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**BAKER**  
**UNIVERSITY**

SCHOOL OF NURSING

## **Graduate Student Handbook**

### **Master of Science of Nursing**

**Fall 2019-Spring 2020, 2<sup>nd</sup> edition**

The content of this catalog/handbook is provided for the information of the student. Every effort has been made to ensure accuracy at the time of printing, but the University reserves the right to correct errors or omissions. Policies are subject to change as deemed appropriate by the University to fulfill its role and mission or to accommodate circumstances beyond its control. Any such change may be implemented without prior notice and, unless specified otherwise, is effective when made.

## INTRODUCTION

Dear graduate student;

The nursing faculty and I welcome you to the Baker University Graduate School of Nursing. This is an exciting time for you and for the nursing profession. You are to be commended for your accomplishments that earned your admission to a graduate program and for continuing your education that will enhance opportunities for an expanded dynamic career. This handbook serves as one of your resources for successful completion of this graduate program.

We prepared this handbook to assist you during the program of study. It contains policies, procedures, and general information relative to the School of Nursing. Every effort has been made to ensure accuracy at the time of publication. You will be notified of any changes, but it is your responsibility to be knowledgeable about the policies and procedures of the nursing program. It is imperative that you check your Baker email frequently and regularly for important updates and official communications from the School of Nursing.

Graduate studies are by design demanding, invigorating, challenging, and self-fulfilling. It is our objective to provide a stimulating educational experience to enhance your development of clinical reasoning and evidence-based decision making skills. Plus we strive to expand your vision of the potential of our profession.

If you have questions or concerns, the faculty and administration are available to assist you in any way we can.

Best wishes as you progress through the program.

Dr. Jeanne Mann  
Assistant Dean Graduate Programs  
Associate Professor of Nursing  
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Ph.D-University of Kansas  
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Ph.D- University of Kansas  
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# **GRADUATE SCHOOL OF NURSING**

## **PROGRAM INFORMATION**

### **OVERVIEW**

Throughout Baker University's history, new programs have been introduced to serve the changing needs of new student groups. In August of 1991, the School of Nursing (SON) was established in the Pozez Education Center at Stormont-Vail Health in Topeka, Kansas to provide much needed nursing education for the students in Baker's service region. Consistent with Baker's history, the SON initiated a Master of Science in Nursing (MSN) program to meet the needs of nursing alumni and the local and regional community's expressed need. Because this program is an online venue, it has the potential to draw students from many geographic areas, thus providing for graduate nursing education globally.

### **ACCREDITATION**

In addition to Baker University's accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools and the Kansas State Board of Education, the graduate nursing program is professionally accredited by the Commission on Collegiate Nursing Education (655 K Street, NW, Suite 750 Washington, D.C. 20001, 202-887-6791, [www.aacnursing.org](http://www.aacnursing.org) ).

### **VISION**

Through scholarship, leadership, innovation, and collaboration graduates will transform health care delivery within a culture of diversity across the continuum of care.

### **MISSION**

Baker University School of Nursing provides graduate education to assist professional nurses in achieving their personal goals, sustaining professional commitment, and meeting emerging health care needs of diverse populations.

### **THEORETICAL FRAMEWORK**

The MSN program incorporates John Dewey's theory of education and Kristin Swanson's Caring Theory. Dewey believed that the integration of practice and didactic was the key to successful education. His theory of education includes consideration of societal factors or climate, supporting tolerance of others, and a student's life experiences all contribute to acquisition of knowledge. Dewey determined that learning is dynamic and education includes a moral component that assists students to evolve into contributing members of society.

Swanson's Caring Theory incorporates overlapping processes of caring as knowing, being with, doing for, enabling, and maintaining belief. These translate into caring, health promotion, and inclusion of cultural, socioeconomic, and spirituality components in nursing education through the faculty-student relationship in the classroom and the student-patient relationship in the clinical setting.

Tanner's Model of Clinical Judgment is based on Reflecting, Noticing, Interpreting, and Responding to situations within the clinical settings in the delivery of client care. Starting with Reflection, the student is able to think about what is learned by aggregating facts into application in the clinical scenario. As the student applies knowledge, the second phase of the model, Noticing, becomes apparent as the student anticipates the client's disease process from the known facts. Next, Interpreting gives the student the opportunity to draw conclusions through the analysis and comparison of knowledge and clinical situation. Then in the final step of the model, Responding is the counter measure operationalized.

The curriculum incorporates both Dewey and Swanson's theories to increase caring and mindfulness in nurse graduates as well as prepare them for collaboration within and across disciplines. Dewey's application of knowledge and morality along with Swanson's caring and mindfulness provide a necessary foundation as the student experiences the reflection, noticing, interpreting, and responding of Tanner's model for competent delivery of care. Tanner's clinical judgment model provides a meaningful framework for both educator and leader roles.

## **PROGRAM GOALS**

Baker University School of Nursing:

1. Offers a graduate nursing curriculum that builds upon the strong foundation of professional nursing practice and the baccalaureate degree.
2. Retains a well-qualified faculty who are committed to excellence in teaching and participation in scholarship, service, professional development, and nursing practice.
3. Provides an environment of learning through a partnership between students and faculty, dedicated to academic excellence.
4. Supports opportunities to use current technology and learning resources in a variety of settings.
5. Prepares the professional nurse for leadership in nursing administration and/or nursing education.
6. Establishes a foundation for doctoral study.

## **ACADEMIC PROGRAMS**

### **PHILOSOPHY**

#### Nursing Education

Nursing is a practice discipline grounded in the behavioral, physical and social sciences. With an appreciation for academic rigor, nursing education occurs through a collaborative process encompassing diverse experiences to facilitate the development of critical thinking/clinical judgment. Graduate students achieve an appreciation for lifelong learning and professional development. Through scholarly inquiry, collaborative relationships, and leadership formation graduates are prepared to enter a complex and dynamic healthcare environment providing high quality care and education to diverse populations. Graduate students creatively and analytically develop and apply solutions to resolve complex care and system process issues within organizations.

### Student Learning

Learning requires the commitment and engagement of the learner to set, work toward, and achieve goals. The teaching-learning process is a collaborative experience between faculty and students where knowledge is openly shared in a continuous two-way communication loop. Graduate students are self directed in their learning, professional growth, and goal achievement seeking and accessing the expertise and resources needed.

