require you to reapply when requirements will be met.)

☐ Spring Semester (May) 20_____ ☐ Summer Semester (August) 20_____

☐ Fall Semester (December) 20_____ ☐ Winter Semester (January) 20_____

Program of Study:

______________________________

Degree being sought: ____________________________


Do you plan to participate in graduation (wear a cap and gown, march with the class, receive your diploma cover and be hooded on stage)? ☐ YES ☐ NO (If there is not a box checked, your name will be recorded as NOT participating.)

*August and Winter Graduates - Please check the ceremony you plan to attend:

☐ May 20_____ ☐ December 20_____ ☐ I do not plan to attend any ceremony.

Theses presented for degrees are printed in the commencement program. If applicable, please PRINT the title of your thesis and name of your thesis advisor here.

THESIS TITLE: ____________________________________

______________________________

THESIS ADVISOR: ________________________________

DEPARTMENTAL PAPER TITLE (if applicable):

______________________________

☐ X __________________________ DATE: __________

Student’s Signature

**********TO BE COMPLETED BY PROGRAM COORDINATOR FOR APPROVAL**********

It is the Program Coordinator’s responsibility to notify the degree candidate of any deficiencies.

☐ I certify that this degree candidate is cleared for graduation. Attached is a completed program checksheet and transcript for this applicant.

Program Coordinator __________________________ DATE: __________

Approved for Degree Granting: __________________________ DATE: __________

Associate Vice President and Dean
of Graduate Studies and Research
SECTION V

MASTER OF SCIENCE IN NURSING PROGRAM

CLINICAL POLICIES/REQUIREMENTS GUIDELINES
CLINICAL POLICIES/REQUIREMENTS FOR ALL OPTIONS

As set forth in the contractual agreements with agencies serving as clinical practicum sites for graduate student experiences, all students, prior to entering the clinical component of their curriculum and then yearly through the clinical practicum experience, must present the following:

2. Verify possession of current professional liability insurance minimum of $1,000,000 to $6,000,000.
3. Submit forms documenting a comprehensive health examination, 2-step tuberculin testing, and proof of the following immunizations; Tdap, Hepatitis B series, MMR, and influenza (each fall semester).
4. Provide proof of health insurance.
5. Submit current professional resume.
7. Complete and submit PA State Police criminal background check.
8. Complete and submit child abuse background check.
9. Complete and submit FBI fingerprints through the Department of Human Services.
10. Complete and submit a 10 panel drug screen (not rapid screen). If test results are positive automatic dismissal from the program will occur.

Failure to fulfill clinical pre-expectations will require graduate students to withdraw from the clinical course. Refer any questions concerning these guidelines/policies to your program director or the Coordinator of the MSN program.

HIPAA TRAINING

All Nurse Practitioner Students will be required to complete annual HIPAA training. This training will be provided in a self directed learning module as outlined by the Graduate Nursing Department.

CLINICAL PLACEMENTS

Students are placed in a variety of settings as appropriate to the clinical course objectives and goals. The selection is made jointly by the faculty adviser and the individual student. Attention is given to selecting clinical sites relatively close to the student's place of residence insofar as possible. All clinical experiences for the nurse anesthesia program are at sites in the Geisinger Health System. Students must have documentation of CPR, liability insurance, a comprehensive health examination including immunizations and tuberculin testing, current Pennsylvania nursing licensure, a current resume, criminal and child abuse background checks, fingerprinting and drug testing. All of the above are required by contractual agreements with agencies serving as practicum sites.
Selection of Clinical Site
(for options other than anesthesia)

With the assistance of the clinical course faculty, students will select, based upon prescribed criteria, a clinical site and preceptor to fulfill clinical objectives. Arrangements must be made at least one semester to a year prior to the scheduling for advanced clinical practicums. Resumes, proof of Pennsylvania nursing licensure, and national certification in specialty area of the clinical preceptors must be forwarded to the course faculty prior to coursework for approval.

SELECTION OF CLINICAL SITE

1. The agency/institution is accredited by appropriate evaluating bodies.

2. The client population is appropriate to the focus of the course and the course objectives.

3. The agency/institution provides for significant learning experiences relative to the identified objectives.

4. The professional personnel and staff of the agency/institution are knowledgeable of and in support of the philosophy, purpose, and objectives of the MSN program.

5. Master's prepared nurse specialists, certified nurse practitioners, and/or board certified physicians are available within the agency/institution to serve as clinical preceptors, as appropriate for a particular course.

6. Ongoing data derived from student and faculty evaluation, as well as, feedback provided by agency/institution personnel relative to the quality and relevance of learning experiences support the continuance of the affiliation with the facility.

NOTE: *It is imperative that graduate students discuss the site they have selected for their clinical practicum several months preceding the experience to provide for sufficient time for: 1) approval by the clinical faculty and 2) the drafting of contractual agreements.

Adopted June 1986
Reviewed June 1993
Reviewed July 1995
Revised August 2010
GUIDELINES FOR GRADUATE PROGRAM CLINICAL PRECEPTORS

The clinical preceptor, as a teacher and tutor, acts as an essential role model, resource person and liaison for graduate nursing students during a clinical practicum. A preceptor assists the student to attain role socialization and gain competence and confidence in performing advanced clinical skills. Preceptors are an integral factor in assisting the student to integrate the instruction of theory and practice.

