

GRAMBLING STATE UNIVERSITY
SCHOOL OF NURSING
MSN GRADUATE PROGRAM



STUDENT HANDBOOK

Revised Fall 2019

DEPARTMENT CODE 37
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GRAMBLING STATE UNIVERSITY MISSION AND PURPOSES

Founded in 1901 as a private industrial school to educate African American citizens of north central Louisiana, Grambling State University, a constituent institution in the University of Louisiana System, is now a comprehensive university offering undergraduate, graduate, professional and continuing educational programs. All programs are designed to meet the educational needs of a clientele that is primarily statewide and secondarily national and international.

Grambling State University assumes in a unique way the role of a public university. It strives:

1. to provide equal access to higher education for all applicants regardless of race, color, sex, national origin, age, religion, disability, and veteran status;
2. to provide opportunities for students to develop intellectually, to acquire appropriate job skills, and to achieve self-actualization through instruction, research, public service, and special programs which seek to meet the needs of all students, including those who have been adversely affected by educational, social, and economic deprivation;
3. to generate new knowledge through pure and applied research related to curricular emphases in business, science and technology, nursing, social work, liberal arts, and education;
4. to render service to the community and to the citizenry of Louisiana, dedicated to raising the standard of living and enhancing the quality of life through economic development, entrepreneurial activities and life-long learning;
5. to expose students to opportunities that enhance their potential for appreciation of diverse cultures;
6. to provide opportunities for students to utilize information technologies in preparation for participation in a global society; and
7. to serve as a repository for preserving the heritage of people of African American descent.

Grambling State University endeavors to achieve excellence in higher education through teaching, research, and service governed by the principles of academic freedom. The university believes that education is the cornerstone of an enlightened, creative, and productive society. It strives to be true to its motto: Grambling State University is **“The Place Where Everybody is Somebody”**.

SACS ACCREDITATION STATEMENT

Grambling State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award associate, baccalaureate, master=s and doctoral degrees.

**GRAMBLING STATE UNIVERSITY
SCHOOL OF NURSING
MSN GRADUATE PROGRAM**

MISSION AND PURPOSES

The Grambling State University mission statement evokes the philosophy that education is the cornerstone of a creative, enlightened, participative, and responsive society. In the School of Nursing Graduate Program students are encouraged to think critically, nurture healthy mental and physical habits, understand social institutions and their influence in society, and integrate knowledge acquired in advanced practice nursing roles.

The mission of the School of Nursing Graduate Nursing Program is to provide advanced knowledge, intellectual skills, and clinical competence for specialization in nursing practice.

The mission of the FNP Program is to prepare graduates to deliver primary health care to individuals, families, and aggregates with a particular focus on the promotion of wellness and disease prevention for clients in underserved rural and community areas.

The mission of the PNP Program is to prepare graduates who can deliver primary health care in school based health clinics, private pediatric practices, and public health pediatric practice sites across the state to provide quality health interventions for infants, toddlers, school aged children, and adolescents.

The mission of the Nurse Educator Program is to prepare nurse educators for the nurse educator role in university, college, or health care agency setting.

PHILOSOPHY

The School of Nursing is consistent with the University philosophy through the programs foci on the nursing and health care needs of the population in the Grambling service area. Nursing students in the graduate program are encouraged to continue to utilize and refine critical thinking skills through didactic discussion in classrooms and clinical practice situations. Students learn to utilize a holistic approach to client care, incorporating data assimilated from assessment of physical, mental, social, spiritual, and family systems of the client.

Graduate nursing education includes instruction, which focuses on the ethnic, cultural, and social content needed for students to make accurate clinical decisions and deliver care in a manner congruent with national standards and acceptable to the population of the rural area it serves. Nursing theorists and research provide a foundation for the development and integration of theoretical frameworks of practice for students matriculating through the program. The faculty of the School of Nursing, in keeping with the mission of the University, provide an environment for learning, which enables students to maximize their learning potential. Commitment to total student development is promoted through an atmosphere conducive to human dignity, respect, and productivity. Graduate students are prepared for life-long learning, self-actualization, and service to the community.

Beliefs of the faculty of the Grambling State University School of Nursing regarding the concepts of individuals, family, aggregates, society, health, nursing, and teaching/learning are expounded as follows:

INDIVIDUAL

The individual is a multidimensional being, inclusive of biological, psychosocial, cultural, and spiritual aspects. Each individual operates in an open system in constant interaction with a dynamic environment. Although individuals share common characteristics and needs, each individual is unique, with dignity and equal rights, and is an integral part of family, group, and community systems of society. The individual utilizes adaptive mechanisms in response to internal and external environmental changes. These adaptive mechanisms are innate and acquired from the biological, psychosocial, cultural, and spiritual aspects of one's environment. Successful utilization of adaptive mechanisms enables the individual to achieve specific life tasks and fulfill basic needs.

FAMILY

A family is a group of two or more individuals whose association is characterized by special terms, who function in such a way that they consider themselves to be a family by their interactions, communication, and sharing of a common culture. Family nursing includes a focus on family dynamics and family interventions, which involve the family members in the areas of decision making and caregiving for members of the family unit. Family health nurses see the family as a context, as a sum of its members, and as a whole client.

AGGREGATES

An aggregate is a grouping of individuals, families, or others who are associated because of similar social, personal, health care, or other needs or interests. For advanced practice nurses, care of aggregate populations relates to health promotion, disease prevention, and wellness care for groups of patients with similar health care needs, i.e. a group of individuals with a diagnosis of HIV/AIDS, or a group of individuals with mental health care needs.

SOCIETY

Society's components are considered to be multi-variant with respect to ethnic origin, culture and socioeconomic status. Students served at Grambling State University and the School of Nursing are derived from this multi-variant society. Society influences all individuals and enables them to exercise a choice in promoting personal, professional, and community welfare. In a democratic society, dignity of the individual is respected regardless of race, gender, creed, or status.

HEALTH

Health is believed to be a relative state that is dynamic and consists of a degree of wellness and illness along a continuum. Illness is visualized as the maladaptive response to stressors, whereas wellness is seen as the ability of the individual to cope with stressors through the adaptation process. These concepts encompass individuals, families, and communities. Graduate nursing
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students focus on the promotion of wellness and prevention of illness throughout the course of study. Individuals and family groups will be taught adaptive means to cope with stressors of illness to enable them to return to an optimal level of health.

NURSING

The American Nurses Association (1980) defines nursing as the diagnosis and treatment of human responses to actual and potential problems. Graduate nursing students utilize the nursing process to identify diagnoses and treatment interventions for individuals seeking health care in the primary care setting. The graduate nursing education program in the Family Nurse Practitioner option builds on knowledge acquired through basic nursing preparation and clinical experiences to prepare advanced practice nurses capable of providing primary health care for individuals, families, and communities.

Primary health care involves the provision of health care services in an accessible manner, which addresses the personal health care needs of an identified population. Advanced practice nurses engage in the nursing process with defined advanced practice nursing skills and competencies to diagnose and treat primary health care needs. In primary care, the advanced practice nurse utilizes a holistic approach to address illness, promote wellness, and prevent disease. Core competencies of the advanced practice nursing role include: (a) clinical practice expertise; (b) expert guidance and teaching; (c) consultation; (d) research utilization; (e) leadership; (f) collaboration; (g) change agent skills; and (h) ethical decision making skills.

In keeping with the University mission to meet the needs of the citizens of the north central region of Louisiana, the graduate nursing program focuses on the issues and challenges of rural health care delivery. Rural nursing is unique in that it requires advanced practice nurses who have highly developed levels of assessment, decision making, and communication skills, as well as the ability to understand the role of family in health care decisions. Many clients in rural areas have limited access to health care resources due to restricted transportation and other resources. Advanced practice nurses in partnership with persons, families, groups, and communities engage in the dynamic process of wellness promotion.

The overall focus of the graduate nursing program is wellness promotion, or enabling clients to have control over their own health situations. Through primary prevention in health education and protection from illness and injury; secondary prevention, which attempts to limit illness; and tertiary preventions involving rehabilitation and restoration of wellness, the graduate nurse identifies specific therapeutic interventions to promote wellness for the clients served.

TEACHING/LEARNING

Teaching is a process, which includes the imparting of knowledge, skills, and/or attitudes to the learner, with the teacher as facilitator. Learning is a process of growth and maturation involving the whole person in an active and creative process. Learning has occurred when there is a demonstration of change in the learner's behavior.

ORGANIZING FRAMEWORK

The graduate nursing program builds upon the organizing framework of the baccalaureate program, which is based on the nursing process and the Modeling and Role Modeling theory (MRM). Within the framework of the MRM theory, faculty members utilize skills of nurturance, unconditional acceptance, and facilitation to enable graduate nursing students to achieve academic success in their matriculation through the curriculum plan. Advanced practice nursing students consistently utilize a problem oriented process to gather and assimilate client data, identify nursing and medical diagnoses, establish a management guideline-based plan of treatment, and conduct evaluation of client outcomes. Practitioners of nursing impact the health care of individuals, families, and communities to promote health lifestyles and prevent illness. The wellness promotion process involves collaboration and communication among nurses, physicians, families, groups, and communities to meet identified goals. The faculty of the graduate nursing program believe that the achievement of these goals are enhanced by the following enabling factors:

Human caring in nursing is a set of interpersonal acts that extend beyond concern, emotion, and benevolent desire. Caring in this context involves values, commitment, knowledge, actions, and outcomes.

Communication within the context of nursing is a dynamic, interpersonal process, which can be either verbal or non-verbal and is influenced by culture, setting, values, beliefs, and perceptions. Graduate nursing students engage in increasingly complex levels of communication skills throughout the program of study.

Ethical principles that include autonomy, freedom, veracity, privacy, fidelity, and justice are used to clarify and resolve identified ethical dilemmas. The American Nurses Association Code for Nurses provides guidelines for ethical nursing practice.

Critical thinking is the process, which employs purposeful, interactive, reflective and reasoning skills to evaluate clinical situations. Graduate nursing students are encouraged to demonstrate open-mindedness, truth seeking, and maturity as they engage in critical thinking activities in the classroom and clinical settings.

Empowerment is an interpersonal process by which the recipient is provided with resources to participate in their own enhancement. Graduate nursing faculty strive to empower advanced practice nursing students with critical thinking abilities to enable them to function effectively in primary health care settings. Advanced practice nurses empower clients to be active participants in their own wellness promotion activities and decision making.