### Faculty Role

Nursing faculty demonstrate ongoing commitment to teaching/learning through a variety of innovative strategies designed to meet the educational needs of diverse learners. Faculty are dedicated to student success, scholarship, and service to the community. The process of learning involves student-teacher partnerships founded on mutual trust and respect in successful achievement of program outcomes. With commitment and integrity, the nursing faculty serve as role models who facilitate student growth to further develop accountable professional identity and inter/intra disciplinary collaborative leadership. Faculty promote scholarship development through role modeling activities such as publishing, presentations, research, and leadership positions.

## **GRADUATE STUDENT OUTCOMES**

Consistent with the mission statement, the graduate:

1. Applies and integrates client-centered, broad organizational and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based health promotion and disease/injury prevention care to diverse individuals, families, populations, and communities
2. Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for optimal client care within and across the healthcare continuum.
3. Displays respect for the inherent worth and uniqueness of individuals, families, and communities as reflected by competent, compassionate, ethical, and culturally sensitive professional practice.
4. Communicates, collaborates, and consults with other health professionals to manage and coordinate care as a leader or member of an interprofessional team.
5. Influences health by employing advocacy strategies using systems theory in the design, delivery, and evaluation of healthcare to ensure safe quality outcomes.
6. Manages knowledge, mitigates error, and informs critical decision-making by integrating data and technology for quality improvement.
7. Leads the healthcare team in the implementation of evidence-based practice (EBP).
8. Navigates the ethical, legal, and economic environment making linkages between regulatory policy and access to quality healthcare.



## **Baker University MSN Nursing Concept Model**



### **SCHOOL OF NURSING ONLINE LEARNING**

Baker University Graduate School of Nursing offers the Master of Science in Nursing (MSN) degree program online for the professional nurse. We recognize that time constraints, work schedules and geographical restraints are conflicting elements to advancing one's education. Online learning at Baker University closely aligns with the MSN mission to meet the lifelong learning needs of nontraditional students. Baker University is committed to growth and finding innovative ways to extend quality educational opportunities to working professional adults.

## **INSTITUTIONAL POLICY REGARDING ONLINE COURSES**

- Asynchronous online courses are developed using curriculum designed by faculty who are considered subject matter experts.
- Online learning takes place using *Moodle*, Baker University's learning management system (LMS), to create an online classroom setting in which instructors and students interact.
- Online courses are scheduled in consultation with the Assistant Dean.

## **DEFINITIONS REGARDING ONLINE TEACHING AND TECHNOLOGY**

- **Asynchronous Learning:** All online courses at Baker University are primarily asynchronous. An asynchronous class allows students to access course materials at any time during the course. Students may be required to login at a set time for a group discussion/activity.
- **Moodle:** *Moodle* is a learning management system, or a software application, that makes course content readily available to students. Moodle acts as an online classroom. This classroom contains reading assignments, papers and projects, exams, opportunities to discuss course concepts/forums, and a variety of other leaning opportunities
- **Credit/clock Hour Equivalency:** Consistent with best practices in higher education, Baker University readily subscribes to the federal definition of the "credit hour" endorsed by the Higher Learning Commission. Driven by intended learning outcomes and verified by evidence of student achievement, the "credit hour" is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom (or direct faculty) instruction and a minimum of two hours of out-of-class student work per week for the duration of the course enrollment period. If the course meets less than the traditional 15-week semester, the total time commitment for the class must be equivalent to the time required for a 15-week course.
- **Attendance Policy:** Students are expected to participate actively in and contribute to the learning experience in an online course. Attendance for online courses is taken once a week. Attendance in an online course is defined as a learner who logs into the learning management system and completes at least two significant activities in the course during the class session. A class session is a seven-day timeframe of instructional time (typically Monday 12:00 a.m. to Sunday 11:59 p.m.).

## MSN PROGRAM OF STUDY

Semester offered	Credit hour	Course																														
Fall/Spring	3	MA 500 Statistics & Analysis (Prior to or concurrent with NU 570)																														
Summer	3	NU 510 Applied Theories for Advancing Quality Care																														
Spring	3	NU 520 Role Development for Advanced Leadership																														
Summer	3	NU 530 Health Care Ethical & Legal Considerations																														
Summer	2	NU 540 Quality Improvement & Informatics Applications																														
Spring	3	NU 550 Health Care Policy																														
Spring	3	NU 560 Epidemiology																														
Fall	3	NU 570 Research, Foundation for Evidence-Based Practice																														
Fall	4	NU 580 Advanced Pathophysiology/Pharmacology																														
Spring	3	NU 585 Advanced Health Assessment																														
Fall	3	NU 590 Complex Care Management																														
<b>Total credits for Core = 30 – 33</b>																																
Fall/Spring/Summer	1	NU 680 Graduate Scholarly Synthesis Project																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Nursing Education Track</th> <th colspan="3" style="text-align: center;">Nursing Administration Track</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Summer</td> <td style="text-align: center;">3</td> <td>NU 610 Theories, Principles &amp; Methods of Education</td> <td style="text-align: center;">Summer</td> <td style="text-align: center;">3</td> <td>NU 650 Fundamentals of Organizational Management</td> </tr> <tr> <td style="text-align: center;">Fall</td> <td style="text-align: center;">3</td> <td>NU 620 Program Assessment and Outcomes Measurement</td> <td style="text-align: center;">Fall</td> <td style="text-align: center;">3</td> <td>NU 660 Health Care Financing/Economics</td> </tr> <tr> <td style="text-align: center;">Spring</td> <td style="text-align: center;">3</td> <td>NU 630 Education Practicum</td> <td style="text-align: center;">Spring</td> <td style="text-align: center;">3</td> <td>NU 670 Administration Practicum</td> </tr> <tr> <td colspan="6" style="text-align: center;"><b>Total Credits for Track = 10</b></td> </tr> </tbody> </table>			Nursing Education Track			Nursing Administration Track			Summer	3	NU 610 Theories, Principles & Methods of Education	Summer	3	NU 650 Fundamentals of Organizational Management	Fall	3	NU 620 Program Assessment and Outcomes Measurement	Fall	3	NU 660 Health Care Financing/Economics	Spring	3	NU 630 Education Practicum	Spring	3	NU 670 Administration Practicum	<b>Total Credits for Track = 10</b>					
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## **NON-DEGREE SEEKING (NDS) OPTIONS**

Baker University School of Nursing encourages lifelong learning. Therefore, the graduate program offers two Non-Degree Seeking options described below. Applicants to either option must have graduated from an accredited academic institution. Applicants must meet the admission requirements listed below and the prerequisite requirements for the courses they are interested in taking. Individuals who have been officially denied admission as degree-seeking students are not eligible for admission as non-degree students. The student is responsible for arranging tuition payment to Baker University. Financial aid is not available for a non-degree student.

