



St. David's School of Nursing

Graduate Nursing Programs

Student Handbook 2019-2020



**100 Bobcat Way
Round Rock, TX 78665**

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INTRODUCTION

Texas State University

The noblest search is the search for excellence.

—Lyndon B. Johnson

Thirty-Sixth President of the United States, 1963-1969

Texas State University Class of 1930

Mission

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service. The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

The mission statement was approved by The Texas State University System Board of Regents on August February 16, 2017 and by the Texas Higher Education Coordinating Board at its February 24, 2017 meeting.

Shared Values

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

- Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
- Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
- The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- A commitment to service and leadership for the public good;
- Responsible stewardship of our resources and environment; and
- Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

Goal Statements

Goal 1: Promote the success of all students.

Goal 2: Offer high quality academic and education programming.

Goal 3: Achieve significant progress in research and creative activity as measured by national standards.

Goal 4: Provide the necessary services, resources, and infrastructure to support the university's strategic direction.

Texas State University The Graduate College

Mission

Texas State University is a public, student-centered Emerging Research University dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond. The mission of The Graduate College is to provide vision, leadership and direction for excellence in graduate education at Texas State University with the aim of providing the appropriate infrastructure and learning environment for the training of innovative and successful scholars, teachers and professionals.

The Graduate College does so by:

- Articulating, promoting and supporting the highest standards of quality in graduate education in keeping with the University's overall mission of teaching, research and public service
- Constructing and maintaining an environment conducive to successful graduate education in concert with all graduate programs
- Supporting programs' efforts to foster a diverse student population who participate in a global society
- Promoting and supporting rigor in graduate education
- Providing key process and procedure guidance and support to graduate programs from admission to graduation
- Aiding in student recruitment, application processing, policy monitoring and degree auditing
- Leading initiatives designed to provide best practices in graduate education leading to timely degree completion
- Providing graduate student support for creative and scholarly activities
- Offering professional development opportunities for graduate students at key stages in their graduate career
- Engaging in research on graduate education.

Texas State University College of Health Care Professions

Vision Statement

The vision of Texas State University's College of Health Professions is to be recognized for educating healthcare professionals who can recognize, respond, and mitigate current and future healthcare challenges and disparities in our diverse society.

Mission Statement

The College of Health Professions educates and prepares healthcare professionals with innovative teaching, evidence-based practice and principles, and a commitment to life-long learning in a student-centered environment. The College excels in teaching, clinical practice, scholarship, and service while responding to the diverse healthcare needs of the State of Texas, the nation, and the global community. The College unites faculty, students, communities, and consumers in coalitions to expand the body of knowledge in healthcare practice and management.

Texas State University
St. David's School of Nursing
Round Rock Campus

Vision Statement

The St. David's School of Nursing at Texas State University will provide supportive and creative educational programs, which inspire those who teach and those who learn, based on mutual respect and a commitment to contribute to the health of individuals, families, populations, communities and the environment worldwide.

Mission Statement

The St. David's School of Nursing at Texas State University educates and prepares graduates, using innovative teaching strategies and state-of-the-art technology. Graduates provide ethical, safe, and effective patient-centered care and contribute to present and emerging research and health management practices. Graduates demonstrate competence in clinical judgment, collaborate as members and leaders of interprofessional healthcare teams, and utilize scientifically-based interventions. As caring professional nurses, graduates manage illness; promote, maintain, and restore health; and provide end-of-life care for diverse individuals, families, populations, and global communities across the lifespan.