IDENTIFICATION/SELECTION: The identification of preceptors is carried out by the program director(s) and faculty of the graduate program. Through various strategies such as surveys of facilities and referrals, a current list of qualified preceptors, reflecting the clinical specialties of the program, is maintained by the coordinator of the graduate program.

QUALIFICATION: The following criteria must be documented by an individual who is requested to serve as clinical preceptor at the graduate level:

A. If the preceptor is an R.N. functioning in an advanced practice role, they must document:
   1. State licensure.
   2. A Master’s degree in nursing with a focus in a designated clinical specialty or licensure as a C.R.N.P. or as approved by course faculty.
   3. Active practice in an area of advanced practice which could include:
      a. A line or staff position in a defined agency;
      b. An independent clinical practice;
      c. A joint practice with a physician.
   4. A job description and/or areas of responsibilities which delineates the advanced practice role.
B. A physician should be board certified and licensed.

ORIENTATION: At the beginning of each semester, the clinical course faculty will conduct an informal orientation with all preceptors performing preceptorship in that semester to clarify and review the purpose of preceptorship; philosophy of the program; objectives of the course and clinical experience; and roles, responsibilities, and privileges of the preceptor, faculty, and students.

ROLE DESCRIPTION: The preceptor is most helpful in those activities which:

1. Facilitate:
   - Appropriate student participation in a broad range of advanced practice experiences
2. Share expertise as:
   - Resource person
   - Consultant, manager, researcher, expert clinician
   - Collaborator with other disciplines
   - Role model in application of theory to practice
3. Provide:
   - Overview of philosophy and objectives of agency
   - An orientation to clinical facility
   - Introduction to key people at agency
   - A perspective on the larger community of which the agency is a part
   - Input relative to evaluation and progress toward clinical objectives of the student.

***See Nurse Practitioner Student Handbook on specific criteria related to the nurse practitioner option.

Approved February 1988; Revised July 2014
CLINICAL EVALUATION FORMS

At the completion of each clinical course, evaluations are made of clinical sites and preceptors as well as of individual student's progress. These forms are essential in the Department of Nursing's ongoing efforts to provide high quality clinical experiences for attaining course objectives. Forms to be used will be distributed to students in their respective clinical courses.
Student nurses exposed to Blood Borne Pathogens:

- Complete first aid measures based on injury – send student to ED if warranted.
- Geisinger nursing staff –
  - Please fill out a “non-patient form”;
  - non-patient ID – student nurse exposure;
  - in generic form: event type: complication, drop down box pick “other”;
  - next “type of event” - pick complication of procedure, test or treatment.
  - Please include information about patient included in incident: Patient name and medical record number.
  - Even if involved with medication administration, please put it in this way. (According to Risk Management).
- Faculty responsible for student must be notified promptly
- Student is to be sent to the Emergency Department (ED) for treatment.
- Faculty will accompany student to ED as appropriate.
- Faculty will notify Terri Bickert via phone (leave message) or email of injury for tracking and follow up. (it is important to be notified in a timely)
  - Please include your name and contact information and the student’s name and contact information.
  - tbickert@geisinger.edu or 570-214-9216
  - cmuthler@geisinger.edu or 570-214-9867

Chain of Command/ Notification of incident or concern

During day: charge nurse; faculty; unit manager; phone or email T. Bickert or C. Muthler

Off Shift: charge nurse; faculty; nursing supervisor; email T. Bickert or C. Muthler

Updated August 27. 2012

Students are responsible for ED visit and other associated costs which may not be covered by insurance.
Nursing Manual

<table>
<thead>
<tr>
<th>Policy</th>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.01</td>
<td>10.0 Provision of Care, Treatment and Services</td>
<td>Bloodborne Pathogen Exposure Management for Student Nurses</td>
</tr>
</tbody>
</table>

This policy applies to:

- [X] Geisinger Medical Center campus
- [X] Geisinger Wyoming Valley Medical Center campus
- [X] GMC Center for Aesthetics & Cosmetic Surgery
- [X] GMC Outpatient Surgery-Woodbine
- [X] GVVMC-Same Day Surgery@GSWB
- [X] Community Practice Service Line
- [X] Geisinger Community Health Services
- [X] Kishcohomee
- [X] Geisinger Medical Laboratories
- [X] Geisinger Clinic
- [X] Geisinger System Services
- [X] Geisinger Gray's Woods Outpatient Surgery & Endoscopy Center
- [X] Geisinger Health Plan
- [X] Family Health Associates of Geisinger Lewistown Hospital
- [X] Geisinger Medical Management Corporation
- [X] Geisinger Gastroenterology and Endoscopy Center - Lewistown
- [X] Geisinger Community Medical Center
- [X] Mountain View Care Center
- [X] Geisinger Bloomsburg Hospital
- [X] Geisinger Bloomsburg Health Care Center

Purposes:

This Bloodborne Pathogen Policy establishes guidelines to provide for timely and efficient management of student nurse exposures to bloodborne pathogens (BBP) and to reduce the risk of acquired infection to HIV, HBV, HCV or other bloodborne pathogens.