### **One course option**

Applicant to this option must have at minimum, a baccalaureate degree and may enroll in select courses, one course at a time and are limited to a total of three courses. There is no guarantee of future enrollment in the graduate program upon successful completion of any core MSN courses. Practicum courses, Track courses, and the Graduate Scholarly Synthesis Project are not available in this option. This application must be renewed after three years if the maximum credits have not been completed.

### **Certificate option**

The certificate option is available only to nurses who have graduated with a nursing master's degree obtained from a professionally accredited program. There are three (3) courses in each certificate plan of study offered consecutively beginning in the summer session, the fall semester, with completion of the practicum in the spring semester. The certificate option must be completed within three years.

The Nursing Educator certificate program is designed for individuals who wish to gain specialty knowledge in this role. The certificate consists of education focused courses and an individualized practicum for a total of 9 credits.

The Nursing Administrator certificate program is designed for individuals who wish to gain specialty knowledge in this role. Course work in organizational management, health care financing and economics, and an individualized practicum will be required for a total of 9 credits.

### **NDS Admission Requirements**

\* one course option    # certificate option

\*/# Baccalaureate and/or Master's degree from an accredited academic institution.

\*/# Validation of an unencumbered license to practice in the USA if a licensed professional.

\*/# Completed application for NDS admission.

\*/# Official transcript(s) from colleges/universities granting baccalaureate and/or Master's degree.

# A minimum grade point average (GPA) of 3.0 (4.0 scale).

- # Two references from individuals that are non-family members.
- # Evidence of completing a graduate statistics course.

After acceptance to the certificate program:

- # Criminal background check,
- # Physical exam and immunization record,
- # Current health insurance coverage,
- # Active BLS certificate.

## **COURSE DESCRIPTIONS**

### **MA 500 Statistics & Analysis**

This course presents basic statistical concepts and methods most frequently used in health sciences research. Students will be introduced to SPSS software, and emphasis will be on understanding appropriate selection of statistical analysis and interpretation of data analysis. Specifically, fundamentals of sampling, levels of measurement, reliability, descriptive and inferential statistics will be discussed. Students will learn to develop a data set, clean data, and display data. Parametric tests of comparison (t-tests and ANOVA) and correlation (including regression) will be conducted. Nonparametric tests, including Chi Square, Wilcoxon Rank-Sum Test and Mann-Whitney will be explored. Pre-requisite: A graduate level statistics course completed within the last ten years is required prior to taking NU 570 may be taken concurrently (3 credits).

### **NU 510 Applied Theories for Advancing Quality Care**

Concepts, theories, and principles from nursing and related disciplines are examined. Interrelationships among nursing theory, research, and practice are emphasized. Theories are applied to nursing practice, education, and administration (3 credits).

### **NU 520 Role Development for Advanced Leadership**

This course prepares the student to lead interdisciplinary teams. Organizational structure, complexity science, and systems analysis, group role theory, communication, conflict resolution, and change process will be emphasized (3 credits).

### **NU 530 Health Care Ethical & Legal Considerations**

This course focuses on the ethical values, codes, principles, and frameworks that guide the practice of nursing. The content will take an interdisciplinary focus as ethical and legal decision making at this level rarely is the decision of a single discipline. Concepts related to health care access, quality of life, cost containment, national health policy, and the rights of patients will be analyzed from a variety of perspectives and depths in an effort to more broadly and more profoundly address the moral difficulties that health care providers in an interdisciplinary environment are likely to encounter. Various ethical decision making models are compared and applied to case scenarios (3 credits).

### **NU 540 Quality Improvement & Informatics Applications**

The focus of this course is to prepare the student to identify, collect, process, and manage data and information to support programs that are relevant to nursing practice in selected environments. Major emphasis is on the design of measurable outcomes as well as critique of tools and systems to establish, evaluate, and promote best practices (2 credits).

**NU 550 Health Care Policy**

This course provides a framework for analysis of the evolving US health care system and the nurse's role in shaping healthcare policy. The effects of social, political, organizational, cultural, economic, and historical forces are explored. Current trends related to regulation, cost, quality, and access are analyzed, with particular emphasis on the complexities and inherent counter purposes of commerce and ethical obligations manifested in healthcare (3 credits).

**NU 560 Epidemiology**

The focus of this course is on the examination and application of statistical methods, research designs, and epidemiologic principles used in healthcare research. Concepts related to health and disease, burden of illness, vulnerable populations and cultural diversity are addressed. Interdisciplinary practice and ethical considerations in health care are explored (3 credits).

**NU 570 Research, Foundations for Evidence-Based Practice**

This course focuses on the principles and methods of quantitative and qualitative research as applied to nursing and the ethical implications inherent in conducting research. The steps of the research process are critically examined. Skills and competencies in informatics, research design and statistical analysis are enhanced. A research proposal is developed. The vital role of research in evidenced based practice, quality management and outcomes evaluation is explored. The foundation for an EBP project is established (3 credits).

**NU 580 Advanced Pathophysiology/Pharmacology**

This course is an integrated examination of common and important pathophysiology relevant to practice because of their prevalence and impact on the health care system and health of the nation. Content is organized around disease processes that have either high volume or high impact in care management. The student will examine associated pharmacological treatments and the social and environmental impacts of the pathologies. The role of pharmacogenomics will be explored in the prevention/treatment of pathologies (4 credits).

**NU 585 Advanced Health Assessment** This course affords the student with the opportunity to increase knowledge and expertise in the acquisition of advanced clinical skills in assessing and maintaining the health of individuals across the life span. The course will incorporate assessments that include social structures, family history, and environmental situations. (3 credits).