Values

In pursuing excellence in nursing education, we the faculty and staff of the St. David's School of Nursing are guided by shared values. We believe in:

1. Educational opportunities which provide for intellectual and professional growth and that challenge students to excel in nursing
2. A holistic approach to nursing education across the continuum of health and the lifespan
3. Diversity and a spirit of inclusiveness with respect for the dignity of every person
4. Cultivation of character and civility through the modeling of honesty, integrity, caring, compassion, fairness, respect, and ethical behavior
5. Teaching and learning based on student involvement and free exchange of ideas and diverse perspectives
6. Research, scholarship, and creative activity as a source for evidence-based practice and generation of new knowledge and an expression of the human spirit
7. Commitment to public service and advocacy as a resource for personal, educational, cultural, and economic development in promotion of a healthy environment
8. Thoughtful reflection, collaboration, planning, and evaluation of diverse and changing healthcare needs, practices, and resources
9. Professional competency, systematic use of the nursing process, leadership, clinical judgment and lifelong learning leading to ethical, safe, quality patient care
10. Interprofessional activity facilitating the advancement of science and positive patient outcomes
11. Providing recognition that is balanced and acknowledging faculty and students for excellence in teaching, practice and scholarship.

Goals

We the faculty are committed to:

- Graduate well-prepared Bachelor of Science in Nursing (BSN) students who can obtain Registered Nurse licensure and function at the beginning practice level
- Equip nursing graduates to adapt to rapid changes in healthcare delivery and practice
- Build a foundation for nursing graduates to pursue excellence in practice and national recognition
- Provide programs at the Master of Science in Nursing (MSN) and/or the Doctor of Nursing Practice (DNP) levels
- Pursue funding to promote diversity in the admission and graduation of students
- Develop an overall plan for faculty scholarship
- Provide faculty access to professional development
- Partner with University Advancement to support a sustainable plan for nursing programs
- Assess, identify and develop a plan to address community needs
- Foster educational partnerships with community organizations for academic programs

About Texas State University and its Round Rock Campus

Texas State University is a doctoral-granting university located halfway between the Austin and San Antonio metropolitan areas. It is the largest campus in the Texas State University System and one of the 50 largest universities in the country. Texas State's 38,849 students choose from 98 bachelors', 90 masters', and 12 doctoral degree programs offered across nine academic colleges. The Texas State Round Rock Campus, located just north of Austin, opened in 2005 and offers junior- and senior-level classes to complete bachelor's degrees in 10 programs; 12 graduate degrees, post-baccalaureate certification, and continuing education programs are also available to students.

Created by the Texas Legislature in 1899, Southwest Texas State Normal School opened its doors in 1903 for the specific purpose of preparing new teachers. Over the years, the Legislature broadened the institution's mission and changed its name multiple times to reflect the university's growth from a small teacher preparation school to a major, multipurpose university. Texas State University continues to honor its original mission through its nationally-acclaimed teacher preparation program while at the same time supporting nationally-recognized programs in other disciplines.

Texas State is home to a diverse campus community where ethnic minorities make up 48% of the student body and 33% are Hispanic. Texas State is recognized by the federal government as a Hispanic-Serving Institution (HSI), the largest in Texas, and ranks among the top 20 universities in the nation for the number of bachelor's degrees awarded to Hispanic students.

In 2012, Texas State University was designated an "Emerging Research University" by the Texas Higher Education Coordinating Board, making it eligible to tap into special state funds designed to bolster higher education research. This designation affirms Texas State's commitment to support faculty as active scholars in their respective disciplines and to involve both undergraduate and graduate students in their creative pursuits. To achieve "National Research University" status, Texas State has developed a 10-year strategic plan for research and is investing institutional funds to support increased research activity across the University.

The nursing program located in a new Nursing Building at the Round Rock campus opened in 2010. It is one of the most recent additions to the academic offerings. The university has plans to transition all of the Health Professions Programs to the Round Rock campus by 2023. Two additional Health Professions' buildings are designated for the Round Rock campus to serve the College's seven other departments and

clinics: Clinical Laboratory Science Program, Respiratory Care, Radiation Therapy, Physical Therapy, Health Administration, Health Information Management, and Communication Disorders. The first of the new buildings opened in summer 2018 and houses Respiratory Care, Communication Disorders and Physical Therapy. Financing for the next building to house the remainder of the programs is being sought from various sources, including bonds from the Texas Legislature, Higher Education Assistance Funds from The Texas State University System, and other sources, such as grants from federal, foundation, and private philanthropic sources.