Persons Affected:

http://infoweb.geisinger.edu/se/util/display_mod.cfm?MODULE=/se-server/mod/modules/s... 8/4/2015
POLICY:
This Bloodborne Pathogen Policy is to ensure all nursing students who are exposed to blood, blood products, body fluids or other potentially infectious materials shall report their exposure to their instructor and are immediately evaluated in the Emergency Department for treatment following the exposure.

DEFINITIONS:
- CDC - Center for Disease Control
- HBV - Hepatitis B Virus
- HIV - Human Immunodeficiency Virus
- Significant Exposure - defined as a percutaneous injury (e.g., a needle-stick or cut with a sharp object) or contact of mucous membranes or non-intact skin (e.g., exposed skin that is chapped, abraded, or afflicted with dermatitis) with blood, tissue, or other body fluids that are potentially infectious such as: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, and amniotic fluid.

RESPONSIBILITIES:
The Coordinator of Nursing Affiliations in collaboration with the Director of Nursing Education oversees this process. The defined student nurse is responsible to report BBP exposures and provide the essential details of the exposure. The student is also responsible for notifying their instructor promptly. Staff may assist with notification of the instructor when needed. The instructor should send/ accompany the student to the ED. The charge nurse on the unit where the injury occurred is responsible to complete a Midas report. The ED provider who treats the student is responsible to follow the instructions in the "Yellow Folder Student Nurse Exposure Forms" packet, including treatment and investigation of the Bloodborne pathogen (BBP) exposure.

EQUIPMENT/SUPPLIES:
- "Yellow Student Nurse Exposure Forms" Packet for student and source patient instructions/forms

PROCEDURE:

EMERGENCY DEPARTMENT HEALTHCARE PROVIDER:

1. Completes first aid measures based on injury.
2. Reviews the following to determine if a significant exposure has occurred:
   a. the mechanism of injury
   b. the risk factors associated with the exposure including the source patient's risk factors for HIV and Hepatitis
   c. past immunizations of the injured student nurse including the need for a TETANUS (Tdap if applicable) vaccination
   d. past immunity titers as appropriate particularly regarding Hepatitis B Vaccination
3. Arranges for baseline testing of defined student nurse as per the forms in the "Yellow Student Nurse Exposure Forms" Packet:
   a. Quick Summary Checklist for Providers
   b. Baseline Blood Work for Defined Student Nurse and Source Patient
   c. Consent for HIV Testing
   d. Student Nurse Lab Exposure Requisition
   e. See pamphlet "What You Need to Know About HIV/AIDS and Testing"
   f. Other forms as needed
4. Notifies the source patient's physician or designee to request testing of the source patient; then contact nursing supervisor to assist with source patient testing when applicable:
   a. Baseline Blood Work for Defined Student Nurse and Source Patient (Source patient's physician to complete)
   b. Notification of Significant Exposure to Body Fluids
   c. Consent for HIV Testing
   d. Source Patient Request Lab Requisition
   e. See Pamphlet "What You Need to Know About HIV/AIDS and Testing"
5. Assess the need for post-exposure prophylaxis for Hepatitis B or C and offer, if indicated, in accordance with the CDC guideline "Post-Exposure Prophylaxis for Hepatitis B or C" form (in Yellow Packet).

6. Assess the need for post-exposure prophylaxis and offer post-exposure prophylaxis if indicated in accordance with the CDC guideline "Post-Exposure Prophylaxis for HIV" form (in Yellow Packet).
   a. Defined Student Nurse to complete "Informed Consent/Declination for Antiviral Medication" form (in Yellow Packet).
   b. Additional tests should be ordered if treatment is elected as per "Baseline Bloodwork for Defined Personnel" form (in Yellow Packet).
   c. All student nurses started on post-exposure prophylaxis for HIV must be instructed to follow-up with the Infectious Disease physician within 24-72 hours after confirmatory HIV testing is completed. Additional follow-up will be determined at the time of the initial evaluation with Infectious Disease Physician.

7. Reviews reasons to request Infectious Diseases Consultation as listed on "When to Obtain an Infectious Disease (ID) Consult" form (in Yellow Packet).

8. Counsel and educate the defined student nurse who has sustained a significant bloodborne pathogen exposure regarding the risk of transmission of infection.

9. Counseled and educates the defined student nurse who needs to sign consent prior to HIV lab testing, as per PA Act 148. See "Consent for HIV Testing". See "What You Need to Know About HIV/AIDS and Testing" form (in Yellow Packet). NOTE: If laboratory testing on the source patient includes HIV, the defined student nurse must also be tested for HIV. If the defined student nurse refuses testing, but consents to have blood drawn, the lab will be notified and the blood will be stored for 90 days at the request of the defined student nurse. Source patient's results will only be provided to the defined student nurse who has a negative HIV laboratory study.

10. Advises the defined student nurse to utilize, if applicable, appropriate barrier methods of contraception to prevent sexual transmission of HIV during the observation period.