**NU 590 Complex Care Management**

This clinical practicum with seminars provides the student with the opportunity to apply core concepts to a selected health care area. This practicum includes but is not limited to engaging client and caregiver, managing symptoms, educating/promoting self-management, collaborating, assuring continuity, coordinating care, maintaining relationships, and screening. Pre-requisite: The equivalent of one year of full-time clinical experience (or 1872 hours) as a registered nurse (3 credits).

### **NU 680 Scholarly Synthesis Project**

This scholarly project provides students with the opportunity to complete a culminating, synthesis component of their graduate education. This project affords students the occasion to present evidence of critical thinking, the ability to integrate information, to demonstrate an understanding of research processes, and finally the dissemination of information. Required course in the MSN graduate program, Pre-requisite: MA 500 Statistics & Analysis or equivalent and NU 570 Research, Foundation for Evidence-Based Practice. Must show continuous enrollment in this course until successful project completion. There is a maximum of 3 credit hours (1 credit).

### **NURSING EDUCATION TRACK (9 Credit Hours)**

#### **NU 610 Theories, Principles and Methods of Education**

This course provides an overview of educational theory, methods, and strategies for classroom, clinical and online instruction. Theories, principles and methods that provide the basis for effectiveness in the nurse educator role will be examined along with the influence of student diversity on the teaching/learning process. Ethical and legal issues inherent in classroom and clinical teaching are explored (3 credits).

#### **NU 620 Program Assessment and Outcomes Measurement**

In this course, the focus is on teaching environments outside the traditional classroom. A strong emphasis on outcomes measurement and program assessment is integrated throughout the course. Pre-requisite: NU 610 (3 credits).

#### **NU 630 Education Practicum**

This educational practicum provides students an opportunity to apply core concepts to an educational setting. The student is mentored by an experienced teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Students will develop and implement teaching strategies in the didactic and clinical setting that contribute to safe clinical practice. Settings include academic nursing programs or secondary and tertiary health care agencies. Pre-requisites: NU 610 and 620 (3 credits).

### **NURSING ADMINISTRATION TRACK (9 Credit Hours)**

#### **NU 650 Fundamentals of Organizational Management**

In this course the student will analyze organizational dynamics and complex operational and regulatory factors that must be aligned to ensure the highest quality care, greatest efficiency and cost effectiveness. The influences of an organization's leadership will be examined as it relates to successful organizational performance (3 credits).

#### **NU 660 Health Care Financing/Economics**

In this course the focus is to understand accounting principles so that students can interpret financial statements. Students will learn to compare industry benchmarks with the financial strength of an organization. Trends that drive health care finance, contract negotiations, and reimbursement are explored. Connections between the role of the strategic and financial plans are examined. Pre-requisite: NU 650 (3 credits).

### **NU 670 Nurse Administration Practicum**

In the nurse administration practicum students apply core concepts of professional advocacy, assertiveness, and leadership to a healthcare setting. The student is precepted by a nurse administrator in an area of interest. Knowledge, skills, and abilities related to safety, quality improvement, and systems thinking are an integral part of the experience. Pre-requisites: NU 650 and 660 (3 credits).

## **FINANCIAL INFORMATION**

### **TUITION AND FEES FOR THE MSN PROGRAMS**

Tuition	\$450.00 credit hour
Technology fee	\$40.00 per course
Liability Insurance fee	\$15.00 (annually)
Background check	\$79.00 (one time)
Graduation fee (non-refundable)	\$125.00 (one time)

## **ADMISSION INFORMATION**

The graduate program seeks students who exhibit appropriate communication skills, caring attributes, personal integrity, accountability, and the ability to make ethical decisions and think critically. Eligibility for admission is determined without regard to race, nationality, creed, color, national origin, religion, age, disability, gender, or sexual orientation.

### **REQUIREMENTS FOR ADMISSION**

- A baccalaureate degree with an upper division major in nursing from a professionally accredited nursing program.
- A current unencumbered license to practice professional nursing in the USA.
- A minimum grade point average (GPA) of 3.0 (4.0 scale) in the last 60 hours of coursework toward the undergraduate nursing degree.
- Undergraduate course work in Health Assessment, Pathophysiology, and Research.
- A completed online application for graduate admission.
- Official transcripts from all colleges/universities attended.
- A current resume documenting work history, including levels of responsibility, areas of professional growth, and prior professional education experiences.
- Goal statement: a one – two page essay describing personal and professional goals including how graduate nursing study at Baker University will enable achievement of these goals.
- Three references, including one from academia and two from profession/work.
- A graduate level (500 or above) 3 credit statistics course completed within the last ten years may be accepted in transfer pending approval.
- An individual interview may be requested or required.
- The equivalent of one year of full-time clinical experience (or 1872 hours) as a registered nurse before enrolling in NU 590 Transitional Care Practicum.



## **ADDITIONAL REQUIREMENTS**

Upon notice of official acceptance to the graduate program, the student must present documentation of the following requirements directly to the Assistant Dean of the MSN program to comply with practicum site requirements and HIPAA regulation.

- Completed background check.
- Health requirements:
  - a. Physical examination report
  - b. Negative skin or blood tuberculin test or, if positive, a negative chest x-ray
  - c. Positive rubella titer
  - d. Documentation of Hepatitis B vaccination series
  - e. Current Tdap (tetanus, diphtheria, and pertussis) immunization
  - f. Documented Varicella 2-step vaccination or serologic evidence of immunity
  - g. Other as required by practicum sites
- Proof of Basic Life Support (BLS) certification for health care professionals. Online courses are not accepted. *This proof must be resubmitted before expiration.* (“Professional Rescuer” from the Red Cross or “Health Care Provider” from the American Heart Association.)
- Proof of health insurance.
- A working computer and reliable internet access.
- A drug screen.

## **CONDITIONAL ADMISSION**

An undergraduate nursing GPA of less than 3.00 may be considered for conditional admission to the graduate program. The student must achieve a grade of B or higher in the first two graduate courses in order to progress in the program.

## **TRANSFER CREDITS**

Graduate courses taken at other institutions prior to admission to Baker University may, if pertinent to the plan of study and determined to be equivalent to required coursework, be accepted in transfer. Transfer credit of nursing courses is limited to six (6) credits taken within the last five (5) years in which the student received a grade of B or above. Any course being requested for transfer credit must be submitted to the Assistant Dean within six weeks of the admission date. Courses not submitted within the six week timeframe will not be accepted. Transferred grade points are not included in the calculation of the Baker University GPA.

