SOUTHWEST
MINNESOTA STATE UNIVERSITY

DEPARTMENT OF NURSING

SMSU Department of Nursing
MSN Student Handbook

Signature: Director of MSN Program	Date
Tracy Hadler	12/12/2022
Signature: Chair of Nursing Department	Date
Nancyputo Leibold	12/14/2022

Table of Contents

(Please Note: The Student Handbook is subject to changes at any time)

Welcome and Purpose

Welcome to the Southwest Minnesota State University (SMSU) MSN Student Handbook. The purpose of the handbook is to inform students about the SMSU MSN Nurse Educator Program.

The courses in the SMSU MSN Nurse Educator Program are online. Graduates from the MSN Nurse Educator Program will be prepared as advanced, visionary, holistic nurse educators who synthesize scientific evidence for application to nursing and teaching practice.

The MSN Nurse Educator program is seeking Accreditation Commission for Education (ACEN) and is in the Nursing Candidacy phase. Per ACEN, "Candidate status does not guarantee that a Candidate program will achieve initial accreditation. However, if that Candidate status does result in initial accreditation, the effective date of the program's accreditation will be the date on which Candidacy was approved" (ACEN, 2020, para 19).

Reference

Accreditation Commission for Education (ACEN). (2020). Candidacy.
       https://www.acenursing.org/candidacy/

Preface

The SMSU MSN Program is designed for registered nurses with a Baccalaureate Degree in Nursing from a nursing accredited program (ACEN (formerly NLNAC), NLN/CNEA, or CCNE). Applicants must have an active, unencumbered RN license in the U.S. and a total cumulative grade point average of at least 3.0 (on a 4.0 scale) in undergraduate courses from the baccalaureate nursing degree.

Application to the MSN Nurse Educator Program

The SMSU MSN is a new program starting in January 2023. Students accepted into the program can start their nursing courses in the spring of 2023 and then starting every fall semester.

Application to the SMSU MSN Nurse Educator Program is as follows:

Complete the following steps in order to be considered for admittance into the MSN program:

Apply to SMSU
- Apply online to graduate studies at:
  https://www.smsu.edu/graduatestudies/apply.html

- Have **official** college/university transcripts from non-Minn State schools sent to the admission office. If you attended a Minnesota State College or University, SMSU should be able to view your transcript without you having to request one to be sent.

Apply to MSN Nurse Educator Program

- Once admitted to SMSU, the student will receive instructions to apply to the SMSU MSN Program (including an application code). *(Note: Student must apply and be admitted to SMSU before applying to the MSN program).*

Once these two steps are completed, the applicant's eligibility will be determined.

For additional information, visit our website at:
https://www.smsu.edu/graduatestudies/programs/msn/index.html

Nursing Department Contact Information:

Southwest Minnesota State University
1501 State Street (ST 105)
Marshall, MN, 56258

Telephone: 507-537-7591
Fax: 507-537-6815
Email: NursingDept@smsu.edu

SMSU Mission Statement

SMSU prepares students to meet the complex challenges of this century as engaged citizens in their local and global communities. Our comprehensive degree programs, taught in the liberal arts tradition, are dedicated to connecting students' academic and practical professional development experiences in southwestern Minnesota to the wider world.

SMSU Vision Statement

SMSU aspires to be recognized throughout Minnesota and beyond for being an inclusive and student-centered university.

SMSU Value Statement

We value:

1. Discovery through innovative teaching, research, and other high-impact experiences.
2. Civic engagement and strategic partnerships.
3. Developing broadly educated and well-rounded leaders.

Southwest Minnesota State University views itself as a community and expects that each community member will become familiar with the standards of the community and assume responsibility for making decisions governing their behavior with this community. The SMSU Student Handbook is intended to provide the student with information about services available at the University and University procedures and should be used as a reference for basic University expectations. Updates, as they occur during the year, will be made to the handbook on the SMSU website.

SMSU Department of Nursing Mission

The mission of the Department of Nursing is to provide leadership in nursing education, scholarship, and practice that reflects cultural, ethical, and compassionate presence in the preparation of nurses that will serve with excellence in a diverse and ever-changing society.

Introduction

The Southwest Minnesota State University (SMSU) Master of Science in Nursing (MSN) Program is a graduate nursing program that prepares advanced, visionary, holistic nurse educators who synthesize scientific evidence for application to nursing and teaching practice. The core framework includes advanced nursing study in leadership, continuous quality improvement, self-care and health promotion, population health, and evidence-based practice.

The Nurse Educator specialization consists of academic nursing, professional development nursing, teaching in clinical and community settings, educational theory, instructional technology, curriculum, education assessment/evaluation, and culturally responsive teaching. Using flexible programming and experiences, MSN students

develop vital interprofessional collaboration, leadership and communication skills, teaching, and ethical foundations of contemporary nursing.

Alignment of Mission with University Mission and Program Goals

The Department of Nursing adheres to and supports the mission and values of SMSU.

SMSU MSN Nurse Educator Goal Statement

The Southwest Minnesota State University (SMSU) Master of Science in Nursing Nurse Educator (MSN-NE) Program builds on baccalaureate nursing education by preparing visionary, collaborative, holistic nurse educators who synthesize current scientific evidence for nursing and teaching. Graduates utilize and evaluate informatics to promote safety and quality improvement in healthcare. The MSN-NE graduate integrates leadership theories, evidence-based practice, teamwork, and interprofessional collaboration to foster changes that lead to better health outcomes in diverse individuals, families, and populations globally. MSN-NE graduates recognize the knowledge, skills, and attitudes vital for self-care, well-being, and lifelong learning. Graduates have advanced knowledge, skills, and attitudes in nursing theories, ethics, standards of nursing, health assessment, pathophysiology, and pharmacology to promote person-centered care and advocate for improved health outcomes and equity.

The MSN-NE program prepares graduates for various academic, professional development, and clinical practice settings. MSN-NE program graduates apply nursing and education theories, standards of nursing practice, legal/ethical considerations, and informatics to facilitate the teaching/learning experience. Graduating nurses synthesize knowledge, skills, attitudes/professionalism, theory, research findings, and evidence in the role of the nurse educator. Graduates enhance nursing education practice with instructional technology, culturally responsive teaching, curriculum development, educational evaluation, and interprofessional collaboration.

Program Terms/Definitions

Individual: a single person with unique experiences, backgrounds, and values who is one member of a larger group.

Families: a group of people who may be biologically, legally, or socially related.

Local/Global Communities: a group of people who have a similarity in geography, religion, interests, race, etc. The local community is geographical whereas the global community is worldwide. For example, members of a specific church are a local community. A community includes an interactive relationship with others in the group.

Local/Global Populations: a group of people who have a trait or factor in common. For example, all people with heart disease in the state of Minnesota (local population). A population may not have a relationship with others in the group or interact with others within the group. For example, individuals with heart disease in Minnesota may not know others that also live in Minnesota and have heart disease, much less interact with the individuals. (Interactions and relationships are key differences.)

Knowledge is the condition of being familiar with content through an experience (Merriam-Webster, 2022, https://www.merriam-webster.com/dictionary/knowledge)

Skills are the act of using knowledge effectively to perform or do something (Merriam-Webster, 2022, https://www.merriam-webster.com/dictionary/skills)

Attitudes are mental states, feelings, and emotions regarding a fact or state (Merriam-Webster, 2022, https://www.merriam-webster.com/dictionary/attitudes)

Health promotion is the advancement or furthering of human health states (World Health Organization, 2022, https://www.who.int/westernpacific/about/how-we-work/programmes/health-promotion)

Lifelong Learning is an ongoing practice of self-regulated learning and development throughout life (Oxford Handbook, 2022, https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195390483.001.0001/oxfordhb-9780195390483-e-001)

MSN Nurse Educator End of Program Student Learning Outcomes (EOPSLOs) Core MSN:

1. Analyze nursing theories/frameworks and standards of nursing practice in the role of the advanced nurse.
2. Distinguish advanced health assessment, pathophysiology, and pharmacology for person centered care of diverse individuals, families, and population health.
3. Analyze ethical and scientific nursing processes for health promotion of diverse individuals, families, and populations in society and globally.
4. Apply the scientific method and ethical principles to an evidence-based nursing project for better health outcomes.
5. Evaluate the use of healthcare informatics for safety and quality outcomes.
6. Appraise theory, research findings, and evidence related to teamwork and interprofessional collaboration within organizational and systems leadership.