Research involves a process of scientific inquiry and problem investigation to validate theories related to health care interventions and hypotheses regarding approaches to client care. Graduate nursing students are expected to participate actively in research activities, as well as to demonstrate integration of research findings in their advanced practice nursing care.

Cultural sensitivity in nursing takes into account the individual person's perceptions manifested through beliefs, practices, likes, dislikes, customs, etc. which have been handed down from generation to generation.

Graduate nursing faculty employ the theoretical works of Patricia Benner's Novice to Expert in the development of course content from the fundamental to the complex level. Experienced BSN nursing graduates are prepared in the role of novice advanced practice nurses and strive toward basic competence in the FNP and PNP roles. Competencies and scope of practice identified by the American Nurses Association for advanced practice nurses are utilized

in planning course content and evaluation of student performance. Course content guidelines published by the National Organization of Nurse Practitioner Faculties Curriculum Guideline Task Force (1995, 2003, 2011, 2014), the American Nurses Association Scope and Standards of Advanced Registered Nursing (1996), the American Association of Colleges of Nursing's Essentials of Master's Education for Advanced Practice Nursing (2011). The National Task Force on Quality Nurse Practitioner Education's Criteria for Evaluation of Nurse Practitioner Programs (2008) and Nurse Practitioner Primary Care Competencies in Specialty Areas (2011) US Department HHS are utilized in program design.

Graduate Student Learning Outcomes (SLO's)

Upon completion of the MSN degree work, the graduate student is expected to:

1. Integrate scientific findings from nursing, bio-psychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Incorporate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective
3. Articulate methods, tools, performance measures and standards related to quality, as well as prepared to apply quality principles within an organization
4. Apply research outcomes within practice setting, resolve practice problems, work as a change agent and disseminate results
5. Utilize patient care technologies to deliver and enhance care, and utilize communication technologies to integrate and coordinate care
6. Intervene at the systems level through policy development processes and employ strategies to advocate for health and health care
7. Participate as a member and leader of inter-professional teams, communicate, collaborate, and consult with other health professionals to manage and coordinate care
8. Apply and integrate broad organizational, client centered and culturally appropriate concepts in the planning, delivery, management and evaluation of evidence based clinical prevention and population care for services to individuals, families, communities, and aggregates/clinical populations
9. Recognize that master's prepared nursing practice is broadly defined as any form of nursing intervention that influences health care outcomes for individuals, populations, or systems, with an advanced level of understanding of nursing and related sciences for both direct and indirect care components.

The graduate nursing programs Family Nurse Practitioner and Pediatric Nurse Practitioner options at Grambling State University seeks to prepare advanced practice nurses capable of:

Nurse Practitioner Core Competencies (NONPF May 2017)

1. Scientific Foundation Competencies
 - a. Critically analyze data and evidence for nursing practice.
 - b. Integrate knowledge from humanities and sciences.
 - c. Translate research and other knowledge to improve practice processes
 - d. Develop new practice approaches based on the integration of research, theory, and practice knowledge..
2. Leadership Competencies
 - a. Assume complex and advanced leadership roles, guide change, foster collaboration with multiple stakeholders, advocate for improved access, quality, and cost effective health care, and demonstrate leadership with critical and reflective thinking.
 - b. Advance practice through the development and implementation of innovations incorporating principles of change, communicates practice knowledge effectively, both orally and in writing, and participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.
3. Quality Competencies
 - a. Utilize best available evidence to guide practice
 - b. Evaluate relationships of access, cost, quality and safety on health care
 - c. Evaluate organizational structures, care processes, financing, policy decisions, and variations in practice to ensure quality care.
 - d. Applies skills in peer review to promote a culture of excellence.
 - e. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.
4. Practice Inquiry Competencies
 - a. Leads practice inquiry, disseminates evidence from inquiry, applies clinical investigative skills to improve health outcomes.
 - b. Disseminates evidence from inquiry to diverse audiences using multiple modalities.
 - c. Analyzes clinical guidelines for individualized application into practice.
5. Technology and Information Literacy Competencies
 - a. Integrates technologies for knowledge management to improve health and aid in complex decision making
 - b. Translates technical and scientific health information appropriate for various users' needs.
 - c. Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
 - d. Coaches the patient and caregiver for positive behavioral change
 - e. Utilizes technology to capture data on variables for evaluation of nursing

6. Policy Competencies
 - a. Demonstrates an understanding of the interdependence of policy and practice.
 - b. Advocates for ethical policies that promote access, equity, quality, and cost.
 - c. Analyzes ethical, legal, and social factors influencing policy development.
 - d. Contributes in the development of health policy.
 - e. Analyzes the implications of health policy across disciplines.
 - f. Evaluates the impact of globalization on health care policy development.
 - g. Advocates for policies for safe and healthy practice environments.
7. Health Delivery System Competencies
 - a. Applies knowledge of organizational practices and complex systems to improve health care delivery.
 - b. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
 - c. Minimizes risk to patients and providers at the individual and systems level.
 - d. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
 - e. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
 - f. Analyzes organizational structure, functions and resources to improve the delivery of care.
 - g. Collaborates in planning for transitions across the continuum of care.
8. Ethics Competencies
 - a. Integrates ethical principles in decision making.
 - b. Evaluates the ethical consequences of decisions.
 - c. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.
9. Independent Practice Competencies
 - a. Functions as a licensed independent practitioner.
 - b. Demonstrates the highest level of accountability for professional practice.
 - c. Practices independently managing previously diagnosed and undiagnosed patients.
 - d. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care.
 - e. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
 - f. Employs screening and diagnostic strategies in the development of diagnoses.
 - g. Prescribes medications within scope of practice.
 - h. Manages the health/illness status of patients and families over time.
 - i. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
 - j. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
 - k. Creates a climate of patient- centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
 - l. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
 - m. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

- n. Develops strategies to prevent one's own personal biases from interfering with delivery of quality care.
- o. Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers.
- p. Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care
- q. Collaborates with both professional and other caregivers to achieve optimal care outcomes.
- r. Coordinates transitional care services in and across care settings.
- s. Participates in the development, use, and evaluation of professional standards and evidence-based care.

There are three distinct nurse educator roles identified in the literature: the teacher role, the scholar role, and the collaborator role. Graduate competencies are identified for each of these roles. Students enrolled in the Nurse Educator program will be capable of the following competencies:

Nurse Educator Competencies (NLN)

1. Facilitate Teaching
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship
8. Function Within the Educational Environment

MSN Program Curriculum Overview

Nurse Educator

Nurse Practitioner

Core Graduate Courses

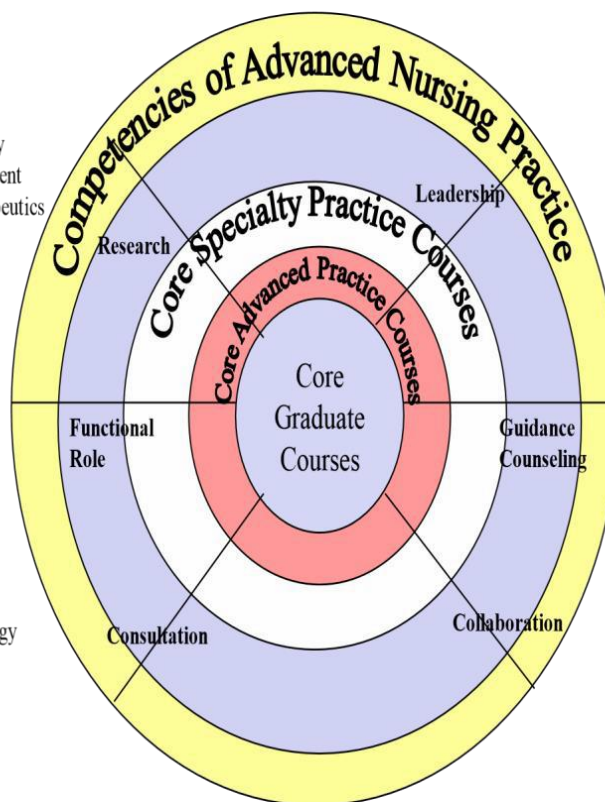
NUR 501 Adv Nsg Theory
NUR 503 Adv Nsg Research
NUR 505 Adv Pathophysiology
NUR 540 Adv Health Assessment
NUR 552 Adv Pharmacotherapeutics
NUR 590 Thesis

Core Advanced Practice:

NUR 507 Issues/Trends
NUR 535 N. Educator Role
NUR 510/512 Clinical
NUR 514/516 Clinical

Core Speciality:

NUR 530 Educational Found
NUR 532 Curriculum Develop
NUR 534 Teaching Methodology
NUR 536 Practicum



Core Graduate Courses:

NUR 501 Adv Nsg Theory
NUR 503 Adv Nsg Research
NUR 505 Adv Pathophys
NUR 540 Adv Assessment
NUR 552 Adv Pharm
NUR 590 Thesis

Core Advanced Practice Courses

NUR 541 NP: Role I
NUR 553 Health Policy, Family, and Communities
NUR 547 NP: Role II

Core Specialty Practice FNP

NUR 542 NP: Mgt I
NUR 544 NP: Mgt II
NUR 546 NP: Mgt III
NUR 548 NP: Mgt IV

Core Specialty PNP

NUR 572 PNP: Mgt I
NUR 574 PNP: Mgt II
NUR 576 PNP:
Mgt III NUR 578
PNP Mgt IV

Adapted with permission from:

Hamric, A. B., Spross, J. A. & Hanson, C.M. (1999). Advanced Nursing Practice: An integrative approach (2nd ed.) Philadelphia, PA: W.B. Saunders, Co.

STUDENT BILL OF RIGHTS

The faculty and students of the GSU School of Nursing graduate program declare that students have the following rights:

1. Access to a quality education.
2. Treatment that is respectful and fair.
3. Equal treatment regardless of race, color, sex, age, or religion.
4. Representation on faculty committees and faculty meetings.
5. Freedom to express differing views of their classmates and faculty without fear of retribution.
6. Access to appeal procedures through University processes.
7. Confidentiality of all records.
8. Access to the Dean of the School of Nursing to discuss any matter necessary.
9. Access to their permanent records in the presence of a faculty member.
10. Freedom to pursue knowledge of their own choosing in addition to the prescribed curriculum.