After admission to the graduate nursing program, all credits toward the MSN degree must be completed at Baker University.

## **ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS**

Applicants for the Graduate program will be reviewed on an individual basis. The applicant should contact the Assistant Dean with all inquiries.

# TECHNOLOGY RESOURCES

## EMAIL COMMUNICATION

Each student has a BU email account. Students can expect to receive most correspondence items from the University by email, including correspondence from faculty and financial aid. Students are expected to log on to their email account daily and must check for school and course wide messages. This will be the ONLY email address provided to faculty and staff for contacting students.

The Baker University email system provides a variety of storage, sharing and collaboration tools. Students will have this email address for life if they care to use it after graduation. With this system, student email accounts will typically take the form of [FirstnameMiddleinitialLastname@stu.bakeru.edu](mailto:FirstnameMiddleinitialLastname@stu.bakeru.edu). To access personal Baker email:

1. Go to <https://www.bakeru.edu>; click on “Email”, then “School of Nursing”
2. Enter UserID (the entire Baker email address)
3. Enter password, which was provided to the student prior to starting school, then click on “logon”, students must then change their password.

## BU ONLINE ACCESS: ‘MY BAKER’ PORTAL

Create/Access ‘MY BAKER’ (portal) account (<http://my.bakeru.edu>) All students need to create an account on the MyBaker portal site before they can access *Moodle*, pre-enroll, or view other functions. To access and create the ‘My Baker’ account, go to <http://www.bakeru.edu/portal-help>. The username for the portal must be the student’s **full** email address. Once an account is created, students may login at <http://my.bakeru.edu> and view information such as grades, schedule, online registration, as well as recover their password without needing to contact anyone on staff. However, help is available through the BU Help Desk at 1-800-873-4282 ex. 4544 or email [helpdesk@bakeru.edu](mailto:helpdesk@bakeru.edu).

Students who need to make an address change, phone number or name change can do so in the portal and must notify the Assistant Dean at 785-354-5837 as soon as possible.

## MOODLE

Students access *Moodle* as a learning management system (LMS) to enhance electronic communication of their course syllabi, class assignments, links to websites, and other learning activities. Once an account is created, log into:

1. <https://my.bakeru.edu>; Choose Student Portal Homepage
2. Log into the portal account using username and password.
3. Click on *Moodle* to access courses (may take more than one click) For assistance, contact 1-800-873-4282 X 4544 and ask for Dee Schneck or email [helpdesk@bakeru.edu](mailto:helpdesk@bakeru.edu).

## **LIBRARY RESOURCES**

### **COLLINS LIBRARY**

The Collins Library provides support and resources for all undergraduate and graduate programs offered at the university. Each SON student is issued a BU library PIN that allows access through the student portal. The Collins Library provides 24/7 access to databases, print, and electronic resources via the library website (<https://www.bakeru.edu/collins-library/>).

The Collins Library provides support and resources for all undergraduate and graduate programs offered at the university. Since many of Baker's graduate programs are offered online, the librarians are very adept at serving the needs of online learners. Databases provided by the library of specific interest to the nursing program include: CINAHL with Full Text, ProQuest Nursing and Allied Health, Business Source Premier, ABI/INFORM Complete, and Dissertations and Theses Full-text. In addition to over 150,000 eBooks accessible through the library's subscriptions, students also have access to another 140,000 eBooks available through the library's demand driven acquisition program. When not available electronically, students are encouraged to request needed resources through interlibrary loan. As participants in OCLC's WorldShare ILL system, the library staff can request access to materials held by libraries around the world.

## **PROGRESSION IN THE PROGRAM**

### **ACADEMIC ADVISING**

Each student will be assigned a graduate faculty advisor upon admission to the graduate program. The advisor provides the student with assistance in program planning and matters pertaining to academic work and can also provide assistance with study habits and personal adjustment issues.

### **DEVELOPMENT OF A PLAN OF STUDY (POS)**

A plan of study is designed to provide guidance in the progression toward a graduate nursing degree. This document will be kept in the student's file and will be reviewed with each semester enrollment. The POS is not a binding agreement but can be changed in communication between the student and the faculty advisor. The student must have a POS on file before enrolling in any track courses.

### **PROGRESSION IN GOOD STANDING**

After admission to the graduate nursing program, students must take all courses toward the MSN degree at Baker University. An unencumbered nursing license must be maintained while a graduate student at Baker University.

A cumulative GPA of 3.0 is required for both good academic standing and degree conferral. The student must complete each course and the requirements for the course in the graduate curriculum. Grades are subject to review by the Graduate Nursing Education Committee. If the academic average falls below 3.0 the student will be placed on probation.

## Grading Scale

The following BUSN grading scale is utilized for all graded assignments and accompanies each student's transcript:

<u>Point range</u>	<u>Letter</u>	<u>Points</u>	<u>Additional grading notation</u>
93 – 100	A	4.0	I - Incomplete(temporary grade)
85 – 92	B	3.0	W - Withdraw
77 – 84	C	2.0	() – Indicates a repeated course
69 – 76	D	1.0	* - Indicates a grade change
68 or below	F	0	IP – In progress P – Met course requirements

### Incomplete/Change of Grade

An Incomplete (I) grade may be assigned when a student is prevented from completing course requirements because of illness or other serious circumstances outside of his/her control. Grades of incomplete are not automatically given when there are missing assignments at the end of the semester. The student must discuss with the instructor the reasons why an incomplete grade is being requested. This discussion is to occur as soon as the student recognizes that a problem exists. The faculty will review and make a decision in each individual situation. The student has one semester in which to remove the incomplete grade. Only one other course may be taken concurrently during the semester an incomplete is addressed.

### Course Enrollment

Enrollment in nursing graduate courses should occur in collaboration with the academic advisor and review of the POS. Registration is not available in nursing courses after classes are one (1) week into the semester

Students engaged in project work must be continuously enrolled every term including the summer session until the project is completed. The Graduate Project must be completed within three (3) semesters with no option for additional enrollment. "In Progress" (IP) will be assigned at the end of the semester if the project is incomplete. A Pass/Fail grade will be assigned at project completion.

### Course Load

For each fall/spring semester, the maximum credit load for graduate students is nine (9) graduate credits. For the summer session, the maximum credit load is six (6) credits. Permission from the Graduate Nursing Education Committee is required for any student to take more than the maximum load.