Overview Areas of Nurse Educator Role Option Competencies:

Within each overview area, the MSN Nurse Educator program has detailed competencies termed the New Age Nurse Educator Competencies because these competencies are future focused, modern, preparation for Nurses as Nurse Educators.

Create ethical educational offerings based on educational theories/frameworks, and teaching/learning methods/strategies

Demonstrate instructional technology woven into a nursing educational offering

Design educational offerings that are inclusive and culturally responsive

Evaluate theory, research findings, and evidence related to curriculum development

Evaluate educational programs and offerings for effectiveness

Contribute to the discipline of nursing

Plan professional nursing development activities

Analyze nursing theories and standards of nursing practice in the role of the advanced nurse.

Portfolio

Students in the MSN NE program contribute to the development of a portfolio throughout the time they spend in the MSN program. During each of the MSN courses, they are asked to place artifacts of the coursework they have completed in the portfolio. The portfolio is meant to represent a student's professional commitment and provide the student with a professional collection of individual accomplishments while completing their MSN program, exemplifying the incorporation of professional nursing standards and guidelines from the curriculum.

The portfolio will also represent how each student met the New Age Nurse Educator Competencies (role option) and Guiding Philosophical Concepts.

Course	Portfolio Artifact
NURS 600: Transitions to Graduate Nursing Practice	1. Philosophical Statement of Nursing 2. Theory Presentation 3. Scientific Problem/Solving and Applied Analysis, Using Informatics to Assess Data, Safety, and Quality Process Quiz 4. Library Database Skills Assignment 5. Code of Ethics/Nursing Standard (Case Study Assignment)
NURS 620: Holistic Nursing Approaches to Self-Care and Health Promotion	1. Foundations of Health Promotion Group Project 2. Client Education Teaching Project 3. Self-Care Plan
NURS 624: Advanced Health Assessment and Pathophysiology	1. Concept Map One 2. Case Study Two
NURS 628: Advanced Principles of Pharmacology	1. Plan-Do-Study Act Pharmacology Assignment 2. Medication Safety Analysis 3. Concept Map Presentation
NURS 630: Advanced Global & Societal Health Nursing	1. Health Equities, Societal, Planetary, and Global Health Connections Case Studies Assignment 2. Planetary Health, Policy, and Social Justice Assignment 3. Global Health Nursing Action Paper

NURS 638: Advanced Evidence-Based Practice and Applied Analysis in Nursing	1. Evidence-Based Practice Project 2. Research and Evidence-Based Practice Examination 3. Ethical Conduct in Human Research and Quality Improvement 4. Lifelong Learning and Evidence-Based Practice
NURS 640: Advanced Leadership and Continuous Quality Improvement Through Interprofessional Collaboration	1. Holistic Leadership Self-Portrait 2. Quality Improvement/Safety Project 3. Leadership Reflection Paper
NURS 650: Education Theory and Practice for Nurse Educators	1. Educational Theory Teaching Methods and Research Evidence Paper
NURS 654: Instructional Technologies in the Nurse Educator Role	1. Instructional Technology Theory/Research/Practice/Technology Tool Project 2. Instructional Technology Framework Evaluation Paper
NURS 658: Culturally Responsive Teaching in Nursing Education	1. Culturally Responsive Teaching Reflective Self-Portrait 2. Culturally Responsive Teaching Knowledge, Skills, and Attitudes Practicum/Experiential Learning Project
NURS 660: Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators	1. Policies, Curriculum, and Evaluation Assignment 2. Simulated Curriculum/CQI/Evaluation Practicum/Experiential Learning Project
NURS 664: Nurse Educator Capstone Project	1. Discussion #1: Educational Theory, Research, and Teaching Methods to Guide the Capstone Project 2. Discussion #2: Culturally Responsive Pedagogy Reflection & Curriculum Application for the Capstone Project 3. Discussion #3: Interprofessional Collaboration & Evaluation of the Capstone Project 4. Capstone Synthesis Educational Project 5. Capstone Analysis & Evaluation Assignment 6. Interprofessional Collaboration Reflection Paper 7. Ethical Reflection 8. Lifelong Learning Assignment

MSN Nurse Educator Program Guiding Philosophical Concepts Map

The MSN Nurse Educator Program uses the Guiding Philosophical Concepts (GPC) as the Guiding Standard for concepts in the MSN courses. The GPCs are primarily to guide the core courses, but in a secondary manner guide the nurse educator role courses, as the nurse educator courses (NURS 650-664) also include the Nurse Educator Competencies.

Guiding Philosophical Matrix

Advanced Key Concepts	Advanced Sub-Concepts	Descriptions	Courses
Effective Communication	1. Written communication 2. Spoken communication 3. Positive and effective communication aspects 4. Building trusting rapport 5. Interprofessional collaboration as two-or-more-way discourse 6. Respectful communication 7. Intercultural communication 8. Providing effective feedback to others 9. Conflict management	The MSN nurse develops advanced knowledge, skills, and attitudes regarding effective written and spoken communication. The MSN nurse uses respect, builds trusting rapport, uses interprofessional collaboration, and provides effective feedback to others. Additionally, the nurse leader uses effective communication skills and conflict management.	NURS 600 NURS 620 NURS 624 NURS 628 NURS 630 NURS 638 NURS 640 NURS 650 NURS 654 NURS 658 NURS 660 NURS 664
Leadership, Management, and Advocacy	1. Leadership approaches and styles for leading organizations and systems 2. Interprofessional collaboration as two-or-more-way discourse 3. Leadership approaches 4. Healthcare policy 5. Teamwork 6. Healthcare safety and quality care	The MSN nurses uses advanced level leadership approaches, interprofessional collaboration, policy, and teamwork, as a leader within an organization to promote safety and quality healthcare. Interprofessional collaboration is a two-way collaboration between at least two healthcare professionals from different disciplines.	NURS 630 NURS 640 NURS 650 NURS 654 NURS 664
Health Care Safety and Quality Care	1. Safety	The MSN nurse is an advanced agent who	NURS 600 NURS 628

	2. Continuous quality improvement theories and models 3. Quadruple Aim 4. Nurse self-care 5. Self-care for all 6. Quality improvement projects 7. Pharmacology and Safety Practices 8. National Database of Nursing Quality Indicators (NDNQI) 9. Quality and Safety Education for Nurses (QSEN) 10. National Quality Forum (NQF) 11. Agency for Healthcare Research and Quality (AHRQ) 12. Health and Medicine Division (HMD) formerly known as the Institution of Medicine (IOM) 13. Leapfrog Group), Informatic systems for Quality Improvement and Safety 14. Plan-do-study-act (PDSA) cycle 15. SMART Goals	promotes healthcare safety and quality care. The nurse serves as an interprofessional team member to improve health outcomes through continuous quality improvement projects and outcomes tracking. Nurses recognize that self-care impacts work performance and safety.	NURS 630 NURS 638 NURS 640 NURS 660 NURS 664
Evidence-Based Practice and Research Skills	1. Advanced Database searches 2. Theoretical or conceptual frameworks used in research 3. Ethical conduct in research 4. Applied statistics to nursing practice and advanced role practice 5. Building statistical vocabulary	The MSN nurse demonstrates advanced knowledge, skills, and attitudes to advance the use of data and evidence to inform nursing practice. The skills include advanced level database searches, defining problems, applying statistics, developing statistical vocabulary, writing literature reviews of research, and making	NURS 600 NURS 620 NURS 624 NURS 628 NURS 630 NURS 638 NURS 640 NURS 650 NURS 654 NURS 658 NURS 660 NURS 664