11. Provide defined student nurse with "Exposed Student Nurse Instructions Sheet" form (in Yellow Packet).

12. Reviews the "Quick Summary Checklist for Healthcare Providers" form (in Yellow Packet) for completion.

13. The defined student nurse is to be instructed to follow-up with their Primary Care Physician (PCP) the next business day.

(Additional responsibilities for ED Healthcare Provider):

1. Will evaluate all defined student nurses in the Emergency Department (ED).
2. Will advise the defined student nurse to utilize, if applicable, appropriate barrier methods of contraception to prevent sexual transmission of HIV during the observation period.
3. Will provide laboratory results via phone, letters, or face to face as needed to the defined student nurse.
4. At the time of the initial medical evaluation is performed, the ED provider will:
   1. Review of evaluation performed
   2. Review of testing ordered and results
   3. Review of education and/or counseling given and review of work practices as appropriate
   4. Re-contact the defined student nurse within two weeks to determine outcome of the intervention.
   5. Review as applicable with the defined student nurse details of the incident and ways to prevent future occurrences.

DEFINED STUDENT NURSE WILL:

1. Immediately cleanse the affected area as appropriate and notify instructor and charge nurse on the unit.
2. Defined student nurse immediately reports to the closest ED for evaluation and treatment.
3. Should be prepared to provide source patient information: name, medical record number, date of birth, physician and location of the patient to the provider, in addition to the details of the injury/exposure including if applicable, device with manufacturer, description and lot number along with ways to prevent future injuries.
4. After the initial evaluation in the ED, student nurse personnel will contact PCP on the next business day.
5. Must report all illnesses for the next six months, including symptoms such as fever, sore throat, rash and swollen glands directly to PCP.
6. Are advised to utilize, if applicable, appropriate barrier methods of contraception to prevent sexual transmission of HIV during the observation period.

[TOP]

ATTACHMENTS:

http://infoweb.ucisineer.edu/se/util/display mod.cfm?MODULE=/se-server/mod/modules/s... 8/4/2015
CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION

As required by the contractual agreements with clinical agencies providing clinical sites for graduate nursing courses, graduate students entering practicum courses must verify CPR certification in adult and infant CPR, and one and two person technique.

1. Provide a photocopy of the CPR card to the Department of Nursing.
2. Students without this certification will be "dropped" from the clinical nursing course in which they are enrolled.
3. Reinstatement in clinical course work will be based on an individual meeting with the coordinator of the graduate program or chairperson of the department.

LIABILITY/MALPRACTICE

As required by the contractual agreements with clinical agencies providing clinical sites for graduate nursing courses, graduate students entering practicum nursing courses must verify possession of liability/malpractice insurance of a minimum of $1,000,000 to $6,000,000.

1. By August 1 or December 1, students must provide a photocopy of a front sheet of the liability/malpractice insurance before entering nursing clinical course.
2. Students may purchase liability/malpractice insurance and renew annually from any licensed carrier. Forms are available with the MSN coordinator.
3. Students without this coverage cannot continue in the clinical course and must withdraw from the course.

RN LICENSURE

As required by the contractual agreements and clinical agencies providing clinical sites for graduate nursing courses, graduate students entering practicum courses must verify a current RN license from the Commonwealth of Pennsylvania by August 1 or December 1. Students without the Pennsylvania RN licensure must withdraw from the clinical nursing course in which they are enrolled.
Criminal Background Checks

The Commonwealth of Pennsylvania has enacted legislation to ensure that educational and health care systems provide a safe environment for children and provision of services safeguarding the rights of older adults while protecting them from abuse.

Procedure

In accord with the agency contracts:

1. A student may not be permitted to continue in his/her field of study which requires Act 34 Criminal History or Act 151 Pennsylvania Child Abuse History Clearances if the report comes back with any incidents.

2. If additional similar clearances are required in the future for licensure or certification in Pennsylvania, any documentation of incidents on such clearances may stop the student from progressing in the major.

Prior to the first clinical course and yearly, all students must provide evidence of criminal background clearances. The process is as follows:

1. Obtain forms from the Department of Nursing Office
   a. Pennsylvania State Police Request for Criminal Record Check (Form SP4-164) - Cost $10
   b. Pennsylvania Child Abuse History Clearance - Cost $10

2. Submit the appropriate forms and fees to the identified agencies on the application.

3. Submit the original letters obtained from the Child Line and Child Abuse Registry, Pennsylvania State Police Repository, and the FBI clearance to the Nursing Office by July 15. These clearances will be kept in a file at the secretary’s desk. **A student will not be allowed into the clinical agency if this requirement is not met.

**A student whose record indicate a criminal conviction of a prohibited offence (listed below) will be dismissed automatically from the nursing program.

