Master of Science in Nursing Student Handbook

2023-2025

UNIVERSITY OF ST. THOMAS

Carol and Odis Peavy
School of Nursing

CRESCAMUS IN CHRISTO

Table of Contents

Lucindra Campbell-Law, PhD, APRN, ANP, PMHNP, BC
Professor/Division Dean, Graduate Programs
Cullen Trust Endowed Chair for Healthcare
Carol and Odis Peavy School of Nursing
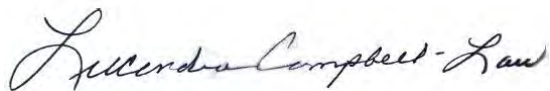
Dear Students,

Welcome to the Peavy School of Nursing (PSON) MSN program. Congratulations on your decision to advance your practice and your dedication to advancing your profession.

Our student body reflects a rich diversity of students, faculty, and staff. The PSON has much to offer in terms of student-centered support to help you on your journey to a higher degree, tutors, a writing center, and practicum placements. We emphasize student engagement in active engagement.

We look forward to welcoming you into our university community as we create the future of health care and nursing together.

Best Regards,

Lucindra Campbell-Law

Michael E. Sullivan, DBe, HEC-C, FACHE
Assistant Professor/Program Director, Graduate Studies
        & Title V Grant Project Initiatives
Carol and Odis Peavy School of Nursing

Dear Students,

Welcome all of you to the University of St. Thomas Peavy School of Nursing! We are happy to be partnering with you as you participate in an exciting educational journey. Your choice to pursue an advanced degree is a clear indication of your ongoing commitment to service leadership.

At the Peavy School of Nursing, you will broaden your horizons, experience leadership opportunities, and gain real-world learning. I am confident that you will find your educational journey full of rewarding experiences.

You deserve to be proud of your achievements, and I look forward to personally welcoming you to the University of St. Thomas family!

Best Regards,

Michael Sullivan

Introduction

This handbook describes policies and procedures relevant to the graduate nursing program awarding a Master of Science in Nursing (MSN) degree at the University of St. Thomas Carol and Odis Peavy School of Nursing (UST-PSON).

It is the responsibility of every student to know and adhere to the policies and guidelines presented in this handbook. Two additional sources augment content in this handbook:

UST Student Handbook providing information applicable to all UST students: www.stthom.edu/StudentHandbook

UST Graduate Catalog providing information applicable to all UST graduate students: https://www.stthom.edu/GradCatalog

The UST Master of Science in Nursing (MSN) program follows the Academic Citizenship policies described in the UST Graduate Catalog. In addition, MSN students, in their educational and advanced practice activities, are expected to demonstrate commitment to the policies of the *Code of Ethics for Nurses* of the American Nurses Association (ANA, 2015).

The general academic policies of the MSN program offered by the PSON are described in the UST Graduate Catalog and apply to all UST graduate students. Additional policies specific to the MSN program are described in this Student Handbook. These program specific policies emerge from the vision, mission, philosophy, and framework of the PSON, as described in a subsequent section of this handbook.

As noted in this philosophy, all members of the PSON community…" are guided by the human capacities for compassion, justice, reflection, creativity, and moral choice". This MSN Student Handbook is designed to enable the MSN student to embrace and actively participate in this community commitment in an informed way.

This handbook further clarifies the policies and practices unique to the MSN program, shaped further by the standards and expectations of the profession of nursing. As a practice discipline, nursing has a contract with society to provide a service, articulated in *Nursing's Social Policy Statement* of the American Nurses Association (ANA, 2010) and Nursing: Scope and Standards of Practice of the American Nurses Association (ANA, 2010). These standards and contractual expectations are essential dimensions of the students' education. These two central professional publications, along with the *Code of Ethics for Nurses* referred to above are the first three resource documents all MSN students should purchase to inform their progression through their program of study. They can be purchased directly from the American Nurses Association as a single *Essentials of Nursing Practice* package at their publishing site www.nursesbooks.org/.

Notification of Changes in UST-PSON Policies and Procedures

All UST-PSON faculty engage in ongoing program evaluation and evidence-based improvement which may require specific policy and procedure changes throughout the academic year. Updates to the *UST-PSON MSN Student Handbook* will be posted to the online version located on Blackboard (https://blackboard.stthom.edu/webapps/login/) throughout the school year. To access the Handbook in Blackboard go to My Organizations, click on SON Student Resources, and click on Student Handbook.

History of the UST-PSON

The UST-PSON builds on the legacy of the Catholic nursing education programs that preceded it. The first training school for nurses in Houston was established by the Sisters of Charity of the Incarnate Word in Houston under the administration of St. Joseph Hospital (1905-1948). The program transitioned to Sacred Heart Dominican College (1948-1972) to become the first baccalaureate nursing program in Houston. The program made another transition in 1972 to the University of St. Thomas, where the BSN program was offered until 1986, when financial hardship caused by the severe economic downturn in Houston required the University to make the difficult decision to close the highly regarded nursing program. More than 2,100 nurses graduated from these programs between 1905 and 1986 and this group provided strong support for re-establishment of the nursing school at UST.

In Fall 2006, the University of St. Thomas Board of Directors and President Dr. Robert Ivany established a rigorous process for a feasibility assessment that resulted in the decision in June 2008 to reopen the School of Nursing. The SON admitted a cohort of students on May 29, 2012. On June 5, 2014, the UST Board approved the name change to the Carol and Odis Peavy School of Nursing. There have been 184 graduates since the first graduating class of 2014. The PSON takes pride in making an important contribution to the nursing workforce by **successfully educating Hispanic, under-represented, and low-income students**. Nationally, 3% of the RN workforce is Hispanic; 14% in Texas. PSON Hispanic students typically represent 48% of our current nursing student body, Caucasian 21%, Asian 18%, and African American 13%. In June of 2017, the UST-PSON relocated to the new Center for Science and Health Professions Building (CSHP).

Vision

The UST-PSON will be nationally recognized as an educational community that is an exemplar in the formation of nurses for holistic healing ministries in the 21st century healthcare environment.

Mission

Building on the mission of the UST and its Founders, the Basilian Fathers, and nourished by the historic traditions of Catholic nursing education and service, the UST-PSON will educate nurses

intellectually, morally, and spiritually in the art and science of nursing as a compassionate healing ministry.

Philosophy

UST's deep conviction about the nature of nursing as a healing ministry shapes the philosophy of the PSON and serves as the standard measuring intent and outcome of all the school's endeavors. With this undergirding, we frame and describe the essential elements of the healing ministry we pursue and make manifest:

For the UST Nurse, Person is the ineffable expression of "God among us" that is the unique, complex multidimensional mystery of each human. Both nurse and patient, as persons, bring to healing encounters their self-awareness, intentionality, and consciousness; these human capacities create the conditions for healing.

For the UST Nurse, Nursing is a professional discipline and practice, both an art and a science, manifest as a healing ministry expressing the presence of God. Nurses bring to their relationships with persons a conscious, intentional and relational presence. Using their knowledge and skill, nurses express their therapeutic capacity through their unique spiritual calling and commitment, guiding others to a desired wholeness.

For the UST Nurse, Health is optimal wholeness of persons achieved through the full expression of individual and communal healing practices made possible through nursing, by nurses. Health is a multidimensional state of being that encompasses body, mind and spirit for the nurse and the patient in their shared encounters focused on care.

For the UST Nurse, Environment is the totality of all forces and factors that shape the nurse-to-patient encounters that make healing possible. Each encounter offers an unrepeatable moment, as environment is a constant state of change. Nurses enter the care environment to create the conditions and relationships necessary for healing.

All members of the UST PSON community, in embracing these fundamental understandings of the essential elements of nursing, create and participate in education, scholarship, service and care initiatives that make the healing presence of God manifest. They are guided by the human capacities for compassion, justice, reflection, creativity, and moral choice.

Master of Science in Nursing (MSN)

Advanced nursing practice is broadly defined by the American Association of Colleges of Nursing (AACN) as "any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the provision of direct care or management of care for individual patients or management of care populations, and the provision of indirect care such as nursing administration, executive leadership, health policy, informatics, and population health" (AACN, 2015, p.1). The Master of Science in Nursing (MSN) programs are accredited by the Commission on Collegiate Nursing Education (CCNE), an agency established in 1998 as an autonomous arm of the AACN. These programs aim to prepare nurses for flexible leadership and critical action within complex, changing systems, including health, educational, and organizational systems. Master's education deems to equip nurses with valuable knowledge and skills to lead change, promote health, and elevate care in various roles and settings (The Essentials of Master's Education in Nursing, 2011).

Foundational Base of the MSN Program in Nursing

Carol and Odis Peavy School of Nursing is committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship, and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline, and knowledge. We foster engagement in a diverse, collaborative community. The University of St. Thomas, as a comprehensive university grounded in the liberal arts, educates students to think critically, communicate effectively, succeed professionally, and lead ethically. Located just minutes from the Texas Medical Center (TMC), the PSON offers MSN students a great education with proximity to innovative health care facilities. The PSON creates and sustains creative partnerships with our clinical colleagues in the TMC that are central to the MSN students' education and outcomes.

The UST Carol and Odis Peavy School of Nursing vision, mission, philosophy, and framework provide a strong foundation for the development of a graduate curriculum. The curriculum prepares students to provide holistic, relationship-centered nursing care that is grounded in nursing theory and guided by evidence-based best practice standards to support individuals, families, and communities in achieving their goals for healing. The emphasis is on the development of capacity to provide holistic care within the nurse-patient and nurse-family relationship. The emphasis at the graduate level is on preparing nurse educators and leaders who can create healing environments supporting nurses in providing truly holistic care. The UST MSN is designed to be responsive to and collaboratively integrated into the Houston metropolitan health care community, expanding the PSON's established partnerships. Thus, the MSN program builds on and amplifies the commitments of the school's undergraduate program. MSN graduates will be able to make a seamless transition into the existing UST PSON DNP program.

UST-PSON Curriculum Pillars

Four pillars form the foundation for UST graduate curriculum in the art and science of nursing as a compassionate healing ministry.

I. The Knowledge Base of Nursing as a Professional Discipline

Philosophical Assumption: Nursing is a professional discipline with a unique knowledge base grounded in multiple ways of knowing that guide professional practice.

1. Nursing knowledge is built on a foundation of the liberal arts and sciences.
2. Nursing knowledge encompasses nursing theory and is derived from multiple ways of knowing and is applied in direct care of patients through clinical practice.
3. Professional nursing practice is congruent with and integrates the larger knowledge base of the humanities and of the biomedical, social, behavioral and life sciences.

II. Learning as a Mutual Process of Creation and Discovery

Philosophical Assumption: Learning is a partnership in which the teacher guides the student in a participatory way in the creation and discovery of knowledge and understanding.

1. Nursing is a practice discipline; therefore, learning is best realized in a reflective, engaged process occurring within a clinical practice.
2. The capacity for practice inquiry and sound clinical reasoning is essential to the development of professional competence evidenced in safe, quality patient care.
3. Optimal learning occurs within a disciplined, creative, participatory learning environment that facilitates and supports discovery and innovation.

III. Nursing as a Healing Ministry

Philosophical Assumption: Nursing as a profession is rooted in the belief that this is a spiritual calling committed to healing.

1. Nursing has been the profession traditionally responsible for placing the individual in the best position to heal through nature's reparative process.
2. Nursing practice focuses on creating the conditions and relationships necessary for healing to occur, focused on patient wholeness – body, mind and spirit.
3. Nursing is a manifestation of Christ's healing ministry.

IV. The Nurse as an Instrument of Healing

Philosophical Assumption: Self-discovery and expansion of consciousness are foundational to the therapeutic capacity of the nurse, the essential capacity for healing practices.

1. Expansion of one's consciousness is an essential part of developing compassion and the capacity to facilitate healing.
2. Attunement to Christ consciousness is the ultimate aim of spiritual development in the Catholic tradition and facilitates a deeper understanding of nursing's healing ministry.

Code of Ethics for Nurses

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

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

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

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

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

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

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

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

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

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing.

MSN Program Outcomes

Upon completion of the UST-PSON Master of Science in Nursing program, with its organizing framework based on healing and holistic care, the graduate will be able to:

1. Articulate a personal philosophy of nursing that guides practice in advanced nursing roles based on an understanding of nursing as a healing ministry rooted in the historic Catholic caring tradition and focused on wholeness – mind, body, and spirit. (Domains 1,6)
2. Utilize an expanded theoretical framework in the humanities; behavioral, life, social sciences; and nursing arts and science as a foundation for holistic nursing practice in advanced nursing roles. (Domain 1)
3. Integrate concepts related to clinical prevention and population-based care that promote health, reduce the risk of chronic illness, and prevent disease in advanced holistic nursing roles. (Domains 2,3,5)
4. Provide transformational leadership in the delivery of Deliver relationship-centered holistic nursing care that integrates research, theory, and evidence-based best practices to support individuals, families, and communities in achieving their goals for healing and wholeness. (Domains 1,2,4)
5. Demonstrate communication, conflict engagement and inter-professional collaboration skills that support the creation of safe, effective care environments that facilitate continuous quality improvement for positive patient and population health outcomes. (Domains 3,5,6,9)
6. Utilize a conceptual framework for advanced nursing roles in nursing education, nursing simulation and leadership as a resource to guide inquiry, self-reflection, and life-long learning. (Domain 1)
7. Utilize nursing informatics theory, information, and educational technology tools to support strategic and operational leadership in advanced nursing roles in practice, leadership and education. (Domains 7,8)
8. Analyze health policy and health care delivery using a values framework congruent with the emphasis on social justice, diversity/inclusion and cultural awareness articulated in nursing's Code of Ethics and Catholic social teaching. (Domains 1,5)
9. Demonstrate the competencies associated with advanced roles in nursing education, healthcare and nursing simulation education and leadership in accordance with professional standards for nurses educated at the master's degree level. (Domains 1-10)

MSN Program Essentials

The American Association of Colleges of Nursing (AACN) is the national professional nursing organization that both provides policy guidelines for the development, implementation, and evaluation of MSN programs of study and oversees their accreditation based on these guidelines. All MSN programs in the United States are designed to provide students with master's level preparation in a variety of roles and practice areas. Master's graduates may pursue direct (e.g., the Clinical Nurse Leader (CNL), nurse educator) or indirect care (e.g., nursing or health program management, informatics, public health, or clinical research coordinator) practice roles.

These guidelines are described as the **American Association of Colleges of Nursing:** *The Essentials of Master's Education in Nursing (2011) and* are included here to provide a context for the MSN unique academic policies for this program of study. They are as follows:

AACN Essentials I-IX delineates the outcomes expected of graduates of Master of Nursing programs: The nine Essentials delineate the knowledge and skills that _all_ nurses prepared in master's nursing programs acquire. These Essentials guide the preparation of graduates for diverse areas of practice in any healthcare setting. The MSN program prepares the graduate to:
Essential I: Background for Practice from Sciences and Humanities   1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.   2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.   3. Design nursing care for a clinical or community-focused population based on biopsychosocial, public health, nursing, and organizational sciences.   4. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.   5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.   6. Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities.   7. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.   8. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.
Essential II: Organizational and Systems Leadership

1. Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.

2. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication (scholarly writing, speaking, and group interaction) skills.

3. Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence health care.

4. Demonstrate the ability to use complexity science and systems theory in the design, delivery, and evaluation of health care.

5. Apply business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing, to develop a business plan.

6. Design and implement systems change strategies that improve the care environment.

7. Participate in the design and implementation of new models of care delivery and coordination.

Essential III: Quality Improvement and Safety

1. Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care.

2. Implement evidence-based plans based on trend analysis and quantify the impact on quality and safety.

3. Analyze information and design systems to sustain improvements and promote transparency using high reliability and just culture principles.

4. Compare and contrast several appropriate quality improvement models.

5. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing.

6. Contribute to the integration of healthcare services within systems to affect safety and quality of care to improve patient outcomes and reduce fragmentation of care.

7. Direct quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.

8. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.

Essential IV: Translating and Integrating Scholarship into Practice

1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.

2. Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant).

3. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted.

4. Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation.

5. Apply practice guidelines to improve practice and the care environment.

6. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice.

Essential V: Informatics and Healthcare Technologies

1. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes.

2. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes.

3. Promote policies that incorporate ethical principles and standards for the use of health and information technologies.

4. Provide oversight and guidance in the integration of technologies to document patient care and improve patient outcomes.

5. Use information and communication technologies, resources, and principles of learning to teach patients and others.

6. Use current and emerging technologies in the care environment to support lifelong learning for self and others.

Essential VI: Health Policy and Advocacy

1. Analyze how policies influence the structure and financing of health care, practice, and health outcomes.

2. Participate in the development and implementation of institutional, local, and state and federal policy.

3. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.

4. Interpret research, bringing the nursing perspective, for policy makers and stakeholders.

5. Advocate for policies that improve the health of the public and the profession of nursing.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

1. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams.

2. Understand other health professions' scopes of practice to maximize contributions within the healthcare team.

3. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care.

4. Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships.

5. Mentor and coach new and experienced nurses and other members of the healthcare team.

6. Functions as an effective group leader or member based on an in-depth understanding of team dynamics and group processes.

Essential VIII: Clinical Prevention and Population Health for Improving Health

1. Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence- based, culturally relevant clinical prevention interventions and strategies.
2. Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes using health information technology and data sources.
3. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.
4. Advance equitable and efficient prevention services and promote effective population-based health policy through the application of nursing science and other scientific concepts.
5. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.

Essential IX: Master's-Level Nursing Practice
1. Conduct a comprehensive and systematic assessment as a foundation for decision making.
2. Apply the best available evidence from nursing and other sciences as the foundation for practice.
3. Advocate for patients, families, caregivers, communities and members of the healthcare team.
4. Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.
5. Use leadership skills to teach, coach, and mentor other members of the healthcare team.
6. Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.
7. Use knowledge of illness and disease management to provide evidence-based care to populations, perform risk assessments, and design plans or programs of care.
8. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues.
9. Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.
10. Employ knowledge and skills in economics, business principles, and systems in the design, delivery, and evaluation of care.
11. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care.
12. Apply learning, and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.
13. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.
14. Design strategies that promote lifelong learning of self and peers and that incorporate professional nursing standards and accountability for practice.
15. Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice.

Admission to the MSN Program

The approved UST-PSON RN-MSN and MSN Admission Policy is as described in Appendix A of this handbook. Admission to the University of St. Thomas RN-MSN/MSN Program is granted to students demonstrating a significant degree of professional and personal capacity for achievement of program goals and successfully perform at a graduate level. The members of the Graduate Program Committee, in reviewing students' application materials, ensure compliance with the UST Graduate Program admission policies and consider several academic and professional criteria when selecting students for the RN-MSN or MSN program.

All applicants must submit the following materials for consideration for admission to this program of study:

1. Applicant holds an earned degree in nursing. Key indicators will include:
    a. **RN-MSN applicants:** At minimum, documentation must substantiate the award of an Associate Degree in Nursing from an NLN or CCNE accredited School of Nursing or from a regionally accredited institution.
    b. **MSN applicants:** At minimum, documentation must substantiate the award of a Baccalaureate Degree in Nursing from an NLN or CCNE accredited School of Nursing or from a regionally accredited institution.
    c. Other evidence-based or scholarly achievements associated with professional role.
2. Evidence applicant has a 3.0 or higher in nursing coursework.
3. Proof of unencumbered professional RN licensure; for matriculation, applicants must hold a valid RN license from the state of Texas or a compact state upon enrollment.
4. One-year of clinical experience, recommended.
5. A current CV or resume identifying prior work experiences.
6. A 500-word essay describing personal and professional reasons for seeking enrollment in this program of study may be requested.