	6. Public policies that support EBP 7. Change theory and use at the micro-system level 8. Change application with EBP changes 9. Writing literature reviews of research 10. Scholarly projects to build the evidence base 11. Measures to evaluate the effect of change 12. Organizational cultures and structures that promote EBP 13. Making data-informed and evidence-based practice recommendations to improve outcomes 14. Identifying gaps in the research literature 15. Appraising research evidence 16. Use of PRISMA 17. Clinical decision-making of new protocols/standards 18. Lifelong learning and EBP connection	practice recommendations to improve health outcomes based on evidence. Additionally, nurses identify gaps in research literature, and develop advanced research appraisal skills.	
Informatics and Technology	1. Software linked to safety promotion 2. Information management 3. Advanced use of software programs (Superusers) 4. Lifelong learning in the virtual format 5. Advanced Database use 6. Electronic Health Records, including Nurse Educator	The MSN nurse is prepared with advanced knowledge and skills of informatics and technology. The advanced nurse is knowledgeable about legislation/regulation related to technology and applies to nursing practice. Advanced nurses use software, databases, electronic health records, telehealth	NURS 600 NURS 620 NURS 624 NURS 628 NURS 630 NURS 638 NURS 640 NURS 650 NURS 654 NURS 658 NURS 660 NURS 664

	Orientation and Orientation of Students in Clinical 7. Informatics and Technology Legislature/Regulations 8. Advancing Telehealth use in Nursing 9. Virtual tools (literacy/readability, decision-making tools) 10. Social media 11. Social marketing	technology, and virtual tools in professional roles. Nurses engage in lifelong learning skills through accessing information through technology.	
Integrative Preventative and Population Health (persons, families, local/global communities, and populations) and Health Promotion Practices	1. Progressive, upstream thinking 2. Commitment to social justice and the greater good 3. Pathophysiology 4. Genomics 5. Reducing health disparities 6. Increasing health equities 7. Rural and urban health populations 8. Self-care 9. Reducing education disparities (education level linked to health disparities) 10. Culturally responsive education practices 11. Diversity and inclusion practices in education 12. Promoting self-care in students 13. Nurse Educator self-care 14. Promoting health in diverse populations 15. Social media 16. Social marketing	The MSN nurse applies knowledge, skills, and attitudes to promote preventative health and disease prevention in self, persons, families, local/global communities, and populations.	NURS 620 NURS 624 NURS 630 NURS 650 NURS 658 NURS 660 NURS 664
Professional Nursing Practice	1. Lifelong learning for self	The MSN nurse practices and leads lifelong learning, promotes self-	NURS 600 NURS 620 NURS 624

	2. Promote self-care (self and others) 3. Leading and promoting Interprofessional Collaboration 4. Integrate ANA Scope and Standards of Practice 5. Adherence to ANA Public Health Nurse Standards of Practice 6. Instilling lifelong learning in others	care, professional educational offerings, and incorporates the professional scope and standards of nursing practice. The professional nurse practices interprofessional collaboration routinely to promote health outcomes.	NURS 630 NURS 638 NURS 640 NURS 650 NURS 654 NURS 660 NURS 664
Ethics/Legal	1. Privacy 2. Security 3. ANA Code of Ethics 4. Adherence to ANA Nurse Scope and Standards of Practice 5. Adherence to ANA Public Health Nurse Standards of Practice 6. Professional Values 7. FERPA 8. TEACH Act, copyright laws specific for educators, Creative Commons Licenses 9. Fair Use 10. Copyright 11. HIPPA	The MSN nurse leads with knowledge, skills, and attitudes of ethical nursing practice. Concepts of confidentiality and privacy are vital in protecting privileged health information about humans. Ethical practice is guided by the ANA Code of Ethics, and Professional Scope and Standards of Nursing and Public Health Scope and Standards. The MSN Nurse applies FERPA, TEACH Act, copyright laws, and Creative Commons Licenses.	NURS 600 NURS 620 NURS 624 NURS 628 NURS 630 NURS 638 NURS 640 NURS 654 NURS 658 NURS 664
Transcultural Nursing	1. ANA Code of Ethics 2. ANA Scope and Standards 3. Instill Diversity, Equity, and Inclusion in the workplace 4. Cultural Congruence 5. Giger & Davidhizar's Transcultural Assessment Model 6. Genomics 7. Pharmacology impacts	The MSN nurse applies the knowledge, skills, and attitudes for providing culturally congruent quality care to diverse populations across the lifespan in a variety of healthcare settings. In some instances, interprofessional collaboration may be included with providing culturally congruent care. In other instances, nurse	NURS 600 NURS 624 NURS 628 NURS 630 NURS 640 NURS 658 NURS 660 NURS 664

	8. Leininger's Transcultural Nursing Theory	leaders promote diversity, equity, and inclusion in the workplace. Nursing leaders also promote equity and inclusion in health services.	
Educational Philosophies, Theories, Frameworks, and Teaching/Learning Methods/Strategies	1. Adult Learning 2. Constructivism 3. Revised Blooms taxonomy 4. Teaching/Learning Methods/Strategies 5. Learning Styles 6. Worldview philosophies of idealism, realism (positivism), pragmatism, and existentialism 7. Educational philosophies of essentialism, progressivism, reconstructionism/critical theory, emancipatory education, and feminism 8. Scaffolding 9. Lifelong learning 10. Role of the nurse educator 11. Teaching/learning strategies in class, clinical education, and professional nursing development 12. Collaboration with interprofessionals at agencies/professional nursing development	Nurse Educator Role Option: The MSN Nurse Educator has knowledge, skills, and attitudes of worldview and education philosophies, teaching/learning methods/strategies, scaffolding, and lifelong learning.	NURS 650 NURS 654 NURS 658 NURS 660 NURS 664
Instructional Technology and Informatics	1. Learning Platforms 2. Instructional Technology Theories and Frameworks 3. Scaffolding	Nurse Educator Role Option: The MSN Nurse Educator has knowledge, skills, and attitudes about instructional technology,	NURS 654 NURS 664

		such as technology theories, use of software, and learning platforms. MSN Nurse Educators are prepared in the correct use of OERs, copyright, creative commons licenses, and instructional technology tools.	
	4. Bloom's Revised Taxonomy 5. Community of Inquiry (CoI) 6. Influences of User Experience (UX) 7. Artificial Intelligence in Education (AIED) 8. Human-Computer Interaction (HCI) 9. Virtual Worlds, and Virtual Learning Laboratories 10. Open Education Resources (OERs) 11. Copyright and Creative Commons Licenses 12. Instructional Technology Tools		
Culturally Responsive Teaching	1. Geneva Gay's Culturally Responsive Teaching theory 2. Zaretta Hammond's Culturally Responsive Teaching and the Brain theory 3. theory and data-informed inclusive teaching and learning practices 4. knowledge, skills, and awareness of culture, information processing, cross-cultural communication, and learning partnerships 5. Belongingness 6. Knowledge, skills, and attitudes related to one's own culture and perspectives 7. Welcoming and safe learning environments 8. Learner socialization	Nurse Educator Role Option: The MSN Nurse Educator intentionally uses theory and evidence-based approaches to promote learner success based on student cultures, backgrounds, languages, and life experiences.	NURS 658 NURS 664