**GRADUATE PROGRAM FOR MASTER OF SCIENCE IN NURSING
CURRICULUM REQUIREMENTS**

PREREQUISISTE		CrHr
NUR 500	Advanced Writing Seminar	3
CORE COURSES		Cr Hr
NUR 501	Advanced Nursing Science Theory	3
NUR 503	Advanced Nursing Research	3
NUR 505	Advanced Pathophysiology	3
NUR 540	Advanced Health Assessment	3
NUR 552	Advanced Pharmacotherapeutics	3
NUR 580/590	Research Project/Thesis Option	3/6
ELECTIVE	(If research project elected)	3
 FAMILY NURSE PRACTITIONER OPTION COURSES		 Cr Hr
NUR 540	NP: Advanced Health Assessment	3
NUR 541	NP: Role I	1
NUR 542	NP: Advanced Health Management I	4
NUR 544	NP: Advanced Health Management II	4
NUR 546	NP: Advanced Health Management III	4
NUR 547	NP: Role II	1
NUR 548	NP: Advanced Health Management IV	5
NUR 552	Advanced Pharmacotherapeutics	3
NUR 553	Health Policy for Families & Communities	3
NUR 599	Comprehensive Examination	0
 PEDIATRIC NURSE PRACTITIONER OPTION COURSES		 Cr Hr
NUR 540	NP: Advanced Health Assessment	3
NUR 541	NP: Role I	1
NUR 572	PNP: Advanced Health Management I	4
NUR 574	PNP: Advanced Health Management II	4
NUR 576	PNP: Advanced Health Management III	4
NUR 547	NP: Role II	1
NUR 578	PNP: Advanced Health Management IV	5
NUR 552	Advanced Pharmacotherapeutics	3
NUR 553	Health Policy for Families & Communities	3
NUR 599	Comprehensive Examination	0
 PREREQUISISTE UPON ADMISSION		 CrHr
NUR 500	Advanced Writing Seminar	3

NURSE EDUCATOR OPTION COURSES		Cr Hr
NUR 507	Issues and Trends in Nursing	3
NUR 510	Women's Health	4
NUR 512	Pediatric Health	4
NUR 514	Adult Health I	4
NUR 516	Adult Health II	4
NUR 530	Educational Foundations for Nursing	3
NUR 532	Curriculum Development for Nurse Educators	3
NUR 534	Teaching Methodologies	3
NUR 535	Nurse Educator Role	1
NUR 536	Practicum in Nursing Education	3

SCHOOL OF NURSING POLICIES FOR GRADUATE NURSING PROGRAM

Policies affecting graduate nursing students at GSU are publicly accessible, non-discriminatory, and consistently applied. The Grambling State University School of Nursing Graduate Program provides information to students regarding policies within the School of Nursing through the means of Student Handbook, course syllabi, handouts, and classroom announcements. Additional sources of information related to student policies are published in the Grambling State University Catalog. Students are expected to be familiar with these policies and procedures. Policies specific to the School of Nursing are included herein. Course specific policies are included in individual course syllabi.

Accreditation Status

The Grambling State University School of Nursing Family Nurse Practitioner Program has been approved by the University of Louisiana Systems. Initial accreditation of the program for five years was awarded by the National League of Nursing Accreditation Council (NLNAC) in June 2000. The program was awarded full eight years accreditation status in June 2004 and in July 2012 received an additional eight year accreditation status. Concerns regarding the program or the accreditation process may be addressed to the Accreditation Commission for Education in Nursing (ACEN); formerly known as the NLNAC, at the following:

ACEN
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
Phone: (404)-975-5000 Fax: (404)-975-5020
Email: www.acenursing.org

Academic Dishonesty Policy

A student deemed to have committed academic dishonesty as defined in the Grambling State University Catalog 2009-2011 (p. 37) will receive a minimum penalty of a grade of “F” in the course in which the infraction occurred; the maximum penalty for a first offense is suspension from the University for the remainder of the semester. Penalty for a second offense is indefinite suspension from the University.

Cheating

Cheating refers to the possession of unauthorized sources of information during an examination; copying the work of another student, or permitting copying by another student during an exam; completing an assignment for another student; submitting out-of-class work for an in-class assignment; altering graded work after faculty evaluation, retaining exams or other materials after they were supposed to be returned to faculty, falsifying data on in-class assignments or clinical materials.

Plagiarism Statement

Plagiarism is the copying or paraphrasing of material from another source other than the mind of the author unless that material is considered general knowledge. Three conditions must be present for information to be considered general knowledge: (a) it may be found in writings of several authors; (b) it is written entirely in the words of the student; and (c) it is not paraphrased from any particular source. If in doubt, it is always better to be overly cautious and cite rather than under cautious and not cite a reference.

Any student assignment which is determined to include plagiarism will be given the grade of “0” for that assignment. At the discretion of the faculty, the penalty for plagiarism could include an assignment of a grade of “F” for that course and suspension from the program for a minimum of two semesters.

Admission Requirements

Admission to the Grambling State University School of Nursing Graduate Program is competitive. The first step in the admissions process is to apply for admission to the School of Graduate Studies (applications online at www.gram.edu/admissions/graduate). The second step is to apply for admission to the School of Nursing Graduate Program (application online at <http://www.gram.edu/academics/majors/professional%20studies/departments/nursing/degrees/grad.php>) To be considered for admission to the School of Nursing Graduate Nursing Program, applicants must have met the following minimum requirements:

Regular Admission

1. Admission to the School of Graduate Studies at Grambling State University.
2. Application for admission to the graduate nursing program.
3. Baccalaureate degree in nursing from a program accredited by the NLN.
4. Cumulative GPA of 3.0 on a 4.0 scale for nursing degree courses.
5. Official transcripts of all colleges and universities attended received by the School of Graduate Studies and the School of Nursing.
6. Submit official scores for Graduate Record Examination (GRE). Scores must have been taken within 5 years prior to the date of admission into graduate program.
7. Completion of health assessment course taught in an accredited nursing program with a grade of "C" or better.
8. Completion of statistics course with a grade of “C” or better.
9. Letters of recommendation from three professional/academic references received by the School of Nursing and the School of Graduate Studies.
10. Minimum work experience as an RN of two years.
11. Graduate level writing course, NUR 500, or acceptable substitute approved by faculty
12. Completion of admission interview with the School of Nursing graduate faculty.

Provisional Admission

Graduate nursing students may be admitted to the School of Graduate Studies on a provisional status while in the process of obtaining required credentials. See the current Grambling State University Catalog for specific details.

Conditional Admission

Conditional admission may be granted to applicants who fail to meet all criteria for regular admission; including GPA and GRE scores. The conditional status will be changed to regular admission status when the student has earned a “B” average (3.0) in twelve (12) semester hours of graduate study with not more than one grade of “C” in any non-clinical course. See the current Grambling State University Catalog for specific details.

Advisement

Each graduate nursing student in the Master of Science in Nursing program will be assigned a faculty advisor. Advisors are available for assisting students in planning their program of study and in reviewing with the student their progress on a periodic basis. Clinical course syllabi specify frequency of required student advisor face to face or email conferences to discuss clinical objectives and activities in each specific course. Student advisement may occur via office appointment, scheduled telephone appointments, internet messaging or voice messaging with the approval of the student’s faculty advisor.

Attendance Policy

The MSN department adopts the Attendance Policy established by Grambling State University. The University’s attendance policy can be reviewed in the Grambling State University Catalog. For appropriate delegation of the policy, graduate students enrolled in the MSN program will also follow the additional statues of the attendance policy designated for “junior and senior” students. **Class attendance is mandatory. Attendance in class is required and expected for each scheduled class meeting.**

In many graduate nursing courses, participation in classroom activities is expected as demonstration of professional role behavior and is included in the determination of course grades. Anticipated classroom absences should be discussed with faculty prior to the date for approval if there are extenuating circumstances.

Prolonged illness or multiple absences or repeated tardiness may prevent attainment of terminal course objectives resulting in a failing grade for the course.

Clinical Attendance Policy

Specific clinical hours required are identified in individual course syllabi. Requirements for completion of a clinical course dictate that all clinical hours must be completed during the semester in which the course is taken. Failure to complete clinical hours within that semester will result in a grade of “F” for the course. All clinical check offs must be completed during the semester in which the grade is awarded, no check offs will be performed beyond the semester end date. If there are extenuating circumstances preventing a student from completing the required clinical hours (i.e. severe illness) within a particular semester, the student may petition their clinical faculty advisor and the MSN Program Director for an extension to complete the required hours. This decision will be at the discretion of the faculty member and the MSN Program Director.

If the graduate nursing student has scheduled hours in a clinical site and is unable to attend at the scheduled time, or anticipates a tardy arrival in the clinical site, it is the responsibility of the student to notify the personnel in the clinical area at least one hour prior to the designated clinical time, and to notify the faculty in the School of Nursing. It is the responsibility of the student to reschedule any missed clinical hours. Failure to attend scheduled clinical hours in a specific clinical site may result in loss of privileges to attend that clinical site for the duration of program enrollment.

All full time traditional nurse practitioner students are required to complete a minimum of 668 clinical clock hours during the course of enrollment in the MSN program. All hours must be validated by the clinical preceptor in the clinical area in which the hours were earned. The MSN faculty will keep an ongoing log of all clinical hours submitted for each semester, and for the program total. Students are advised to keep copies of clinical hours and use these to validate the faculty log of clinical hours each semester. Clinical hour tickets should be submitted to faculty on a regular basis as indicated in the course syllabus. See the course syllabi for specifics on clinical hour requirements per course.

Post master’s certificate students (fast track) are required to complete a minimum of 500 clinical hours during their course of study in the program. Clinical hours will be awarded to the fast track students for their area of pre-program specialty, based on the GSU program requirements, i.e. a pediatric nurse practitioner enrolled in the fast track will be awarded credit for pediatric clinical hours based on his/her private clinical practice prior to enrollment. These hours will not exceed the number of pediatric hours required in the GSU program.

Carry Over Clinical Hours

In most semesters, FNP and PNP students may be allowed, at the discretion of MSN faculty, to “carry over” clinical hours into a subsequent semester. No carry over hours are permitted in the first semester of study (NUR 540). Carry over hours may be permitted in any of the NP Management courses. Students may be permitted to carry over up to 20% of the subsequent semester’s required family practice hours (example: in NUR 542 Management I a student may earn enough clinical hours to carry over up to 14.4 hours into NUR 544 Management II {14.4 hours is 20% of the required 72 hours in NUR 544}).