The admission process commences with applicants submitting application materials via the UST website:

1. Applicant submits application and meets all admission submission requirements.
2. Official or unofficial transcripts must be uploaded and received by Graduate Operations. If unofficial transcripts are submitted for review process, a stipulation on admission may require official transcripts to be submitted before the end of the first semester of enrollment.

The timeframe for the admission process is as follows:

1. Nursing Admissions will review submitted application to determine completeness and request any additional required materials from applicants.

2. The applicant will be contacted for an interview once the application is complete and all application materials are received.
3. Completed applicants will receive a status update from the Nursing Admissions team within three to five business days. The Nursing Admissions team will continue to update the applicant through the admission review process.

The deadline for all applicant materials is posted on the website for each application cycle. Applicants are encouraged to submit documents early to ensure consideration for admission and to pursue potential financial aid opportunities. Applicants will receive a notification from the PSON Nursing Admissions Team of the admissions decision completed by the PSON Graduate Program Committee. Admitted students without a valid Texas RN license will need to ensure they acquire one prior to enrollment in courses in the program.

Academic Progression

New student orientation is held during the summer prior to the start of the students' first core courses, which are offered in the fall semester. While admission may be awarded throughout the academic year, attendance with the students' admission cohort at orientation is mandatory. Information crucial to success in the MSN program is presented. Students are therefore expected, at minimum, to be on campus for clinical component of MSN courses.

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course's educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. MSN program courses are primarily offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course syllabus, content, assignments, due dates, exams, and quizzes are provided through Bb. Students will be expected to use email and/or Blackboard to respond to the course instructors and peers about assigned topics and to maintain clinical logs, develop their personal and professional portfolios and make entries in their reflective journals during their progression through the program.

While maximizing the creative use of available technologies in the UST MSN program, the equally important role of interpersonal exchanges among faculty and students and among students themselves is integral to the program's emphasis on relationships, communication, and collaboration. Students are part of a program cohort, and this cohort serves as an integral dimension of students' educational experiences and opportunities.

The Graduate Program Director will assign each student an academic advisor on admission to the program. The academic advisor assists the students in all aspects of program matriculation and

progression and provides coaching to ensure the student's successful progression.

Academic Retention Policy

UST-PSON has established a Graduate Nursing Student Success Center (GNSSC) with funds from a Department of Education Title V grant. A critical remit of the GNSSC is academic retention of the RN-MSN and MSN students. The approved UST-PSON Graduate Student Academic Retention Policy is as described in Appendix B of this handbook. This policy establishes criteria and processes to facilitate students maintaining prescribed academic standards during their time in the program. This sets the expectation that remedial measures will be initiated when a student fails to achieve or maintain **a test grade of B- (80-83) or above on any nursing course test.**

The following guidelines are used to determine student academic status and responsive action:
1. A student must always maintain a cumulative GPA of 3.0 to progress without remediation or retention counseling.
2. A student who receives less than a B- (<80) in any course is eligible to repeat that course. If successful in meeting the academic standards on the second attempt, the student continues to progress in their plan of study.
3. Course Coordinators are expected to refer students who receive a test grade below a "B-" (<80) in any assignment or exam to the Manager of the Graduate Nursing Student Success Center (GNSSC). The Manager will initiate the student into the Academic Retention Program and develop a plan of action appropriate to the student's need.
4. A student who is unsuccessful on the second attempt in a nursing course will be dismissed from the program.
5. A student who receives a grade of "C" or below in two nursing courses will be dismissed from the program.

Students wishing to appeal their academic status must follow the appeals process provided in the graduate handbook.

MSN Program Completion

To earn the UST-PSON MSN degree, students must meet the following requirements:

1. Maintain a 3.0 cumulative GPA for all graduate courses completed.
2. Complete practicum or capstone requirements demonstrating competencies attained through completion of program learning experiences.
3. Complete all program requirements within the standard timeframe of completion; students may request an extension beyond the standard timeframe which is determined by the Graduate Program Director on an individual basis.

4. The standard timeframe, on a full-time basis, to complete the plan of study for RN-MSN is 3 years. Part-time plan of study is determined collaboratively between student and faculty advisor, and the PSON Graduate Program Director.
5. The standard timeframe, on a full-time basis, to complete plan of study for MSN is 2 to 3 years. Part-time plan of study is determined collaboratively between student and faculty advisor and the PSON Graduate Program Director.
6. Successfully complete the prescribed plan of study for which they are registered and must meet all other requirements of the UST Peavy School of Nursing.
7. Submit official transcripts of any courses taken outside the UST Peavy School of Nursing to the Office of the Registrar.
8. Apply for graduation in myStThom portal prior to the established deadline for each term and pay the required graduation/completion fee.

Students who have earned a Bachelor of Science in Nursing (BSN) who wish to achieve a graduate degree from UST PSON will follow a two-step path. The first step will be to complete requirements for a Master's degree in their specialty focus. The second step will be to complete requirements for a DNP degree. When students complete the Master's program requirements, they are eligible to exit the graduate program with an MSN. Those students who earn an MSN in the PMHNP track, will be eligible to sit for the ANCC National Certification Exam in Psychiatric Mental Health Nurse Practitioner Across the Life Span. Those students who earn an MSN in the Nursing Leadership track will be eligible to achieve certification through the ANCC or ANOL. After meeting MSN requirements, UST PSON students are eligible for entry into the DNP program.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Track

The Master of Science in Nursing (MSN) Practice-Psychiatric Nurse Practitioner (PMHNP) Track is designed to address the existing shortage of qualified psychiatric nurse practitioners who can facilitate the creation of healing environments in mental health care settings. As a Hispanic-Serving Institution, we can facilitate increasing the diversity of the graduate nursing students who can serve our diverse population. This program is based on the PSON vision, mission, holistic philosophy, and framework that guide the MSN-level curriculum. It provides a new PMHNP track that will prepare graduates for advanced roles in mental health care.

Psychiatric Mental Health Nurse Practitioners represent one of the most in-demand nursing specialties today and not enough nurses are prepared in this specialty, particularly in underserved areas. According to Texas Center for Nursing Workforce Studies data collected in a 2017 Board of Nursing Education Program Information Survey, the number of nurse practitioners in Texas is approximately 22,000. Of this number, only 900 are identified as Psychiatric Nurse Practitioners or Clinical Nurse Specialists/ Psychiatric Mental Health Nurse Practitioners (www.dshs.state.tx.us cnws)

2017-RN-Student-Demographics. According to the U.S. Bureau of Labor Statistics, by 2029, there will be a 45 percent increase in demand for advanced practice nurses to address the nation's healthcare needs.

This program is based on the PSON vision, mission, holistic philosophy, and framework that guide the MSN-level curriculum. It provides a new PMHNP track that will prepare graduates for advanced roles in mental health care.

The PSON vision, mission, philosophy, and framework provide a strong foundation for the development of a graduate PMHNP Track curriculum. The undergraduate curriculum prepares students to provide holistic, relationship-centered nursing care that is grounded in nursing theory and guided by evidence-based best practice standards to support individuals, families, and communities in achieving their goals for healing. The emphasis is on the development of the capacity to provide holistic care within the nurse-patient and nurse-family relationship. The emphasis at the graduate level is on preparing nurse leaders who can transform healthcare environments into healing environments that support nurses in providing truly holistic care, achieved through a DNP- PMHNP Program of study. The scope and standards of practice of the PMHNP and the National Organization of Nurse Practitioner Faculties (NONPF) competencies serve as a guide for the educational preparation of the PMHNP (Please see attached PMHNP Track program outcomes and course descriptions).

The PMHNP Track Focuses on NONPF Core Competencies and The National Task Force (NTF) on Quality Nurse Practitioner:
Criteria for evaluation of Nurse Practitioner Program

Education Criteria for Evaluation of Nurse Practitioner Programs (2016), and the National Organization of Nurse Practitioner Faculties (NONPF) core competencies for all nurse practitioners supplemented with the entry-level Psychiatric-Mental Health Nurse Practitioner competencies (2017). Students will work with an identified patient population throughout the program, culminating in a formally supervised DNP Project. The National Task Force on Quality Nurse Practitioner Education Criteria for Evaluation of Nurse Practitioner Programs (2016), The National Organization of Nurse Practitioner Faculties (NONPF) core competencies (2017), and the Psychiatric-Mental Health Nurse Practitioner (PMHNP) Entry-Level Competencies (2013) are supplemented by the core competencies for all nurse practitioners. The PHMNP provides primary mental health care to patients seeking mental health services in a wide range of settings. Primary mental health care provided by the PMHNP involves relationship-based, continuous, and comprehensive services, necessary for the promotion of optimal mental health, prevention, and treatment of psychiatric disorders and health maintenance, which includes assessment, diagnosis, and management of mental health and psychiatric disorders across the lifespan.

I.   Scientific Foundation Competencies

These competencies ensure that nurse practitioners graduate with a comprehensive background in medical sciences. All nurse practitioner students are required to take foundational- **advanced health assessment**; **pathophysiology** and **pharmacology,** but depending on their specialty, they may take additional courses. Psychiatric nurse practitioners often take courses in **neuroscience**. Scientific core competencies also include knowledge and understanding of clinical practice guidelines, evidence-based practice, translational research, and treatment of vulnerable and diverse patient populations.

The scientific foundation core competencies defined by the NONPF include the following:

1. Thinks critically about data and applies this evidence to improving practice.
2. Allows knowledge from the humanities and other disciplines to inform one's work in nursing.
3. Incorporates research findings to enhance practice methods and patient outcomes.
4. Creates fresh evidence-based approaches and techniques, paying thought to research findings, core theory, and experience from practice.

II.   Leadership Competencies

Leadership competencies focus on professional accountability, scholarship, and advocacy. These skills ensure that nurse practitioner students understand their scope and standards of practice and that they are prepared to lead healthcare teams. The leadership competencies also encompass cultural sensitivity, engagement in professional organizations, and communication skills.

The leadership core competencies include the following:

1. Embraces high leadership opportunities to facilitate change.
2. Liaises effectively between various parties (e.g., healthcare teams, patients, community, policy advocates) in efforts to improve healthcare.
3. Applies critical and reflective thinking to one's leadership.
4. Acts as an advocate for resource-efficient, cost-effective, and quality care.
5. Elevates practice by incorporating innovations.
6. Have excellent oral and written communication skills.
7. Joins professional associations, advocacy.

III.   Quality Competencies

Quality care, as defined by the NONPF, refers to the degree to which health services increase the desired health outcomes consistent with professional knowledge and standards. Quality competencies focus on understanding how to access and use information databases and how to critically evaluate research findings.

The quality core competencies include the following:

1. Applies the best and most contemporary research findings to clinical practice.
2. Considers the complex relationships between cost, safety, access, and quality in healthcare delivery.
3. Assesses the effects of organizational structures, financial management, policy, and other factors on healthcare.
4. Offers feedback in peer reviews to "promote a culture of excellence."
5. Tailors care to each practice situation and use interventions as necessary.

IV.   Practice Inquiry Competencies

Practice inquiry competencies focus on translational research, i.e., taking academic research and applying it to the clinical setting. These competencies ensure that nurse practitioner students understand how to apply research to improve their patient's health outcomes.

The practice inquiry core competencies include the following:

1. Translates new knowledge into practice through leadership.
2. Uses clinical experiences to inform practice and improve patient outcomes.
3. Applies investigative abilities in a clinical setting to improve healthcare.
4. Facilitates practice inquiry, both individually and in partnerships.
5. Transmits knowledge from inquiry to others.
6. Thinks critically about the individual applications of clinical guidelines.

V. Technology and Information Literacy Competencies

Information literacy, as defined by the NONPF refers to the use of digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, create, and effectively communicate information. The goal of these competencies is to teach nurse practitioner students how to use available technology to enhance the safety and health outcomes of their patients. To achieve these objectives, NP schools may require students to take an informatics course.

The technology and information literacy core competencies include the following:

1. Uses appropriate technology to manage information.
2. Translates health information for various users.
3. Helps patients and caregivers understand conditions and treatments.
4. Motivates patients and caregivers to make positive changes.
5. Excels at complex decision-making.
6. Informs the design of effective clinical information systems.
7. Facilitates health information technologies which allow for care evaluation.

VI. Policy Competencies

Health policy, as defined by the NONPF, refers to the set of decisions pertaining to health, which influence health resource allocation. These can be made at organizational, local, state, national, and global levels. These competencies teach nurse practitioner students how to influence legislation to improve health issues and social problems like poverty, literacy, and violence. Students may be required to take a specific health policy or healthcare economics course in order to achieve these competencies.

The policy core competencies include the following:

1. Understands the interdependence of clinical practice and policy.
2. Promotes ethical approaches to improving access, cost, and quality.
3. Pays thought to policy's context (e.g., legal, social, etc).
4. Assists in creating health policy.
5. Examines cross-disciplinary impact of policy.
6. Analyzes influence of globalization on healthcare policy.

VII. Health Delivery System Competencies

The health delivery system competencies refer to the planning, development, and implementation of public and community health programs. These competencies also educate students on healthcare reform and organizational decision-making.

The health delivery system core competencies include the following:

1. Incorporates knowledge of organizations and systems to improve healthcare.
2. Utilizes negotiation and relationship-building to positively affect healthcare.
3. Minimizes patient and provider risks.
4. Develops culturally competent care.
5. Analyzes impact of healthcare system on all stakeholders.
6. Thinks critically about organizational structures and resource allocation.
7. Works with others to improve the continuum of healthcare.

VIII. Ethics Competencies

These competencies encompass understanding the ethical implications of scientific advances and learning to negotiate ethical dilemmas specific to that student's patient population.

The ethical core competencies include the following:

1. Uses ethics in decision-making.
2. Analyzes ethical impact of all decisions.
3. Understands ethical complexities in healthcare delivery to individuals and populations.

IX. Independent Practice Competencies

The independent practice competencies ensure that a nurse practitioner can function as a licensed independent practitioner. The NONPF defines a licensed independent practitioner as an individual with a recognized scientific knowledge base, who is permitted by law to provide care and services without direction or supervision. These competencies encompass the assessment, diagnosis, and treatment of patients within the student's population focus. For example, a psychiatric nurse practitioner would learn to diagnose and treat mental illness and addiction.

The independent practice core competencies include the following:

1. Works effectively as an autonomous practitioner.
2. Operates professionally under the highest level of accountability.
3. Manages both diagnosed and undiagnosed patients as an independent practitioner.
4. Offers health promotion and protection; preventative care; counseling; treatment planning and implementation; and palliative or end-of-life care.
   a. Can distinguish between normal and abnormal health findings.
   b. Knows screening and diagnostic protocols.
   c. Prescribes medications in accordance with regional laws.
   d. Provides healthcare over the lifespan of individuals and families.
   e. Respects patient's wishes and offers culturally competent care.
   f. Fosters collaborative and empathetic patient relationships.
   g. Cultivates patient-centeredness with respect to confidentiality, mutual trust, and support.
   h. Takes into consideration the patient's spiritual and cultural influences (or other beliefs).
   i. Reassures patients that they have control over decisions and offers expertise in creating a viable healthcare plan.

PMHNP Scope of Practice

PMHNPs provide comprehensive mental health care services utilizing psychotherapeutic treatment modalities including individual, family, and group psychotherapy to treat patients populations of all ages and backgrounds across the lifespan who have complex psychiatric and any accompanying medical issues.

PMHNP Sites of Practice

There is a wide range of opportunities for our graduates to seek employment and to practice in a variety of practice sites. Telemedicine or telehealth is another means of accessing psychiatric mental health care and can reach a wider range of underserved populations to deliver mental health care in the community. Examples of practice settings with diverse populations, include outpatient clinics, rural community health, Inpatient settings, correctional facilities, etc. The PMHNP Clinical Sites Policy is as described in Appendix H of this handbook.

Admission to the MSN-PMHNP Track

The Admission Policy is as described in Appendix A of this handbook. Applicants for the Master's in Science in Psychiatric Mental Health Nurse Practitioner (MSN-PMHNP) Track have additional or differing admission requirements.

MSN-PMHNP Track Curriculum

The Psychiatric Nurse Practitioner Track curriculum was designed to prepare the Psychiatric Nurse Practitioner to provide care for individuals across the lifespan (infancy through old age), families, and populations across the lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. The NONPF competencies are integrated along with the DNP core curriculum, integrating the specialized knowledge and clinical competencies required by the Texas Board of Nursing and the Commission on Collegiate Nursing Education. Graduates will be prepared to provide individualized patient care and address population-based mental health needs.

Courses include Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment in addition to the advanced clinical management courses. All courses will meet the educational standards for The National Task Force on Quality Nurse Practitioner Education Criteria for Evaluation of Nurse Practitioner Programs, (2016), and Population-Focused Competencies (https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/Competencies/CompilationPopFocusComps2013.pdf) (2013). PMHNP graduates are eligible to sit for the Psychiatric-Mental Health Nurse Practitioner (Across the Lifespan) Certification (PMHNP-BC™) through the American Nurses Credentialing Center (ANCC, 2017).

MSN-PMHNP Track Completion

The MSN-PMHNP track includes additional specialty courses. A sample curriculum program of study is located later in this handbook.

To earn the MSN-PMHNP from UST, students must meet the following requirements:
- ❖ Complete the required credit hours of graduate coursework as specified for the program.
- ❖ Maintain a 3.0 cumulative GPA for all graduate courses completed.
- ❖ Complete and document a successful collaboration with a clinical partner in meeting required program population-focused clinical practicum experiences.
- ❖ Complete all degree requirements within 2-3 years; students may request an extension beyond the six years which is determined by the Graduate Program Director on an individual basis.

All students are required to earn 43 credit hours in the program. These earned credits are distributed as core courses, and specialty courses, including the practicum courses, and the PMHNP specialty courses.

The program of study is designed for full-time enrollment, typically, 6 hours per semester and 5 hours per summer session, to be completed in a minimum of 18 months. Part-time study may be negotiated initially with the Graduate Program Director on an individual basis, and the academic advisor.

MSN-PMHNP Track Program Goals

1. Contribute to the diversity of the nursing workforce educated at the master's degree level for advanced nursing practice role as a psychiatric mental health nurse practitioner.

2. Educate students in an advanced academic program awarding a master's level advanced practice nursing degree based on the Peavy School of Nursing's holistic relationship-centered nursing framework and the mission of UST as a Catholic liberal arts university dedicated to the education of leaders of faith and character.

3. Expand the established partnerships between Peavy School of Nursing and Houston metropolitan area health care provider communities through collaboration on MSN-PMHNP practicum experiences.

4. Prepare Psychiatric Mental Health Nurse Practitioners who create healing environments for identified patient populations to deliver care to individuals and families with mental disorders and implement treatments to help manage or improve symptoms of mental illness.

MSN-PMHNP Track Outcomes

The PMHNP student must meet the outcomes as summarized above as well as the program outcomes relevant to Psychiatric Mental Health Nurse Practitioner Track (PMHNP). Upon completion of this track the student graduate will be able to:

1. Apply theoretical models of care in the delivery of psychiatric mental health care. (Domain 1)
2. Integrate scientific findings from nursing and related sciences, including genetics and genomics, to advanced psychiatric mental health care practice. (Domains 4,8)
3. Demonstrate core professional values and ethical/legal standards in the implementation of the psychiatric nurse practitioner role. (Domains 2,5)
4. Develop effective, culturally relevant, and evidence-based clinical practice approaches that meet the needs of mentally ill patient populations in diverse healthcare settings. (Domains 2,3,5)
5. Provide integrated mental healthcare for persons with mental health, substance use, and co-morbid mental and physical conditions (Domains 2,3,5)
6. Provide a range of brief prevention, treatment, recovery services, and long-term treatment and support for persons with severe or persistent illnesses. (Domains 2,3,5,7,9)
7. Collaborate with other healthcare professionals and community organizations to provide integrated healthcare. (Domains 5,6,9)
8. Advocate reducing inaccurate and harmful representations of mental illness. (Domains 3,5)
9. Practice in a variety of behavioral health care settings. (Domains 1-10)

MSN-PMHNP Curriculum Plans for Part-Time Study

Students can complete the program of study on a part-time basis. Part-time status is initially negotiated with the Graduate Program Director and implemented by the student's academic advisor. Students meet with their academic advisors to create an individualized part-time plan of study. They continue to meet with their academic advisors, at least annually, to review the plan and make changes as needed or desired. The same requirements for MSN-PMHNP or the postgraduate PMHNP students guide the decision process as the plan is created, implemented, and modified.