Round Rock, located 15 miles north of Austin, is one of the fastest growing communities in the nation with a population of 113,390 people (2018). The community supports three hospitals: St. David's Round Rock Medical Center, Baylor Scott and White Health, and Seton Medical Center Williamson, all members of large health care networks within Texas. In addition to these hospital systems that offer a wide range of medical and mental health services, the Lone Star Circle of Care, a system of 25 community health clinics, provides affordable access to healthcare serving the health needs of the uninsured and underinsured.

History

A nursing program at Texas State had been discussed since the creation of the College of Health Professions (CHP) in the early 1970s. Requests for a bachelor's degree program in nursing were submitted by Texas State to the Texas Higher Education Coordinating Board (THECB) in the late 70s and early 80s but were denied due to the perception that existing programs could handle the need. Some 30 years later, the critical shortage of nurses prompted community leaders, educators, healthcare executives and legislators to provide strategies for responding to the growing healthcare needs of Texas residents. In 2003, Central Texas community leaders, healthcare executives and elected officials contacted Texas State to discuss the nursing shortage and to make a commitment to support and seek funding for a nursing program at Texas State. Through the efforts of The Texas State University System, Texas State's administration, state legislators and healthcare donors, Texas State undertook an ambitious plan to develop a school of nursing to offer a Bachelor of Science in Nursing (BSN) program. In 2008 Texas State leaders moved forward with the design for a nursing building at the RRHEC (now known as the Round Rock Campus) and hired a Nursing Director and two tenured nursing faculty. Admission of the first class of 100 juniors took place in fall 2010 with graduation of the first class in 2012.

Texas State originally planned a traditional BSN program as the initial offering while anticipating future educational options such as the Master of Science in Nursing (MSN) to prepare nurse practitioners, nursing faculty and administrators to prepare advanced practice registered nurses and leaders. Texas State University currently offers a traditional BSN program, the RN to BSN programs, a Master of Science in Nursing Family Nursing Practitioner (MSN-FNP) program, a Master of Science in Nursing Family Psychiatric and Mental Health Nurse Practitioner (MSN-PMHNP) program and a Master of Science in Nursing Leadership and Administration in Nursing (MSN-LAN) program.

The St. David's School of Nursing (SON) was organizationally placed as a new academic unit within the College of Health Professions (CHP). The CHP prepares undergraduate and graduate students in the disciplines of Clinical Laboratory Science, Communication Disorders, Health Administration, Health Information Management, Physical Therapy, Radiation Therapy, and Respiratory Care.

Nursing Building

The nursing building is a 77,740-gross square-foot, three-story building with a creative design based on site visits to other state of the art nursing facilities. Construction of the nursing building at the Round Rock campus was completed prior to the beginning of Fall 2010. The building supports the innovative curriculum in a variety of clinical practice and simulation labs with the most current equipment and manikins, wireless capability, a variety of classrooms and seminar rooms, as well as spacious student and faculty areas. The curriculum is designed to promote learning and research, and to make maximum use of the university's resources, including online technology and teaching models. The nursing building is designed to accommodate future expansion in programs, including research, and enrollments as resources allow. For additional resources and support while on campus, the students and faculty will have access to the Round Rock Campus' Avery building, which provides on-site library, technical support, student services, food service, classrooms and student/faculty areas.

Start-up funding for initial operations and implementation of the undergraduate nursing program was provided by the Texas Legislature and a gift from the St. David's Foundation. Baylor, Scott and White Health and Central Texas Medical Center designated specific gifts in support of the nursing program and students.

A gift from the St. David's Foundation assisted Texas State with funding for initial operations and implementation of the MSN programs. The generous donor has also provided for scholarships for graduate students over 10 years beginning in 2018.