If the student desires to earn clinical hours during a semester break, the student first must make certain that a faculty advisor will be available by telephone during the break time. If faculty are not locally available during the break time, the student will not be permitted to earn clinical hours during that time.

Clinical Requirements

Students enrolled in the clinical nursing courses must meet the School of Nursing's requirements for CPR Course C certification, current RN licensure, current malpractice coverage, and health related paperwork requirements. Specific health requirements include completion of the Physical Examination form, annual documentation of PPD or chest x-ray, and completion of required immunizations (Rubella titer, MMR, and Hepatitis B or appropriate declination letter). Clinical requirements must be updated at least annually to remain current throughout enrollment in the graduate nursing program. Students will be required to bring original documents and a copy of each prior to clinical assignments in each semester.

Certified Background Checks will maintain an online repository for all student clinical information. Students will follow instructions provided for submission of required documentation. All students **MUST** be cleared completely with all documents posted **PRIOR** to attending clinical site rotations.

Clinical Site Selection

Clinical sites are selected based on the potential for clinical learning experiences. A student may attend several clinical sites throughout the course of the program, based on the clinical needs of the specific course the student is taking in a given semester. All clinical sites must be approved by faculty prior to utilization of that site.

Graduate nursing students will **NOT** be permitted to earn clinical hours in their place of employment. No student will be permitted to participate in a clinical activity for reimbursement; i.e. students are not to be paid by the facility in which the clinical hours are earned.

Specific instructions for clinical site selection will be identified in each course syllabus. Students will be instructed in the syllabus regarding the number of specialty hours required to meet the learning needs for each semester.

The faculty and students are expected to abide by the rules and regulations of any clinical site or affiliating agency utilized for clinical experiences. Failure to abide by agency or clinical site rules will result in removal of the student from that clinical site and possible dismissal from the MSN program, at the discretion of the graduate faculty.

Clinical Preceptor Selection

Clinical experiences for all graduate nursing students are to occur only in clinical sites which have been approved by the graduate nursing faculty. Clinical contracts are required for each clinical site/preceptor utilized by graduate nursing students. All new clinical preceptors will be contacted by the School of Nursing faculty to determine the appropriateness of the site and the preceptor for the student's clinical assignments.

Requirements for clinical preceptors include:

1. Unencumbered licensure status as an MD, a NP, or a graduate level nurse (Nurse Educator students)
2. Board certified in area of practice/specialty for FNP or PNP students
3. Board certified in pediatrics or pediatric subspecialty for PNP students
4. Have a minimum of two years clinical experience
5. If a nurse practitioner, must have an earned MSN degree

Comprehensive Examination

All graduate nursing students must satisfactorily complete a terminal written and/or oral comprehensive examination. The terminal examination covering the content of the program of study will be administered in the final semester of study prior to graduation. A grade of *pass* or *fail* will be awarded for the semester grade.

Post certificate FNP students may be granted credit for the clinical comprehensive examination in their area of pre-program specialty, but should complete the remainder of the clinical comprehensive examination. All post master's and post certificate students who have written a thesis or research project are exempt from the research/theory portion of the comprehensive examination.

The written/computer generated comprehensive examination will be scheduled for all graduating students in their final semester of study. Usually two separate days will be scheduled; one for the theory and research component of the examination and one day for the clinical component. Time limits will be adhered to for all comprehensive exams. Any student who fails to achieve a passing grade on any section of the comprehensive examination will be provided one opportunity to retest in an oral examination at a date specified by faculty within seven days of receipt of the failed grade. If the student is not successful on the oral examination a grade of "fail" will be awarded for the semester in NUR 599 Comprehensive Examination. The student must enroll in NUR 599 in a subsequent semester.

If the student enrolls a second time in NUR 599, Comprehensive Examination, a date will be set for the exam by the graduate faculty. If the student completes the written comprehensive exam with a score lower than 85%, that student will receive the earned grade "fail" for the semester and will be dismissed from the program.

Confidentiality Policy

Graduate nursing students of Grambling State University School of Nursing are held accountable and responsible for maintaining confidentiality of all individuals as outlined in the ANA Standards of Clinical Nursing Practice and the HIPPA Guidelines for protection of patient privacy information.

Credit By Transfer

A master's level nursing student may transfer credit for up to one-third of the hours needed to complete the program from another university if the following criteria are met:

The institution must be regionally accredited.

A grade of "B" or better must be earned on all credits transferred. The time limitations must be observed on all credits.

The credits must be acceptable to the program as determined by the graduate nursing faculty, the MSN Program Director and the Associate Dean of the School of Nursing. Transfer credits must comply with GSU graduate school policy regarding transfer credit.

The School of Nursing Nurse Practitioner Program will not accept transfer of credits earned in any clinical courses (NUR 540, NUR 542, NUR 544, NUR 546, NUR 548, nor in the pharmacotherapeutics course NUR 552); other courses will be considered based on evidence provided via course syllabi, official transcripts, and other course documents. The School of Nursing Pediatric Nurse Practitioner Program will not accept transfer of credits earned in any clinical courses (NUR 540, NUR 572, NUR 574, NUR 576, NUR 578, nor in the pharmacotherapeutics course NUR 552). Credits earned on a non-graduate basis or postbaccalaureate basis in another institution will not be accepted on any basis toward graduate degree requirements.

Transfer credits for the Nurse Educator program will include up to 1/3 of the total credit hours for all courses except NUR 540 Assessment, NUR 530 Educational Foundations, NUR 532 Curriculum Development, NUR 534 Teaching Methods, NUR 536 Practicum and NUR 552 Advanced Pharmacotherapeutics.

Dress Code Policy

White lab coats are required over appropriate professional street clothes when entering the clinical area. White lab coats should be ¾ length coat that is pressed, clean, and in good repair. Scrub jackets are not acceptable in the place of lab coats. Street clothes worn to clinical areas should be congruent with the mode of dress by those professionals serving as clinical preceptors (no blue jeans, no scrubs, no T shirts). Shoes should not have open toes. Students must present in a professional manner, with clean, pressed, professional clothing and personal grooming. Long hair must be secured in a manner that it does not fall forward. Men should maintain well-groomed facial hair, if present.

Fingernails should be well groomed, not excessively long. If nail polish is worn, it should be a neutral color. If ears are pierced, only one pair of small earrings is allowed. Necklaces are not appropriate for clinical attire. No acrylic nails or artificial nail overlays should be worn during your clinical rotation. Also please refrain from wearing artificial eyelashes as this prevents proper use of the ophthalmoscope.

Perfume and gum chewing are not allowed in the clinical setting.

Students are to wear a GSU School of Nursing approved name pin which includes “RN” on the name tag and identifies the student as a Grambling Graduate Nurse Student. Name pins will be ordered during the first semester of course work, students are responsible for this expense.

Equipment Policy

Students are required to provide their own diagnostic equipment for clinical practice. Equipment required in the clinical for FNP students should include a double head stethoscope, reflex hammer, penlight, mm ruler, bandage scissors, insufflator bulb, otoscope/ophthalmoscope, tuning fork. PNP students will also be required to have a pediatric age appropriate stethoscope for their clinical practice experiences. Additionally students may find it helpful to have their own set of BP cuffs in various sizes, a pocket eye chart, and a small tape measurer. Diagnostic equipment must be taken to clinical each day the student is in attendance at the clinical site.

Grievance and Appeals Process

Grievances:

If a student has a grievance concerning grades the following process should be utilized:

1. see the professor with whom you have the problem, if the problem is still unresolved;
2. see your clinical advisor, if the problem is unresolved;
3. see the MSN Program Director, if the problem is unresolved;
4. see the Associate Dean of the School of Nursing, if the problem is unresolved;
5. see the Dean of the College of Professional Studies, if the problem is unresolved;
6. see the Vice President for Academic Affairs.

If the problem remains unresolved, the student is advised to follow the appeals procedures for various types of appeals handled by the university as outlined in the Grambling State University Student Handbook.

All grievances should be submitted in writing, signed, and dated on the specific form available in the School of Nursing office. A copy of the form is included in the Appendix of this booklet. Students are to complete the form, including their proposed solutions to the problems, and deliver to the appropriate person.

Appeals Process

If a student is affected by the policy for admission, retention, or progression, a written appeal can be made one time for the specified condition. An appeal is to ensure that students are not deprived of due process. The appeal will be addressed by the Admissions and Academic Standard Committee in the School of Nursing. The appeal **MUST** be presented to the Chair of the Nursing Admissions and Academic Standards Committee prior to the end of the semester in which the student is enrolled.

If the student would like to appeal a decision the following procedure must be utilized:

1. Meet with an Academic Advisor to discuss appeal and the appeal process
2. State the admission, retention, or progression policy that affects the student
3. State clearly what is being appealed
4. Include a copy of all transcripts
5. Provide a reason for the appeal
6. Provide information related to extenuating circumstances for the condition of non-progression.
7. Include external documentation supporting the circumstances
8. Provide a time frame (semester and year) for continuation in the nursing program
9. Provide a plan addressing a change in behavior that will promote success
10. State proposed solution to the problem in the appeal statement
11. State whether you wish to appear before the committee for the appeal
12. Fill out appeal process form.

All appeals should be submitted in writing, signed, and dated on the specified form available in the School of Nursing Office. Students are required to submit forms and supporting documents in a sealed envelope.

If the student desires to personally be present before the School of Nursing Admission and Academic Standards Committee, the student should present the request in writing along with forms and supporting documents.

A response regarding the decision of the Admissions and Academic Standards Committee will be provided within 14 days from the date of the Admissions and Academic Standards Committee meeting. If the appeal is granted, students must meet all requirements for admission to the professional component at the time of readmission. The student must adhere to all readmission procedures set forth in this document. Readmission is not automatic and depends on space available in the course.

Graduate School Forms Requirements

Each of the following forms are requirements from the School of Graduate Studies at various points in the student's enrollment. The School of Nursing Admission Coordinator for the MSN Program and the MSN Program Director will be available to assist in the completion of each of these forms. All forms must be typewritten and signed by appropriate faculty members.