MSN-PMHNP Core Courses

NURS 5300
Advanced Pathophysiology*   (3 Credits)
NURS 5305
Advanced Health Assessment*   (3 Credits)
NURS 5310
Clinical Pharmacotherapeutics   (3 Credits)
NURS 5315
Advanced Theoretical Foundations of Nursing   (3 Credits)
NURS 5320
Clinical Inquiry and Evidence-Based Practice   (3 Credits)
NURS 5325
Nursing Ethics, Law, and Policy   (3 Credits)

Transfer Credits from Graduate Level Courses at other Institutions

UST-PSON recognizes that a student's prior academic achievement may provide a student the opportunity to request transfer credits recognition for certain graduate courses to avoid duplication of content in the MSN program. UST-PSON also offers its students in the MSN program opportunity to take graduate courses at other institutions. The students' can choose to transfer those credits into their formal record of earned program credits towards their academic progression in the MSN program. The policy presented below gives details on transferring credits. The approved UST-PSON RN-MSN and MSN Transfer Credit Policy is as described in Appendix C of this handbook.

Such course transfer credits decisions are considered based on an appropriate group of closely related college level courses completed at an accredited university with a grade of "B" or higher. Approved transfer credits are accepted as part of the student's plan of study requirements. The courses in the program are categorized into core, required, and recommended and are defined as follows:

Core refers to nursing courses that must be completed within the Graduate curriculum at the PSON. Transfer credit cannot be applied to core courses.

Required refers to courses in curriculum necessary to meet requirements to achieve MSN program outcomes congruent with CCNE requirements. Required courses earned in other UST programs or at another university may warrant credit if determined to be equivalent to a required MSN course.

Recommended refers to courses selected by the student and approved by faculty advisor to meet student's individualized curriculum plan. Students may request a transfer course be applied to their individualized plan of study.

MSN Elective Courses Policy

Students are encouraged to access the strengths of other UST graduate programs to expand their competencies in fields related to nursing. Upon completion of the UST program of study awarding the MSN degree, students will have earned a minimum of 30 or 36 credits depending on their plan of specialization. Students who wish to enhance their educational experience by taking elective courses may do so. Most MSN degree plans are structured to accommodate 6 or less elective credits. Elective courses cannot be used to satisfy the MSN core or specialty degree plan requirements. The approved UST-PSON MSN Elective Courses Policy is as described in Appendix D of this handbook.

RN-MSN & MSN Capstone Policy

Students enrolled in the Healthcare Simulation track must complete a capstone project in the last semester of the program. The MSN healthcare simulation capstone project focuses on development and piloting of a clinical simulation project with the support of an experienced simulation educator. The RN-MSN capstone project will focus on application of holistic nursing principles in assessing the clinical setting of a healing environment and in proposing a plan for enhancement of the setting's healing potential. Students will enroll in the capstone project during the last semester of the MSN program or RN-MSN bridge coursework. The approved UST-PSON RN-MSN and MSN Capstone Policy is as described in Appendix E of this handbook.

MSN Practicum Policy

Students enrolled in the MSN Leadership and Education tracks are expected to complete a structured practicum in their role specialty focus. The practicum component of the curriculum includes theory and lab/clinical elements and is provided through collaborative engagement between UST faculty and PSON affiliate health care service partners. Students select a site for their practicum experiences that will facilitate development of competencies and leadership capacity in their role specialty. Students may choose to select a site in their employment setting to complete their practicum. However, their practicum experiences must extend beyond those of their employment responsibilities. MSN students in the Nursing Leadership track will use the role practicum as an opportunity for analysis of a leadership challenge and development of a change project with an experienced nurse leader as coach. MSN students in the Nursing Education track will demonstrate their ability to assess educational needs, develop and implement a responsive education plan. The approved UST-PSON MSN Practicum Policy is as described in Appendix F of this handbook. MSN-PMHNP Track students will follow the UST-PSON PMHNP Practicum Policy as described in Appendix G of this handbook.

PMHNP Preceptors and Clinical Site Policy

The University of St. Thomas, Peavy School of Nursing is committed to quality graduate nursing education. As such, supervision, and observation of the psychiatric-mental health nurse practitioner (PMHNP) student's clinical performance with clinical partner agencies and patients is essential. To support the partnership between the student, faculty, school, preceptor, and site for the clinical immersion experience, a policy has been developed for use by all parties involved. Students in the PMHNP-DNP track or the postgraduate PMHNP certificate option must complete their clinical under the supervision of qualified and experienced preceptors (NP, physician's assistant, or a physician) with clinical practice skills in the role for which students are preparing. The preceptor must possess specialized skills and knowledge in psychiatric mental health care delivery to supervise students in the development of skills and clinical judgment. Clinical sites are evaluated to ensure adequate facilities, preceptors, and appropriate patient population for the student's learning needs. The approved UST-PSON Practicum Policy is as described Appendix G PMHNP Practicum Policy and Appendix H PMHNP Clinical Site Policy in this handbook.

Grading Policy

The UST/PSON grading policy for the MSN program is as described in the UST Graduate Catalog. As noted there "Graduate students must maintain a cumulative GPA of 3.00 or better in their course work at UST …Students who have completed nine UST semester credit hours and whose cumulative GPA falls below 3.00 will be placed on academic probation." In the MSN program, GPA computation will include the letter grade earned in clinical practicum courses or capstone components of courses and will thus influence the student's overall GPA throughout the program of study.

University Academic Policies

UST provides comprehensive information on Academic Policies that apply to all graduate students, and thus to the MSN Program students. These are available online in the UST Graduate Catalog and include policies on the topics listed below.

- ➢ Student Complaints
- ➢ Academic Integrity Policy
- ➢ Academic Warning
- ➢ Academic Probation
- ➢ Academic Dismissal
- ➢ Repeating Courses
- ➢ Incomplete Grade Policy
- ➢ Adding, Dropping and Changing Classes
- ➢ Withdrawal (Including Medical Withdrawal)
- ➢ Absences from Final Exams

- ➢ Auditing Classes
- ➢ Academic Record Changes
- ➢ Student Access to Records

Students are advised to access this information as needed during their progression through the program. The Graduate Program Director provides direction and guidance to the student in the implementation of these policies within the MSN Program.

A grade of Incomplete ("I") may be given at the discretion of the instructor to students who are making satisfactory progress in a course but will not be able to complete course requirements by the end of the term. Incompletes are typically given for emergency situations which prevent the student from completing course requirements.

The University of St. Thomas maintains a policy regarding petitioning for an Incomplete grade ("I"). The complete policy is available to all students online. Policies regarding probation and dismissal are also accessible in the graduate catalog. The process for management of probation is described below. The PSON allows students to formally appeal dismissals by submitting the Academic Dismissal Appeal Form with supporting documents to the Graduate Program Director. The Appeal will be reviewed by the MSN Program Committee.

Academic Probation

The Registrar will notify the student's academic advisor that the student is on probation. A probation hold will be placed on the student's myStThom account that will be released by the advisor. The advisor will meet with the student and develop a learning contract for the student to remediate the deficient academic performance. Students on academic probation, to address deficiencies, may be required to carry a restricted course load and/or repeat courses as well as perform other activities prescribed by the advisor or Graduate Program Director. Students unwilling to accept the conditions of their probation will be dismissed. The academic advisor will make recommendations to the Graduate Program Director or the Registrar concerning the student's compliance with the learning contract and the need for dismissal. As noted above, the student can formally appeal a dismissal by submitting the Academic Dismissal Appeal Form with supporting documents to the Graduate Program Director. The Appeal will be reviewed by the Graduate Program Committee.

MSN Curriculum

Rooted in the Catholic intellectual traditions of UST and the PSON mission, philosophy, pillars and framework, the UST MSN curriculum is designed to model the program's focus on preparing the next generation of nursing educators, leaders, healthcare simulation experts, and nurse practitioners specializing in psychiatric mental health across life span. UST-PSON is committed to application of diversity and inclusion by supporting this perspective structurally, emphasizing the individual uniqueness of the student and flexibility in the path to achievement of program objectives. It is further designed to ensure multiple experiences of the practice/education and interprofessional collaboration and integration essential to achieving the IOM Future of Nursing Report recommendations (IOM, 2010). The central commitment to nursing as a healing ministry and the recognition that creating a healing environment is the prime directive of the discipline of nursing constitute the lens of understanding of nursing theory as the organizing principle.

The program admits both post-Associates and post-bachelor's licensed nurses seeking an MSN program. Students with an Associate's degree enter the RN-MSN arm of the program wherein they initially take 16 credit hours' worth of BSN-level bridge courses to raise them to the level sufficient to enroll in graduate level courses. Students who elect to pursue part time study are assisted in planning a course of study that meets program requirements and concurrently ensures the most efficient completion of these requirements. The curriculum structure, however, is designed to ensure that students who elect to pursue full time study can do so, with diverse paths toward completion based on status on admission. The curriculum is designed to ensure the student meets the requirements of the **American Association of Colleges of Nursing: *The Essentials of Master's Education in Nursing** (2011*) and achieves the program outcomes.

MSN Required Nursing Courses

The nursing courses offered in the MSN program are developed to ensure the student meets the requirements of the Essentials of Master's Education in Nursing articulated by the AACN (2011) and personally achieves the program outcomes. Students with an Associate's degree will enter the RN-MSN program. These students will take an additional 16 credit hours of BSN level bridge courses. At the completion of the bridge courses, these students will formally enter the MSN program. The MSN program has three specialties: MSN in Nursing Education, MSN in Healthcare Simulation and MSN in Nursing Leadership. A student enrolling in the MSN in Nursing Education or MSN in Healthcare Simulation will need to complete a minimum of 36 credit hours while a student enrolling in MSN in Nursing Leadership will need to complete a minimum of 30 credit hours. The courses are broadly divided into three groups- bridge courses, core courses and specialty courses as indicated below:

RN-MSN Bridge Courses (16 credit hours)

NURS 4342	Foundations of Holistic Nursing Practice For RNs	3 Credit Hours
NURS 4255	Clinical Inquiry	2 Credit Hours
NURS 4250	The Art and Science of Holistic Nursing	2 Credit Hours
NURS 4357	Holistic Nursing: Caring for the Community	3 Credit Hours
NURS 4358	Holistic Nursing: Foundations for Clinical Leadership	3 Credit Hours
NURS 4359	Transition to Advanced Professional Roles	3 Credit Hours

MSN in Nursing Education/MSN in Nursing and Healthcare Simulation Core Courses (24 credit hours)

NURS 5300	Advanced Pathophysiology	3 Credit Hours
NURS 5305	Advanced Health Assessment	3 Credit Hours
NURS 5310	Clinical Pharmacotherapeutics	3 Credit Hours
NURS 5315	Advanced Theoretical Foundations of Nursing	3 Credit Hours
NURS 5320	Clinical Inquiry and Evidence Based Practice	3 Credit Hours
NURS 5325	Nursing Ethics, Law, and Policy	3 Credit Hours
NURS 5330	Community Dynamics in Healthcare	3 Credit Hours
NURS 5335	Quality, Safety, and Information Management	3 Credit Hours

MSN in Nursing Leadership Core Courses (15 credit hours)

NURS 5315	Advanced Theoretical Foundations of Nursing	3 Credit Hours
NURS 5320	Clinical Inquiry and Evidence Based Practice	3 Credit Hours
NURS 5325	Nursing Ethics, Law, and Policy	3 Credit Hours
NURS 5330	Community Dynamics in Healthcare	3 Credit Hours
NURS 5335	Quality, Safety, and Information Management	3 Credit Hours

MSN in Nursing Leadership Core Courses (18 credit hours)

NURS 5300	Advanced Pathophysiology	3 Credit Hours
NURS 5305	Advanced Health Assessment	3 Credit Hours
NURS 5310	Clinical Pharmacotherapeutics	3 Credit Hours
NURS 5315	Advanced Theoretical Foundations of Nursing	3 Credit Hours
NURS 5320	Clinical Inquiry and Evidence Based Practice	3 Credit Hours
NURS 5325	Nursing Ethics, Law, and Policy	3 Credit Hours

MSN in Nursing Education Specialty Role Courses (12 credit hours)

NURS 5385	Learning Theory and Strategies for Nurse Educators	3 Credit Hours
NURS 5390	Curriculum Development in Nursing Education	3 Credit Hours
NURS 5350	Student and Program Evaluation Methods	3 Credit Hours
NURS 6300	Nurse Educator Role Practicum	3 Credit Hours

MSN in Nursing and Healthcare Simulation Specialty Role Courses (12 credit hours)

NURS 5340	Conceptual and Technical Foundations of Simulation Learning Methodology	3 Credit Hours
NURS 5345	Strategic and Operational Leadership in Nursing Simulation	3 Credit Hours
NURS 5350	Student and Program Evaluation Methods	3 Credit Hours
NURS 5355	Capstone Simulation Project	3 Credit Hours

MSN in Nursing Leadership Specialty Role Courses (15 credit hours)

NURS 5360	Leadership Theory and Inquiry	3 Credit Hours
NURS 5365	Program Development and Evaluation	3 Credit Hours
NURS 5370	Strategic and Operational Leadership in 21st Century Healthcare	3 Credit Hours
NURS 5375	Healthcare Financial and Resource Management	3 Credit Hours
NURS 5380	Leadership Role Practicum	3 Credit Hours

MSN in PMHNP Specialty Role Courses (25 credit hours)

NURS 7113	NP Transformational Nursing Leadership: Clinical Applications Seminar (Focus Across Lifespan)	5 Credit Hours
NURS 7218	PMHNP Role Transition: Psychiatric Mental Health Nurse Practitioner Roles; Psychotherapeutic Frameworks and Modalities	2 Credit Hours
NURS 7220	Clinical Psychopharmacology	2 Credit Hours
NURS 7221	Neurobiology of Addictions: Advanced Practice Approach Addictions	2 Credit Hours
NURS 7222	Telehealth/Telepsychiatry/Telemental Health: Rural Health Service Delivery	2 Credit Hours
NURS 7401	Transformational Nursing Leadership: Practicum Clinical Applications - Practicum I Adult/Older Adult Population	4 Credit Hours
NURS 7402	Transformational Nursing Leadership: Clinical Applications - Practicum II Adolescents/ Children	4 Credit Hours
NURS 7403	Transformational Nursing Leadership: Clinical Applications - Practicum III Integrative Care	4 Credit Hours

MSN Program Course Descriptions

MSN Core Curriculum: 18-24 credits
*Not required for students in the Nursing Leadership track
** Not required for students in the PMHNP track

NURS 5300 Advanced Pathophysiology* (3 credits theory online) – The focus of this course is on development of a knowledge base related to pathological phenomena encountered in clinical practice across the client life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to specific disease states. *Prerequisites: Admission to the MSN program*

NURS 5305 Advanced Health Assessment* (3 credits/2 theory online/1 lab) – This course presents the theoretical and clinical basis for advanced assessment in specialty nursing practice. Emphasis is placed on comprehensive physical, psychosocial, and cultural assessment as a foundation for advanced practice nursing. Faculty facilitates theory and laboratory experiences which focus on assessment of patients, presentation of findings, and clinical decision-making for a variety of age groups. *Prerequisites: Admission to MSN program*

NURS 5310 Clinical Pharmacotherapeutics* (3 credits theory online) – This course focuses on analysis of pharmacologic and pharmacokinetic principles in relation to major drug classifications and implications for pharmacologic management for patients across the lifespan*. Prerequisites: NURS 5300- Advanced Pathophysiology prior or concurrent.*

NURS 5315 Advanced Theoretical Foundations of Nursing (3 credits theory online) – This course examines the philosophical foundations of nursing as a professional discipline through the lens of the Peavy SON holistic philosophy and healing framework. Emphasis will be placed on nursing theory as a vehicle for exploring the relationships between the central concepts of person, environment, health and nursing, and the application of nursing theory to support transformational leadership within advanced nursing practice roles*. Prerequisites: Admission to the MSN program*

NURS 5320 Clinical Inquiry and Evidence Based Practice (3 credits theory online) – This course will focus on concepts related to the nursing research process, evidence-based practice, and quality improvement methods to support advanced holistic nursing practice roles. Emphasis will be placed on the knowledge and skills required to evaluate the credibility of reported research and determine its usefulness in guiding evidence-based nursing practice at an advanced level and on clinical inquiry as a resource for transformational leadership. *Prerequisites: Admission to MSN program*

NURS 5325 Nursing Ethics, Law, and Policy (3 credits theory online) – Grounded in the Catholic intellectual tradition and Catholic social teaching, this course will explore the centrality of the human person as the moral and ethical foundation for the professional ethical framework that guides holistic practice in advanced nursing roles. Emphasis will be placed on application of a conceptual framework for analysis of relevant public policy and law through nursing's ethical lens using the professions *Code of Ethics and Social Policy Statement*. *Prerequisites: Admission to MSN program*

NURS 5330 Community Dynamics in Healthcare** (3 credits theory online) – Grounded in the Catholic intellectual tradition and Catholic social teaching, this course will explore social determinants of health, public policy, and public health principles and approaches in focusing on healing at the community/population level. Emphasis will be placed on issues related to diversity /inclusion, access, parity and population health. *Prerequisites: Admission to MSN program*

NURS 5335 Quality, Safety, and Information Management** (3 credits theory online) – This course focuses on the use of frameworks for patient safety, evidence-based holistic nursing practice and inter-professional collaboration to create and sustain a culture of safety in healthcare delivery settings. Emphasis will be placed on nursing informatics theory and clinical information systems in promoting quality and safety in practice. *Prerequisites: Admission to MSN program*

MSN in Nursing Education
(Specialty Role Courses – 12 credits; Core Courses- 24 credits = 36 credits total)

NURS 5385 Learning Theory and Strategies for Nurse Educators (3 credits theory online) – This course focuses on development of a theory-based conceptual framework for teaching and learning in nursing education. Learning and cognitive learning theory, Benner's scholarship on professional nursing knowledge development and research on nursing pedagogy will contribute to this framework. Emphasis will be placed on methods for clinical knowledge development including simulation and clinical experiential learning and assessment of learning outcomes.

NURS 5390 Curriculum Development in Nursing Education (3 credits theory online) – This course provides a theoretical basis for understanding the principles of curriculum design and evaluation in nursing education. The Peavy SON curriculum framework will provide an exemplar for the process for design, implementation, ongoing assessment and revision in response to changes in nursing, healthcare and higher education. Emphasis will be placed on the role of the professional, regulatory, and accreditation standards in curriculum development and evaluation.