Pennsylvania State Police Request for Criminal Record Check (Form SP4-164)
This form is used for: Act 24 Clearance - (Child Protective Services Law of 1990)
Act 169; 35 P.S. Clearance (Older Adults Protective Services Act)
The applicable offenses under Act 24 are as follows:
(1) Title 18 of the Pennsylvania Consolidated Statutes (Crimes Code)
   Chapter 25    Criminal Homicide
   Section 2702   Aggravated Assault
   Section 2709   Harassment and Stalking
   Section 2901   Kidnapping
   Section 2902   Unlawful restraint
   Section 3121   Rape
   Section 3122.1 Statutory Sexual Assault
   Section 3123   Involuntary Deviate Sexual Intercourse
   Section 3124.1 Sexual Assault
   Section 3125   Aggravated Indecent Assault
Section 3126  Indecent Assault
Section 3127  Indecent Exposure
Section 4302  Incest
Section 4303  Concealing Death of Child
Section 4304  Endangering Welfare of Children
Section 4305  Dealing in Infant Children
Section 5902(b)  Prostitution and Other related Offenses
Section 5903 (c), (d)  Obscene & Other sexual Materials and Performances
Section 6301  Corruption of Minors
Section 6312  Sexual Abuse of Children

(2)  A felony under The Controlled Substance, Drug, Device and Cosmetic Act, 35 P.S. 780-101 et.seq.

(3)  An out-of-state or Federal offense similar to those listed in (1) and (2) above.

The prohibitive offenses contained in Act 169 are as follows:

| CC 2500  | Criminal Homicide |
| CC 2502A | Murder I          |
| CC 2502B | Murder II         |
| CC 2502C | Murder III        |
| CC 2503  | Voluntary Manslaughter |
| CC 2504  | Involuntary Manslaughter |
| CC 2505  | Causing or Aiding Suicide |
| CC 2506  | Drug Delivery Resulting in Death |
| CC 2702  | Aggravated Assault |
| CC 2901  | Kidnapping        |
| CC 3121  | Unlawful restraint |
| CC 3122.1| Statutory Sexual Assault |
| CC 3123  | Involuntary Deviate Sexual Intercourse |
| CC 3124.1| Sexual Assault    |
| CC 3125  | Aggravated Indecent Assault |
| CC 3126  | Indecent Assault  |
| CC 4302  | Incest           |
| CC 4303  | Concealing Death of Child |
| CC 4304  | Endangering Welfare of Children |
| CC 4305  | Dealing in Infant Children |
| CC 4952  | Intimidation of Witnesses or Victims |
| CC 4953  | Retaliation Against Witness or Victim |
| CC 5902 (b) | Prostitution and Other Related Offenses |
| CC 5903 (c), (d) | Obscene & Other sexual Materials and Performances |
| CC 6301  | Corruption of Minors |
| CC 6312  | Sexual Abuse of Children |
| CS 13A12 | Acquisition of Controlled Substance by Fraud |
| CS 13A14 | Delivery of Practitioner |
| CS 13A30 | Possession with Intent to Deliver |
| CS 13A36 | Illegal Sale of Non-Controlled Substance |
CC 3127  Indecent Exposure  CS13A37  Designer Drugs
CC 3301  Arson and Related Offenses  CC 3929  Retail Theft
CC 3502  Burglary  CC 3929.1  Library Theft
CC 3701  Robbery  CC 3930  Theft of Trade Secrets
CC 3901  Theft  CC 3931  Theft of Unpublished Dramas or Musicals
CC 3921  Theft by Unlawful Taking  CC 3932  Theft of Leased Properties
CC 3922  Theft by Deception  CC 3933  Unlawful use of a Computer
CC 3923  Theft by Extortion  CC 4101  Forgery
CC 3924  Theft by Property Loss  CC 4114  Securing Documents by Deception
CC 3925  Receiving Stolen Property  CC 4114  Securing Documents by Deception
CC 3926  Theft of Services
CC 3927  Theft by Failure to Deposit
CC 3928  Unauthorized Use of a Motor Vehicle

Pennsylvania Child Abuse History Clearance

This form is used for: Act 151 Clearance (Child Protective Services Law of 1990)
Any arrest and/or conviction of child abuse laws
Obtain a Criminal History Record

1. Online Request

The Pennsylvania State Police has also established a web-based computer application called “Pennsylvania Access To Criminal History,” (PATCH) Using this system, a requestor can apply for a criminal background check on an individual. Eighty-five percent of the time, “No Record” certificates are returned immediately through the Internet to the requestor.

Pennsylvania Access to Criminal History (PATCH) Web Site

https://epatch.state.pa.us/

Any Technical Problems can be reported to: Pennsylvania State Police Help Desk - Toll Free at: 1-888-783-7972.
CHILD ABUSE CLEARANCE INSTRUCTIONS

https://www.compass.state.pa.us/CWIS/Public/Home

ABOUT THIS WEBSITE
This secure website is provided for individuals who want to have their Pennsylvania Child Abuse History Clearance processed online. The Pennsylvania Child Abuse History Clearance Check will provide the applicant information as to whether or not they are listed in the Pennsylvania statewide database as a perpetrator of child abuse.

DISCLOSURE OF PERSONAL INFORMATION
Public Disclosure
As a general rule, the Commonwealth does not disclose any personally identifiable information (PII) collected online except where you have given us permission, or where the information is public information under the Pennsylvania Right to Know Act 65 P.S. 66.1 et seq., or other applicable laws. Visitors should be aware that information collected by the Commonwealth on its websites may be subject to examination and inspection, if such information is a public record and not otherwise protected from disclosure.