	9. Cultural and socioeconomic sensitivity 10. Systemic bias in healthcare, education, racial covenants, housing discrimination 11. Knowledge, skills, and attitudes of inclusivity; inclusive communications, creating an inclusive and welcoming environment, 12. Unique differences within cultures 13. Promoting learner success		
Curriculum	1. Mission 2. Goals 3. Competencies 4. Curriculum Frameworks 5. Curricular alignment 6. Course descriptions 7. Student Learning Outcomes 8. Program Learning Outcomes 9. Planning and leading professional educational offerings 10. Patient Education 11. Alignment of teaching/learning goals and student learning outcomes to clinical education 12. Collaboration with clinical partners	Nurse Educator Role Option: The MSN Nurse Educator aligns the mission, goals, competencies, courses, and programs within a school/organization to provide congruent education. MSN Nurse Educators plan and lead professional educational offerings and patient education.	NURS 660 NURS 664
Educational Assessment and Evaluation	1. Student learning assessment measures 2. Course assessment measures 3. Program assessment measures	Nurse Educator Role Option: The MSN Nurse Educator uses a variety of strategies to assess and evaluate student learning	NURS 660 NURS 664

	4. Direct and indirect measures 5. Institution assessment measures 6. Educational assessment/evaluation 7. Applied analysis to nurse educator project 8. Evaluation of professional educational offerings	in courses, programs, and schools/organizations.	
Scholarship and Service	1.Contributing to the discipline of nursing 2. Service to the Organization, Discipline, and Community 3.Serving on committees and boards 4. Maintaining currency and expertise in nursing specialty	Nurse Educator Role Option: The MSN Nurse Educator participates in scholarly contributions to nursing, the organization, and community.	NURS 650 NURS 654 NURS 658 NURS 660 NURS 664
Professional Nursing Development	1.Developing professional continuing education (in-services, workshops, conferences, courses) 2.Compliance with peer-reviewed contact hour offerings 3.Documentation for peer-reviewed contact hour offerings 4.Publicity and recruitment for professional development activities 5.Organizational orientation programming 6.State Board of Nursing required topics	Nurse Educator Role Option: The MSN Nurse Educator participates in leading and planning professional nursing development activities.	NURS 650 NURS 660 NURS 664

Updated 9/22/22

Code of Ethics for Nurses

The Department of Nursing faculty subscribes to the American Nurses' Association (ANA) Code of Ethics for Nurses (2015). Students are expected to learn and perform in accordance with this

code. The ANA Code of Ethics for Nurses is free to SMSU Nursing students in the SMSU Library as an eBook. The nine provisions of the ANA Code of Ethics are available free of charge via the ANA website (link below):
http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html

Course Descriptions

Core Courses (21 Credits)

NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits
Students in this course examine knowledge, skills, and attitudes in contemporary nursing through advanced analysis of nursing theories, philosophies, and standards of practice. The course includes the scientific problem-solving approach and applied analysis of advanced nursing practice. The course incorporates an in-depth study of ethical codes with connections to contemporary nursing practice. Students orient to the MSN program, University learning platform, Library database search skills, and resources available to students during the MSN program. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program or documented instructor and director permission required.

NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits
This course is grounded in holistic nursing strategies for self-care, promoting self-care in others, and health promotion. Emphasis is on the context of current issues in today's society. The course includes advanced study of strategies and motivating factors for self-care and health promotion considering individual and community/population needs. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program with NURS 600 as a prerequisite or corequisite or documented instructor and director permission is required.

NURS 624: Advanced Health Assessment and Pathophysiology, 3 theory credits

This course enhances knowledge and skills through advanced health assessment and pathophysiology at the cellular, organic, and systemic levels. Holistic perspectives, including biochemical, environmental, genetic, psychosocial, and spiritual realms and the impact on human disease, are included. An examination of evidence-based health assessment and pathophysiology comprises the incorporation of interprofessional collaboration. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program with NURS 600 as a prerequisite or co-requisite or documented instructor and director permission is required.

NURS 628: Advanced Principles of Pharmacology, 3 theory credits

Students in this course examine principles of clinical pharmacology for use in the treatment of disease and health promotion in the role of advanced nursing. The course includes an examination of the major classifications of medications related to pharmacodynamics, such as the mechanism of action, therapeutic effects, adverse reactions, indications, and contraindications. Students study pharmacological differences, such as age, gender, and genetics. The course includes the use of informatics as related to pharmacology and safety, evidence-based practice, patient education, and patient safety related to medications. Students explore medication monitoring for therapeutic and potential adverse outcomes. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program or documented instructor and director permission is required.

NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits

In this course, advanced concepts of culturally congruent nursing practice in contemporary society are addressed. Students examine the promotion of healthy futures for humans and the planetary interactions locally and worldwide based on applied analysis of data and ethical conduct. Research, interprofessional collaboration, and health policy development are vital aspects of the advanced study of societal and global health nursing. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program with NURS 600 as a prerequisite or corequisite or documented instructor and director permission is required.

NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits
In this course, students develop their knowledge, skills, and attitudes about scientific inquiry within the discipline of nursing. The course includes the research process, designs, methodology, data collection, analysis, ethical issues related to human research, evidence-based practice, and lifelong learning in nursing. Applied analysis in the nursing and healthcare context is an integrated aspect of the course. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program with NURS 600 as a prerequisite or co-requisite or documented instructor and director permission is required.

NURS 640 Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits
In this course, students explore advanced leadership knowledge, skills, and attitudes of systems and organizations, including safety and continuous quality improvement. The development of interprofessional collaboration, effective communication, conflict management, and fostering a diverse, inclusive work environment is included. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students from the course who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program with NURS 600 as a prerequisite or documented instructor and director permission required.

Nurse Educator Specialization (15 credits)

NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory
This course focuses on knowledge, skills, and attitudes of worldview and education philosophies. A key emphasis in the course is teaching-learning theories applied to nursing education. Students examine evidence-based teaching/learning methods, variables that impact

learning, scaffolding, and lifelong learning. Students explore the roles and settings of nurse educators from academia, clinical teaching, organizational orientation/education departments, and continuing education. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program with NURS 600 as a prerequisite or co-requisite or documented instructor and director permission is required.

NURS 654 Instructional Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum
In this course, students focus on developing knowledge, skills, and attitudes related to instructional technology in the role of the nurse educator. The emphasis includes instructional technology theories, learning technology research, technology tools, open education resources (OER), and creative commons. Students collaborate with professionals of other disciplines related to an instructional technology project. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program or documented instructor and director permission required and NURS 650 (pre-requisite or co-requisite) or approved equivalent course.

NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum
In this course, students develop fundamental knowledge, skills, and attitudes about addressing the needs of a growingly diverse student body. Content includes a variety of teaching/learning methods, inclusive communication approaches, and delivery of culturally responsive feedback in the nurse educator role. Students examine the creation of an inclusive and welcoming educational environment. The practicum experience includes developing or revising a lesson plan to be culturally responsive, inclusive of all, using various teaching/learning methods, inclusive communications, and evaluation. The practicum includes an applied analysis component with a data-driven project to promote culturally responsive teaching. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program with NURS 650 as a prerequisite or co-requisite or documented instructor and director permission is required.

NURS 660 Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum
Students in this course focus on curriculum development, educational assessment/evaluation, and continuous quality improvement in the role of a nurse educator. Advanced level practicum includes curriculum development, curriculum alignment, applied analysis of educational assessment/evaluation data, and writing educational assessment narratives with supporting data. Additionally, students complete the nursing contact hour application for a continuing education activity/session, including evaluation. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program or documented instructor and director permission required. Prerequisite/corequisite: NURS 650.

NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum
The nurse educator capstone project concentrates on synthesizing knowledge, skills, attitudes/professionalism as a culturally responsive nurse educator. The clinical practicum capstone project connects theory, research evidence, technology and informatics, ethical practices, interprofessional collaboration, and lifelong learning. Curriculum development,

assessment/evaluation, writing narratives, and creating table/chart data are components of the capstone project. Admission to SMSU Graduate Studies required. The Department of Nursing reserves the right to remove students who do not meet the course requirements and prerequisites. Prerequisite: Admission to the MSN Program or documented instructor and director permission required and NURS 650 or approved equivalent course. Co-requisites or pre-requisites are NURS 654, 658, 660.

Elective (3-4 credits)

ELECTIVE: 3-4 graduate credits: Must be graduate level at 600 or higher level, specific to the role of the nurse educator or nursing and approved by academic advisor/graduate director.

TOTAL CORE, NURSE EDUCATOR, & ELECTIVE = 39 required credits

Program Pre-req or Co-req by the end of the first term: Biostatistics (stats with health/bio focus)

MSN Orientation course: A pre-start MSN orientation course is held asynchronously to help students with a good start to the program. This orientation is asynchronous and helps orient students to navigation of the SMSU website, library, and resources. The first course in the MSN program is NURS 600: Transitions to Graduate Nursing Practice and includes more MSN program orientation. Students must take NURS 600 first or together in the same term with other courses.

Plans of Study

Master of Science in Nursing, Nurse Educator Program

Plan of Study, Full Time

January 2023 Start

**Note: NURS 600 must be completed in the first semester to progress. NURS 650 is a pre-requisite for 654, 658, 660, and 664. NURS 664 must be completed in the last semester with the exception of the elective course.

Please also see the Graduate Studies Policies and Procedures for maximum load, grade point average requirements, and continuous enrollment.

	Spring	Summer	Fall
2023	NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits NURS 624: Advanced Health Assessment and Pathophysiology, 3 theory credits	NURS 628: Advanced Principles of Pharmacology, 3 theory credits NURS 654 Instructional	NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits

	NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory	Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed) (may take 1, 2, or 3 courses; consider progression)	NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits
2024	NURS 640: Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum NURS 660 Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum	NURS 621: Holistic Nursing and Cultural Connections: Body, Mind, Soul, 4 credits (if elective credit needed) NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum	

Master of Science in Nursing, Nurse Educator Program

Plan of Study, Part Time

January 2023 Start

**Note: NURS 600 must be completed in the first semester to progress. NURS 650 is a pre-requisite for 654, 658, 660,and 664. NURS 664 must be completed in the last semester with the exception of the elective course.

Please also see the Graduate Studies Policies and Procedures for maximum load, grade point average requirements, and continuous enrollment.

	Spring	Summer	Fall
2023	NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits NURS 624: Advanced Health Assessment and Pathophysiology, 3 theory credits	NURS 628: Advanced Principles of Pharmacology, 3 theory credits	NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits
2024	NURS 640: Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory	NURS 654 Instructional Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum	NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum
2025	NURS 660 Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum	NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed)	

Spring 23 Start Plan of Study

Part Time Study Plan, Start with One Course

**Note: NURS 600 must be completed in the first semester to progress. NURS 650 is a pre-requisite for 654, 658, 660, and 664. NURS 664 must be completed in the last semester with the exception of the elective course.

Please also see the Graduate Studies Policies and Procedures for maximum load, grade point average requirements, and continuous enrollment.

	Spring	Summer	Fall
2023	NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits	NURS 628: Advanced Principles of Pharmacology, 3 theory credits	NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits
2024	NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed)		NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits
2025	NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory	NURS 654 Instructional Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum	NURS 640: Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum
2026	NURS 660 Curriculum Development, Assessment/Quality Improvement, and		

Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum		

Fall Start Plan of Study

Full Time

**Note: NURS 600 must be completed in the first semester to progress. NURS 650 is a pre-requisite for 654, 658, 660, and 664. NURS 664 must be completed in the last semester with the exception of the elective course.

Please also see the Graduate Studies Policies and Procedures for maximum load, grade point average requirements, and continuous enrollment.

	Spring	Summer	Fall
2023			NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits NURS 624: Advanced Health Assessment and Pathophysiology, 3 theory credits

2024	NURS 628: Advanced Principles of Pharmacology, 3 theory credits NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory	NURS 621: Holistic Nursing and Cultural Connections: Body, Mind, Soul, 4 credits (if elective credit needed) NURS 654 Instructional Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum	NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits NURS 640: Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum
2025	NURS 660 Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum	NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed)	

OR

Full Time Study Plan

Fall 1	Spring 1
NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits NURS 624: Advanced Health Assessment and Pathophysiology, 3 theory credits	NURS 628: Advanced Principles of Pharmacology, 3 theory credits NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory
Summer 1	
NURS 621: Holistic Nursing and Cultural Connections: Body, Mind, Soul, 4 credits (if elective credit needed) NURS 654 Instructional Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum	
Fall 2	**Spring 2**
NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits NURS 640: Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum	NURS 660 Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed or want both holistic courses)
Summer 2	
NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed)	

Fall Start Plan of Study

Part Time

**Note: NURS 600 must be completed in the first semester to progress. NURS 650 is a pre-requisite for 654, 658, 660, and 664. NURS 664 must be completed in the last semester except for the elective course.

Please also see the Graduate Studies Policies and Procedures for maximum load, grade point average requirements, and continuous enrollment.

Part Time Study Plan

Fall 1	Spring 1
NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits	NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory
Summer 1	
NURS 654 Instructional Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum	
Fall 2	**Spring 2**
NURS 624: Advanced Health Assessment and Pathophysiology, 3 theory credits NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits	NURS 628: Advanced Principles of Pharmacology, 3 theory credits NURS 660 Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum
Summer 2	
NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed)	
Fall 3	**Spring 3**
NURS 640: Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum	NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed or want both holistic courses)

Fall Start Plan of Study

Part Time Study Plan, Start with One Course

**Note: NURS 600 must be completed in the first semester to progress. NURS 650 is a pre-requisite for 654, 658, 660, and 664.. NURS 664 must be completed in the last semester except for the elective course.

Please also see the Graduate Studies Policies and Procedures for maximum load, grade point average requirements, and continuous enrollment.

Fall 1	Spring 1
NURS 600: Transitions to Graduate Nursing Practice, 3 theory credits	NURS 638 Advanced EBP and Applied Analysis in Nursing, 3 theory credits NURS 650: Education Theory and Practice/Methods for Nurse Educators, 3 credits theory
Summer 1	
NURS 654 Instructional Technologies in the Nurse Educator Role, 2 credits theory, 1 credit practicum	
Fall 2	**Spring 2**
NURS 620: Holistic Nursing Approaches to Self-Care, and Health Promotion in a Contemporary Society, 3 theory credits NURS 624: Advanced Health Assessment and Pathophysiology, 3 theory credits	NURS 628: Advanced Principles of Pharmacology, 3 theory credits
Summer 2	
NURS 622: Holistic Nursing and Healing Environments, 4 credits (if elective needed)	
Fall 3	**Spring 3**
NURS 630: Advanced Global & Societal Health Nursing, 3 theory credits NURS 658: Culturally Responsive Teaching in Nursing Education, 2 credits theory, 1 credit practicum	NURS 660 Curriculum Development, Assessment/Quality Improvement, and Evaluation for Nurse Educators, 2 credits theory, 1 credit practicum
Fall 4	**Spring 4**

NURS 640: Advanced Leadership, and Continuous Quality Improvement Through Interprofessional Collaboration, 3 theory credits	NURS 664: Nurse Educator Capstone Course, 1 credits theory, 2 credits practicum

MSN Acceptance Policy

Application Process Students first apply for general admission to SMSU. Admittance to SMSU Graduate Studies is required before applying to the SMSU MSN Program. Following admittance to SMSU, the student will be sent information via email and U.S. mail to complete the MSN Program application. The student may then apply to the SMSU MSN Program. The application to the MSN Program, along with acceptance requirements, must be completed prior to enrollment into the MSN Program.