NURS 5395 Student and Program Evaluation (3 credits theory online) – This course focuses on knowledge and skills associated with evaluation of student learning outcomes, curricular/program outcomes, faculty outcomes and educational environments including online and virtual environments. Emphasis will be placed on assessment for continuous quality improvement and the integration of professional, regulatory, and accreditation standards in evaluation processes.
Prerequisites: NURS 5385- Learning Theory and Strategies for Nurse Educators

NURS 6300 Nurse Educator Role Practicum (1 credit theory online/2 credits lab and clinical) – The practicum experience facilitates knowledge integration and application of the graduate curriculum in the nurse educator role. The practicum will provide didactic and online, laboratory and clinical teaching opportunities with an experienced nurse educator as coach.
Prerequisites: All required MSN core courses; NURS 5385- Learning Theory and Strategies for Nurse Educators, NURS 5390- Curriculum Development in Nursing Education, NURS 5395- Student and Program Evaluation

MSN in Nursing and Healthcare Simulation
(Specialty Role Courses – 12 credits; Core Courses- 24 credits = 36 credits total)

NURS 5340 Conceptual and Technical Foundations of Simulation Learning Methodology (2 credits theory online/1 credit lab) – This course focuses on the knowledge base related to teaching methodologies, educational technology and learning outcome assessment essential to the development of simulation pedagogy for effective clinical learning in all dimensions of nursing care.
Prerequisites: Admission to MSN program

NURS 5345 Strategic and Operational Leadership in Nursing Simulation (2credits theory online/1 lab credit) – This course focuses on knowledge and skills relevant to strategic development of simulation learning environments and their operational management.
Prerequisites: NURS 5340- Conceptual and Technical Foundations of Simulation Learning Methodology

NURS 5350 Student and Program Evaluation (3 credits theory online) – This course focuses on knowledge and skills associated with evaluation of student learning outcomes, curricular/program outcomes, faculty outcomes and educational environments. Emphasis will be placed on assessment for continuous quality improvement and the integration of professional, regulatory and accreditation standards in evaluation processes*.*
Prerequisites: NURS 5340- Conceptual and Technical Foundations of Simulation Learning Methodology

NURS 5355 Capstone Simulation Project (1 credit theory/2 credits lab) – This course focuses on development and piloting of a clinical simulation project with the support of an experienced simulation educator as coach.
Prerequisites: All required MSN core courses; NURS 5340- Conceptual and Technical Foundations of Simulation Learning Methodology, NURS 5345- Strategic and Operational Leadership in Nursing Simulation, NURS 5350- Student and Program Evaluation

MSN in Nursing Leadership
(Specialty Role Courses – 15 credits; Core Courses- 15 credits = 30 credits total)

NURS 5360 Leadership Theory and Inquiry (3 credits theory online) – This course focuses on creating a conceptual framework for transformational leadership and the development of leadership capacity in advanced nursing practice roles. Emphasis will be placed on theory/concepts and methods of inquiry related to leadership capacity for the creation of healing environments including complexity and complex adaptive systems, power and organizational dynamics, diversity/inclusion and innovation.
Prerequisites: NURS 5315- Advanced Theoretical Foundations of Nursing

NURS 5365 Program Development and Evaluation (3 credits theory online) – This course focuses on development of knowledge and skills associated with strategic and operational program planning and evaluation within healthcare delivery systems. Emphasis will be placed on use of technology tools to facilitate data gathering and analysis, process mapping, and project management.

NURS 5370 Strategic and Operational Leadership in 21st Century Healthcare (3 credits theory) – This course focuses on development of knowledge and skills necessary to effectively respond to

contemporary leadership challenges in nursing: complexity, diversity and inclusion, and organizational power dynamics, rapid change and innovation. Emphasis will be placed on applying transformational leadership and complex adaptive systems frameworks in responding to strategic and operational demands facing nurses in advanced practice nursing roles in a range of care delivery settings. *Prerequisites: NURS 5360- Leadership Theory and Inquiry*

NURS 5375 Healthcare Financial and Resource Management (3 credits theory online) – This course focuses on the knowledge and skills essential to the strategic and operational utilization of financial and human resources to support effective delivery of holistic nursing care. Emphasis will be placed on the nurse leader's capacity to advocate effectively for the resources essential to support a strong nursing workforce and quality care outcomes.

NURS 5380 Leadership Role Practicum (1 credit theory online/2 credits clinical) – This role practicum provides the opportunity for analysis of a leadership challenge and development of a change project with an experienced nurse leader as coach.
Prerequisites: All required MSN core courses, NURS 5360- Leadership Theory and Inquiry, NURS 5365- Program Development and Evaluation, NURS 5370- Strategic and Operational Leadership in 21st Century Healthcare, NURS 5375- Healthcare Financial and Resource Management

MSN in PMHNP
(Specialty Role Courses – 25 credits; Core Courses- 18 credits = 43 credits total

NURS 7113 NP Transformational Nursing Leadership: Clinical Applications Seminar (1 Credit) – This course provides PMHNP Certificate/DNP/PMHNP students with a structured platform for exploration and integration of their experiences in their courses, their applications in clinical practice and their individual population health specialization initiatives. Through group discussion, guided by faculty coaching, students will revisit the core conceptual threads of the Post Graduate PMHNP Certificate or the PMHNP, DNP track and refine their integration of the threads into their clinical experiences and program specialization activities. The seminar is offered starting the second semester in the program and is required when students are enrolled in clinical courses and the practicum course (7401,7402, & 7403), and provides a mechanism for managing progression through clinical practice experiences and a focused process facilitating students in identifying and analyzing the challenges associated with transformational nursing leadership/practice.

NURS 7218: PMHNP Role Transition: Psychiatric Mental Health Nurse Practitioner Roles; Psychotherapeutic Frameworks and Modalities (2 Credits) – The focus of this course is development / refinement of the Psychiatric Mental Health Nurse Practitioner role in health promotion, diagnosis and management in psychiatric practice in diverse populations across the lifespan. Emphasis is placed on the nurse practitioner's role as a collaborative member of the inter-professional team.

NURS 7220 Clinical Psychopharmacology (2 Credits) – Building on the general advanced pharmacology principles, this course further advances the student's knowledge of pharmacokinetics, pharmacodynamics, pharmacotherapeutics and neuroscience. Students will be able to determine the appropriate use of pharmacological and complementary therapies in the management of psychiatric symptoms across various patient populations. Students will also utilize assessment data and distinguish

between the latest clinical trials and evidence-based guidelines to direct safe and effective prescriptive decision-making. *Prerequisites: NURS 5310*

NURS 7221 Neurobiology of Addictions: Advanced Practice Approach (2 Credits) – The aim of this course is to provide an overview of basic concepts relevant to understanding the etiology, diagnosis and treatment of substance use disorders and other addictions from an advanced practice nurse perspective. Physiological, behavioral, emotional, and societal responses to addiction will be explored. Implications for nursing research are considered.

NURS 7222 Telehealth/Telepsychiatry/Telemental Health: Rural Health Service Delivery (2 Credits) – This course provides the foundation for establishing a telemental health practice to improve access for individuals in rural and underserved communities. Technology requirements along with ethical and legal standards will be addressed. Business principles, cost containment, coding, reimbursement, and outcome measurement will be covered. The nurse practitioner as leader and patient advocate in analyzing the effect of health care policy on accessibility, accountability, and affordability will be emphasized.

NURS 7401 PMHNP Practicum I: Psychiatric Mental Health Nurse Practitioner Clinical Applications Practicum: Adult/Older Adults (4 Credits) – This Practicum provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice; and the specific mental health needs of adults and older adults. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to adults and older adults in the context of a changing health care system (180 clinical hours). Focus: Clinical experiences in collaboration with selected clinical partners, and preceptors. Students will apply their knowledge of pathophysiology, psychopharmacology, and advance health assessment to the diagnosis, treatment, and management of mental health disorders in adults and older adults. *Prerequisites: Core DNP Courses.*

NURS 7402 PMHNP Practicum II: Psychiatric Mental Health Nurse Practitioner Clinical Applications Practicum: Children/Family (4 Credits) – This Practicum provides clinical training in the full role of the psychiatric mental health nurse practitioner. Emphasis is placed on the integration of two content areas: the knowledge and skills for PMHNP practice; and the specific mental health needs of children and families. Clinical experiences, lectures, case discussions, and projects allow students the opportunity to develop competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care to children, adolescents, and families in the context of a changing health care system (180 clinical hours). *Prerequisites: Completion of Practicum I.*

NURS 7403 PMHNP Practicum III: Psychiatric Mental Health Nurse Practitioner Clinical Applications Practicum: Integrated care (4 Credits) – The focus of this Practicum is on applying the PMHNP and integrated care competencies of systems-oriented practice that include collaboration, teamwork, care coordination and community practice partnerships and applying culturally sensitive PMHNP and integrated care competencies to plan and implement population-based screening, care planning, mental health literacy interventions and continuous quality improvement. Students will apply their knowledge of pathophysiology, psychopharmacology, and advance health assessment to the diagnosis, treatment, and management of mental health disorders in populations across the lifespan. The focus of this course is on

advanced nursing practice in mental health settings and emphasis is placed on the development of practice congruent with the Peavy School of Nursing, AACN Essentials, and NONPF Competencies. Students will engage in the ethical, safe, collaborative, and evidence-based provision of mental health care in the context of a changing health care system through the creation of healing environments. Must complete (180 clinical hours). *Prerequisites: Completion of Practicum I & II.*

RN to MSN Track – BSN Bridge Courses (16 credits)

NURS 4342 Foundations of Holistic Nursing Practice for RNs (3 credits theory online) – This course focuses on foundational concepts, processes and skills related to the provision of holistic nursing care. Learning experiences will be grounded in the university philosophy that nursing is a healing ministry focused on body, mind and spirit. A conceptual framework derived from nursing science, life, behavioral and social sciences, humanities, theology, and philosophy provides a foundation for exploration of the nurse's role in creating the conditions and relationships that support the healing process. *Prerequisites: Admission to RN to MSN program*

NURS 4250 The Art and Science of Holistic Nursing (2 credits theory online) – This three-credit course introduces students to the complementary nature of nursing art and science through exploration of a healing philosophy and framework for nursing practice. Emphasis will be placed on nursing theory as a vehicle for exploring the relationships between the central concepts of person, environment, health and nursing, and the relevance of nursing theory to holistic nursing practice.

NURS 4357 Holistic Nursing: Caring for the Community (2 credits theory online/1 credit clinical) – This course introduces students to the community as the focus for nursing care and is grounded in the University philosophy that nursing is a healing ministry. Emphasis will be placed on application of the holistic nursing process to assessment of the health needs of culturally diverse communities and interventions designed to promote healing of communities, particularly for vulnerable populations.

NURS 4255 Clinical Inquiry (2 credits theory online) – This course introduces students to the basic concepts related to the nursing research process, evidence-based practice, and quality improvement initiatives that promote holistic nursing. The emphasis will be placed on the appraisal and application of nursing research evidence in theory-guided holistic evidence-based nursing practice environments.

NURS 4358 Holistic Nursing: Foundation for Clinical Leadership (3 credits theory online) – This course focuses on the knowledge, skills and abilities the baccalaureate-prepared nurse uses to provide clinical leadership in creating the conditions and relationships that facilitate healing. Emphasis will be placed on effective clinical management of patient populations, nursing service systems, quality and safety functions, policy implementation and practice advocacy.

NURS 4359 Transition to Advanced Professional Roles (2 credit theory/1 credit clinical) – This capstone course will focus on application of holistic nursing principles to the assessment of the clinical setting as a healing environment and proposal of a plan for enhancement of the setting's healing potential. *Prerequisites: All required RN-MSN courses*

Electives

NURS 5004V/NURS3004V Professional Writing in Nursing (1-3 variable credits) – This course will introduce students to information literacy and professional writing skills utilized in advanced nursing roles.

NURS 5302/NURS 3302 Mastering Clinical Conversations in Spanish (3 credits) – This course focuses on providing participants with the knowledge of the basic structures of the Spanish language, and the specialized medical vocabulary needed to communicate effectively with Spanish-speaking patients in a variety of health care situations.

NURS 5312: Evaluation and Application of Research Nursing Practice for Graduate Students (3 credits) – The course will provide the students with the opportunity to integrate theory, research, and practice within daily practice. Students will evaluate research findings within the last ten years to answer questions about a healthcare related topic information derived from the research literature. The course will assist the students to summarize the current state of the science related to the topic, analyze the findings, and discuss the implications for health care in a written manuscript.

NURS 7217 Behavioral Neuroscience (2 Credits) – The course will also provide the student with a basic introduction to the fundamental aspects of common diseases affecting the brain. The latest developments in neuroscience and genetics related to psychiatric symptom expression and symptom management throughout the lifespan will be discussed. Complements the concepts in neuroscience and the clinical management of targeted psychiatric symptoms, related to the treatment of various psychiatric disorders and reflects current scientific knowledge of neuroanatomy, neurophysiology, and neurochemistry, and its application to clinical problems seen in a variety of settings.

RN-MSN Sample Program of Study for Nursing Education Degree

Each students' degree plan is individualized based on his/her program of study and pace with which the student meets the requirements to complete the degree. The following degree plan is structured to reflect a full-time course load and student completion of degree requirements within specified timeframe. RN-MSN students will take 16 credits of BSN-level bridge courses before formally matriculating into the MSN program. Therefore, for an RN-MSN student to graduate with an MSN in Nursing Education degree, 52 credits must be taken successfully.

Year 1		
Fall	**Spring**	**Summer**
NURS 4342- Foundations of Holistic Nursing Practice For RNs - **3 credits**	**NURS 4358**- Holistic Nursing: Foundation for Clinical Leadership - **3 credits**	**NURS 4359** -Transition to Advanced Professional Role - **3 credits**
NURS 4357- Holistic Nursing Caring for the Community - **3 credits**	**NURS 4255**- Clinical inquiry - 2 credits	**NURS 3004V**- Professional Writing in Nursing Elective - **1-3 credits**
	NURS 4250 The Art and Science of Holistic Nursing - **2 credits**	
Total credits - 6	**Total credits - 7**	**Total credits - 6**

Year 2		
Fall	**Spring**	**Summer**
NURS 5300 Advanced Pathophysiology **(MSN-C)** - **3 credits**	*NURS 5310* Clinical Pharmacotherapeutics **(MSN-C)** - **3 credits**	*NURS 5325* Nursing Ethics, Law, and Policy **(MSN-C)** - **3 credits**
NURS 5320 Clinical Inquiry and Evidence Based Practice **(MSN-C)** - **3 credits**	*NURS 5330* Community Dynamics in Healthcare **(MSN-C)** - **3 credits**	*NURS 5305* Advanced Health Assessment **(MSN-C)** - **3 credits**
Total Credits = 6	**Total Credits = 6**	**Total Credits = 6**

Year 3		
Fall	**Spring**	**Summer**
NURS 5315 Advanced Theoretical Foundations of Nursing **(MSN-C)** - **3 credits**	NURS 5390 Curriculum Development in Nursing Education **(N Ed)** - **3 credits**	NURS 6300 Nurse Educator Role Practicum **(N Ed)** - **3 credits**
NURS 5335 Quality, Safety, and Information Management **(MSN-C)** - **3 credits**	NURS 5385 Learning Theory and Strategies for Nurse Educators **(N Ed)** - **3 credits**	*NURS 5350* Student and Program Evaluation Methods **(N Ed)** - **3 credits**
Total Credits = 6	**Total Credits = 6**	**Total Credits = 6**
Total Credits for MSN Nursing Education Degree = 52		

RN-MSN Sample Program of Study for Nursing Leadership Degree

Each students' degree plan is individualized based on his/her program of study and pace with which the student meets the requirements to complete the degree. The following degree plan is structured to reflect a full-time course load and student completion of degree requirements within specified timeframe. RN-MSN students will take 16 credits of BSN-level bridge courses before formally matriculating into the MSN program. Therefore, for an RN-MSN student to graduate with an MSN in Nursing Leadership degree, 46 credits must be taken successfully.

Year 1		
Fall	**Spring**	**Summer**
NURS 4342- Foundations of Holistic Nursing Practice For RNs **- 3 credits**	**NURS 4358**- Holistic Nursing: Foundation for Clinical Leadership **- 3 credits**	**NURS 4359** -Transition to Advanced Professional Role **- 3 credits**
NURS 4357- Holistic Nursing Caring for the Community **- 3 credits**	**NURS 4255**- Clinical inquiry **- 2 credits**	**NURS 3004V**- Professional Writing in Nursing **Elective - 1-3 credits**
	NURS 4250 The Art and Science of Holistic Nursing **- 2 credits**	
Total credits - 6	**Total credits - 7**	**Total credits - 6**
Year 2		
Fall	**Spring**	**Summer**
NURS 5320 Clinical Inquiry and Evidence Based Practice **(MSN-C) - 3 credits**	**NURS 5330**- Community Dynamics in Healthcare **(MSN-C) - 3 credits**	
Total Credits = 3	**Total Credits = 3**	
Year 3		
Fall	**Spring**	**Summer**
NURS 5335- Quality, Safety, and Information Management **(MSN-C) - 3 credits**	*NURS 5325* Nursing Ethics, Law, and Policy **(MSN-C) - 3 credits**	
NURS 5315* Advanced Theoretical Foundations of Nursing **(MSN-C) - 3 credits**	**NURS 5360*#**- Leadership Theory and Inquiry **(NL) - 3 credits (NURS 5315 is prerequisite)**	
Total Credits= 6	**Total Credits= 6**	
Year 4		
Fall	**Spring**	**Summer**
NURS 5370# -Strategic & Operational Leadership in 21st Century Healthcare **(NL)- 3 credits (NURS5360 is prerequisite)**	**NURS 5365** - Program Development and Evaluation **(NL)- 3 credits**	
NURS 5375- Healthcare Financial and Resource Management **- 3 credits**	**NURS 5380** Leadership Role Practicum **(NL)- 3 credits**	
Total Credits =6	**Total Credits -6**	
Total Credits for MSN Nursing Leadership Degree = 46		

RN-MSN Sample Program of Study for Nursing Healthcare Simulation Degree

Each students' degree plan is individualized based on his/her program of study and pace with which the student meets the requirements to complete the degree. The following degree plan is structured to reflect a full-time course load and student completion of degree requirements within specified timeframe. RN-MSN students will take 16 credits of BSN-level bridge courses before formally matriculating into the MSN program. Therefore, for an RN-MSN student to graduate with an MSN in Nursing Education degree, 52 credits must be taken successfully.

Year 1		
Fall	**Spring**	**Summer**
NURS 4342- Foundations of Holistic Nursing Practice For RNs - **3 credits**	**NURS 4358**- Holistic Nursing: Foundation for Clinical Leadership - **3 credits**	**NURS 4359** -Transition to Advanced Professional Role - **3 credits**
NURS 4357- Holistic Nursing Caring for the Community - **3 credits**	**NURS 4255**- Clinical inquiry - **2 credits**	**NURS 3004V**- Professional Writing in Nursing **Elective - 1-3 credits**
	NURS 4250 The Art and Science of Holistic Nursing - **2 credits**	
Total credits - 6	**Total credits - 7**	**Total credits - 6**

Year 2		
Fall	**Spring**	**Summer**
NURS 5300 Advanced Pathophysiology (MSN-C) - **3 credits**	*NURS 5310* Clinical Pharmacotherapeutics (MSN-C) - **3 credits**	*NURS 5325* Nursing Ethics, Law, and Policy (MSN-C) - **3 credits**
NURS 5320 Clinical Inquiry and Evidence Based Practice **(MSN-C) - 3 credits**	*NURS 5330* Community Dynamics in Healthcare **(MSN-C) - 3 credits**	*NURS 5305* Advanced Health Assessment **(MSN-C) - 3 credits**
Total Credits = 6	**Total Credits = 6**	**Total Credits = 6**

Year 3		
Fall	**Spring**	**Summer**
NURS 5335 Quality, Safety, and Information Management **(MSN-C) - 3 credits**	**NURS 5340** Conceptual and Technical Foundations of Simulation Learning Methodology **(N HC Sim) - 3 credits**	NURS 5355 Capstone Simulation Project **(N HC Sim) - 3 credits**
NURS 5315 Advanced Theoretical Foundations of Nursing **(MSN-C) - 3 credits**	**NURS 5345** Strategic and Operational Leadership in Nursing Simulation **(N HC Sim) - 3 credits**	NURS 5350 Student and Program Evaluation Methods **(N HC Sim) - 3 credits**
Total Credits = 6	**Total Credits = 6**	**Total Credits=6**
Total Credits for MSN Healthcare Simulation Degree = 52		

MSN Sample Program of Study for Nursing Education Degree

Each students' degree plan is individualized based on his/her program of study and pace with which the student meets the requirements to complete the degree. The following degree plan is structured to reflect a full-time course load and student completion of degree requirements within specified timeframe. Therefore, for an MSN student to graduate with an MSN in Nursing Education degree, 36 credits must be taken successfully.