## ACADEMIC COURSE POLICIES

### WRITTEN ASSIGNMENTS

The format from the *Publication Manual of the American Psychological Association (APA) 2010* (6th Edition) shall be used for all written assignments. If using online APA formatting, the student is still responsible for checking accuracy. All papers must be written in Microsoft Word.

## **SUBMITTING ASSIGNMENTS**

Assignments should be submitted electronically and posted in the course on *Moodle*. It is the student's responsibility to follow up to ensure that the assignment has been received by the instructor in the designated format. A copy of each paper submitted should be retained by the student for his/her own files.

## **LATE ASSIGNMENTS**

Written assignments are due on the assigned day and time. The student who submits an assignment later than the scheduled due date and time will be assessed a 10% penalty of the total assignment's value for each school day that the assignment is past due. After the third school day, a grade of "0" will be assigned. This score will be calculated as part of the final course grade according to the percentage assigned.

If an assignment will not be completed by the due date because of an **unexpected** serious and compelling reason, the student must notify the course professor **prior** to the due date and provides rationale for the requested extension. Together the professor and student will establish a reasonable date for the completion of the assignment.

No final course grade will be calculated until all required coursework has been completed. All assignments must be submitted by noon the Friday one week after the last day of classes. If this policy is not followed the outcomes of the course cannot be met, resulting in a course grade of "F".

## **ATTENDANCE POLICY**

Students are expected to participate actively in and contribute to the learning experience in an online course. Attendance for online courses is taken once a week. Attendance in an online course is defined as a learner who logs into the learning management system and completes at least two significant activities in the course during the class session. A class session is a seven-day timeframe of instructional time (typically Monday 12:00 a.m. to Sunday 11:59 p.m.).

In the case of an absence, the student must 1) notify the instructor prior to the absence; 2) make arrangements to complete missed assignments; and 3) complete additional make-up work if allowed by the instructor. It is at the instructor's discretion to assign a lower grade because of a class absence.

A student absent for more than 30% of course class sessions will not receive credit for the course. This is a University policy and not at the discretion of the instructor. A student who misses 30% of a course is required to repeat the course with additional tuition expense for that course. Refer to the Withdrawal Policy regarding withdrawal dates from a course or program.

If a student's attendance record demonstrates a pattern of missed class sessions, the student is administratively withdrawn from the program. After being withdrawn from the program, the student must contact the Assistant Dean for readmission to the program.

## CODE OF ETHICS POLICY

Baker University adheres to a zero tolerance of all forms of academic and professional misconduct which may include dismissal from the program.

### **Academic Misconduct includes but is not confined to:**

1. Plagiarism
2. Cheating on quizzes or exams,
3. Seeking or providing test content information,
4. Sharing or copying practicum or classroom assignments,
5. Submitting counterfeit reports, tests, and papers,
6. Stealing of tests and other academic material,
7. Falsifying academic or clinical records or documents,
8. Submitting the same work to more than one class without approval from the instructors involved.

(Refer to Appendix A for detailed descriptions of 1 – 8.)

### **Professional Conduct**

Students are expected to adhere to standards of professional conduct which are based on the American Nurses' Association Code of Ethics for Nurses 2015: (Reference: *Provisions of the Code of Ethics for Nurses with Interpretive Statements*, 2015)

- Provision 1 | The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
- Provision 2 | The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
- Provision 3 | The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- Provision 4 | The nurse has authority, accountability, and responsibility for nursing practice, makes decisions, and takes action consistent with the obligation to promote health and to provide optimal care.
- Provision 5 | The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- Provision 6 | The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- Provision 7 | The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

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

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

### **Unprofessional Conduct**

Unprofessional conduct behaviors include, but are not limited to: Falsification of practicum hours or other records, violations of HIPAA, inappropriate communication including the use of social media with clients, peers, faculty, staff, family or friends, inattention to client safety needs, conduct that is illegal or deceitful, evidence of impairment, and unkempt personal appearance. (Refer to Appendix B for reasonable cause for student testing for impairment, and Appendix C and D for unprofessional conduct)

### **Consequences of Academic and/or Professional Misconduct**

A formal complaint is defined by the Graduate School of Nursing as any written student concern related to a final course grade, probation or dismissal from the program, or an academic integrity decision. Resolution of complaints is first attempted informally. If unresolved, the grievant has the option of initiating a formal grievance as per step #1 in the Grievance Procedure below

### **Rights of Students**

Baker University School of Nursing is committed to providing an environment that is supportive of graduate student achievement.

Students have the right to differing and contrary opinion without fear of reprisal or unfair treatment in the student's academic work. A student charged with academic and/or professional misconduct is considered innocent until found guilty through due process, which includes notification of the misconduct charge and the opportunity to be heard and to present a response to the charge.

A student has the right of appeal as specified in the "Grievance Procedure" in this document.

### **Grievance Policy**

**Conduct Grievance:** Disciplinary hearings at Baker University School of Nursing are hearings to arrive at decisions regarding student behavior. These decisions affect the involved students and their relationship with the SON. The administration of discipline is an educational process and the procedures will be determined by educators. Such procedures will give cognizance to the test of fairness, justice, truth, and the requirements of due process.

**Academic Grievance:** If a student deems it appropriate to appeal an academic decision (defined as final grade, probation from an academic program, dismissal from an academic program, or academic integrity decision), the steps listed below must be followed. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment is final unless compelling evidence is presented.

**Grievance Procedure:**

1. Communicate with the professor concerned and seek to resolve the situation. This communication must occur within seven (7) business days of the occurrence that prompted the complaint. A description of the incident and desired outcome must be put in writing by the student and presented to the professor. Resolution of the complaint must be made in writing and a copy given to both parties.
2. In the event the resolution proposed is unacceptable to the student, an appeal may be made in writing to the Assistant Dean within three (3) business days of communicating with the professor. The written appeal must specify both the complaint and why the resolution proposed is unsatisfactory. The Assistant Dean will convene three members of the Graduate Nursing Education Committee within seven (7) business days to hear the grievance. The Assistant Dean's role is to facilitate the hearing and is a non-voting member.
3. Should the final decision of the Graduate Nursing Education Committee be unacceptable to the student, he/she may provide a written appeal to the SON Dean within three (3) business days. After reviewing all information, the Dean will notify the student and any involved faculty of the final decision within seven (7) business days. The Dean's decision formally ends the grievance process.