Application Deadlines
Nursing applications are available for fall and spring semesters. Applications are considered in the order they are received, after acceptance requirements have been met completely. MSN applications expire two years from their completion date.

Notification of Decision
The SMSU MSN Program will notify applicants of their standing upon completion of acceptance requirements. Students are admitted as they meet the acceptance requirements. Students will receive an acceptance, provisional acceptance, or non-acceptance notification by email and U.S. mail.

MSN Acceptance Requirements

Admission criteria to the SMSU MSN Nurse Educator Program:
The SMSU Department of Nursing values the applicant's unique experiences along with their academic achievements. Considering the broad range of factors which reflect on the applicant's academic readiness, the following are the requirements needed for acceptance into SMSU's MSN Program. Space may be limited with all qualified applicants not guaranteed acceptance. Requirements include:
- Acceptance to SMSU prior to application to nursing program, (excluding CA residents as CA does not participate in the US state reciprocity agreement)
- Active, unencumbered RN license in the U.S.
- Bachelor's degree in the science or arts of nursing from an accredited nursing program (ACEN (formerly NLNAC), NLN/CNEA or CCNE)

- Total cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale in undergraduate courses from the baccalaureate nursing degree

MSN Progression Policy

Nursing students must maintain an overall GPA of 3.0 and attain a minimum grade of 3.0 in all courses required in the MSN Program. The expectation is for MSN students to have A and B grades in all courses. If a student falls below the minimum GPA, the student will be placed on probation. A grade of "C-" or below will not apply toward a Graduate Program, Degree, or Certificate. A maximum of two (2) Cs will be allowed. Two courses with grades of C are allowed.

The student may not progress in the MSN Program if

- Student is unable to maintain an acceptable RN license
- Not taking any courses (NURS or general courses) during the spring or fall semester (refer to SMSU Graduate Policies)
- Student does not meet all policies stated in the most recent edition of the Department of Nursing Student and SMSU's Student Handbook at http://www.smsu.edu/administration/studenthandbook/?id=8216

READMISSION
Students who are no longer progressing in the MSN Program may apply to seek re-admission to the program. See the graduate policies for details.

Individual Requirements and Support Systems for Students

The professional nurse performs many tasks as part of their practice. Training for this type of work requires the nurse educator to perform these same tasks and demonstrate certain characteristics. The following is a list of tasks/characteristics that may need to be performed/demonstrated as part of the training to become a professional nurse. This is not an all-inclusive list; it is a collection of examples of what might be encountered throughout the program and career as a nurse educator.

- Gross motor - walking, stooping, bending, pulling, pushing (significant strength, endurance, and balance are required for many of these tasks)
- Fine motor - writing (English), pinching, injections, keyboarding
- Sensory/perceptual - hot/cold, sight (acuity, color), smell, hearing (high/low pitch/volume)
- Emotional – stability, sensitivity, caring
- Moral - reliable, honest

Health
Students are encouraged to maintain current health insurance as the student is responsible for any injuries or health concerns that may incur during studies at SMSU. Southwest Minnesota State University and clinical agencies are not responsible for injuries incurred as part of any type of nursing-related learning experience. The student is responsible for meeting all their health care needs related to any issues or health concerns that arise.

Professional Requirements
RN license - Students must maintain a current, unencumbered RN license, which will be verified prior to MSN program admission. Students must report any issues with their license, including a lapse to the MSN Director of Nursing within two days of the occurrence.

Cardiopulmonary resuscitation (CPR) - Students are responsible for maintaining continuous current certification in CPR/Basic Life Support for the Health Care Provider. Students are responsible for keeping track of their CPR expiration date and for getting recertified in CPR before the expiration.

Liability Insurance - Student nurse liability insurance is provided by SMSU and only covers students practicing as a nursing student at SMSU.

Providing Healthcare Services - It is unlawful for anyone without a licensed healthcare professional to provide healthcare to others.

Substance Abuse or Impairment - Students may not participate in the MSN Program while under the influence of any substance that may impair judgment or result in disruptive or disorderly behavior. Any student using substances (including prescription medication) needs to communicate this to their course faculty member.

Resource Requirements

Book supplies
Many books in the MSN course are provided via eBooks or the internet. There may be some textbooks students will need to purchase or rent. Students are responsible for attaining their own textbooks and supplies. Instructors and/or advisors can provide guidance regarding which textbooks to purchase, rather than rent, to create a cost-effective plan for the student.

Transportation

All students are responsible for meeting their own transportation needs. Since this is an online program, this would be minimal and optional such as attending the commencement ceremony or an optional professional presentation that the student chooses to do.

Uniform/Appearance

Students must maintain a neat, professional attire designated by the MSN Program for any presentations of appearance. Although this may be rare, students may video record a presentation or present via online conferencing and should be in clean professional attire.

Writing Assignments

The most recent edition of the American Psychological Association (APA) *Publication Manual* will be used as the style guide for all written assignments in the MSN Program.

Assignment Usage Disclaimer

All assignments and written work submitted by students are subject to being shared with others to meet accreditation and regulatory requirements. Course material may also be used anonymously for assessment of student learning outcomes (SLOs) addressed by the MSN Program. When student assignments are shared, the student's identity will be retracted. Course artifacts may also be used for campus-wide program assessment.

Attendance Policies

Attendance policies may vary between courses and instructors. Weekly course activity and progress are expected by all students. Please refer to the course syllabi for specific information, including experiential learning coursework. Should you have any concerns or questions about attendance, please contact the course faculty for communications.

Support Services

Deeann Griebel Student Success Center	[Deeann Griebel Student Success Center](#) • Study, meet friends and seek assistance with coursework in the Deeann Griebel Student Success Center. The purpose of the Deeann Griebel Student Success Center is to encourage student development and academic success. The center provides services for all SMSU students and coordinates programs, academic advising for specific populations, and assists students in selecting an academic major and/or minor. In addition, the center

	answers student questions about academic forms and policies, as well as works with students on academic warning or probation due to their Satisfactory Academic Progress (SAP) status. The center functions as a drop-in center for student questions and concerns, helping students to achieve their academic goals.
Career Services	Career Services at https://www.smsu.edu/campuslife/careerservices/index.html Provides comprehensive career resources to assist SMSU students and alumni with their career development and employment goals. The role of Career Services is not to act as a placement center. Career Services strives to equip students with resources to successfully manage their career development during their academic experience and beyond their graduation.
Counseling and Testing Services	Counseling and Testing Services at https://www.smsu.edu/campuslife/counselingtestingservices/contact.html Provides a variety of assessments and test proctoring services as well as confidential, short-term counseling services to enrolled students by mental health professionals.
Disability Services	Disability Services at: https://www.smsu.edu/campuslife/disabilityservices/index.html Provides an accessible university community, where students with disabilities have equal opportunity to fully participate in all aspects of the educational environment. Upon request, services, advocacy, and accommodations are provided to students with documented disabilities in their academic program or to access university programs, facilities and/or activities.
Financial Aid	Financial Aid at https://www.smsu.edu/campuslife/financialaid/index.html Provides fair, equitable, and unbiased counseling & service to students seeking financial aid. Guarantees delivery of federal and state financial assistance to students within rules and regulations established by the respective departments of education. Coordinates all federal, state, and institutional financial assistance, including grants, scholarships, student employment, and student loans.