Formal Admission To A Department

Each student who is admitted to pursue graduate studies in the graduate nursing program must have a Formal Admission To A Department filed with the School of Graduate Studies in the semester of the student's admission to the program. Graduate faculty will complete and file these forms for the students. Students are encouraged to check with graduate nursing faculty to assure that this requirement has been completed in a timely manner.

Plan of Study

Each student is required to complete and submit a Plan of Study to the School of Graduate Studies. This form should be completed after the Formal Admission To A Department has been submitted. The Plan of Study should be completed by the student and his/her faculty advisor during the second semester of course work. It is the responsibility of the student to initiate a meeting with his/her faculty advisor to complete this requirement.

Admission To Candidacy Form

After the graduate nursing student has earned fifteen (15) hours of graduate work, an Admission To Candidacy Form must be filed with the School of Graduate Studies. Graduate faculty are responsible for completion and filing of this form. Graduate nursing students are encouraged to check with faculty to ascertain that the Admission To Candidacy Form has been filed in a timely manner.

Application For Graduate Degree

Graduate nursing students are required to submit this application for graduation the School of Graduate Studies in the first month of the regular semester in which he/she plans to graduate. Students are responsible to initiate a meeting with faculty advisors to complete and file the Application For Graduate Degree in a timely manner. Students are required to be enrolled in the current semester in which the graduation is to occur. Additional student requirements are:

1. Complete all departmental and graduate school requirements.
2. Meet the minimum semester hours required for the degree. 3.
Not have more than six (6) semester hours of "C" grades.
4. Must have a grade point average of 3.0 or better.
5. Meet the time limitations for graduate course work (within six years after admission to the course of study).

Lab Policies

Computer Lab

The MSN Computer Lab is available for additional learning experiences for graduate nursing students. It offers experiential student oriented learning situations. Although some activities will be required and directed, students are encouraged to utilize the facilities creatively.

No students are permitted in the computer lab during class times for their classroom. Students are expected to sign in and sign out upon entering/leaving the computer lab.

Specific computer lab use requirements are listed below:

1. No magnets in the computer lab.
2. No equipment is to be removed from the computer lab by students.
3. Reproduction of copyrighted software is a violation of federal law.
4. No manipulation of hardware is allowed.
5. Students must furnish their own work disks and take their data disks with them when they leave the computer lab area.
6. Equipment is arranged to allow adequate air flow for the computers. Equipment should not be shoved or pushed around or moved (exceptions made for keyboard and mouse).
7. Nothing should ever be put on top of equipment.
8. The computer lab is for nursing students, faculty and staff use only.

Learning Resource Center

A learning resource center is available for graduate nursing students to enhance learning with audio tapes and video tapes related to course content. Written materials are available for students in the form of journals, textbooks, and printed materials from pharmaceutical companies for further enrichment.

Clinical Lab

The School of Nursing provides a large clinical lab area complete with examination tables, patient beds, and a various assortment of equipment. Learning models are available for graduate nursing students to facilitate acquisition of advanced practice nursing skills. Students are encouraged to schedule learning opportunities in the lab with their faculty advisor. There is a simulation lab located on the first floor of the School of Nursing which may be utilized during specific dates for additional learning opportunities. MSN students will follow all rules and guidelines expected while in attendance in the simulation lab setting.

In all of the above lab facilities, students are reminded that no food or drink items are permitted. Use of lab facilities requires cooperation on the part of the graduate student to keep lab areas clean and available for future student use.

Retention and Progression Requirements

1. **To progress** in the Graduate Nursing Program, a grade of “A” or “B” and at least 83% must be earned in all clinical courses for Family Nurse Practitioner (NUR 540, NUR 542, NUR 544, NUR 546, and NUR 548); for Pediatric Nurse Practitioner (NUR 540, NUR 572, NUR 574). Didactic requirements will account for 10% of the final grade. NUR 576, and NUR 578); and for Nurse Educator a grade of “A” or “B” must be earned in all nurse educator courses (NUR 530, NUR 532, NUR 534, NUR 535, NUR 536 and NUR 540).
2. **Enrollment in a nursing course** is defined as completion of any unit examination, quiz, or assignment in that course, however, if the student elects to withdraw prior to assignment of a grade, it will not be punitive and the student will be allowed to request re-enrollment in the class when available. Student will be required to enroll in an Independent Study class prior to re-enrollment in the course of progression. A “W” grade in a course constitutes an enrollment in that course.
3. **Failure** is defined as achievement of a grade of “C”, “D”, or “F” in a clinical course or a grade less than 83% on clinical course work; and if the student withdraws from the course with a failing grade at the time of withdrawal.
4. A student may submit a written petition to the School of Nursing graduate faculty requesting permission to repeat a clinical course in which a grade of “C” was earned. Permission will be granted at the discretion of the graduate nursing faculty on a space available basis. A revised Plan of Study form must be completed with the advisor. This form is available on the School of Graduate Studies web site. A sample is also located in the Appendix of this document.
 - a. The graduate nursing student who earns a grade of “C” in a clinical course may petition for readmission to that course at the next available time of that class offering, if space is available.
 - b. Prior to readmission in the unsuccessful clinical course, the graduate nursing student must demonstrate retention of previously covered course content by successful completion of a written competency examination and a skills performance competency examination. The student must enroll in an independent study course and earn a grade of “B” or higher to demonstrate retention of previously learned content. This independent study course must be completed the semester prior to re-entering the clinical course that is being repeated. Any subsequent failure to progress will result in dismissal from the graduate nursing program. Students **may only enroll in NUR 550 Independent Study** for additional enhancement to evaluate and document competency prior to progression during their enrollment in the graduate nursing program.
5. A student who has failed to progress in the clinical course sequence may elect to continue with non-clinical courses, with the permission of his/her advisor and the MSN Program Director, if they are in good academic standing with the University. Enrollment in certain non-clinical courses would not be permitted, if there is a co-requisite attached to the admission criteria for that course, i. e. NUR 547 NP: Role II. **Dismissal from the nursing program will occur when a student has:**
 - a. Failed the second enrollment of the same clinical course in the major area.
 - b. Failed a second clinical course in the major area (FNP, PNP, Nurse Educator)

- c. A student who failed the second clinical course in the same major area will be DISMISSED from the School of Nursing Graduate Nursing Program; however, students enrolled in the Nurse Practitioner Tracks who maintains a GPA of 3.00 or greater and do not have more than 2 C's in the 3P's may be allowed to choose the Nurse Educator Track as an alternative pathway to complete the MSN Degree Program. (The student is not allowed to transfer into any of the other programs offered i.e. Family Nurse Practitioner, Pediatric Nurse Practitioner, Nurse Educator, or Post Masters Certificate).
6. **Students who are dismissed from the School of Nursing Graduate Nursing Program are not eligible for readmission to ANY program within the Graduate School of Nursing.**
7. A student who is dismissed from the program may elect to submit a written appeal to the School of Nursing Admissions and Academic Standards Committee following the written appeal process. **Applying for an appeal does not guarantee automatic Readmission.** Readmission for a **successful** appeal is **on a space available basis**. Students must follow the Appeals Policy for the School of Nursing (located in this document under Grievance and Appeals, p. 23, MSN Graduate Program Student Handbook, 2018).
8. Students may have a grade of "C" in any **non-clinical** course and still progress in the program. A student who accumulates more than six (6) semester hours of "C" grades will be placed on probation and the probation policy established by the university will be followed. Students who are unable to maintain a 3.0 cumulative GPA following the probationary period will be suspended from the program and may follow an appeal process established by the Graduate Council for consideration for readmission.
9. No grade below a "C" is acceptable in any graduate course. A student with a grade of "D" or "F" in any graduate nursing course is automatically dismissed from the program and must petition the Graduate Council in writing through the School of Nursing for consideration for re-admission. A student cannot graduate with less than a 3.0 GPA.

Probation/Suspension/Dismissal Policy

Any graduate nursing student whose cumulative GPA falls below 3.0 will be placed on probation by the University. A student who is readmitted on probation may remove himself from such status by raising his/her cumulative GPA to 3.0 or better. Failure to make a semester average of 3.0 or better while on probation will result in suspension from the program for a period of one year on a space available basis.

Readmission/Returning Students

Graduate nursing students who have been non-enrolled in a clinical course for more than one semester due to either failure to progress or personal reasons, must submit a written petition for readmission to the program. Readmission is not automatic and depends on space availability.

Admission will be granted on a space available basis, if all other admission criteria are maintained. Returning or readmitted students who have had an interrupted nursing course sequence for any reason for a period of one semester or longer, will be required to validate retention of previously covered course content by successful completion of a written competency

examination and a skills performance competency examination. This competency exam must be completed the semester prior to readmission/return to the repeated course through enrollment in an independent study course (NUR 550). Students **may only enroll in NUR 550 Independent Study two (2) times** during their enrollment in the graduate nursing program. The student must submit a Revised Plan of Study which outlines the changes made in the plan of study on file.

Per Graduate School requirements, students must complete the requirements for the master's degree within six years after admission to a degree program, if they are full time; part time students may complete within eight years. Family Nurse Practitioner students and Pediatric Nurse Practitioner students are also bound to time constraints issued by the Louisiana State Board of Nursing, wherein the courses for **advanced pathophysiology and advanced pharmacotherapeutics must be taken within three years of application** for their prescriptive authority licensure status post-graduation.

Student Health and Welfare

The School of Nursing complies with policies set forth by the University in providing health care. (See the university catalog). All students must comply with university policies relating to health. Each student participates in an accident and sickness insurance plan that is designed especially for students at Grambling State University. Information material can be procured at the Foster Johnson Infirmary.

Poor health may be reflected in clinical and/or classroom performance. It is recommended that students maintain optimum sleeping and eating habits. Maintenance of standard weight for height is desirable. Frequent absenteeism due to illness in clinical courses can result in failure or an incomplete. Where frequent illness occurs, a doctor's statement should be filed with the program director.

All pregnant students must notify the program director of the pregnancy and due date for delivery. It is advisable to have a physician's statement indicating due date and the student's physical capacity to continue her course of study.

Student Representation

The graduate nursing faculty believes in student representation and participation in matters concerning the School of Nursing MSN program. Representatives from each class are selected by their peers to serve as a member of graduate nursing faculty committees.