Year 1		
Fall	**Spring**	**Summer**
NURS 5300 Advanced Pathophysiology **(MSN-C) - 3 credits**	***NURS 5310*** Clinical Pharmacotherapeutics **(MSN-C) - 3 credits**	***NURS 5325*** Nursing Ethics, Law, and Policy **(MSN-C) - 3 credits**
NURS 5320 Clinical Inquiry and Evidence Based Practice **(MSN-C) - 3 credits**	***NURS 5330*** Community Dynamics in Healthcare **(MSN-C) - 3 credits**	***NURS 5305*** Advanced Health Assessment **(MSN-C) - 3 credits**
Total Credits = 6	**Total Credits = 6**	**Total Credits = 6**
Year 2		
Fall	**Spring**	**Summer**
NURS 5315 Advanced Theoretical Foundations of Nursing **(MSN-C) - 3 credits**	NURS 5390 Curriculum Development in Nursing Education **(N Ed) - 3 credits**	NURS 6300 Nurse Educator Role Practicum **(N Ed) - 3 credits**
NURS 5335 Quality, Safety, and Information	NURS 5385 Learning Theory and	***NURS 5350*** Student and Program Evaluation
Total Credits = 6	**Total Credits = 6**	**Total Credits = 6**
Total Credits for MSN Nursing Education Degree = 36		

MSN Sample Program of Study for Nursing Leadership Degree

Each students' degree plan is individualized based on his/her program of study and pace with which the student meets the requirements to complete the degree. The following degree plan is structured to reflect a full-time course load and student completion of degree requirements within specified timeframe. Therefore, for an MSN student to graduate with an MSN in Nursing Leadership degree, 30 credits must be taken successfully.

Year 1		
Fall	**Spring**	**Summer**
NURS 5320 Clinical Inquiry and Evidence Based Practice **(MSN-C) - 3 credits**	**NURS 5330**- Community Dynamics in Healthcare **(MSN-C) - 3 credits**	
Total Credits = 3	**Total Credits = 3**	
Year 2		
Fall	**Spring**	**Summer**
NURS 5335- Quality, Safety, and Information Management **(MSN-C) - 3 credits**	*NURS 5325* Nursing Ethics, Law, and Policy **(MSN-C) - 3 credits**	
NURS 5315* Advanced Theoretical Foundations of Nursing **(MSN-C) - 3 credits**	**NURS 5360***#- Leadership Theory and Inquiry **(NL) - 3 credits (NURS 5315 is prerequisite)**	
Total Credits= 6	**Total Credits= 6**	
Year 3		
Fall	**Spring**	**Summer**
NURS 5370# -Strategic & Operational Leadership in 21st Century Healthcare **(NL)- 3 credits (NURS5360 is prerequisite)**	**NURS 5365** - Program Development and Evaluation **(NL)- 3 credits**	
NURS 5375- Healthcare Financial and Resource Management- **3 credits**	**NURS 5380** Leadership Role Practicum **(NL)- 3 credits**	
Total Credits =6	**Total Credits -6**	
Total Credits for MSN Nursing Leadership Degree = 30		

MSN Sample Program of Study for Nursing Healthcare Simulation Degree

Each students' degree plan is individualized based on his/her program of study and pace with which the student meets the requirements to complete the degree. The following degree plan is structured to reflect a full-time course load and student completion of degree requirements within specified timeframe. Therefore, for an MSN student to graduate with an MSN in Nursing Healthcare Simulation degree, 36 credits must be taken successfully.

Year 1		
Fall	Spring	Summer
NURS 5300 Advanced Pathophysiology **(MSN-C) - 3 credits**	*NURS 5310* Clinical Pharmacotherapeutics **(MSN-C) - 3 credits**	*NURS 5325* Nursing Ethics, Law, and Policy **(MSN-C) - 3 credits**
NURS 5320 Clinical Inquiry and Evidence Based Practice **(MSN-C) - 3 credits**	*NURS 5330* Community Dynamics in Healthcare **(MSN-C) - 3 credits**	*NURS 5305* Advanced Health Assessment **(MSN-C) - 3 credits**
Total Credits = 6	**Total Credits = 6**	**Total Credits = 6**

Year 2		
Fall	Spring	Summer
NURS 5335 Quality, Safety, and Information Management **(MSN-C) - 3 credits**	**NURS 5340** Conceptual and Technical Foundations of Simulation Learning Methodology **(N HC Sim) - 3 credits**	NURS 5355 Capstone Simulation Project **(N HC Sim) - 3 credits**
NURS 5315 Advanced Theoretical Foundations of Nursing **(MSN-C) - 3 credits**	**NURS 5345** Strategic and Operational Leadership in Nursing Simulation **(N HC Sim) - 3 credits**	NURS 5350 Student and Program Evaluation Methods **(N HC Sim) - 3 credits**
Total Credits = 6	**Total Credits = 6**	**Total Credits=6**
Total Credits for MSN Healthcare Simulation Degree = 36		

MSN Sample Program of Study for Nursing Psychiatric Mental Health Nurse Practitioner Degree

Each students' degree plan is individualized based on his/her program of study and pace with which the student meets the requirements to complete the degree. The following degree plan is structured to reflect a full-time course load and student completion of degree requirements within specified timeframe. Therefore, for an MSN student to graduate with an MSN in Psychiatric Mental Health Nurse Practitioner degree, 43 credits and 500 practicum hours must be taken successfully.

Year 1		
Fall	**Spring**	**Summer**
NURS 5300 Advanced Pathophysiology (C) 3 credits	NURS 5310 Clinical Pharmacotherapeutics (C) 3 credits	NURS 5305 Advanced Health Assessment (C) 3 credits
NURS 5320 Clinical Inquiry and Evidence-Based Practice (C) 3 credits	NURS 7218 NP Role Foundation: Psychiatric Mental Health Nurse Practitioner Roles (P) 2 credits	NURS 5325 Nursing Ethics, Law, and Policy (C) 3 credits
	NURS 7113 NP: Transformational Nursing Leadership: Clinical Applications Seminar (**Focus-** Roles and Contexts for Advanced Nursing) (P) 1 credit	
Total Credits = 6	**Total Credits = 6**	**Total Credits = 6**
Year 2		
Fall	**Spring**	**Summer**
NURS 7222 Telehealth/Telepsychiatry/Telemental Health: Rural Health Service Delivery (P) 2 credits	NURS 7220 Clinical Psychopharmacology (P) 2 credits	NURS 7401 PMHNP Practicum I: Psychiatric Mental Health Nurse Practitioner Clinical Applications Adult/Older Adult Population) (P) 4 Credits 180 clinical hours
NURS 5315: Advanced Theoretical Foundations of Nursing (C) 3 credits	NURS 7113 NP: Transformational Nursing Leadership: Clinical Applications Seminar (**Focus-** Diagnostic Testing and Screening; Addictions (P) 1 Credit	NURS 7113 NP: Transformational Nursing Leadership: Clinical Applications Seminar (**Focus-** Adult/Older Adult Population) (P) 1 Credit 45 clinical hours
	NURS 7221: Neurobiology of Addictions: Advanced Practice Approach (P) 2 Credits	
Total Credits = 5	**Total Credits = 5**	**Total Credits = 5**
Year 3		
Fall	**Spring**	Summer
NURS 7402 PMHNP Practicum II: Psychiatric Mental Health Nurse Practitioner Clinical: Adolescents/ Children (P) 4 Credits 180 clinical hours	NURS 7403 PMHNP Practicum III: Psychiatric Mental Health Nurse Practitioner Clinical Applications: Integrative Care (P) 4 Credits 180 clinical hours	
NURS 7113 NP: Transformational Nursing Leadership: Clinical Applications Seminar (**Focus-** Adolescents/ Children) (P) 1 Credit 45 clinical hours	NURS 7113 NP: Transformational Nursing Leadership: Clinical Applications Seminar (**Focus-** Ind., Family, & Group Psychotherapy/Application ANCC Certification) (P) 1 Credit 45 clinical hours	
Total Credits = 5	**Total Credits = 5**	
Total Credits for MSN Degree in PMHNP = 43		
Total Practicum Hours Required for MSN Degree in PMHNP = 500		

Essential Communication Resources for Students

Communication in the MSN program is facilitated through existing technological resources available to the student. These are essential to engaging in the program and establishing and maintaining progression through the program.

Computer/Internet Access

Registration, checking grades, account balances/payment, and accessing Blackboard will require the use of a computer equipped with Internet access. If you do not own a computer, you may use the computers located in Doherty Library to access UST via the internet. Computers in the Doherty Library are for accessing databases and the Internet; they do not contain software programs for use in writing papers for course work. Both the computer lab and the writing lab on the UST Main Campus are available to students.

Administrative communications are distributed via your UST e-mail and MyStThom accounts. Therefore, before you get access to any of these tools you must sign up on-line. There is no fee, but you must set up the account.

I. MyStThom Account Set-up

All MSN students will have a *MyStThom* account serving as the hub of communication for their engagement in the MSN program. Setting up the account will establish this engagement and is explained below:

1. You must have your student ID number generated by the Registrar. Without this number, you cannot proceed to step two.
2. Go to www.stthom.edu.
3. Click on MyStThom (UST Portal) which is found under "More Services" on the home page. The myStThom page has information Blackboard, Webmail, and Outlook Web Mail.
4. Click on "Activate Celt Login ID".
5. Follow the steps to set-up your account. Write down your Password and your username/ID because these will work for myStThom, Webmail, Blackboard, and the Library database. To maximize security, you will be asked to change your Password regularly.
6. After successfully creating your account, click on myStThom and it takes you back to the login page where you will enter your username and password.
7. When the next page appears, look for the "Enterprise Menu" and click on "Student Self Service."
8. Your student center will be the next screen. The student center is where you register for classes, check your semester grades, pay tuition, etc.

As all official Administrative communications with you will be done through your UST e- mail address,

you must check your e-mail regularly so that you stay informed and you do not overload the system with unread email.

II. Accessing Blackboard

All MSN faculty and staff at the PSON make use of Blackboard, a software package maintained by the University of St. Thomas which allows for the posting of class notes, quizzes, exam grades, etc. In addition to needing access to Webmail and MyStThom accounts, students will also need access to Blackboard. This is done by accessing the http://www.stthom.edu main site, clicking on "Login" on the top right, and selecting "Blackboard." If you have received your MyStThom account as well as your Webmail information, your login information should be the same. If you cannot get into Blackboard, check with your instructor first to make sure that you have been registered in the class. If you still cannot get in after your instructor has assured you that you are indeed registered, you need to contact the Help Desk.

Phone: 713-525-6900
Email: ithelpdesk@stthom.edu

University Resources for Students Financial Aid

The University of St. Thomas seeks to assist students in need of financial assistance through an extensive array of financial aid programs. The UST-PSON urges students to contact the Office of Scholarships and Financial Aid at 713-525-2170 or via email at finaid@stthom.edu for information and assistance. For an overview about financial aid at UST, please refer to the Undergraduate Catalog.

In the spring of each year, the UST-PSON awards various nursing scholarships to students of need and/or high achievement. Students are notified in advance of the application deadline and requirements for these awards.

Doherty Library

The University has a strong commitment to the religious, moral, and intellectual formation of the whole person. To support this commitment, the mission of the Doherty Library is to acquire, and make readily available, print, and electronic information resources in accordance with the diverse academic needs of the University.

The Doherty Library has a strong commitment to the liberal arts to cultivate the life of the mind and to impart knowledge to the student that will instill a love for truth and promote intellectual discipline. The library will continue to support the core values of the University: goodness, discipline, knowledge, and community.

Students are encouraged to explore the varied strengths of the library collections. They are free to browse the book stacks, study in Silent Reading Room, pursue scholarly research using the library computer network or use their wireless LAN. With over 250,000 books, access to 80,000 journals and magazine titles, and subscriptions to over 150 databases, the Doherty Library is a major learning resource for students, faculty, and the Houston community. UST-PSON hopes that students will find the Doherty Library more than adequate in fulfilling your research and academic needs.

Doherty Library Resources for Nursing

Doherty Library has an extensive collection of electronic resources for nursing including databases on nursing and allied health literature, electronic journals, e-books, nursing web links and other resources. The URL is http://campusguides.stthom.edu/nursing.

Interlibrary Loans

Doherty Library participates in the TexShare Card program, which allows users to immediately obtain items directly from a lending library. The TexShare library card enables current UST students, faculty, and staff to borrow up to 4 books at a time from the University of Houston, Houston Baptist University, and other participating Texas libraries (Rice University does not accept the TexShare Card; see the Rice Reciprocal Borrowing Program below).

Doherty Library has a reciprocal borrowing program with Rice University, which allows UST students, faculty, and staff to immediately obtain items directly from Fondren Library at Rice University.

To take advantage of the Rice Reciprocal Borrowing Program, you must:
a. Know the book you want in advance, as well as its call number. You can obtain this information by searching Rice University's Fondren Library online catalog. Ask the Reference Librarian, if you need help.
b. Fill out a Rice Reciprocal Borrowing Form at the Doherty Library Circulation Desk and be sure that it is signed by a Doherty Library Circulation staff member.
c. Bring your completed form and UST ID to Rice's Fondren Library to check out the book.
d. You may borrow up to 4 books at a time for 4 weeks. Please keep in mind that Rice overdue fines are a $1 per item per day, so be sure to return your materials to Rice by the due date given. Single renewals may be arranged by contacting through email the Rice staff member noted on the information handout you received when you filled out your form(s).

Please make use of this privilege when UST classes are in session. Rice University does not honor requests when there are no regular UST classes.
For more information about Interlibrary Loan go online to http://www.stthom.edu/Library-

Research/Library-Services/Interlibrary- Loan/Index.aqf and to
http://www.stthom.edu/Library_Research/Research/Index.aqf for research tools.

Tutorial Services Center

Located on the second floor of the Crooker Center, the Tutorial Services Center (TSC) provides peer tutors in many content areas for students wanting extra help in a specific subject. Tutors provide a variety of assistance ranging from helping students understand general concepts to reviewing the writing process. The latter includes pointing out problems such as unclear thesis statements, grammar errors, and weaknesses in organization and development. Students may use tutoring for a single issue or for help on a continual basis. All tutoring services are free.

The TSC also offers monthly workshops in thesis development, the research paper process, writing a successful essay examination, and identifying academic integrity issues. Please check Campus Announcements and the TSC website:
http://www.stthom.edu/Campus_Student_Life/Student_Services/Tutorial_Services_Center /Index.aqf for dates for these offerings.

Appointments are not necessary. Peer tutors are available Monday to Thursday from 9 am - 7 pm and on Friday from 9 am - 2 pm. However, except for writing, not all subjects are covered each day. Students must check tutor schedules in the TSC. If there is a conflict, students may leave their contact information and a tutor will set up an alternate time. If several students from a particular course share the same problem, group tutoring is available. Otherwise, tutoring occurs on a one-to-one basis. You may phone Tutorial Services at 713-525-3878.

Counseling and Wellness Services

Counseling and Wellness Services (CWS) provides guidance and direction to students as they confront life's deepest questions, search for meaning, seek to grow in self-knowledge, discover truth and/or struggle with personal difficulties. CWS follows UST mission to produce and environment in which students not only being a career but also life purposeful lives. Having a strong self-knowledge is essential to identifying life's ultimate purpose. Confidential services are provided at no cost for currently enrolled UST students, in which CWS offers a goal-oriented dialogue with a professional counselor to find the best possible resolutions to any obstacle. Counselors will assess the nature and extent of a student's concern and make appropriate recommendations. In this way, CWS supports students in what they choose to ensure that they make the most meaningful decisions during their time here at UST.

Services offered include:

- Initial assessment

- Consultation and/or professional direction
- Individual and group counselling
- Emergency and crisis intervention
- Academic support
- Campus outreach
- Referral information

Confidential appointments with counselors are both in-person at our main UST campus's office and remote through a telehealth-platform. Remote counseling services are available for students who reside in Texas only. Students can make an appointment with professional staff to review their situations or concerns by calling or emailing CWS. Walk-ins are also welcome. More information is available on the Counseling Services website at: www.stthom.edu/counseling. For an appointment or additional information, contact Counseling and Wellness Services at 713-525-2169.

Access and Disability Services provide academic accommodation for students with disabilities. If a student has a documented disability, reasonable and appropriate academic accommodations for students who qualify as disabled under Section 504 of the *Federal Rehabilitation Act of 1973*, the Americans with Disabilities Act (ADA) of *1990*, and the *ADA Amendments Act of 2008* are available to ensure equal access to programs and opportunities at the University. The term disability means any person who: (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such impairment, or (c) is being regarded as having such an impairment. Covered disabilities may include:

- learning disabilities;
- health impairments;
- physical limitations; and/or,
- psychiatric disabilities.

Once accommodations are approved, Letters of Accommodation are issues for the specific semester to the student. It is the student's responsibility to request new letters or accommodation for each subsequent semester as needed. Students should make an appointment with professional staff at CWS to review the nature and history of the disability as well as present concerns related to the educational environment. For information regarding the procedures required to obtain academic accommodations at UST, please refer to their website at: www.stthom.edu/counseling.

Each semester, students receiving accommodations must present their accommodations letters to the nursing Course Coordinators. A copy of the accommodations letter must also be given to the Manager of the Graduate Nursing Student Success Center (GNSSC). The GNSSC is in the Center for Science and Health Professions (CSHP) building at 4102 Yoakum, 2nd floor, Suite 209. UST CWS is

implementing online form of accommodation letter and students can email this to the GNSSC at [graduate.nsc@stthom.edu.](mailto:graduate.nsc@stthom.edu)

Campus Ministry

The Office of Campus Ministry organizes worship and spiritual activities for the entire University community. At the beginning of the fall semester, the traditional Mass of the Holy Spirit draws the community together to dedicate the year to the wisdom and guidance of the Holy Spirit. Formal programs for adult baptism and confirmation are coordinated through the Campus Ministry Office.

In addition to personal spiritual direction in which the University priests assist, Campus Ministry organizes student retreats, informal Bible studies, prayer services, athletic and departmental retreats, as well as programs to build community at the University. Each year, the Freshmen Weekend Challenge and Alternate Spring Break experience are organized as well as other integrating opportunities. Campus Ministry works conjointly with Counseling Services, Residence Life and Student Activities to assist students with volunteer activities and support needs. The Basilian Fathers are available for confession before daily Mass or by appointment. All members of the University community are welcome to join in the services of Campus Ministry.

The Chapel of St. Basil the Great

Campus Ministry and the Chapel of St. Basil are the center of the University's spiritual life and mission. The academic mall, with the Chapel of St. Basil at one end and the Doherty Library at the other, represents faith and reason in dialogue. This is the ideal of a Catholic university, where the covered walkway connects the various academic disciplines, each seeking the truth about God and the world.

The Chapel's name derives from the patron saint of the Basilian Fathers, the Catholic religious congregation that founded the University of St. Thomas. The Basilian Fathers are dedicated to education and evangelization through the charism of Jesus Christ the teacher.

Designed by Philip Johnson, the Chapel is a prominent place of prayer and worship for the University community. It is the setting for Sunday and daily Eucharist, including occasional Masses in Spanish and French. The Chapel is open daily for private prayer and reflection.