Social Security Number Disclosure
You are consenting to a verification of your Social Security number through the Social Security Administration. Your Social Security number is also being sought under 23 Pa.C.S. §§ 6336(a)(1) (relating to Information in statewide central register), 6344 (relating to Information relating to prospective child care personnel), 6344.1 (relating to Information relating to family day-care home residents), and 6344.2 (relating to Information relating to other persons having contact with children). The department will use your Social Security number to search the statewide central register to determine whether you are listed as the perpetrator in an indicated or founded report of child abuse. However, please note that disclosure of your Social Security number is voluntary and therefore, if you do not consent to having your Social Security number verified or used for checking your child abuse history, we will still process your request without your Social Security number.

WARNING
You are entering a secure government website for the purpose of requesting a Pennsylvania Child Abuse History Clearance. By entering this site, you certify that you have read and understand the above guidelines and legislation.

Note
If your web browser prompts you to accept a security certificate, you must accept it to proceed.

WARNING!
US GOVERNMENT SYSTEM and DEPARTMENT OF PUBLIC WELFARE SYSTEM.
Unauthorized access prohibited by Public Law 99-474 "The Computer Fraud and Abuse Act of 1986". Use of this system constitutes CONSENT TO MONITORING AT ALL TIMES and is not subject to ANY expectation of privacy.
PA Fingerprint Process

Website: [https://www.indentogo.com/services/live-scan-fingerprinting](https://www.indentogo.com/services/live-scan-fingerprinting)

Select Pennsylvania:

Select Digital Fingerprinting:

Enter Code **1KG756**:
STUDENT

Drug Testing Policy

You may have the 10 panel drug screen performed at a site of your choice although Mid-State Occupational Health Services is familiar with the departmental requirements.

Take this paper with you to appointment

In accord with contractual agreements with cooperating clinical agencies/institutions, all students enrolling in nursing courses must comply with the drug testing policy and procedures and procedures of the agency/institution. Students are responsible for costs associated with testing. **Students need to contact their insurance companies to determine coverage.** In addition to private institutions, Mid-State Occupational Health Services, Inc. can complete the test at an approximate cost of $45.00 (see locations below). Appointments are not required. Check, cash or credit card must be provided at the time of service. Refusal to comply with the policies and procedures of the agency/institution will prevent progression in the nursing program and will result in a recommendation for dismissal from the program. Failure of the drug test as determined by the agency/institution will result in dismissal from the nursing program. **All students must verify a negative 10 DS panel urine drug screen to enter clinical.** Results will be sent directly to the Department of Nursing office.

---

**Williamsport**

2605 Reach Road
Williamsport, PA 17701
(570) 327-8760 - Voice
(570) 321-9504 - Fax

Get Driving Directions

**Dunmore**

1000 Meade Street
Dunmore, PA 18512
(570) 209-7160 - Voice
(570) 209-7164 - Fax

Get Driving Directions

**Lewisburg**

130 Buffalo Road, Ste 104
Lewisburg, PA 17837
(570) 523-7774 - Voice
(570) 523-7775 - Fax

Get Driving Directions

**Bloomburg**

6850 Lows Road
Suite 325B
Bloomburg, PA 17815
(570) 317-2763 - Voice
(570) 317-2764 - Fax

Get Driving Directions

Monday-Friday 8AM-4PM

**Wilkes-Barre**

Mac 1
150 Mundy Street
Wilkes-Barre, PA 18702
(570) 970-2300 - Voice
(570) 970-2323 - Fax

Get Driving Directions
GRADUATE NURSING
ANNUAL HEALTH EXAMINATION FORM
(Student should retain a copy.)

All graduate students who are entering a clinical course must complete this form prior to the beginning of the semester.

ONLY INFORMATION ON THIS FORM WILL BE ACCEPTED.

Name: _____________________________ Date: __________________

BUID #: __________________________ Date of Birth: __________________

Home Address: __________________________ Street City State Zip

Home Phone: __________________________ Cell Phone: __________________

In Case of Emergency, notify: __________________________ Phone Number: __________________

Relationship: __________________________

NOTE: The Department of Nursing requires that all students have appropriate accident and sickness insurance Coverage per agency contracts.

Insurance Company Name: __________________________

Insurance Company Address: __________________________

Policy Number: __________________________

Group Number: __________________________

Policy Holder’s Name: __________________________

Policy Holder’s Relationship to Student: __________________________

Waiver Notice: I, __________________________, agree to grant permission to the

[signature]

Department of Nursing the ability to review and/or copy my health examination form as it relates to Pennsylvania State Board of Nursing and/or clinical agency contractual requirements.

- OVER -
Physical Examination

* The provider MUST complete this graduate physical examination form in entirety.