Students at large are asked for frequent input into matters concerning the program. Input is welcomed via direct personal communication with faculty, internet interchanges, course evaluation forms, and faculty evaluation forms. Frequently faculty hold informal general meetings with student groups during class days to solicit input regarding program matters. Students may request a general meeting at any point in time that a matter needs to be addressed with faculty and students. Graduate nursing faculty encourage open communication and sharing of ideas and concerns regarding the program.

Students With Disabilities Policy

Any student with a disability who desires admission to the School of Nursing graduate program will meet individually with the Associate Dean of the School of Nursing and the MSN Program Director to determine the physical and mental capability of the student to engage in primary health care delivery. Reasonable accommodations will be made on an individual basis; however, the applicant must be able to perform in an independent manner. Graduate nursing students in the Family Nurse Practitioner Option are expected to demonstrate ability to function effectively in a clinical setting which requires communication skills, manual dexterity skills, visual and hearing ability, and certain mobility requirements

Any student who feels here she may need an accommodation based on the impact of a disability should contact the lead faculty privately to discuss your specific needs. The Faculty will also contact the office of disability services at 318-274-3277 at the Student Counseling and Wellness Resource Center to coordinate reasonable accommodation for students with documented disabilities. Students it is your responsibility to contact the office of disability services at the Student Counseling and Wellness Resource Center if you have a disability before the semester begins.

Contact Information:

Student Counseling and Wellness Resource Center

Office Hours: 8:00 am to 5:00 pm Monday through Friday

Appointments can be made in person or by calling (318) 274-3277.

In case of emergency situations or after 5:00 pm, contact the Campus Police, at extension 2222 or call 911, or go to your nearest hospital or emergency,

Physical Location: Foster-Johnson Health Center West Wing, Central Street

Address: GSU Box 4306 Foster-Johnson, Grambling, LA 71245

Phone: (318) 274-3277

Fax: (318) 274-3114

COMPETENCY

BEHAVIORAL EXAMPLE

MENTAL/EMOTIONAL

Possesses the mental and emotional ability to adapt to the environment, function in everyday activities, and cope with stressors

demonstrates behaviors appropriate to the situation, uses appropriate coping strategies

SENSORY

Possesses the ability to assess and/or evaluate client responses and to perform nursing interventions safely and accurately

A. Visual

1. Has normal or corrected vision within the range of 20/20 to 20/80

observes patient responses, visualizes the appearance of wounds, recognizes changes in skin color, color of drainage, distinguishes

2. Distinguishes color shades and or changes size/shape of lesions

B. Auditory

Has normal or corrected hearing ability within the 0-45 decibel range hears alarms, auscultatory sounds

C. Tactile

Possesses in at least on hand the ability to perceive temperature changes and pulsations and to differentiate different structures and textures performs functions of physical assessment

MOTOR

Possesses four (4) functional limbs	moves among patient rooms and treatment
(normal or artificial) that allows the student to perform abilities sufficient to move from room to room and maneuver in small places; gross and fine motor skills sufficient to provide safe and effective nursing care	areas, performs CPR

INTERPERSONAL COMMUNICATION

A. Possesses communication abilities sufficient for appropriate and effective interaction with others in oral and written form	explains treatment interventions and initiates health teaching, documents nursing actions and patient responses
B. Possesses interpersonal abilities sufficient to interact appropriately and effectively with individuals, families, and groups from a variety of backgrounds	establishes rapport with patients, families, and colleagues

CRITICAL THINKING

A. Possesses critical thinking ability sufficient for clinical judgment	identifies cause and effect relationships, develops plan of care for clients
B. Applies principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Deals with several abstract and concrete variables.	

Substance Abuse Policy

The mission of the Graduate Nursing Program at Grambling State University is to prepare graduates to assume the roles of advanced practitioners of professional nursing. The School of Nursing accomplishes this by providing a caring, engaging environment for the empowerment of student learning potential, the professional development of faculty, and the promotion of the nursing profession. Therefore, in order to uphold the highest standards of the nursing profession, the School of Nursing has adopted a drug free-environment. The School of Nursing strictly prohibits the illicit use, possession, sale, conveyance, distribution, and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner, and the abuse of nonprescription and prescription drugs. The intent of the drug screen policy is to identify those

students who are chemically impaired.

As a condition of the admission to the professional component of the Graduate School of Nursing, each student will be required to submit to a drug test, and to submit, as requested to additional test once enrolled in the professional component.

The following is a partial listing of what GSU SON deems as possible signs and symptoms of drug or alcohol use:

- Frequent absences from class, clinical or lab and/or disappearance from such
- Isolation and withdrawal
- Patient care errors, particularly medication errors
- Detectable odor of alcohol
- Increasingly poor decision and judgment about patient care
- Illogical or sloppy charting
- Unusual accidents and incidents
- Deteriorating personal appearance
- Changes in motor function and behavioral patterns including personality changes, mood swings, illogical thought patterns, gait disturbances, impaired dexterity, slurred speech, drowsiness/sleepiness, and papillary changes
- Information that a student has caused or contributed to an accident as a result of substance abuse, or has been arrested and/or charged with a substance abuse-related offense.
- Conviction by a court or being found guilty, plea of guilty, or a plea of no contest for substance abuse-related offense.

A. Drug Testing upon Admission and Continuance in the Graduate Nursing Program

The Grambling State University School of Nursing enforces zero tolerance for impairment due to alcohol and/or drug use while on campus or in clinical affiliation experiences. Infringement on this policy will subject the student to disciplinary action up to and including academic dismissal. A negative drug screen is required upon acceptance to the Graduate School of Nursing and/or if there is a break in enrollment for a semester or more. Drug screens are conducted by sites designated by the School of Nursing and are collected according to the laboratory's policy. The outcome of a positive drug screen may include suspension, or immediate dismissal from the program.

Any faculty member can request a drug screen after documentation of possession of alcohol or drugs in violation of this policy, or when suspected behaviors are demonstrated. The drug screen test is to be conducted at the expense of the student. During participation in clinical, classroom, or campus settings, the student will be removed from the area and must report within 1 hour to a designated laboratory site for collection of drug screen. If the drug screen request s made during the attendance at the University campus or associated facilities, the student would be required to report to the designated site for collection of the drug screen within 1 hour. Impaired students will not be permitted to drive and must bear the cost of any transportation. The student will be

suspended from all clinical activities, and will be notified of the drug screen results; this suspension will remain in effect until a negative result is returned or the investigation is complete.

B. Confidentiality

All testing information, interviews, reports, statement, and test results specifically related to the individual are confidential to the extent allowed by state and federal law. The Program Director or designee will receive drug test results from the lab, and only authorized persons will be allowed to review this information.

C. Positive Drug Test

Confirmation of a positive drug screen will result in immediate removal from the Graduate School of Nursing Program. Upon confirmation of positive drug screen, students will be reported to the Louisiana State Board of Nursing for further follow-up. Determinations made by the Louisiana State Board of Nursing will be upheld by the School of Nursing. A student who has not received clearance from Louisiana State Board of Nursing will not be eligible to continue within the program.

D. Responsibility of Obtaining Drug Screen

Random drug screens are at the student's expense and must be conducted at the designated drug screening facility. The student would be required to report to the designated site for collection of the drug screen within 1 hour. Failure to undergo a drug screen on the designated day will result in immediate withdrawal from the Graduate Nursing Program.

Substance-related disorders are listed in the Diagnostic and Statistical manual of Mental Disorder 4th Edition, and as subsequently amended. Substance abuse is grouped into eleven classes: alcohol, amphetamines, or similarly acting sympathomimetics, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP), or similarly acting arycyclohexyalmines and sedatives, hyponotics, or anxiolytics. Testing may include any of these drug categories. The Medical Professional Panel Drug Screens include common street drugs and those drugs that health care workers have access to and abuse. Drugs that may be monitored include: Alfetanyl, Butorphanol (Stadol), Fentanyl, Ketamine, MDMA (ecstasy), Nalbuphine (Nubain), Sufentanil, Tramadol, Amphetamines/Methamphetamines, Cocaine, Benzodiazepines, Marijuana, Cannabinoids, Barbiturates, Methadone, Opiate, Phencyclidine, Propoxyphene.

If alcohol is suspected, then the student will be asked to take a Breathalyzer or serum alcohol test at the student's expense. The student would be required to report to the designated site for collection of the drug screen within 1 hour. Confirmation of the presence of alcohol will result in removal from the clinical courses and/or program within one calendar year. (*Readmission is not automatic. Student should follow the procedure for readmission as presented in the MSN handbook.*) A second positive test will render the student ineligible to continue in the program.

E. Student's Right to Appeal

The only disciplinary action taken by the Graduate Nursing Program at Grambling State University' School of Nursing that can be appealed by a student is a decision to dismiss the student from the Nursing Program.

Textbooks

At the beginning of the first and second semester, students are provided with a book list of required and recommended textbooks which are available in the campus book store. Although the textbook list is expensive, all texts have been carefully selected for their use in classroom learning activities as well as future potential as advanced practice references after graduation. Students are required to purchase all textbooks included on the required list when the list is provided.

Students will find it advantageous to bring several key textbooks to the clinical sites for references while engaged in clinical activities. Keep in mind the space available in the clinical site. Students may elect to bring a PDA/electronic book on iPhone/iPad with textbook software to the clinical site.

A large selection of professional journals have been donated to the program from area physician offices for student use. These are primarily housed in the graduate class rooms. Students are encouraged to utilize these journals as needed for references. If you borrow a journal for review, please return it before the end of the semester, and place the journal in its appropriate place on the shelf.

Thesis and Research Project Policy

Graduate nursing students must complete a thesis or a research project during their course of work toward the Master of Science in Nursing degree. See The School of Nursing's Research Project and Thesis Guide (2010) for specific requirements of the thesis or research project. Also see the Grambling State University's Guideline for Preparing Research Proposals, Master's Projects and Theses, and Doctoral Dissertations (2004) for university specifications. Copies of each of these may be obtained from graduate nursing faculty.

Transportation Policy

Throughout the program, graduate nursing students must travel to various rural agencies and clinical sites for clinical assignments. Students are responsible for their own transportation and subsequent expenses.

Students are required to follow university rules for parking and maintaining a vehicle on campus.

Universal Precautions Policy

Hepatitis B and human immunodeficiency virus (HIV) infections are significant health risks for health care workers in the United States especially in those areas exposed to needle-sticks and splashed blood/body fluids. It is mandatory that graduate nursing students take efforts to prevent exposure to these diseases by consistent use of Universal Precautions in the clinical settings. Students are expected to submit proper documentation that all required immunizations are current each year of enrollment in the program.