Graduate Nursing Student Success Center (GNSSC)

The Graduate Nursing Student Success Center (GNSSSC) was set up with funding from the Department of Education Title V grant for expanding graduate nursing programs for Hispanic students. The mission of the GNSSC is to help students reach their academic goals by providing quality services in a student friendly environment. GNSSC achieves its mission by implementing proactive wraparound services for students' academic success. Dr. Rajesh Ramakrishnan is the Manager of the GNSSC. He may be reached at 713-831-7275. Appointments can be set up contacting the GNSSC at

graduate.nsc@stthom.edu . The GNSSC is in the Center for Science and Health Professions (CSHP) building, 2nd floor, Suite 209. The GNSSC offers the following <u>free</u> activities and services to all graduate nursing students.

Peer-Facilitated Study Group Program

GNSSC organizes group study sessions for graduate nursing students enrolled in nursing courses at UST facilitated by Peer Tutors who have already successfully completed the course. At the beginning of each semester, the GNSSC in consultation with the students and the Peer Tutors schedules a day and time for the study group session on zoom. Peer Tutors are also available for one-on one consultation with graduate nursing students. Appointments for one-on one consultation Peer Tutor session can be set up by emailing graduate.nsc@sthom.edu.

Peer Mentoring Program

To assist incoming students in their social, personal, and academic transition to the graduate program, GNSSC pairs them with other graduate students in the nursing program. The Peer Mentors aim to assist the graduate nursing students to also navigate the intensity of the program by providing timely advice and are trained to direct the students to a relevant UST student resource (described above) on a case-by-case basis.

Nursing Academic Advising Program

The GNSSC is committed to advising graduate nursing students so they will be successful in completing the required courses. The GNSSC Manager is the de facto Academic Advisor and meets with graduate students at the beginning of each semester to help students to identify and enroll in appropriate core, specialty, and elective courses, to become familiar with UST academic policies/procedures, and to monitor their academic progress. Students are directed to self-monitor their progression in the program by reviewing the unofficial academic transcript on myStThom.

New Student Orientation

This event welcomes new and transfer students to the program and introduces them to the UST-PSON faculty, staff, and policies. It is traditionally held in late summer before the Fall semester commences. For students starting the program in Spring semester, the GNSSC Manager provides an overview of the orientation during the first academic advising session. Orientation materials are also housed on the GNSSC website on Blackboard for ready reference.

E-Books and Educational Resources

The GNSSC Blackboard site houses links to e-books and other electronic resources used in the courses of the RN-MSN and MSN programs. Students can download chapters of these books for their educational purposes. The e-books have been purchased from funds provided by the United States Department of Education Title V grant.

UNIVERSITY OF ST. THOMAS HOUSTON

CAMPUS MAP

3800 Montrose Boulevard, Houston, Texas 77006-4626
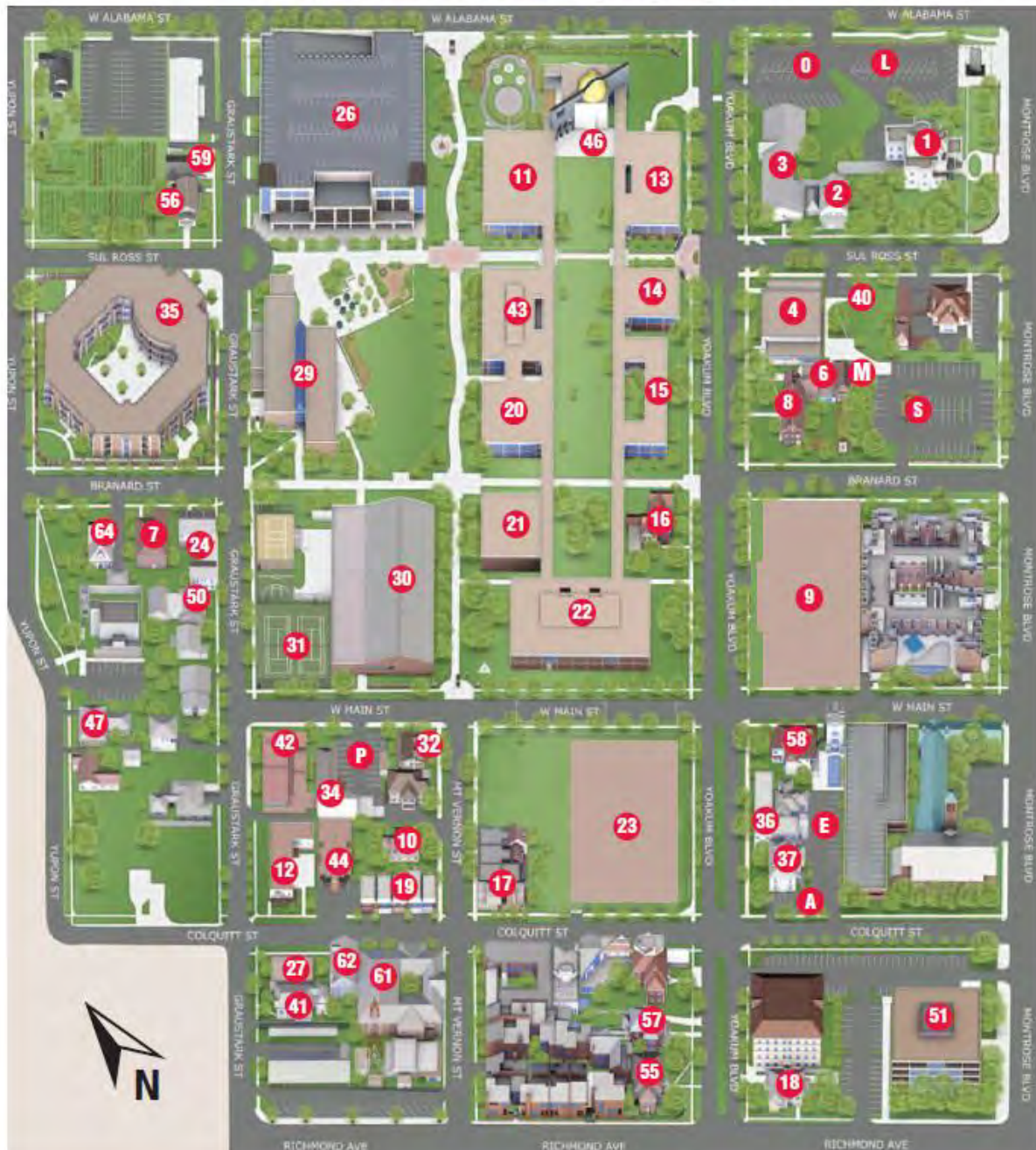
UST CAMPUS MAP LEGEND ON NEXT PAGE

UNIVERSITY OF ST. THOMAS
HOUSTON

CAMPUS MAP

3800 Montrose Boulevard, Houston, Texas 77006-4626

ACADEMICS:

- 3 T.P. O'Rourke Hall: Psychology, Classrooms
- 8 Hughes House: Theology, Classical Languages, Honors
- 11 Malloy Hall: Art History, Education, English
- 13 Welder Hall: Cameron School of Business, Center for Business Ethics
- 14 Jones Hall: Drama, Theatre
- 15 Strake Hall: Classrooms, Dean of Arts and Sciences
- 16 Mathematics, Computer Science, Cooperative Engineering
- 18 De La Salle House: MLA Program, Extended Programs, Catholic Outreach
- 19 STEM Success Center
- 20 Anderson Hall: International Studies, Modern Languages, Political Science, Study Abroad
- 21 Cullen Hall: Music
- 22 Doherty Library and Hugh Roy Marshall Graduate Philosophy Library, Television and Radio Studios, Computing Lab
- 23 Center for Science and Health Professions: Biology, Chemistry, Nursing, Nursing Success Center
- 37 Tiller Hall: History
- 43 Robertson Hall: Communications, Environmental Sciences, Physics
- 50 Clinical Mental Health Counseling
- 55 Sullivan Hall: Center for Thomistic Studies, Philosophy
- 56 Center for Faith and Culture
- 57 William J. Flynn Center for Irish Studies

ADMISSIONS/ENROLLMENT:

- 36 Herzstein Enrollment Services Center: Business Office, Payroll, Scholarships and Financial Aid, Registrar, Student Financial Services
- 58 Monaghan House: Admissions

ATHLETICS:

- 30 Jerabeck Activity and Athletic Center: Health Promotion and Wellness, Gymnasium, Weight Room, Scanlan Room
- 31 JAAC Turf/Swimming Pool

CAMPUS LIFE/STUDENT SERVICES:

- 26 Moran Center: Bookstore, Labyrinth Coffee Shop
- 29 Crooker Center: Academic Advising, Ahern Room, Cafeteria, Career Services and Testing, Counseling and Disability Services, Dean of Students, International Student and Scholar Services, Mendenhall Achievement Center, Michael Leavitt Study & Meeting Room, Old Book Store Student Lounge, Student Activities, Student Affairs, Student Government Association, Tutorial Services, University Food Services
- 42 Education Graduate Student Success Center
- 62 The Summa Newspaper, Institutional Assessment and Effectiveness

CATHOLIC/RELIGIOUS:

- 9 Keon House: Basilian Priests and Scholastics
- 56 Campus Ministry
- 18 Catholic Outreach
- 46 Chapel of St. Basil
- 56 Center for Faith and Culture

OFFICES/ADMINISTRATIVE:

- 1 Link-Lee Mansion: President, Academic Affairs
- 2 Carriage House: Marketing Communications
- 4 Murphy Hall: Information Technology
- 5 Hughes House Annex: Information Technology Annex
- 6 Art Gallery
- 7 Siena House: Archives, Creative Services, Marketing Communications
- 27 Mail Room
- 34 Facilities Operations
- 47 Custodial
- 12 Institutional Advancement, Gift Planning, Constituent Relations
- 59 Human Resources

PARKING *(STAFF AND FACULTY)*:
Lots E, L, M, O, P, S
Permit Required

PARKING *(STUDENT)*:
Lot S
Permit Required

PARKING *(VISITORS TO CAMPUS)*:
26 - Moran Center
Lot A - For visitors to Admissions

POLICE/SECURITY:
26 Moran Center

RESIDENCE HALLS:
- 35 Guinan Hall
- 44 Clare Hall
- 61 Young Hall

Student Employment

MSN students may have the opportunity to engage in learning experiences in an area or setting where they are employed. The MSN program is mostly online, and the courses are designated online asynchronous. The asynchronous nature of the courses allows students to continue in their primary employment while taking the courses towards the MSN degree. Course related meetings with faculty can be scheduled at a mutually convenient time and day on primarily Blackboard or Zoom.

Diversity and Inclusion in the MSN Program

The PSON Master of Science in Nursing (MSN) program has been designed to implement a commitment to and integration of the pursuit of diversity and the practices of inclusion as a central dimension of the MSN program. This commitment stems first from the mission of UST and the PSON and is grounded fundamentally in the UST PSON community statement that we…" are guided by the human capacities for compassion, justice, reflection, creativity, and moral choice". It is thus first a moral choice, amplified by institutional values and commitments.

It is further amplified by the values and commitments of the profession of nursing. The American Academy of Nursing (2016) provides the most recent and useful descriptions of the concepts of diversity and inclusion as expressions of the profession's support reflecting these values and commitments. Inclusivity refers to the active engagement of all voices within a given community. For the MSN Program, that would include the student cohorts, the core and support faculty and staff, the full SON and UST communities and our engaged clinical partners and patient populations. Diversity emphasizes all the ways in which people differ, including innate characteristics (e.g., age, race, gender, national origin, mental or physical abilities, gender identity and sexual orientation) and acquired characteristics (e.g., education, socioeconomic status, religion, work experience, language skills, cultural values, family status, work style, and intellectual perspectives). These descriptions clarify and focus the demonstration of inclusivity and diversity within the MSN Program and its policies and practices.

The national voice for Baccalaureate and higher degree nursing education programs is the American Association of Colleges of Nursing (AACN) which serves the public by assisting nurse educators in improving and advancing nursing education, research, and practice. As part of that mission, AACN has taken a clear position on diversity and inclusivity. This adds yet another dimension of conscious commitment to diversity and inclusivity, given added emphasis through the accreditation role of AACN.

The AACN has issued a public statement on this focus, and it thus further informs the UST MSN Program commitment. It is therefore included in the policy statements of the UST MSN program:

"… AACN recognizes that the population of the United States is rapidly becoming more diverse and will become more so into the 21st century. Because of this trend, diversity and inclusion have emerged as central issues for organizations and institutions. AACN believes that leadership in nursing can best respond to these issues by finding ways to accelerate the inclusion of groups, cultures, and ideas that traditionally have been underrepresented in higher education. Moreover, health care providers and the nursing profession should reflect and value the diversity of the populations and communities they serve.

The objective for schools of nursing is the creation of both an educational community and a professional practice environment that incorporate the diverse perspectives of the many constituencies whom they serve. Nursing programs must provide a supportive learning environment and curriculum in which students, staff, and faculty from all walks of life and from the entire spectrum of society are full participants in the educational process. AACN's commitment to equality of opportunity and diversity is not based solely on the realities of a changing society. As a voice for educators in Baccalaureate and higher-degree nursing programs, AACN believes that diversity and equality of opportunity are core values of all educational systems.

Diversity includes consideration of socioeconomic class, gender, age, religious belief, sexual orientation, and physical disabilities, as well as race and ethnicity. Diversity and equality of opportunity recognize that individuals learn from exposure to and interaction with others who have backgrounds and characteristics different from their own. Recognizing and valuing diversity and equal opportunity also means acknowledgment, appreciation, and support of different learning styles, ways of interaction, and stimulating forms of discourse derived from interaction and collaboration with persons from diverse backgrounds and experiences.

Promoting diversity facilitates equality of opportunity. In operationalizing diversity and equality of opportunity, AACN and the nursing profession must reexamine how educators assess qualifications and measure merit. As preparation for a holistic profession, the measure of excellence in nursing education and preparedness for practice must extend beyond quantitative data such as standardized test scores and grades. It should also assess the leadership, strengths, communication skills, different competencies, and prior experiences of individuals, as well as their capacities for future development.

Increasing diversity implies expanding the traditional pool of qualified applicants for the academic experience and employment by appropriately defining variables reflecting the value and worth of the human experience. It should require an admissions and employment process that fully encompasses the principles of equal opportunity. Qualified applicants should represent the cultural, racial, ethnic, economic, gender, and social diversity of the broader population. The goal is to create a community of culturally competent scholars, including faculty, students, staff, and practitioners, with the appreciation of a world view of interconnectivity and community.

The responsibility of AACN is to use diversity as a strategy to facilitate the education of future professionals by infusing mutual respect and trust into the learning experience. The challenge to AACN is to prepare for the 21st century by establishing a community of learning that recognizes the richness of diversity. As we embark upon this challenge, we must be guided by wisdom, compassion, and understanding."

This statement offers professional specificity to the UST MSN Program commitment and embeds it in the educational and professional values of the program. A final impetus to diversity and inclusivity is the emerging science of creativity that demonstrates the impact of diversity and difference on human acts of innovation and creativity. More specifically, difference and diversity are an essential initial component of human inventiveness, the discovery of new relationships in the juxtaposition of things that differ and create contrast. Human awareness of difference evokes new perspectives and is a precursor to change. Thus, what is first a moral choice, then an institutional and professional commitment, is also one grounded in the human commitment to innovation and creative imagination and the emergent sciences that validate this potential.

Handbook Document Sources

AACN-AONE Task Force on Academic-Practice Partnerships: Guiding Principles. (2012). Retrieved from https://www.aacn.nche.edu/leading-initiatives/academic-practice- partnerships /G uidingPrinciples.pdf

American Academy of Nursing. (October, 2016). *Diversity & Inclusivity Statement.* Washington, DC. Author.

American Association of Colleges of Nursing. (2017). *AACN Position Statement: Diversity, Inclusion, & Equity in Academic Nursing.* Washington, DC. Author.

American Association of Colleges of Nursing. (August, 2015). *The Master of Science in Nursing: Current Issues and Clarifying Recommendations: Report from the Task Force on the Implementation of the MSN.* Washington, DC: Author.

American Association of Colleges of Nursing. (2011). *The Essentials of Master's Education in Nursing.* Washington, DC: Retrieved from https://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf

American Nurses' Association. (2015). *Code of Ethics for Nurses with Interpretive Statements*. Silver Spring, MD: American Nurses' Association.

American Nurses Association. (2015). *Nursing: Scope and Standards of Practice.* Retrieved from http://www.nursesbooks.org/Main-Menu/Standards/Nursing-Scope-and- Standards-3rd-Ed.aspx

American Nurses Association (ANA). (2010a). *Nursing's Social Policy Statement: The Essence of the Profession.* Silver Spring, MD: Nursesbooks.org.

Institute of Medicine. (2010). *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: National Academies Press.

University of St. Thomas (2014-2015). *Graduate Catalog.*

Blanford, J., Kennelly, P., King, B., Miller, D., & Bracken, T. (2020) Merits of capstone projects in an online graduate program for working professionals, Journal of Geography in Higher Education, 44:1, 45-69, DOI: 10.1080/03098265.2019.1694874.

What is a Capstone Project in Graduate School: Retrieved January 20, 2021 from https://www.gradschoolhub.com/faqs/what-is-a-capstone-project-in-graduate-school/

Appendices

Appendix A: UST-PSON RN-MSN and MSN Admission Policy

Appendix B: UST-PSON Graduate Student Academic Retention Policy

Appendix C: UST-PSON RN-MSN and MSN Transfer Credit Policy

Appendix D: UST-PSON RN-MSN and MSN Equivalency Credits for Prior Grad Courses from Other Institutions

Appendix E: UST-PSON MSN Elective Courses Policy

Appendix F: UST-PSON RN-MSN and MSN Capstone Policy

Appendix G: UST-PSON MSN Practicum Policy

Appendix H: UST-PSON PMHNP Practicum Policy

Appendix I: UST-PSON PMHNP Clinical Site Policy

Section: Policy #: MA.001	Peavy School of Nursing Policies MSN and RN-MSN Student Admission Policy	Effective: June 10, 2020 Revised: May 1, 2023 Reviewed:

UNIVERSITY OF
ST. THOMAS
Carol and Odis Peavy
School of Nursing

Policy Title: MSN and RN-MSN Student Admission Policy

Audience	This policy applies to the UST Peavy School of Graduate Nursing faculty and RN-MSN & MSN program applicants.
Purpose	The purpose of the Peavy School of Nursing (PSON) MSN and RN-MSN Student Admission policy is to establish criteria and processes to ensure that applicants are selected in accord with program standards using a systematic application review and selection process.

Standard Criteria for Admission	1. **Applicant has demonstrated potential to successfully perform at a graduate level and holds an earned degree in nursing. Key indicators will include:**
	   a. RN-MSN applicants: At minimum, documentation must substantiate the award of an **Associate Degree** in Nursing from an NLN or CCNE accredited School of Nursing or from a regionally accredited institution.
	   b. MSN applicants: At minimum, documentation must substantiate the award of a **Baccalaureate Degree in Nursing** from an NLN or CCNE accredited School of Nursing or from a regionally accredited institution.
	   c. Other evidence-based or scholarly achievements associated with professional role.
	2. **Evidence applicant has a 3.0 or higher in nursing coursework.**
	3. **Proof of unencumbered professional RN licensure; for matriculation, applicants must hold a valid RN license from the state of Texas or a compact state upon enrollment.**
	4. **A current CV or resume identifying prior work experiences.**
	5. **1-year clinical experience, recommended.**
	6. **A 500-word essay describing personal and professional reasons for seeking enrollment in this program of study may be requested.**

MSN and RN-MSN Application Process	**Application Process** a. Applicant submits application and meets all admission submission requirements. b. Applicants are required to submit a complete application. c. Official or unofficial transcripts submitted. **Process timeframe**: a. Nursing Admissions will review submitted application to determine completeness and request any additional required materials from applicants. b. Completed applicants will receive a status update from the Nursing Admissions team within one to two business days. The Nursing Admissions team will continue to update the applicant through the admission review process. **Decision and Notification:** **The PSON Graduate Program Committee** will review candidates for admission and determine final admission status and any relevant stipulations. Nursing Admissions will notify applicants of the PSON Graduate Program Committee decision via email.