Blood Pressure: __________  Temperature: __________  Pulse: __________  Respiration: __________

Height: __________  Weight: __________

Visual Acuity (Distance) (R) 20/____ (L) 20/____

Assessment of Hearing Acuity

(Snellen Chart)  (Whisper Test)

<table>
<thead>
<tr>
<th>Skin</th>
<th>Normal</th>
<th>Abnormal</th>
<th>Describe Abnormalities</th>
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<tbody>
<tr>
<td>REENT</td>
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<tr>
<td>Lymph Nodes</td>
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<td>Heart</td>
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<td>Lungs</td>
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<td>Abdomen</td>
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<td>Musculoskeletal</td>
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<tr>
<td>Neuro/Psych</td>
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</tbody>
</table>

Female: Date & Results of Last Pelvic/Pap/Breast Exam

Male: Date & Results of Last Testicular/Prostate Exam

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Tuberculin Skin Test (TST) by Mantoux method must be completed yearly with a reading in 48-72 hrs. 

**Nurse practitioner students must have 2 step TST**

#1

<table>
<thead>
<tr>
<th>Date Administered</th>
<th>Left / Right</th>
<th>Practitioner’s signature</th>
<th>Date Read</th>
<th>Results</th>
<th>Practitioner’s Signature</th>
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#2

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<th>Results</th>
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</tbody>
</table>

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Include the following: Complete in Entirety – Blank spaces will not be accepted.

**Vaccination Dates:**

MMR I: Date: __________  MMR II: Date: __________

Positive Rubella, Rubeola and Mumps titers are acceptable to meet this requirement.

Rubeola Titer: □ Positive □ Negative  Mumps Titer: □ Positive □ Negative  Rubella Titer: □ Positive □ Negative

Date: __________  Date: __________

Varicella requirement - three different options: Varicella (Chickenpox)

1.) Provide the Year of Disease: __________

2.) Immunization: **Two Doses Required at least 4 weeks apart:** Date of Dose #1 __________  Date of Dose #2 __________, or

3.) Varicella Titer: □ Positive □ Negative  Date: __________

**Tdap Booster (required):** Date: __________

**Hepatitis:** There are two options to meet this requirement: Proof of receiving the vaccine or by positive titer.

Hepatitis B:  Dose #1 __________  Dose #2 __________  Dose #3 __________

OR

Hepatitis B Surface Antibody titer: □ Positive □ Negative  Date: __________

---

**Provider’s signature**

Revised May 2016
SECTION VI

MASTER OF SCIENCE IN NURSING PROGRAM

STUDENT ACTIVITIES AND GENERAL INFORMATION
UNIVERSITY COMMITTEES WHICH INCLUDE STUDENT MEMBERSHIP

Full time graduate students can be elected by the graduate study body for committee membership on the University Graduate Council, University Forum, Kehr Union Board and Library Committee, and Graduate Student Council.

The Dean of Graduate Studies and Research notifies the student body as to time and location of the meeting for nominations and subsequent vote on membership.

BLOOMSBURG UNIVERSITY THETA ZETA CHAPTER OF SIGMA THETA TAU

The Department of Nursing at Bloomsburg University has a chapter of the International Honor Society of Nursing, Sigma Theta Tau. Induction into Sigma Theta Tau is both a privilege and an honor. Students should be aware that there are several criteria which must be met for eligibility.

Criteria for Membership in Sigma Theta Tau as a Graduate Student

A combination of the following is required for a successful endorsement:

1. Superior academic achievement, QPA of 3.5.
2. Development of leadership qualities.
3. Demonstration of high professional standards.
4. Demonstration of a strong commitment to the ideals and purposes of the profession.
5. Completion of a quarter of the graduate program.

Sigma theta Tau hopes that each student will strive to achieve these standards for eligibility into the organization. Students must submit a completed application to the chapter’s Eligibility Officer at the appropriate time.

DEPARTMENTAL GRADUATE COUNCIL

The Graduate Council meets every month. Student participation is encouraged. Any graduate student wishing to bring an issue to the attention of the Council is encouraged to attend any scheduled meeting by emailing the Graduation Program Coordinator to learn the date, time, and place of the next scheduled meeting. ADDITIONALLY, ANY STUDENT WITH SUGGESTIONS OR CONCERNS FOR THE COUNCIL MAY EMAIL THE COORDINATOR AT ANY TIME.
SIGMA THETA TAU – THETA ZETA CHAPTER
GRADUATE STUDENT RECOGNITION AWARD

The Theta Zeta Chapter, Graduate Student Recognition Award is given to a graduate student who is a member of Sigma Theta Tau and displays superior achievement, leadership development, high nursing standards, creative work, professionalism, and commitment to the ideals of the profession. This award is given in honor of the Lambda Nu Chapter, Lycoming College.

Eligibility
Any graduate student of Sigma Theta Tau – Theta Zeta Chapter who is eligible for graduation in the calendar year.

Supporting Data
1. Evidence of current membership in Sigma Theta Tau – Theta Zeta Chapter
2. Maintains a grade point average of 3.75 or above
3. Membership in Theta Zeta Chapter
4. Endorsement from Graduate Council
5. The name of the graduate student will be forwarded to the Award Committee Chairperson

Confirmation and Notification
1. The Awards Committee will confirm membership status with the secretary of the Theta Zeta Chapter.
2. The grade point average will be confirmed by Graduate Council.
3. The successful recipient will be notified by phone, letter, and/or email prior to the award presentations.
4. The Awards Chairperson will notify the chapter’s faculty counselor about the student acceptance of the award so that information about attendance at the induction ceremony is sent to the student.