Student Health Services	Student Health Services at https://www.smsu.edu/campuslife/healthservices/index.html Health Services provides registered students with free and confidential services, including medical evaluations. Assists students with off-campus referrals, as necessary.
Technology Resource Center (TRC)	Technology Resource Center at https://www.smsu.edu/informationtechnologyservices/index.html Provides support for teaching and learning, administration, and research. Support includes helpdesk support with services including login assistance, password resets, mobile device support, D2L Brightspace support, e-mail assistance, on campus Internet services including on campus wireless access, computer kiosks, and computer labs.
Speech Center	Speech Center at https://www.smsu.edu/today/articles/2018/02-09-2018_speechcenter.html Provides free tutoring for all students for any course that requires public speaking or group presentations. The student does not need to be enrolled in a public speaking course. Tutors can help students with outlining and research strategies, computer slide presentations, brainstorming of topics, and delivery techniques.
Writing Center	Writing Center at https://www.smsu.edu/campuslife/writingcenter/index.html Provides an opportunity for students to improve their writing skills. The student writing consultants offer tutoring for students who wish to discuss the drafting, revising, or editing of their written work.

For additional student resources visit:
https://www.smsu.edu/administration/academicdeans/resources.html

Administrative Policies

Governance
The MSN Nurse Educator Program Director will recruit and identify MSN students as representatives for regularly scheduled MSN Nurse Educator program meetings. Students will volunteer, or be nominated, from MSN Nurse Educator courses as available, to give a range of perspectives. Students may serve a one-year term during

their nursing graduate course work. Student representatives will communicate between students and the MSN Program Director. Communication may include the presentation of their/peer suggestions for program improvement related to, but not limited to, the plan of study, student handbook policies, and communications of relevant team meeting discussions to the nursing student body. All nursing students will also participate in departmental governance through feedback on evaluations and surveys.

Communication

Communication will primarily happen via official SMSU email. For students to be successful when they are enrolled in a nursing course, it is important for students to frequently check their SMSU email account daily. Students may want to forward their SMSU email to their frequently used email account for ease. Instructor email contact will be primarily via SMSU email and not personal email accounts. Specific guidance about communicating with course instructors is provided in each nursing course.

Effective communication is a vital component of the student's overall professionalism. For effective communication, students must follow the appropriate channels. Students should first contact the course instructor for questions or concerns.

Formal Complaints

Students should not use student representatives to discuss course learning opportunities. Professional communication between students and instructors is needed to discuss course concerns.

Academic Appeals: If a student has grounds to appeal a grade, the student should present their case to the faculty member who awarded the grade within two weeks of the beginning of the next semester (not including summer term). Should the student and faculty member fail to resolve the student's complaint, the student may appeal to the Academic Appeal Committee. The complete Graduate Grade Appeals Process policy is available in the SMSU Graduate Policies found in the MSN Program Information Center. Please see the SMSU Graduate Policies for details on the steps to take.

Student Handbook - http://www.smsu.edu/administration/studenthandbook/?id=8216

Student Grievance/Complaints: A student has the right to seek a remedy for a dispute or disagreement, including issues of institutional or program quality such as an institution's compliance with the standards of an accrediting agency, or a claim of consumer fraud or deceptive trade practices, through a designated complaint or grievance procedure. This policy does not apply to academic grade disputes. Complete Student Grievance/Complaints policy is available in the SMSU Student Handbook or at https://catalog.smsu.edu/student-handbook/rights-responsibilities/grievance-complaints/

Satisfactory Academic Progress

Grade Point Average (GPA): A minimum GPA of 3.0 must be maintained throughout the Graduate Programs, Degrees and/or Certificates. If a student falls below the minimum GPA, the student will be placed on probation. A grade of "C-" or below will not apply toward a Graduate Program, Degree, or Certificate. A maximum of two (2) Cs will be allowed. Should an MSN student have a third C, they are required to repeat the course to earn a higher grade.

SMSU MSN graduate students must establish and maintain a cumulative minimum grade point average of 3.0. If an MSN Graduate student is identified as having a cumulative grade point average lower than 3.0, the Department will allow the student an opportunity to explain any special circumstances. If the student fails to provide an acceptable explanation, the Department may drop the student from the Graduate program. Then the student would have to reapply for admission to the University and into the Graduate program. Readmission to the Graduate program is not guaranteed. Please also see the SMSU Graduate Studies Policies.

The student may be presented with a Striving for Success Plan after evaluation of the circumstances that lead to academic difficulty or low performance. The Striving for Success Plan may be presented to the student by the course instructor and shared with the MSN Nursing Director. This plan will include strategies that may help the student to improve academic performance and is created to guide the student to success.

Handbook/Policy Revision
The nursing faculty will review the most current edition of the SMSU MSN Nursing Student Handbook at least annually and are encouraged to provide feedback to the MSN Director of Nursing regarding the handbook. At the beginning of each fall semester, the most recent up-to-date version of the handbook will be placed on the Department of Nursing website and the D2L Brightspace MSN Program Information Center course, with all students bound to the most current edition of the handbook. Updated versions of the handbook may be provided throughout the academic year. All students will complete the Acknowledgement of Receipt of Handbook form upon entrance into the MSN Program during the NURS 600: Transitions to Graduate Nursing Practice course.

Academic Honesty

SOUTHWEST MINNESOTA STATE UNIVERSITY POLICY

I. Academic Honesty

A. The aim of the academic honesty policy is to maintain the academic integrity of Southwest Minnesota State University and promote an intellectual climate of honesty and integrity. To maintain an academic integrity environment, all students must accept personal responsibility for their work at SMSU. Any offense against the academic honesty policy compromises the educational integrity of SMSU and will be considered a grave offense.

B. Offenses against academic honesty are acts which unjustly advance one's academic standing at SMSU and include knowingly permitting or knowingly aiding a person in an offense against the academic policy.

II. Forms of Academic Dishonesty

In line with the National Association of Student Personnel Administrator (NASPA), SMSU's academic dishonesty will include the following forms:

A. *Plagiarism:* Presenting someone else's work or ideas as your own. Plagiarism will include, but not be limited to:

  1. Submitting someone else's work or ideas as your own, including but not limited to homework assignments, term papers, research reports, lab reports, group projects, artistic works, tests, or class presentations.

2. Submitting someone else's electronic work as your own, including but not limited to video clips, audio clips, electronic files, electronic programs, and any other copied electronic page, document, article, review, etc.
3. Submitting someone else's work as your own with minor alterations. Paraphrasing without proper citation is also plagiarism.
4. Submitting someone else's work without appropriate use of quotations, paraphrases, footnotes, or references.

B. *Cheating:* Using or attempting to use unauthorized materials, information, or study guide.
   Cheating will include, but not be limited to:

   1. Copying from someone else during any type of examination.
   2. Communicating answers to an exam with other students, including letting someone else copy your own exam during a test.
   3. Using any material not permitted by the instructor for an examination.
   4. Requesting, acquiring, possessing, or providing someone else with an examination or portion of an examination without the consent of the instructor.

C. *Fabrication:* Falsifying any information. Fabrication will include, but not be limited to:

   1. Submitting or presenting falsified research.

D. *Tampering:* Tampering with the instructor's evaluation tools and/or documents. Tampering will include, but not be limited to:

   1. Changing, attempting to change, or falsifying academic records, including attendance records or sign-in sheets.
   2. Tampering with an examination, homework assignment, or project after it has been corrected.

E. *Assisting in Dishonesty:* Aiding or attempting to aid someone else to commit an act of dishonesty. Assistance will include, but not be limited to:

   1. Any student who aids another student in the performance of the above acts or has clear knowledge of another student's misconduct concerning academic honesty and does not bring it to the attention of the proper authorities (instructor and/or department chair) will be held responsible for

their non-action and subject to disciplinary measures for academic dishonesty.