Section: Policy #: MA.001	Peavy School of Nursing Policies MSN and RN-MSN Student Admission Policy	Effective: June 10, 2020 Revised: May 1, 2023 Reviewed:

Designation of Admission Status	**Fully Admitted**: The applicant meets or exceeds all required admissions criteria and, therefore, is fully admitted to the MSN or RN-MSN program without any conditions. **Conditionally Admitted**: If the applicant does not meet one or more of the admission criteria, but overall evidence indicates potential for success as graduate student he/she may be conditionally admitted with stipulations to achieve full admission. **Admission Denied**: Based on assessment of the applicant, the admission committee has determined the applicant does not meet the criteria for admission or readiness for completion of program requirements.
References	RN-MSN & MSN Graduate Student Handbook UST Student Catalog
Date	**Draft:** June 2020 **Approved:** July 2020 **Frequency of policy review:** Every two (2) years or as needed **Revised:** July 29, 2021; April 1, 2023

Section: Policy #: MA.001	Peavy School of Nursing Policies MSN and RN-MSN Student Admission Policy	Effective: June 10, 2020 Revised: May 1, 2023 Reviewed:

Section: Policy #: GA.002	Peavy School of Nursing Policies Graduate Student Academic Retention Policy	Effective: July 1, 2020 Revised: March 23, 2023 Reviewed:

UNIVERSITY OF
ST. THOMAS
Carol and Odis Peavy
School of Nursing

Graduate Student Academic Retention Policy

Audience	This policy applies to the UST Peavy School of Graduate Nursing faculty and all Graduate Program students.
Purpose	This policy establishes criteria and processes to facilitate students maintaining prescribed academic standards during their time in the program. This sets the expectation that remedial measures will be initiated when a student fails to achieve or maintain **a test grade of B- (80-83) or above on any nursing course test.**
Academic Retention Program Services	The goal of the academic retention program is to proactively coach the student so they can remedy the deficiency causing the drop in grades. The services provided to achieve this goal include but are not limited to peer mentoring, peer tutoring, and referring the student to services such as UST tutorial services for writing or counseling.
Academic Retention and Progression Guidelines	The following guidelines are used to determine student academic status and responsive action: 1. Graduate students are expected to maintain a cumulative GPA of 3.0 to progress in their plans of study. 2. A student who receives less than a B- (<80) in any course specified in his/her plan of study must repeat the course to meet the standard for progression. If successful in meeting the academic standards on the second attempt, the student is eligible to progress in his/her plan of study. 3. Course Coordinators are expected to refer students who receive a grade below a "B-" (<80) in any assignment or exam to the Manager of the Graduate Nursing Student Success Center (GNSSC). The Manager will initiate the student into the Academic Retention Program and develop a plan of action appropriate to the student's need. 4. A student who is unsuccessful at achieving a "B-" on the second attempt in a nursing course will be dismissed from the program. 5. A student who receives a grade less than a" B-" (<80) in two nursing courses will be dismissed from the program. Note: Students wishing to appeal their academic status must follow the appeals process provided in the graduate handbook.

Section: Policy #: MA.004	Peavy School of Nursing Policies RN-MSN and MSN Transfer Credit of Graduate Courses from Other Institutions Policy	Effective: July 1, 2020 Revised: July 28, 2021 Reviewed:

UNIVERSITY OF ST. THOMAS
Carol and Odis Peavy
School of Nursing

RN-MSN and MSN Transfer Credit of Graduate Courses from Other Institutions Policy

Audience	This policy was developed to guide faculty, students, and administrative staff engaged in the University of St. Thomas (UST), Peavy School of Nursing (PSON) Graduate Programs.
Purpose	To create a process for Graduate students to earn, as part of their plan of study, graduate credits at another accredited institution and transfer these credits into their formal record of earned program credits.
Policy Statement	The University of St. Thomas recognizes that a student's prior academic achievement may provide a student the opportunity to request transfer credits recognition for certain graduate courses to avoid duplication of content. A student, who is currently enrolled in the UST Graduate programs may also enroll in a graduate course at another university and earn credits that can be transferred into their formal record of earned program credits. Such course transfer credits decisions are considered based on an appropriate group of closely related college level courses completed at an accredited university with a grade of "B" or higher. Approved transfer credits are accepted as part of the student's plan of study requirements.
Course Categories	**Core** refers to nursing courses that must be completed within the PSON Graduate curriculum in which the student is enrolled. Transfer credits may be applied to core courses provided there is a true equivalency with PSON graduate course offerings. **Required** refers to courses in curriculum necessary to meet requirements to achieve RN-MSN and MSN program outcomes congruent with CCNE requirements; required courses earned in other UST programs or at another university may warrant credit if determined to be equivalent to a required RN- MSN or MSN courses. **Recommended** refers to courses selected by the student and approved by faculty advisor to meet student's individualized curriculum plan. Students may request a transfer course be applied to their individualized plan of study.

Section: Policy #: MA.004	Peavy School of Nursing Policies RN-MSN and MSN Transfer Credit of Graduate Courses from Other Institutions Policy	Effective: July 1, 2020 Revised: July 28, 2021 Reviewed:
Guidelines	For a Graduate applicant or student to receive transfer credits, an evaluation of the student's transcript(s), syllabus and sample student assignments/paper for the course considered for transfer credits must be conducted. This review determines if transfer credits evaluated meet the requirements of the specified nursing graduate degree. The outcome of this review determines the course status and becomes the integral component of the student's initial plan of study. The transcripts of students who have earned a graduate degree in nursing from an accredited program of study will be evaluated on an individual basis to determine which of their credits are eligible to be recognized for transfer. Transfer credit hour recognition is considered for a course completed at another institution only if the course meets the following conditions: • Is a graduate-level course. • Is reported on the student's official transcript with a grade of B or higher. • Significant number of course objectives/outcomes are assessed to be substantively equivalent to the course offered by PSON. • Courses must align with the student's Graduate plan of study and contribute to the student's preparation for his/her MSN Capstone. • Nursing courses are eligible for equivalency assessment if the credits were earned in an accredited nursing program. • A maximum of 9 credit hours will be considered for equivalency for a 36 credit hours specialty track (Nursing Education, Nursing Healthcare Simulation). • A maximum of 7 credit hours will be considered for equivalency for a 30 credit hours specialty track (Nursing Leadership). • A course considered for transfer credit must match credit hours with similar course offered at UST PSON. In the event of a mismatch in credit hours, the student would be required to register for an independent study course at UST PSON to bring parity. Additional transfer credits will not be considered.

Section: Policy #: MA.003	Peavy School of Nursing Policies RN-MSN & MSN Equivalency Credits for Prior Graduate Courses from Other Institutions Policy	Effective: July 1, 2020 Revised: Reviewed:

UNIVERSITY OF
ST. THOMAS
Carol and Odis Peavy
School of Nursing

RN-MSN & MSN Equivalency Credits for Prior Graduate Courses from Other Institutions Policy

Audience	This policy was developed to guide faculty, students, and administrative staff engaged in the University of St. Thomas (UST), Peavy School of Nursing Graduate Programs.
Purpose	To guide Graduate Nursing Program decisions and processes for recognizing graduate level equivalency credit for courses completed at other accredited institutions or in UST programs outside the PSON.
Policy Statement	**Equivalency:** The University of St. Thomas recognizes that a student's prior academic achievement may provide a student the opportunity to request equivalency recognition for certain graduate courses to avoid duplication of content and to permit the student to broaden his or her educational background by taking other courses that complement his or her course of study. Such course equivalency decisions are considered on the basis of an appropriate group of closely related college level courses completed with a grade of "B" or higher.
Course Categories	<u>**Core**</u> refers to nursing courses that must be completed within the PSON Graduate curriculum in which the student is enrolled. Equivalency and transfer credit cannot be applied to core courses. <u>**Required**</u> refers to courses in the curriculum necessary to meet requirements to achieve specific Graduate program outcomes congruent with CCNE requirements; required courses earned in other UST programs or at another university may be recognized for credit if determined to be equivalent to a required PSON Graduate course.
Guidelines	For a Graduate applicant or student to receive equivalency credits, an evaluation of the student's transcript(s) must be conducted. This review determines if equivalency credits evaluated meet the requirements of the specified nursing graduate degree. The outcome of this review determines the course status and becomes the integral component of the student's initial plan of study. The transcripts of students who have earned a graduate degree in nursing from an accredited program of study will be evaluated on an individual basis to determine which of their credits are eligible to be recognized for equivalency.

Section: Policy #: MA.003	Peavy School of Nursing Policies RN-MSN & MSN Equivalency Credits for Prior Graduate Courses from Other Institutions Policy	Effective: July 1, 2020 Revised: Reviewed:

	Equivalent credit hour recognition is considered for a course completed at another institution only if the course meets the following conditions: • Is a graduate-level course • Is reported on the student's official transcript with a grade of "A" or "B" or grade designation equivalent to such. In addition to these conditions, equivalent credit hour recognition is considered for nursing courses only if the credits were earned at an accredited nursing program.

Procedures	The student must review the policies in the student handbook regarding the requirements for submission of documentation for equivalency credit recognition.
	
	Students may request review recognition of equivalency credit as part of the admissions process or during progression academic advising.
	
	The process for initiating an equivalency credit review is as follows:
	• Students who wish to initiate a review for equivalency credits must complete and submit to the Graduate Program Chair, the Equivalency Course Evaluation Review Worksheet, requesting a review of specific identified prior graduate level course work for potential equivalency credit recognition.
	• At the time of submitting the Worksheet, students must submit documentation, including copies of course descriptions and syllabi of all courses identified for review
	
	The process for review for equivalency credit is as follows:
	• The Graduate Program Chair and/or the student's Faculty Academic Advisor will:
	   ➤ review the Worksheet with the applicant or student to ensure all necessary documentation is included and correct
	   ➤ review the syllabi and course descriptions for potential equivalency recognition
	• The Graduate Program Committee reviews and approves (or disapproves) the recommended equivalency decisions in accord with AACN criteria.
	• The student meets with Graduate Program Chair and/or the student's Faculty Academic Advisor to discuss outcomes of the review process and the integration of the recognized equivalency credits into the student's specified graduate program plan of study.

Section: Policy #: MA.003	Peavy School of Nursing Policies RN-MSN & MSN Equivalency Credits for Prior Graduate Courses from Other Institutions Policy	Effective: July 1, 2020 Revised: Reviewed:

	• The student, as necessary, revises his/her initial plan of study after this review and the integration of equivalency credits are recognized. • The Graduate Program Chair, the Associate Dean for Graduate Studies, and the student sign the approved form to create a formal record of the equivalency review outcomes. A copy of this signed form is provided to the student.
References	American Association of Colleges of Nursing (AACN) (2011). The Essentials of Master's Education in Nursing. Retrieved from http://www.aacnnursing.org/portals/42/publications/mastersessentials11.pdf Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (2018). CCNE Standards & Professional Nursing Guidelines. Retrieved from https://www.aacnnursing.org/CCNE-Accreditation/Resource-Documents/CCNE-Standards-Professional-Nursing-Guidelines American Association of Colleges of Nursing, & American Association of Colleges of Nursing. (2006). The Essentials of Doctoral Education for Advanced Nursing Practice. http://www.aacn.nche.edu/dnp/Essentials.pdf

Section:	Peavy School of Nursing Policies	Effective: December 14, 2020
Policy #: MA.005		Revised:
	MSN Elective Courses Policy	Reviewed:

UNIVERSITY OF
ST. THOMAS
Carol and Odis Peavy
School of Nursing

MSN Elective Courses Policy

Students are encouraged to access the strengths of other UST graduate programs to expand their competencies in fields related to nursing. Upon completion of the UST program of study awarding the MSN degree, students will have earned a minimum of 30 or 36 credits depending on their plan of specialization. Students who wish to enhance their educational experience by taking elective courses may do so. Most MSN degree plans are structured to accommodate 6 or less elective credits. Elective courses cannot be used to satisfy the MSN core or specialty degree plan requirements.

Students may also identify educational opportunities within UST Graduate Nursing specialties other than their chosen major or courses offered by other UST graduate programs. In addition, students may enroll in electives graduate courses in other universities and transfer those credits earned. Prior to registering for an elective course, students should consult with their Academic Advisor to ensure their choices are acceptable and congruent with their plans of study.

1. Electives selected must be graduate level courses and if transferred into UST, demonstrate that the required course work is comparable to the work of graduate-level courses offered.

2. Students are responsible for identifying electives that contribute to their program of study by expanding their competencies relative to one of the following:
   a. Health care concerns of their specialty foci
   b. Clinical competencies appropriate to their proposed MSN Capstone/MSN Practicum project
   c. Expand their knowledge base relative to their MSN Capstone/MSN Practicum project
   d. Organizational, system or policy dimensions of their proposed MSN Capstone/MSN Practicum project
   e. Unique personal educational opportunities that enrich their proposed MSN Capstone/MSN Practicum project

3. Students are encouraged to evaluate the expectations of the course faculty for an elective of interest to determine expectations of on-site participation in the course. Because the UST Graduate programs are a combination of hybrid or totally online, with much of the course work completed on-line, the on-site expectations for an elective may require more on-site participation than is the practice in the Graduate nursing portion of the program.

4. Students are required to meet with the Academic Advisor to incorporate their elective course decisions into their overall plan of study. The Academic Advisor works collaboratively with the student to ensure optimal use of elective credit opportunities.

5. As indicated in the UST Graduate Catalog, "MSN students must maintain a cumulative GPA of 3.00 or better in their course work at UST". The elective courses contribute to that GPA as the student progresses through the program.

6. Elective courses can build upon but cannot duplicate required courses in the MSN degree plan.

7. The Graduate Program Chair will facilitate evaluation of elective courses taken outside UST.

Section: Policy #: MA.004	Peavy School of Nursing Policies RN-MSN and MSN Transfer Credit of Graduate Courses from Other Institutions Policy	Effective: July 1, 2020 Revised: July 28, 2021 Reviewed:

Procedures	The student must review the policies in the student handbook regarding the maximum number of transferrable credits prior to requesting the transfer of credits into the program. All courses in which the student to earn transfer credits in the PSON Graduate programs must be approved by the Graduate Program Director and/or the student's Faculty Academic Advisor. This approval must be obtained at least four (4) weeks prior to enrollment in the course. The process for transfer requests is as follows: - Prior to enrolling in a course that would generate transfer credits, the student submits a Request for Transfer Credit Course Approval form to the Graduate Program Director and/or the student's Faculty Academic Advisor for review and approval. - At the time of submitting the request form, the student provides the Graduate Program Director and/or the student's Faculty Academic Advisor with the course description and any additional information relevant to the requested course. - The student meets with Graduate Program Director and/or the student's Faculty Academic Advisor to discuss and review how the requested transfer course would fit into the student's plan of study. - The Graduate Program Director and/or the Faculty Academic Advisor decide about the request and notify the student in writing about the decision about the student's request. The response must occur in a timely fashion so the student can meet potential enrollment deadlines. - If approved, the Graduate Program Director and the Division Dean for Graduate Studies sign the approved form which becomes part of the student's official file. A copy of this signed form is provided to the student. - The Graduate Program Director and/or the Faculty Academic Advisor will submit to the Registrar's office a transfer credit form and a substitution form to ensure UST transcript reflects the transfer credits.

Section: Policy #: MA.006	Peavy School of Nursing Policies MSN and RN-MSN Capstone Policy	Effective: January 4, 2021 Revised: Reviewed:

MSN and RN-MSN Capstone Policy

Audience	This policy applies to the UST Peavy School of Nursing (PSON) RN-MSN & MSN program students.
Purpose	The purpose of the PSON MSN and RN-MSN Capstone policy is to establish criteria for the capstone project. Capstone projects give students the ability to take knowledge and theory they have learned and apply it in a real-world setting.
Applicability	**MSN students:** Simulation Capstone for students specializing in Nursing Healthcare Simulation track only. **RN-MSN students:** Capstone course is the final BSN-level bridge coursework before student's transition to the graduate part of the program. Students will enroll in the Capstone project during the last semester of the MSN program or RN-MSN bridge coursework. It must be noted that depending on the rigor and requirements; it may take an additional semester to successfully complete the Capstone project.
Capstone Project	The Capstone project aims to provide integration and synthesis of learning across the RN-MSN and MSN program. The Capstone is intended to be more "experiential" where students take what they have learned throughout the course of their program and apply it to examine a specific topic of interest. Research methodology will guide the Capstone project. 1) Before the student can complete a capstone project, the student must take the required courses that will give the student the theoretical and skills-based knowledge necessary to formulate an idea for a capstone proposal. 2) **MSN Capstone Course:** The MSN Capstone course is **NURS 5355:** Capstone Simulation Project. It comprises of 3 credit hours (1 credit theory and 2 credits lab/clinical). 3) The MSN capstone project will focus on development and piloting of a clinical simulation project with the support of an experienced simulation educator as coach 4) **RN-MSN Capstone Course:** The RN-MSN Capstone course is **NURS 4359:** Transition to Advanced Professional Role and comprises of 3 credit hours (2 credits theory+ 1 credit clinical). 5) The RN-MSN Capstone course will focus on application of holistic nursing principles to the assessment of the clinical setting as a healing environment and proposal of a plan for enhancement of the setting's healing potential. If the Capstone project is conducted in a community/clinical agency, the student must validate with advisors that the University of St. Thomas has a current affiliation agreement with the community/clinical agency within which the students' will complete their capstone project. If required by the agency, the student will

Section: Policy #: MA.006	Peavy School of Nursing Policies MSN and RN-MSN Capstone Policy	Effective: January 4, 2021 Revised: Reviewed:

	be expected to complete Pre-check 6) Documents Required for Clinical Courses: To be able to earn clinical hours with our clinical affiliates, the student must provide evidence of CPR certification; completion of criminal background checks; proof of medical health insurance, drug screening results; outcomes of titers (blood tests to determine the presence of antibodies in the system); and up-to-date immunizations, including Hepatitis B which may require six months to complete. Effective fall 2019, the UST-PSON requires that the student submit this documentation online via PreCheck/Sentry MD before beginning clinical nursing courses in a nursing program. PreCheck/Sentry MD is a document tracking service that confidentially stores, maintains, and monitors student health forms for clinical work. No permission to register for clinical nursing courses will be given until the School and PreCheck/Sentry MD has received this documentation. SON personnel will contact the student to make arrangements for each student to create a PreCheck/Sentry MD account. The student is responsible for paying PreCheck system fees when creating their accounts. The student must obtain and submit required health documentation into PreCheck/Sentry MD the semester prior to the beginning of any clinical or practicum course. The student is responsible for keeping health documentation up-to-date each semester. Additionally, clinical facilities may require documentation of citizenship/immigration status. Therefore, the student should be prepared to provide those facilities with documents showing compliance with federal immigration laws and policies if so requested.
References	1. Graduate Nursing Handbook 2. UST Student Catalog

Section:	Peavy School of Nursing Policies	Effective: January 4, 2021
Policy #: MA.007	MSN Practicum Policy	Revised: January 26, 2022
		Reviewed:

UNIVERSITY OF
ST. THOMAS
Carol and Odis Peavy
School of Nursing

MSN Practicum Policy

Audience	This policy applies to the UST Peavy School of Nursing (PSON) MSN program students, faculty, and clinical preceptors.
Purpose	The purpose of the PSON MSN Practicum policy is to establish criteria and guide course faculty, students, and clinical preceptors engaged in the University of St. Thomas (UST), Peavy School of Nursing (PSON) RN-MSN and MSN clinical practicum project. In the UST PSON MSN program, the "Practicum" refers to the purposeful and planned activities that the MSN students engage in to acquire and expand their capacity in the practice of clinical scholarship. The UST PSON is committed to quality graduate nursing education. As such, faculty supervision, including observation of the MSN student's clinical performance with clinical partner agencies and patients is essential. To support the partnership between the student, faculty, school, preceptor for the clinical immersion experience, the following document has been developed for use by all parties involved.
Applicability	Only students in the MSN Nursing Education and Nursing Leadership specialties are required to complete a practicum course in their last semester in the program. Students must complete all core and specialty graduate courses prior enrollment in the practicum courses.
Practicum	1) The MSN graduate preparing for advanced specialty practice in the leadership or education track demonstrates competencies in conducting comprehensive organizational, systems, and/or community assessments to identify aggregate health or system needs; working with diverse stakeholders for inter- or intra-organizational achievement of health-related organizational or public policy goals; and designing patient-centered care delivery systems or policy level delivery models." (Essentials of Doctoral Education for Advanced Nursing Practice, 2006, p. 18). 2) The practicum component of the curriculum includes theory and lab/clinical elements and ensures a collaborative partnership between UST faculty and PSON health care service partners. The Practicum course comprises of 3 credit hours (1 credit theory and 2 credits lab/clinical). Students are therefore required to complete 90 hours of clinical practicum experience (45 hours/credit). **3) MSN students in the Nursing Leadership** track will use the role practicum as an opportunity for analysis of a leadership challenge and development of a change project with an experienced nurse leader as coach. **MSN students in the Nursing Education** track will apply the practicum experience to facilitate knowledge integration and application of the graduate curriculum in the nurse educator role. The practicum will provide didactic and online, laboratory and clinical teaching opportunities with an experienced nurse educator as coach. 4) MSN Nursing Education Specialty students will enroll in**: NURS 6300: Nurse Educator Role Practicum;** MSN Nursing Leadership Specialty students: will enroll in **NURS 5380: Leadership Role Practicum.**

Section: Policy #: MA.007	Peavy School of Nursing Policies MSN Practicum Policy	Effective: January 4, 2021 Revised: January 26, 2022 Reviewed:

	5) Students select a site for their practicum experiences where they can develop their clinical scholarship capacities with their population of choice. Students can select a site where they are employed however their practicum experiences must extend beyond those of their employment responsibilities. Prior to initiating the practicum experiences, students must validate with their advisors that the University of St. Thomas has a current affiliation agreement with the clinical agency within which the students' will complete their practicum.
	