Revised 1/08 SQH
Revised/Approved Graduate Council 2/2016
DEPARTMENTAL GUIDELINES FOR GRADUATE ASSISTANTSHIPS

In accordance with Bloomsburg University academic policies, a limited number of graduate assistantships are available for full-time graduate students. Application for an assistantship is made directly to the Department of Nursing.

**Departmental Activities for Graduate Assistantships**

1. Assist students in the undergraduate program to develop and refine basic nursing skills in the Simulated Learning Laboratory as well as tutor students.
2. Assist faculty to prepare instructional materials for undergraduate course work.
3. Assist with faculty-conducted research (retrieval of data bibliographic materials, collection and analysis of data, drafting of reports and other materials.)
4. Assist faculty to develop continuing education.

Upon acceptance as a graduate assistant, the student must complete and sign an Employment Eligibility Verification (I-9) in the presence of their supervisor. These required forms are available through the Student Payroll Office (389-4416).
**Graduate Assistantships**

Graduate assistantships are open to students pursuing a master's degree with varying number of assistantships available in any particular program or department.

Stipends are awarded by the Assistant Vice President and Dean of Graduate Studies and Research upon the recommendation of departments with graduate programs. Stipends are available during the academic year and summer sessions.

Most students are granted assistantships for one semester at a time. However, some graduate students are granted assistantships under a two-semester contract.

Graduate students who have had an assistantship in one program are not eligible for an assistantship in a second program.

BU assistantships are either "half-time," which require 20 hours of work each week, or "quarter-time," which require 10 hours of work each week. Both types of assistantships carry a partial tuition waiver. In addition, half-time graduate assistants receive a stipend and quarter-time graduate assistants receive a stipend for the semester. (See Graduate website for stipend amounts)

As part of the BU's commitment to affirmative action, 10 graduate assistantships are targeted for minority graduate students. The requirements and conditions of appointment for these assistantships are identical to regular assistantships.

Graduate assistantship applications are available online or may be picked up at the graduate studies office.

Applications should be submitted to the department or program of which you are applying. Upon award of a graduate assistantship, you will be provided with the document "Criteria for Graduate Assistantship" by the graduate studies office. This document describes graduate school policies for the administration of assistantships.
GRADUATE ASSISTANT RESPONSIBILITIES IN SLL
(as of 7/1/2010)

Criteria for Graduate Assistants in the SLL:
- Works in the lab at least 10 hours/week. The graduate assistant’s schedule is developed in collaboration with the SLL Director. A graduate assistant’s schedule who works in the SLL may include evening hours and/or Sunday hours, and must meet the needs of the SLL as well as the needs of the graduate student.
- Works under the direct supervision of the SLL Director

Duties and Responsibilities may include the following:
- Provide instructional assistance to students (within the scope of the graduate assistant’s educational preparation and under the guidance of the SLL Director)
- Review with the SLL Director weekly (at designated time) the specific/ key points of the skill that will be taught in the lab the following week
- Perform skills demonstrations for students
- Schedule students for skill demonstrations
- Assist with clinical simulation experiences including helping the director to write/devise scenarios and leading scenarios with the use of both high and medium fidelity mannequins
- Assist students to access videos
- Assist in setting up lab for skills, inventory and labeling, cleaning and maintaining lab equipment and overall organization of the lab.
- Attend lab meetings as required by the SLL Director.
- Identify equipment repairs needed as well as supplies that are low and helps devise methods for reusing/recycling supplies in the lab if necessary.
- Test out/evaluate students on all skills in the lab
- Monitor undergraduate student workers when SLL Director is absent
- Perform other duties as designated by the SLL Director
FACULTY

The following faculty members have been approved, in accordance with the university’s Graduate Council Faculty Credentials Policy, to teach in the graduate program.

Sheila Hartung, Ph.D., R.N., associate professor; community and home health
Email: shartung@bloomu.edu

Kim Olszewski, DNP, C.R.N.P., associate professor; adult nurse practitioner
Email: kolszews@bloomu.edu

E-mail: nchikota@bloomu.edu

Cheryl Jackson, DNP, C.R.N.P., assistant professor; family nurse practitioner
Email: cjackso2@bloomu.edu

Lori Metzger, Ph.D., NP-C, RN-BC, associate professor; adult nurse practitioner,
E-mail: lmetzger@bloomu.edu

Mindi Miller, Ph.D., C.R.R.N., professor: medical anthropology (socio-cultural) issues; rehabilitation (across the life span).
E-mail: mmiller2@bloomu.edu

Debra Minzola, Ph.D., MSN, CRNA, assistant professor, nurse anesthesia
E-mail: dminzola@bloomu.edu

Deb Stayer, Ph.D., assistant professor, pediatrics
Email: dstayer@bloomu.edu

Rebecca Toothaker, Ph.D., assistant professor, caregiver support
Email: rtoothak@bloomu.edu