Approvals and Accreditation

The nursing programs at Texas State University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

Nursing Faculty

The nursing faculty, along with the Director and Dean, are responsible for the quality of the nursing program and the graduates. Faculty make every effort to fulfill the vision, mission, shared values, and goals of the program to provide students with the knowledge and skills that are expected as professionals. Faculty work with the students to accommodate special situations provided the standards and outcome objectives of the program are not jeopardized.

The curriculum and related learning experiences are designed to provide students with a sound professional nursing base for advanced nursing practice. The more the students engage in the learning activities, the more the students will gain.

The faculty members are available to meet either virtually with students or during student on-site attendance to discuss their goals and concerns. Faculty office hours are set at a mutually agreeable time between the faculty and the student.

Nursing faculty are designated as Faculty of Record for each course and other faculty may assist in teaching those courses.

Nursing Building

Simulation labs are conducted on the 2nd floor of the Nursing Building in Round Rock. The Admission's staff offices are on the 1st floor, faculty offices are on the 2nd and 3rd floors, and the Director's suite is on the 3rd floor of the Nursing Building.

Office hours for the Director's office and staff in the Nursing Building are from 8:00 am to 5:00 pm (central time) during business days. Summer hours will vary, as determined by the University, and are posted each year.

Only the approved covered spill-proof cup is allowed in the auditorium (room 114) with the exception of water. It is available for purchase yearly. Only liquids are allowed in the approved cup; no condensed consumables like smoothies. No food or drinks are allowed in labs. The entirety of Texas State University campus, including the Nursing Building, is designated as a smoke-free campus. The University's definition of smoking includes e-cigarettes.

Printers for student use can be found in the student business center on the 1st floor of the Nursing Building and in the computer lab and library in the Avery Building.

Security phones are located throughout the campus.

A family (unisex) restroom is located on the 1st floor by the auditorium. Other restrooms are located on each floor. A separate private space for nursing mothers is located within the 1st floor women's restroom.

Clinical Simulation Laboratories

The St. David's School of Nursing at Texas State University simulation laboratories are designed to simulate clinical settings and provide students the opportunity to learn and enhance their skills prior to working with actual patients. This is accomplished using clinical case scenarios, faculty guidance, and resources that facilitate critical thinking and clinical decision-making.

The Nursing Building has 8 state-of-the-art labs, equipped with human patient simulators, bedside computers with Internet access, digitalized video, computer-assisted instructional software, and other interactive software. The following simulation laboratories are available for student learning experiences on the 2nd floor:

1. Basic Skills (219)
2. Medical-Surgical (217)
3. Critical Care (218)
4. Maternal-Child (216)
5. Two Individual Simulation Rooms (249, 250)
6. Health Assessment (247)
7. Standardized Patient Exam (246)
8. Home Care Unit (231)

The clinical simulation labs have both scheduled classes and additional availability for students' practice and remediation. Eating or drinking is not allowed in the labs. Students are encouraged to utilize the student lounges in the Nursing Building or the Avery Building next door for eating and taking breaks.

All equipment and furniture should be returned to its proper place or storage area when not in use. Do not remove any equipment/supplies from the lab without approval from the Simulation Department personnel or a faculty member.

Personal property may be left in the lab area at your own risk. The St. David's School of Nursing and the faculty are not responsible for student's personal property.



ADMISSIONS REQUIREMENTS

Applying for Admission

FOR COMPREHENSIVE INFORMATION, REFER TO THE [GRADUATE CATALOG](#) and the [Graduate College website](#).

Prospective MSN graduate students apply for admission according to the instructions on the [Texas State University, St. David's School of Nursing](#) website and through the online "[NursingCAS](#)" system. Two working days should be allowed for the application to be received by Texas State University.

The required non-refundable application fee can be submitted with credit/debit card information during the application process. An additional international evaluation fee is required if the application is considered for admission based on foreign credentials.