Make-up Tests

If a student is absent from a scheduled examination in any graduate course, and the absence is excused by faculty, the student will need to meet with faculty to make alternative plans to schedule a make-up examination to satisfy the grade for the missed examination. Students are expected to notify faculty **BEFORE** the examination time if an excused absence is to occur. Examples of an excused absence: death of an immediate family member (mother, father, brother, sister, spouse, child); student in the hospital as a patient for an acute illness; student's child in the hospital for an acute, unplanned illness. Unexcused absences will be awarded a grade of "0" for that missed examination. The make-up exam will not be in the format of the original exam.

Review Course

Nurse practitioners students are required to attend a certification review course in the final semester of study. This course is arranged by the faculty through an independent company. **Students are responsible for their own registration and travel expenses for this course.**

Grambling State University School of Nursing
MSN Curriculum Plan
MSN Course Listings by Track

Nurse Educator: Adult/Geriatric Focus

Course Number	Course Title	Credit Hours
First Year		
Summer		
NUR 500	Advance Writing Seminar	3
Fall		
NUR 501	Advance Nursing Science Theory	3
NUR 505	Advanced Pathophysiology	3
NUR 530	Educational Foundations for Nurse Educators	3
NUR 540	NP: Advanced Health Assessment	3
Spring		
NUR 503	Advanced Nursing Research	3
NUR 535	Nurse Educator Role	1
NUR 552	Advanced Pharmacotherapeutics	3
Summer		
NUR 507	Issues and Trends in Nursing	2
NUR 532	Curriculum Development	3
Total Credit Hours		27
Skills Lab Hours		16
Clinical Hours		40
Total Clinical Hours		56
First Year		
Second Year		

Fall		
NUR 514	Adult Health I	4
NUR 534	Teaching Methodologies	3
NUR 590	Research Thesis	6
Spring		
NUR 516	Adult Health II	4
NUR 536	Practicum in Nursing Education	3
NUR 590	Research Thesis	
NUR 599	Comprehensive Exam	0
Option for additional Didactic and Skills Remediation Credit Hours		
NUR 550	Independent Study	1-3
Total Credit Hours		20-23
Clinical Hours for Year Two		180
Total Curriculum Hours		47-50
Total Clinical Hours		236

Nurse Educator: Maternal Child Focus

Course Number	Course Title	Credit Hours
First Year		
Summer		
NUR 500	Advance Writing Seminar	3
Fall		
NUR 501	Advance Nursing Science Theory	3
NUR 505	Advanced Pathophysiology	3
NUR 530	Educational Foundations for Nurse Educators	3
NUR 540	NP: Advanced Health Assessment	3

Spring		
NUR 503	Advanced Nursing Research	3
NUR 535	Nurse Educator Role	1
NUR 552	Advanced Pharmacotherapeutics	3
Summer		
NUR 507	Issues and Trends in Nursing	2
NUR 532	Curriculum Development	3
Total Credit Hours		27
Skills Lab Hours		16
Clinical Hours		40
Total Clinical Hours First Year		56
Second Year		
Fall		
NUR 510	Women's Health Topics	4
NUR 534	Teaching Methodologies	3
NUR 590	Research Thesis	6
Spring		
NUR 512	Pediatric Health Topics	4
NUR 536	Practicum in Nursing Education	3
NUR 590	Research Thesis	
NUR 599	Comprehensive Exam	0
NUR 550	Independent Study	1-3
Total Credit Hours		20-23
Clinical Hours for Year Two		180

Total Curriculum Hours	47-50
Total Clinical Hours	236

Pediatric Nurse Practitioner Focus

Course Number	Course Title	Credit Hours
First Year		
Summer		
NUR 500	Advance Writing Seminar	3
Fall		
NUR 501	Advance Nursing Science Theory	3
NUR 505	Advanced Pathophysiology	3
NUR 540	NP: Advanced Health Assessment	3
NUR 541	NP Role I	3
Spring		
NUR 503	Advanced Nursing Research	3
NUR 552	Advanced Pharmacotherapeutics	1
NUR 572	PNP: Advanced Health Management I	4
Summer		
NUR 574	PNP: Advanced Health Management II	4
NUR 553	Health Policy for Families & Communities	3
Total Credit Hours		30
Skills Lab Hours		16
Clinical Hours		220
Total Clinical Hours Year One		236

Second Year		
Fall		
NUR 547	NP Role II	1
NUR 576	PNP: Advanced Health Management III	4
NUR 580 or NUR 590	Research Project or Research Thesis	6
Spring		
NUR 578	NP: Advanced Health Management IV	5
NUR 580 or NUR 590	Research Project or Research Thesis	
NUR 599	Comprehensive Exam	0
NUR 550	Independent Study	1-3
Total Credit Hours		16-19
Clinical Hours for Year Two		432
Total Curriculum Hours		46-49
Total Clinical Hours		668

Family Nurse Practitioner Focus

Course Number	Course Title	Credit Hours
First Year		
Summer		
NUR 500	Advance Writing Seminar	3
Fall		
NUR 501	Advance Writing Seminar	3
NUR 505	Advanced Pathophysiology	3
NUR 540	NP: Advanced Health Assessment	3
NUR 541	NP Role I	3

Spring		
NUR 503	Advanced Nursing Research	3
NUR 552	Advanced Pharmacotherapeutics	1
NUR 542	NP: Advanced Health Management I	4
Summer		
NUR 553	Health Policy for Families & Communities	3
NUR 544	NP: Advanced Health Management II	4
Total Credit Hours		30
Skills Lab Hours		16
Clinical Hours		220
Total Hours Year One		236
Second Year		
Fall		
NUR 546	NP: Advanced Health Management III	4
NUR 547	NP Role II	1
NUR 580 or NUR 590	Research Project or Research Thesis	6
Spring		
NUR 548	NP: Advanced Health Management IV	5
NUR 580 or NUR 590	Research Project or Research Thesis	
NUR 599	Comprehensive Exam	0
NUR 550	Independent Study	1-3
Total Credit Hours		16-19
Clinical Hours for Year Two		432
Total Curriculum Hours		46-49
Total Clinical Hours		668

Post-masters Family Nurse Practitioner Focus

Course Number	Course Title	Credit Hours
First Year		
Fall		
NUR 505	Advanced Pathophysiology	3
NUR 540	NP: Advanced Health Assessment	3
NUR 541	NP Role I	3
Spring		
NUR 542	NP: Advanced Health Management I	4
NUR 552	Advanced Pharmacotherapeutics	1
Summer		
NUR 544	NP: Advanced Health Management II	4
NUR 553	Health Policy for Families & Communities	3
Total Credit Hours		21
Skills Lab Hours		16
Clinical Hours		220
Total Hours Year One		236
Second Year		
Fall		
NUR 546	NP: Advanced Health Management III	4
NUR 547	NP Role II	1
Spring		
NUR 548	NP: Advanced Health Management IV	5
NUR 599	Comprehensive Exam	0
NUR 550	Independent Study	1-3

Total Credit Hours	10-13
Clinical Hours for Year Two	432
Total Curriculum Hours	21-24
Total Clinical Hours	668

Pediatric Nurse Practitioner (PNP) to Family Nurse Practitioner (FNP) Focus

Course Number	Course Title	Credit Hours
First Year		
Spring		
NUR 542	NP: Advanced Health Management I	4
Summer		
NUR 544	NP: Advanced Health Management II	4
NUR 553	Health Policy for Families & Communities	3
Total Credit Hours		11
Clinical Hours for Year One		180
Second Year		
Spring		
NUR 548	NP: Advanced Health Management IV	5
NUR 599	Comprehensive Exam	0
NUR 550	Independent Study	1-3
Total Credit Hours		5-8
Clinical Hours for Year Two		240
Total Curriculum Hours		16-19
Total Clinical Hours		420

Adult Nurse Practitioner (ANP) to Family Nurse Practitioner (FNP) Focus

Course Number	Course Title	Credit Hours
First Year		
Summer		
NUR 544	NP: Advanced Health Management II	4
NUR 553	Health Policy for Families & Communities	3
Total Credit Hours		7
Clinical Hours for Year One		84
Second Year		
Fall		
NUR 546	NP: Advanced Health Management III	4
Spring		
NUR 548	NP: Advanced Health Management IV	5
NUR 599	Comprehensive Exam	0
NUR 550	Independent Study	1-3
Total Credit Hours		9-12
Clinical Hours for Year Two		432
Total Curriculum Credit Hours		16-19
Total Clinical Hours for Year Two		516

Women's Health Practitioner (WHNP) to Family Nurse Practitioner (FNP) Focus

Course Number	Course Title	Credit Hours
First Year		
Spring		
NUR 542	NP: Advanced Health Management I	4
Summer		

NUR 553	Health Policy for Families & Communities	3
Total Credit Hours		7
Clinical Hours for Year One		96
Second Year		
Fall		
NUR 546	NP: Advanced Health Management III	4
Spring		
NUR 548	NP: Advanced Health Management IV	5
NUR 599	Comprehensive Exam	0
NUR 550	Independent Study	1-3
Total Credit Hours		9-12
Clinical Hours		432
Total Curriculum Credit Hours		16-19
Total Clinical Hours		528

***If earned credit in pathophysiology is older than 5 years, students will be required to audit NUR 505**

Catalog Descriptions for Master of Science in Nursing Degree

NUR 500 Writing Seminar for Professional Nurses

An introduction to writing skills for nurses at the graduate school level. Emphasis will be placed on interpretive, analytical, and evaluative thinking and writing skills. This is a preparatory course for writing required in nursing papers submitted for publication, research projects, and thesis. Prerequisite: Admission to the School of Nursing Graduate Program.

NUR 501 Advanced Nursing Science Theory

Explores philosophical and theoretical foundations of nursing. Focuses on analysis of selected theories and concepts. 3 Hrs. Prerequisites: Admission to the School of Nursing Graduate Program and NUR 500

NUR 503 Advanced Research

Introduction to the concepts and process of research. Emphasis is placed on data analysis, critique, utilization, as well as issues of reliability and validity of measurement, the ethics of human inquiry, and the dissemination of findings. 3 Hr. Prerequisites: Admission to the School of Nursing Graduate Program and NUR 500

NUR 505 Advanced Pathophysiology

Advanced human pathophysiological concepts in systems such as cardiovascular, pulmonary, neurologic, renal, and digestive. Emphasis on mechanisms producing clinical manifestations for selected disease syndromes. 3 Hrs. Prerequisites: Admission to the School of Nursing Graduate Program.