	6) Documents Required for Clinical Courses:
	
	    a) To be able to earn clinical hours with our clinical affiliates, nursing students must provide evidence of CPR certification; completion of criminal background checks; proof of medical health insurance, drug screening results; outcomes of titers (blood tests to determine the presence of antibodies in your system); and up-to-date immunizations, including Hepatitis B which may require six months to complete.
	
	    b) Effective fall 2019, the UST-PSON requires that each student submit this documentation online via PreCheck/Sentry MD before beginning clinical nursing courses in a nursing program. PreCheck/Sentry MD is a document tracking service that confidentially stores, maintains, and monitors student health forms for clinical work. No student will be given permission to register for clinical nursing courses until the School and PreCheck/Sentry MD has received this documentation. SON personnel will contact students to make arrangements for each student to create a PreCheck/Sentry MD account. Students are responsible for paying PreCheck system fees when creating their accounts. Students must obtain and submit required health documentation into PreCheck/Sentry MD the semester prior to the beginning of any clinical or practicum course. Students are responsible for keeping their health documentation up-to-date each semester.
	
	    c) Additionally, clinical facilities may require documentation of your citizenship/immigration status. Therefore, you should be prepared to provide those facilities with documents showing your compliance with federal immigration laws and policies if so requested.

	Preceptor Protocol: 1) Purpose: To provide a forum of study in which the students' primary interaction is with a preceptor who functions as a role model, educator, and mentor on behalf of the student. 2) Availability to Student: The study with a practicum preceptor will be open to students subject to the approval of the designated faculty member. Students will be expected to function at a high level under the direction of the preceptors. 3) Selection of Preceptor: The preceptor should be considered an expert in his/her area of nursing and be willing to serve as a role model and/or mentor for the student. The expectation is that preceptors will be educated at the master's level or higher.
	Role Responsibilities:

Section: Policy #: MA.007	Peavy School of Nursing Policies MSN Practicum Policy	Effective: January 4, 2021 Revised: January 26, 2022 Reviewed:

	A) Preceptor Responsibilities:
	
	1) Participates in a preceptor orientation with the faculty and student
	2) Functions as a role model for the student in the practice setting
	3) Facilitates learning activities
	4) Established a mentoring relationship with the student
	5) Orients to clinical/community agency
	6) Familiarizes student with the agency or practice specific policies and procedures
	   Introduces student to staff members and facilities socialization into the system
	7) Ensures that preceptors meet the following requirements:
	       7.1) Experienced in the designated area of practices
	       7.2) Congruent with the PSON Mission and Philosophy
	
	B) Faculty Responsibilities:
	
	1) Orient both the student and preceptor to the precepted experience
	2) Provide the preceptor an orientation to the philosophy, curriculum, course and clinical expectation and performance of the PSON Student
	3) Guidelines for student performance and methods of evaluation
	4) Assure student is in compliance with standards on immunizations, screening OHA/HIPAA standards, CPR, and criminal background check. Compliance must be assured by PSON prior to preceptorship
	5) Work cooperatively with the preceptor and the agency to determine student learning need and appropriate assignments
	6) Confirm appropriate student assignments with the preceptor
	7) Communicate assignment and other essential information to the agencies
	8) Assume responsibility for teaching and evaluation of the student

References	1. MSN Student Handbook 2. UST Student Catalog 3. *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006, p. 18

Section:	Peavy School of Nursing Policies	Effective: January 8, 2022
Policy #: DA.009	PMHNP Practicum Policy	Revised:
		Reviewed:

UNIVERSITY OF ST. THOMAS
Carol and Odis Peavy School of Nursing

PMHNP Practicum Policy

Audience	Faculty, clinical faculty, students, and clinical preceptors coordinating, teaching core and specialty courses for the Psychiatric- Mental Health Nurse Practitioner (PMHNP) track, and/or supervising PMHNP clinical experiences.
Purpose	This policy was developed to guide course faculty, clinical faculty, students, and clinical preceptors engaged in the University of St. Thomas (UST), Peavy School of Nursing (PSON) PMHNP clinical practicum requirements. The University of St. Thomas, Peavy School of Nursing is committed to quality graduate nursing education. As such, faculty supervision, including observation of the PMHNP student's clinical performance with clinical partner agencies and patients is essential. In order to support the partnership between the student, faculty, school, preceptor for the clinical immersion experience, the following document has been developed for use by all parties involved.
Policy Statement	PMHNP's work with a diverse range of patients, from children through older adults and the program will provide them with the preparation to: Initiate medical histories and physical and psychological assessment, including ordering and interpreting psychiatric related diagnostic testing, generate differential diagnoses and manage psychiatric and mental health problems, medications management (prescribe and evaluate treatment plan-pharmacological and non-pharmacological) • The PMHNP practicum provides the students with skills in advanced physical assessment, psychosocial assessment, health promotion, and diagnosis and management of acute and chronic mental health problems. • Students are to spend concentrated time in the clinical setting appropriate to their PMHNP specialty. Refinement of clinical expertise and establishment of role identity as an advanced practice registered nurse are expected outcomes. A minimum of 500 clinical hours is required for satisfactory completion of the PMHNP track or certification options program (*The National Task Force on Quality Nurse Practitioner Education: Criteria for Evaluation of Nurse Practitioner Programs (2016). 5th Edition. Washington, DC*. https://www.nonpf.org/page/12
Definitions	A Clinical Preceptor is an experienced NP or a physician with both clinical practice skills and expertise in the roles appropriate to the roles in which the student is preparing.

Section:	Peavy School of Nursing Policies	Effective: January 8, 2022
Policy #: DA.009	PMHNP Practicum Policy	Revised:
		Reviewed:

Role Responsibilities	
Responsibility of the Peavy School of Nursing	**Responsibility of the Peavy School of Nursing** • The School will initiate affiliation agreement or/ and Memorandum of Understandings between the preceptor organization and the Peavy School of Nursing (PSON). The agreement will be signed by the preceptor organization, the clinical facility, and the appointed representative for the Graduate Program. • The PSON will provide the course work and laboratory experiences that establish the foundation for clinical practice. • The PSON will provide faculty site visits to preceptorship sites to evaluate the student and to assist the student and preceptor, as needed, in accomplishing the clinical learning objectives. • The PSON will provide the materials required for evaluation of the student's performance in the preceptor's clinical setting.
Responsibility of the Faculty Course Coordinator/Clinical Faculty	**Responsibility of the Faculty Course Coordinator/Clinical Faculty** • Responsible for all PMHNP students in the clinical areas. • Responsible for identifying and evaluating clinical sites for appropriateness of learning experiences and ensuring completion of site evaluation forms. • Responsible for making student/faculty assignments and assigning students to appropriate clinical sites. • Responsible for assuring all document are completed related to the preceptorship, including the letter of intent, preceptor profile (or resume), and Memorandum of Agreement. • Responsible for arranging meetings with the preceptor, student and faculty during the semester for evaluation purposes. • Responsible for providing immediate consultation and/or support of the preceptor when needs or problems are reported. • Responsible for seeking preceptor input regarding the student's performance. • Responsible for collaborating with the student in completing the Student's Evaluation of Preceptor form at the end of the semester • Using clinical objectives for the specific semester, Clinical Faculty will document the student's progress and specify satisfactory/unsatisfactory completion of clinical competencies. • All relevant documents must be completed by the end of the semester.

Section: Policy #: DA.009	Peavy School of Nursing Policies PMHNP Practicum Policy	Effective: January 8, 2022 Revised: Reviewed:

Responsibility of the Preceptor	Responsibility of the Preceptor:
	• The Preceptor will provide a setting in which the student will see patients and gain experience in clinical practice.
	• The preceptor will have a minimum of two years of clinical experience in area of specialty as documented in the curriculum vitae/resume.
	• The preceptor will function as a role model to provide clinical teaching and supervision for the student in the practice of work up and management specific to patient care needs.
	• The preceptor will dialogue with clinical faculty and will provide input to the clinical faculty.
	• The preceptor will provide ongoing feedback to the student regarding their progress in obtainment of course objectives.
	• The preceptor will notify the clinical faculty within 24 hours if any conflict arises with the student or if the preceptor identifies a student who is having difficulty.
	• The preceptor will review the clinical oversight documentation and co-sign all records and orders written by the student unless otherwise restricted.
	• The Preceptor will sign the student's clinical hours tracking log each day the student is present in his/her clinical site.
	• The Preceptor will make contact during the semester with the student and faculty to discuss the student's progress and learning needs.
	• The Preceptor will provide input regarding clinical evaluation of the student and will complete the clinical evaluation form at the end of the semester for the student(s) he/she is precepting.
	• The Preceptor is expected to notify faculty immediately when unsatisfactory performance of the student is in question.
	Acceptable preceptors for the clinical (medical management) experiences: Psychiatrist or Psychiatric Mental Health Nurse Practitioner with prescriptive authority. Preceptors must be board certified.
	Acceptable preceptors for therapy clinical experiences: licensed psychologist, LCSW-ACP (licensed clinical social worker-advanced clinical practitioner), LMFT (licensed marriage and family therapist), or LPC (licensed professional counselor) Master's prepared counseling preceptor are required; doctoral prepared preceptors are preferred.
	Examples of acceptable therapy/counseling practice settings: Individual Counseling/Therapy Environments, psychologist's private or community practice; LCSW/LMFT/LCDC's private or community practice.

Section:	Peavy School of Nursing Policies	Effective: January 8, 2022
Policy #: DA.009	PMHNP Practicum Policy	Revised:
		Reviewed:

	Other acceptable therapy/counseling environments might include: • Individual or group counseling center • Drug and alcohol treatment center • Children's behavioral health type center • art therapy, music therapy, parenting guidance center • A developmental disabilities treatment center • A school guidance counseling center • Rehabilitation center, retirement center • Intake center for ID intake for a public or private psychiatric center or hospital
Responsibility of the Student	**Responsibility of the Student:** Students are accountable to the standard of care expected of NPs. So, nurse practitioner students can be held personally liable for actions taken in the clinical setting. Given this liability risk, NP students may be required to obtain medical malpractice insurance. • The student will complete the Student Profile in a timely fashion. • The Student is responsible for providing the preceptor with the APN Preceptor, Faculty, and Student Handbook, including clinical objectives, appropriate evaluations tools. • The Student will submit a completed student profile to the preceptor and to faculty on or before the first clinical day • The Student will establish a mutually agreeable schedule for clinical time with the preceptor. He/she will come to the clinical experience prepared to perform in accordance with assigned learning activities in accordance with course. • The Student will demonstrate ability to manage progressively complex patient care situations (including differential diagnosis, treatment plans, and patient teaching) in accordance with his/her academic progression. • The Student will follow policies and procedures established in the practicum site and will keep the preceptor informed about cases and learning activities. • The Student functions under the Nurse Practice Act statues and regulations for expanded nursing roles. • The Student participates in conferences with the preceptor and faculty to discuss progress, problems, and learning needs. • The Student will maintain accurate records of clinical time and experiences on the Clinical Log. This document will be completed, including the preceptor's signature each day the student is in the clinical site. The original copy of the Clinical Log will be submitted to faculty.

Section:	Peavy School of Nursing Policies	Effective: January 8, 2022
Policy #: DA.009	PMHNP Practicum Policy	Revised:
		Reviewed:

Practicum Guidelines/ Clinical Hour Requirements	In order to meet the clinical learning objectives, students may choose to complete clinical hours with physicians, and nurse practitioners at a setting that meets the practicum experience needs for the semester. Each course has specific focus for clinical, and clinical sites/preceptors must be approved by your clinical faculty:
	• Students are expected to develop specific clinical objectives and provide those to each of your preceptors at the beginning of your clinical rotations.
	• Students will be evaluated by their preceptor using several means including, but not necessarily limited to, the following: observation, chart review, discussions with the student's preceptor(s), and review of feedback provided by the preceptor and evaluation by faculty/Preceptor.
	• Clinical Performance/Evaluations = P/F. Students must satisfactorily complete the clinical performance component of the course to be eligible to pass the course.
	• Students deemed unsafe or incompetent will fail the course and receive a course grade of "F." The behaviors constituting clinical failure include, but are not limited to, the following:
	1. Demonstrates unsafe performance and makes questionable decisions
	2. Lacks insight and understanding of own behaviors and behavior of others
	3. Needs continuous specific and detailed supervision
	4. Has difficulty in adapting to new ideas and roles
	5. Fails to submit required written clinical assignments
	6. Falsifies clinical hours
	Practicum I - 180 clinical hours required are segmented in the following ways (Some observational experiences may be allowed if approved by clinical faculty)
	Below are examples of clinical hours' distribution
	• 90 hours - Assessment and Management of Acute and chronic PMH issues in Assessment and Medical Management of Acute and Chronic PMH issues in adults and older adults
	• 20 hours – Therapy (can be individual group, family or addiction)
	• 20 hours – Observation of Formal Psychological and Evaluation Procedures (observation of psychological and neuropsychological testing and evaluations. Typically, a PhD psychologist performs these tests/evaluations
	• 30 hours – Observation of Psychiatric and Mental Status Evaluation Procedures (observation of MSE and psychiatric assessment). Preceptor must be a board certified PMHNP or psychiatrist.

Section:	Peavy School of Nursing Policies	Effective: January 8, 2022
Policy #: DA.009	PMHNP Practicum Policy	Revised:
		Reviewed:

	• 20 hours – Addiction **Practicum II - 180 clinical hours required for this Practicum I are segmented in the following ways** (Some observational experiences may be allowed if approved by clinical faculty: **Below are examples of clinical hours distribution** • 90 hours - Assessment and Management of Acute and chronic PMH issues in Child and Adolescent • 20 hours – Therapy (can be individual group, family or addiction) • 20 hours – Observation of Formal Psychological and Evaluation Procedures (observation of psychological and neuropsychological testing and evaluations. Typically, a PhD psychologist performs these tests/evaluations • 30 hours – Observation of Psychiatric and Mental Status Evaluation Procedures (observation of MSE and psychiatric assessment). Preceptor must be a board certified PMHNP or psychiatrist. • 20 hours – Addiction **Practicum III - 180 clinical hours required for this course are segmented in** Integrative Care
Submitted for Approval by	Lucindra Campbell-Law, PhD, APRN, ANP, PMHNP, BC, Professor/ Divisional Dean Graduate Program/ PMHNP Track Director, PSON
References	The National Task Force on Quality Nurse Practitioner Education: Criteria for Evaluation of Nurse Practitioner Programs (2016). 5th Edition. Washington, DC. https://www.nonpf.org/
Date	**Draft:** January 8, 2022 **Approved:** January 12, 2022 **Frequency of policy review:** Every two (2) years or as needed **Revised:**

Section: Policy #: DA.010	Peavy School of Nursing Policies PMHNP Clinical Site Policy	Effective: January 5, 2022 Revised: Reviewed:

UNIVERSITY OF
ST. THOMAS
Carol and Odis Peavy
School of Nursing

PMHNP Clinical Site Policy

Audience	Psychiatric-Mental Health Nurse Practitioner (PMHNP) course faculty, clinical faculty, and clinical preceptors coordinating clinical placement for students experiences in the PMHNP track.
Purpose	The University of St. Thomas, Peavy School of Nursing is committed to quality graduate nursing education. As such, faculty supervision, including observation of the PMHNP student's clinical performance with clinical partner agencies and patients is essential. In order to support the partnership between the student, faculty, school, preceptor, and clinical sites for the clinical immersion experience, the following document has been developed for use by all parties involved.

Policy Statement	The clinical agency must assure the academic institution has adequate facilities and clinical preceptors to provide the type of clinical activities the student needs.
	
	At the end of every clinical course the student and clinical faculty will evaluate the clinical site. These include, but are not limited to, the following:
	    • The appropriate patient population.
	    • The dedication of preceptors.
	    • The appropriate environment (e.g., rooms for student to conduct practice).
	    • The appropriate time frame students may need to conduct practice.
	
	In the event that the clinical site is not conducive to student learning, faculty if necessary, will identify and secure another site for the student and ensure all requirements are in place prior to student placement.

Guidelines	Nurse practitioner programs obtain agreements with clinical sites, called affiliation agreements, prior to placing students in the site. Affiliation agreements outline the responsibilities of both the university and clinical facility.
Procedures	Obtain an Affiliation Agreement: This process can take from three to nine months depending on the legal departments of both parties. Obtain a Program Agreement: This process can take from a few weeks to three months.

Section: Policy #: DA.010	Peavy School of Nursing Policies PMHNP Clinical Site Policy	Effective: January 5, 2022 Revised: Reviewed:

	Complete onboarding paperwork: This is the final step get students connected with clinical site.
Submitted for Approval by	<u>Lucindra Campbell-Law, PhD, APRN, ANP, PMHNP, BC, Professor/</u> <u>Divisional Dean Graduate Program/ PMHNP Track Director, PSON</u>
Date	**Draft:** January 5, 2022 **Approved:** January 12, 2022 **Frequency of policy review:** Every two (2) years or as needed **Revised:**