**Student Nonacademic Concerns**

Students must initially attempt to resolve grievances of a non-academic nature with the individuals involved. If the grievance is not resolved, the student may present to the Assistant Dean in writing, a clear, concise statement of the grievance, which includes the name of the person(s) against whom the grievance is made, the date(s) the incident occurred, and a description of the incident(s) with specific supporting evidence. If the grievance involves the Assistant Dean the student may present to the Dean in writing, a clear, concise statement of the grievance, which includes the name of the person(s) against whom the grievance is made, the date(s) the incident occurred, and a description of the incident(s) with specific supporting evidence. A brief summary of prior attempts to resolve the matter should be provided, including the names of persons with whom the matter was discussed and the results of the discussions. A specific statement of the remedial action or relief sought should be included in the grievance statement. All non-academic grievances must be filed within 30 days of the incident. Upon receipt of the written grievance statement, the Assistant Dean/Dean will contact the person(s) against whom the grievance is made and request a response in writing within 7 business days. If the matter is not resolved, the grievant may request in writing that the grievance be reviewed by the Graduate Nursing Education Committee. Involved parties who sit on the Graduate Nursing Education Committee will be exempted from the review.



## **PROBATION**

All students who have a GPA below 3.0 will be placed on academic probation. A student who receives a grade of F in any course may be subject to dismissal from the nursing program. For students on probation, future registrations must be reviewed and approved by the Graduate Nursing Education Committee.

Students who receive a grade of less than B may be required to repeat the course. A grade of D must be repeated. Students will be allowed to repeat a course only once. Only two (2) grades of C will be allowed regardless if the course is repeated. Only two (2) courses in the nursing program may be repeated; and only two (2) course drops and/or withdrawals may occur.

## **WITHDRAWAL**

### **Withdrawal from course(s)**

Courses may be dropped from the course schedule up until the “Drop Deadline” indicated on the SON Calendar. Courses dropped during this period do not appear on the transcript. Courses may also be dropped up until the “Withdrawal Deadline” indicated on the calendar. Courses dropped during this withdrawal period are posted on the student’s transcript along with a designation of “W.” Courses may not be dropped after the “Withdrawal Deadline” listed on the calendar.

A student may voluntarily withdraw or be required to withdraw by the faculty from a nursing course. Students requesting to withdraw from an individual course must do so in writing. Change of Enrollment forms are available from the nursing office. These forms must be signed by the course faculty member and the Assistant Dean.

### **Withdrawal from the program**

A student who finds it necessary to withdraw from the nursing program must submit written notification. Withdrawal request forms are available from the nursing office and must be signed by the Assistant Dean. The last date the student attended a class session is the date used to determine if any tuition refund is due.

## **DISMISSAL**

The Dean and Assistant Dean, in consultation with Graduate Nursing Education Committee, have the authority to dismiss a student without notice or refuse readmission of a student if circumstances of academic, legal, behavioral, or professional nature justify such action.

## **READMISSION FOLLOWING DISMISSAL/WITHDRAW**

A student who has been enrolled in the Nursing Graduate program and has withdrawn or been dismissed for academic and/or non-academic reasons, may apply for readmission providing he/she had a cumulative nursing GPA of at least a 3.0, including most recent semester in which course(s) was taken.

### **Procedure for readmission**

- A. Initiate the readmission procedure the semester preceding requested enrollment.
- B. Submit to the Assistant Dean a written request for readmission,
  1. For academic reasons for withdrawal or dismissal include:
    - a. a written plan for improvement which reflects the previous reason for failure or withdrawal.
    - b. a plan for successful progression
    - c. letter from the involved faculty member(s)
  2. For non-academic reasons for having withdrawn from the program, include the reason for the withdrawal and a plan for successful completion.
- C. The Assistant Dean will present the readmission request to the Graduate Nursing Education Committee. A readmission interview may be requested.
- D. The student will be notified of the committee's decision within 10 academic days of receiving the written request.
- E. Students may be readmitted on a course available basis.

## **DEGREE COMPLETION REQUIREMENTS**

### **DEGREE COMPLETION TIMEFRAME**

Requirements for the MSN degree must be completed within six (6) years from the student's initial semester of course work. Requirements for the MSN/MBA degree must be completed within six (6) years from the student's initial semester of course work. Exception may be made by the Assistant Dean if the student's situation demonstrates circumstances beyond his/her control that temporarily interfere with the ability to complete the program on time or due to time spent in the military.

### **GRADUATION REQUIREMENTS**

For the graduate MSN degree a minimum of 40/43 credit hours in courses labeled 500 or above is required for graduation with a cumulative GPA of 3.0 or above for the program of study. No more than two courses with a grade of C are allowed. A minimum of 34 credit hours must be completed at Baker University School of Nursing.

### **Scholastic honors:**

The determination of scholastic honors is made during the last semester prior to graduation. Transfer course work is not included in the GPA calculation and, therefore, does not apply toward the determination of scholastic honors. The cumulative grade point average required for scholastic honors is designated as follows:

Summa Cum Laude  
3.90 – 4.00

Magna Cum Laude  
3.75 – 3.89

Cum Laude  
3.50 – 3.74

## **CANDIDACY FOR GRADUATION**

Students must file an *Intent to Graduate* Form accompanied by the graduation fee of \$125 at enrollment for their final semester in order to become a candidate for graduation. The fees include cap and gown costs. The fee must be paid and the form filed with the registrar whether or not the student plans to participate in commencement. The *Intent to Graduate* form must be submitted for each semester graduation is delayed. Payment of all tuition and fees must be made.

## APPENDIX A

### ACADEMIC MISCONDUCT STANDARDS AND DEFINITIONS

**Plagiarism** includes presenting as one's own efforts the work of someone else without proper acknowledgement of that source. Exact copying is to be enclosed in quotation marks with an appropriate indication of its origin. Paraphrasing includes synthesis of ideas expressed in the student's own words. The failure to acknowledge unique, unusual, or new ideas or facts not the product of the student's own investigation or creativity is plagiarism. When in doubt on a particular matter, it is the student's responsibility to seek guidance from the instructor of the course.