NUR 507 Issues and Trends in Nursing Practice

Explores and evaluates contemporary issues and trends relevant to nursing practice. Emphasis is placed on issues and trends related to roles of the professional nurse prepared at the master's level with exploration of current changes in the health care system. Prerequisite: Admission the School of Nursing Graduate Program and NUR 530, NUR 535

NUR 510 Women's Health

Analysis of theoretical foundations and clinical concepts necessary for advanced nursing practice with female clients at risk for experiencing alterations in physiologic health. Includes directed field study time in a selected health care area. Prerequisite: NUR 505, NUR 540, NUR 530, NUR 535, NUR 552, NUR 507, NUR 532

NUR 512 Pediatric Health

Emphasis on prevention, monitoring, and restoring health for pediatric clients. Clinical experiences occur in various health care settings with approved preceptor. Prerequisite: NUR 505, NUR 540, NUR 530, NUR 535, NUR 552, NUR 507, NUR 532, NUR 510 Co-requisite: NUR 536 , NUR 599

NUR 514 Adult Health I

Analysis of theoretical foundation and clinical concepts necessary for advanced nursing practice of adult and geriatric clients. Includes directed field study time in a selected health care area. Prerequisite: NUR 505, NUR 540, NUR 530, NUR 535, NUR 552, NUR 507, NUR 532 Co-requisite: NUR 534

NUR 516 Adult Health II

Emphasis on prevention, monitoring, and restoring health for adult and geriatric clients. Clinical experiences occur in various health care settings with an approved preceptor. Prerequisite: NUR 505, NUR 501, NUR 540, NUR 503, NUR 552, NUR 530, NUR 535, NUR 514 Co-requisite: NUR 536, NUR 599

NUR 530 Educational Foundations for Nurse Educators

This course explores the theoretical foundations of education with particular emphasis on the education of nursing students. Lectures, seminars, case studies, and simulations are planned to provide the student with theories, methods, and issues relevant to nursing education. Prerequisite: Admission to the School of Nursing Graduate Program, NUR 501, NUR 505, NUR 540 Co-requisite: NUR 503, NUR 552, NUR 535

NUR 532 Curriculum Development for Nurse Educators

The focus of this seminar course is the exploration of curricular process within nursing education and its application to a variety of programs in nursing education. Seminar focuses on application of curriculum theory to curriculum formation, revision, to study and the application of conceptual frameworks within the curriculum. Prerequisite: NUR 501, NUR 505, NUR 540, NUR 503, NUR 552, NUR 530, NUR 535 Co-requisite: NUR 507

NUR 534 Teaching Methodologies in Nursing

Designed to provide teachers with skills and competencies based on research findings on effective teaching and instruction related to promotion of student academic achievement. Includes identifying, developing, and practicing instructional variables that effect teacher performance and student learning tasks. Prerequisite: NUR 501, NUR 540, NUR 503, NUR 552, NUR 530, NUR 535, NUR 507, NUR 532 Co-requisite: NUR 510 or 514, NUR 590

NUR 535 Nurse Educator Role

This course is designed to provide an introduction to the role of the nurse educator in a variety of health care settings, including higher educational settings and various health care settings as nursing educational coordinator roles. The historical perspectives of nursing education are explored, as well as current and future practice trends. Prerequisite: Admission to the School of Nursing Graduate Program. Pre-requisite: NUR 501, NUR 505, NUR 540 Co-requisite: NUR 530.

NUR 540 NP: Advanced Health Assessment

This course is designed to provide students with the theoretical and clinical basis for advanced practice in the primary care of pediatric, adult, and geriatric clients. Emphasis is placed on the prevention of illness and detection of acute and chronic illness for family populations. Clinical experiences occur in primary and long term care settings. 3 hr. Two hours lecture, one hour clinical. Prerequisites: Admission to the School of Nursing Graduate Program, NUR 500

NUR 541 Nurse Practitioner Role I

Introduction to the legal and ethical role of the family nurse practitioner. Includes philosophy, objectives, and conceptual framework of practice, as well as analysis of current trends in the role of the nurse practitioner. 1 Hr. Prerequisite: Admission to the School of Nursing Graduate Program, NUR 500

NUR 542 NP: Advanced Health Management I

Building on NUR 540, students are enabled to make appropriate clinical judgments in the health care management for adult and geriatric clients. Emphasis is on monitoring, preventing, and restoring health for populations in rural and urban settings. Clinical experiences occur in primary health care settings with approved preceptors. 4 Hr. Two hours lecture, two hours clinical. Prerequisite: NUR 540

NUR 544 NP: Advanced Health Management II

Building on NUR 542, this course enables students to make appropriate clinical judgments in the health care management of women. Clinical experiences occur in primary health care settings with approved preceptors. 4 Hr. Two hours lecture, two hours clinical. Prerequisite: NUR 542

NUR 546 NP: Advanced Health Management III

A continuation of NUR 544 with emphasis on role identification of the family nurse practitioner in providing health care management for infants and children. Clinical experiences occur under the direction of an approved preceptor in primary health care settings. 6 Hr. Two hours lecture, four hours clinical. Prerequisite: NUR 544

NUR 547 NP: Role II

Evaluation of the roles of the advanced clinician with development of strategies for transition to post graduate practice environments. 1 Hr. Prerequisite: NUR 500, NUR 501, NUR 505, NUR 540, NUR 541, NUR 542, NUR 503, NUR 552, NUR 544, NUR 553 Co-requisite: NUR 546

NUR 548 NP: Advanced Health Management IV

A continuation of NUR 546 with emphasis on the role acquisition of the family nurse practitioner in providing health care for clients of various ages across the life span. The focus of the student in this course includes monitoring and evaluation of quality health care practice, as well as integration of organizational systems and management guidelines in the primary care of individuals. Clinical experiences provide the student with the opportunity to demonstrate assimilation of the dimensions of advocate, case manager, and leader. 5 Hr. Two hours lecture, three hours clinical. Prerequisite: NUR 500, NUR 501, NUR 505, NUR 540, NUR 541, NUR 542, NUR 503, NUR 552, NUR 544, NUR 553 NUR 546

NUR 552 Advanced Pharmacotherapeutics

A study of the pharmacodynamics and pharmacotherapeutics of drugs used in the management of acute and chronic medical conditions. Alternative drug therapies will be appraised. 3 Hr. Prerequisite: NUR 505, NUR 501, NUR 540

NUR 553 Health Policy for Families & Communities

This course is designed to explore content related to current health care policy and its impact on family dynamics and community and rural health care resources. Health care delivery systems, health economics, and health policy are evaluated in regards to their impact on the family unit and the rural and underserved communities. Students engage in community and family assessments, agency visits, and review of current literature on the topic. 3 Hr. Prerequisite: NUR 503

NUR 550 Independent Study

An independent study which allows an individual an opportunity to secure additional practice or experience to refine clinical practice abilities or gain additional nurse content. 1, 2, or 3 Hr. Prerequisite: Admission to the School of Nursing Graduate Program and advisor approval.

NUR 572 Pediatric Nurse Practitioner: Advanced Health Management I 4 A

Continuation of NUR 540 with emphasis on role identification of the pediatric nurse practitioner in providing health care promotion and supervision for children from birth through adolescence. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of health promotion and supervision. Clinical experiences occur under the direction of an approved preceptor in pediatric and primary health care settings. 4 Semester hours. Two hours lecture, two hours clinical. Prerequisite: NUR 540

NUR 574 Pediatric Nurse Practitioner: Advanced Health Management II 4

A continuation of NUR 572 with emphasis on role identification of the pediatric nurse practitioner in understanding principles of growth and development across the lifespan and to provide health care to children from birth through adolescence. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of health promotion and supervision. Clinical experiences occur under the direction of an approved preceptor in pediatric and primary health care settings. 4 Semester hours. Two hours lecture, two hours clinical. Prerequisite: NUR 572

NUR 576 Pediatric Nurse Practitioner: Advanced Health Management III 6

A continuation of NUR 574 with emphasis on role identification of the pediatric nurse practitioner in providing health care management of children with acute and common illnesses. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of client wellness and illness states. Clinical experiences occur under the direction of an approved preceptor in pediatric and primary health care settings. 6 Semester hours - Two hours lecture, four hours clinical. Prerequisite: NUR 574 Co-requisite: NUR 547

NUR 578 Pediatric Nurse Practitioner: Advanced Health Management IV 7

A continuation of NUR 576 with emphasis on role identification of the pediatric nurse practitioner in providing health care management to children with chronic illness. Students continue to enhance the professional role competencies of the advanced nurse practitioner and refine skills in the management of client wellness and illness states. Clinical experiences occur under the direction of an approved preceptor in pediatric and primary health care settings. 7 Semester hours. Two hours lecture, five hours clinical. Prerequisite: NUR 576

NUR 580 Research Project

Integration of theoretical and empirical knowledge in the development of a research project related to rural or urban health care needs for the nurse practitioner. 3 Hr. Prerequisite: NUR 500, NUR 503

NUR 590 Thesis

Integration of theoretical and empirical knowledge in the development of a thesis. Course may be continued once for credit. 3 Hr. Prerequisite: NUR 500, NUR 503.

NUR 599 Comprehensive Examination

Written examination which encompasses integration of knowledge base of master's level of graduate nursing education. Co-requisite: NUR 548 (for NP program), or NUR 578 (for PNP program) or NUR 512 or 516 and NUR 536 (for Nurse Educator)

**Grambling State University
SCHOOL OF NURSING
Grievance/Problem/ Reactive Comment FORM**

Complete and place in sealed envelope. Please deliver form to appropriate person.

FROM: _____ DATE : _____

COURSE: _____ MSN Nursing: _____

Grievance/Problem/Reactive comment (Use the back of this page if additional space is needed).

Proposed solutions (List three solutions by priority of importance...one being most important, etc.)

1. _____

2. _____

3. _____

	Approved	Disapproved	Option	Date	Comments
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Level Chair	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Dean	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
Vice President of Academic Affairs	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____
President	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____	_____