F. Any other forms of academic dishonesty as outlined in the instructor's syllabus.

III. Procedures for Reporting Incidents of Academic Dishonesty

A. Procedures

1. The faculty member will meet with the student regarding the specific charge, consider the evidence, and hear the student's explanation. If it is not possible to meet with the student, the faculty member may proceed to number 2 below.
2. If the faculty member determines that the student has violated the Academic Honesty Policy, the faculty member informs the student in person or via U.S. Mail of the consequences of the violation and the grade-related sanctions the faculty member will impose. Faculty members must recommend any additional sanctions, (such as suspension, expulsion, etc.) to the appropriate Dean for action.
3. The faculty member completes an "Academic Dishonesty Incident Report Form" and forwards the completed form to the appropriate Dean. The form is found on the SMSU website at the Academic Deans' Office webpage.
4. The Dean informs the student in writing that:
   (a) This form has been filed with the Dean's office;
   (b) The Dean may impose sanctions in addition to those imposed by the faculty member in the event of subsequent, serious, or multiple violations; and
   (c) The student has a right to appeal against the sanction(s) given by the faculty member as described below.
5. The Dean keeps the complaint form, any supporting documentation, and records of the adjudication on file.

B. Sanctions

1. An incident of academic dishonesty that is determined to be minor in nature may result in one or more of the following sanctions: a warning; a verbal or written reprimand; or a reassessment of a resubmitted assignment with an appropriate reduction in points.

2. An incident of academic dishonesty that is determined to be major in nature may result in one or more of the following penalties: a failing grade for the assignment or test; a failing grade for the class; suspension from SMSU; expulsion from SMSU; or the revocation of a degree.
3. The punitive options available are not limited to the sanctions specified in the previous sections.

IV. Appeals

A student wishing to appeal the faculty member's decision must submit a written appeal stating the grounds for such appeal within 5 class days of receipt of the written decision of the faculty member. This written appeal is to be routed through the appropriate Academic Dean's office. The Dean will review the appeal, and decide if it meets the criteria for an appeal using the following guidelines:

Except as required to explain the basis of new information, an appeal shall be limited to a review for one or more of the following purposes:
1. To determine whether the decision was rendered fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Academic Honesty Policy was violated and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
2. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the policy occurred.
3. To determine whether the sanction(s) imposed were appropriate for the violation of the policy.
4. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original Hearing.

If an appeal does not meet the criteria for appeal, the appeal may be rejected, and the student will be notified in writing.

If the appeal has merit, it is to be routed to the Academic Appeals Committee for a hearing. Procedures for the appeal hearing are found in SMSU Procedure G-005, Academic Appeals Committee.

A. MSN Program Orientation Includes the MSN Academic Honesty Pledge Form Completion

All students will complete the Academic Honesty Statement/Pledge form upon entrance into the MSN Program in the NURS 600: Transitions to Graduate Nursing Practice course. Following is the pledge:

I have read the SMSU Academic Policy, Academic Honesty, and understand that the academic honesty policy aims to maintain the academic integrity of SMSU and promote an intellectual climate of honesty and integrity.

SMSU Nursing is committed to promoting and maintaining an environment of academic integrity. All students are required to accept personal responsibility for their work at SMSU. Any offense against the academic honesty policy compromises the education integrity of SMSU and will be considered a grave offense. Offenses against academic honesty are acts that unjustly advance one's academic standing at SMSU and include knowingly permitting or aiding a person in an offense against the academic policy.

I am aware of the Academic Honesty policy. I will not breach the policy, including plagiarism, cheating, fabrication, self-grading discussions before making the postings, tampering, or assisting in dishonesty.

By answering yes, you agree to uphold academic honesty in all you do at SMSU.

The Academic Honesty policy is available at
http://www.smsu.edu/resources/webspaces/nca/policies/A-032.pdf

SMSU Department of Nursing Plagiarism Policy

The SMSU Department of Nursing adheres to the SMSU Academic Honesty Policy (A-032). When lack of academic honesty is a concern, the course instructors will alert the SMSU Department of Nursing Chair and Director of Nursing. The Chair and/or Director of Nursing may be involved in the communications with the student. Furthermore, they may be involved in communications with the Dean of Business, Education, Grad & Prof Studies regarding academic honesty concerns.
Repercussions may also include, but are not limited to, the following:
- Failing grade on assignment (0 points)
  - The repercussions may include the student successfully completing the plagiarized assignment while adhering to academic honesty without a

> change in posted grade. In cases with this requirement, failure to complete the assignment successfully will result in not passing the course.

- Failing grade in the nursing course
- Expulsion from the SMSU MSN Program

The SMSU Department of Nursing does not allow nursing students to withdraw from a nursing course to prevent the awarding of an F grade due to academic honesty concerns.

Grading Policy

All grade point averages are managed by the registrar's office. Grade point averages (GPA) are to be calculated to the second decimal and are truncated, not rounded. The following will not be calculated in determining the GPA: I, IP, AU, NA, W, CR, and NC. The actual GPA from the registrar is used in guiding acceptance decisions in the MSN program.

Grading Key

Grading Abbreviation	Meaning
I	Incomplete
IP	In progress
AU	Audited
NA	Never attended
W	Withdrawn
CR	Credit
NC	No credit

SMSU MSN graduate students must establish and maintain a cumulative minimum grade point average of 3.0. If an MSN Graduate student is identified as having a cumulative grade point average lower than 3.0, the Department will allow the student an opportunity to explain any special circumstances. If the student fails to provide an acceptable explanation, the Department may drop the student from the Graduate program. Then the student would have to reapply for admission to the University and into the Graduate program. Readmission to the Graduate program is not guaranteed. Please also see the SMSU Graduate Studies Policies.

Grading Scale

A   90-100%
B   80-89.99%
C   70-79.99%
D   60-69.99%

F   Less than 60%

Grades

Graduate students are expected to earn a grade of 80% for assignments within an MSN nursing course. If a student scores an average of less than 80% total on an assignment or in a nursing course, the student is required to immediately contact their course faculty and academic advisor for assistance. Your course faculty and academic advisor will help you with a plan for success, so you earn a course grade of 80% (B) or higher. Percentages will not be rounded up. SMSU Graduate studies sets 80% as a minimum benchmark for passing a graduate level course. A minimum GPA of 3.0 must be maintained throughout the Graduate Programs, Degrees and/or Certificates. If a student falls below the minimum GPA, the student will be placed on probation. A grade of "C-" or below will not apply toward a Graduate Program, Degree, or Certificate. A maximum of two (2) Cs will be allowed. Should students earn three Cs, they are required to repeat one of the courses to earn a higher grade.

If a student feels that points or grades awarded are inappropriate, the student is encouraged to discuss concerns with the course instructor. The student is encouraged to present appropriate documentation and/or research to support their concerns. The student is required to be always professional in their communication with the course instructor and open to the rationales presented by the course instructor. Students can find the academic appeals process under Administrative Policies in the SMSU MSN Student Handbook.

Graduation and Commencement

Completion of the MSN Program requires the student to meet and maintain all program acceptance and progression requirements. One item is the required Degree Check completion the semester prior to commencement. Upon successful completion of all course work and requirements set forth by the SMSU academic catalog and the SMSU MSN Program Student Handbook, the graduate nursing student will be recommended for the appropriate degree. All MSN students **within 9 credits of finishing their MSN degree are invited to the SMSU Nurse Pinning Ceremony for MSN hooding**, which is held every spring. All MSN students **within 9 credits of finishing their MSN degree** are invited to Commencement in May.