**Cheating** includes the use of aids or assistance not allowed in the quiz or testing procedure. Using notes, charts, books, and electronic devices not specifically allowed by the examiner during a test or examination constitutes cheating. Visually or verbally receiving or giving information about or during the test not specifically allowed by the examiner is a form of assistance designated as cheating.

**Counterfeit work** includes work turned in as one's own that was created, researched, or produced by someone else. Turning in a report of another's research, submitting joint projects as if they were solely one's own or having produced such work for another are all forms of counterfeit work that are unacceptable.

**Theft**, use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course constitutes academic misconduct.

**Falsification of data or creation of false data** by students in theory, research, or clinical activities/assignments is considered academic misconduct.

**Reporting Academic Misconduct** –any student who has knowledge of academic misconduct in the classroom or clinical settings has a responsibility to notify a faculty member or the Assistant Dean.

**Unauthorized reuse of work** or the turning in of the same work to more than one class without approval from instructors involved constitutes academic misconduct.

**Falsification of academic records** by knowingly and improperly changing grades on transcripts, grade sheets, class work reports, tests, and projects constitutes academic misconduct.

## APPENDIX B

### REASONABLE CAUSE FOR STUDENT TESTING FOR IMPAIRMENT

Signs and symptoms of nurses abusing alcohol, drugs, or experiencing excessive stress, impaired mental health, or impaired physical health include, but are not limited to, the following:

- Excessive or increasing absenteeism;
- Arriving late and wanting to leave early;
- Frequently requesting time off;
- Taking extended meal and coffee breaks;
- Refusing difficult or additional assignments;
- Lack of engagement;
- Odor of alcohol or marijuana or other chemicals;
- Slurred or incoherent speech;
- Chronic drowsiness and/or sleepiness;
- Tremors of hands;
- Disorientation;
- Unusually aggressive behavior;
- Unexplained work errors;
- Lack of coordination;
- Unreasonable resentment, suspiciousness, overreaction to criticism;
- Controlling behavior and inflexibility;
- Isolation and withdrawal;
- Irritability and mood swings;
- Blaming, defensiveness, and frequent conflicts;
- Difficulties with interpersonal relationships;
- Forgetfulness;
- Frequent trips to the bathroom;
- Repeated use of breath mints or mouth wash;
- Deteriorating appearance;
- Blackouts;
- Unexplained nausea and vomiting or diarrhea;
- Tremors, anxiety, and “spaciness”;
- Hangovers;
- Unexplained diaphoresis;
- Unexplained sniffing, sneezing, watery eyes;
- Unusual, unexplained weight loss or gain;
- Frequent complaints of illness or injury; or
- Excessive bruising on arms, ankles, or hands.

*Adapted: National Institute on Chemical Dependency*

## APPENDIX C

### STUDENT CONDUCT

Students in the MSN Program are professionals. One of the characteristics of a profession is the use of a code of conduct to guide decisions about behavior. A set of guidelines is useful because they make values, obligations, and limitations explicit. The guidelines can help with decision making but will not provide answers to all complex decisions. Students are encouraged to discuss questions and concerns about conduct with instructors and peers.

It is believed that the practice of nursing and the education of nurses is built upon integrity, a sense of responsibility, and self-discipline. Nurses are accountable for practicing within the framework of professional nursing standards (American Nurses Association, *Scope and Standards of Professional Practice*). It is a corollary that nursing students are expected to conduct themselves, both inside and outside of the graduate program in a comparable fashion.

**Civility** is behavior that

1. Shows respect towards others,
2. Causes another to feel valued, and
3. Contributes to mutual respect, effective communication and team collaboration.

Learning is a group activity, and the behavior of each person in the course, in some way or the other, affects the learning outcomes of others. As nurses and leaders in the discipline, MSN students must be prepared to recognize and manage incivility, disruptive and inappropriate behaviors with themselves, among peers and others including patients and families. The examples of uncivil behavior listed below are not all inclusive.

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professor's reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply
- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Yelling or screaming at instructors, peers, or clinical staff which includes emails that are written in uppercase letters only
- Habitually late
- Knowingly withholding information needed by a peer, instructor, or preceptors.
- Discounting or ignoring solicited input from instructors/faculty regarding performance or professional conduct
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Threatening others refers to physical threats, verbal/nonverbal threats, and implied threats
- Displays of temper, tantrums
- Rudeness that ultimately escalates into threatened or actual violence.

*Adapted: Ohio University School of Nursing Graduate Student Handbook*

## **APPENDIX D**

### **NETIQUETTE GUIDE FOR ONLINE COURSES**

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. According to the rules of behavior on the internet, Rule #1 is “Remember the human” (Virginia Shea).

#### **SECURITY**

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

#### **GENERAL GUIDELINES**

When communicating online, you should always:

- Treat instructors with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you're in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons such as ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or as offensive
- Be careful with personal information (both yours and others)
- Do not send confidential patient information via e-mail

#### **EMAIL NETIQUETTE**

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

#### **MESSAGE BOARD NETIQUETTE AND GUIDELINES**

When posting online in your class, you should:

- Make posts that are on topic and within the scope of the course material

- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"; include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Reference: [teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) Peter Connor



## APPENDIX E

### ACADEMIC CALENDAR Graduate School

#### FALL 2019

Fall classes begin	M	August 19
Labor Day Observance – no classes	M	September 2
Last day to drop classes	F	September 20
Fall Break	M-T	October 7-8
Mid-term	F	October 11
Last day to withdraw from classes	F	November 15
Thanksgiving Break – no classes	W-F	November 27-29
Last day of classes	F	December 6
Final grades due	M	December 16

#### SPRING 2020

Martin Luther King, Jr. Day Observance – no classes	M	January 20
Spring classes begin	T	January 13
Last day to drop classes	F	February 14
Mid-term	F	March 6
Spring Break – no classes	M-F	March 9-13
Good Friday Observance	F	April 10
Last day to withdraw from classes	F	April 17
Last day of classes	F	May 8
Spring Commencement	Sat	May 9
Final grades due	W	May 18

#### SUMMER SESSION 2020

Memorial Day Observance	M	May 25
First day of classes	T	May 26
Last day to add classes	W	May 27
Last day to drop classes	F	June 5
Last day to withdraw from classes	F	June 19
Fourth of July Observance	S	July 4
Last day of classes	F	July 17
Final grades due	W	July 22