Transcript and Grade Point Average (GPA) Requirement

Applicants who are a graduate or current student of Texas State University must request transcripts for any coursework NOT listed on the Texas State transcript. The Graduate College will provide the Texas State transcripts.

Applicants who are not Texas State University degree recipients or are not currently enrolled at Texas State must submit one official transcript from **each four-year college or university attended**. These transcripts must be mailed directly from the university or college attended or submitted in a sealed university envelope with the university registrar's signature on the back of the envelope.

Applicants must have a:

- Minimum cumulative GPA of 3.0 on a 4.0 scale in nursing courses from an accredited college or university.
- If applicable, a minimum cumulative GPA of 3.0 on a 4.0 scale during the last 60 hours of course work (undergraduate/graduate/professional) at an accredited college or university.

In addition, an applicant must have completed a course in statistics with a grade of C or higher before beginning the program. If this course was taken at a college or university other than Texas State University, the transcript on which it is listed must be mailed directly to the Graduate College from the university or college attended or submitted in a sealed university envelope with the university registrar's signature on the back of the envelope.

Graduate Record Exam (GRE) Requirement

The MSN program does not require a Graduate Record Exam (GRE) score.

Additional Application Requirements

- Current, valid unencumbered RN license or multi-state privilege to practice as a registered nurse in the state(s) in which the applicant will complete clinical courses
- Resume; equivalent of one year of experience as a RN prior to beginning clinical course work
- Three (3) forms of reference from professionals competent to assess the applicant's academic capability and interest in pursuing a career in your specific focus (ie. FNP or LAN).
- Written personal essay to persuade the Admission Committee that you are a highly qualified applicant and that they should select you for admission into the St. David's School of Nursing MSN-FNP, MSN-PMHNP, or MSN-LAN Program.
- Application for the specific focus of study.

All specialties require a specific form for professional references. There are also guidelines for the persuasive personal essay, and a link to the program application. These resources can be found under [Prospective Students](#) on the St. David's School of Nursing website. Click "Requirements for Admissions" under the specific program of choice.

Please submit required admission documents to the Graduate College. Mailing address:

Texas State University
The Graduate College
601 University Dr.
San Marcos, TX 78666-4684

If preferred, applicants may electronically submit the documents listed above to the Graduate College at

- [MSN FNP](#)
- [MSN-PMHNP](#)
- [MSN LAN](#)

Individuals submitting recommendation letters for applicants may send them electronically by emailing gradrqmt@txstate.edu. References will need the applicant name and date of birth, and preferably an ID number.

STUDENT SERVICES

Disability Services

The Office of Disability Services (ODS) assists students with disabilities on campus, both in San Marcos and in Round Rock. Disability services are coordinated at the Round Rock Campus by Ms. Aven Jackson, M.Ed. (a_j221@txstate.edu, 512.716.4069), the General Disability Specialist in the One Stop Center (Avery Building, Suite 265). Please note that the processes for accessing some services and accommodations in Round Rock will differ from those at the Main Campus in San Marcos.

- More information about registering and requesting accommodations can be found on the [ODS website](#).
- Testing information for students with disabilities can be found on the [Round Rock Campus Testing page](#).

Student Business Services

The Student Business Services (SBS) office handles tuition billing for students and fees associated with attending Texas State. They calculate tuition bills and fees and collect tuition payment. SBS also offers payment plans and emergency loans for tuition costs each semester. Tuition disputes will be handled by the SBS office on the main campus, but Jan King (jk51@txstate.edu, 512.716.4044), Associate Director in the One Stop Center (Avery Building, Suite 201) can answer SBS questions for SON students.

- Information about billing, tuition, and payment can be found on the main [Student Business Services website](#).
- Important registration and payment deadlines can be found [here](#).
- Other information (tuition and fee rates, payment options, etc.) can be found [here](#).

A student who fails to make full payment of tuition and fees, including any incidental fees, by the due date may be prohibited from registering for classes until full payment is made. A student who fails to make payment prior to the end of the semester may be denied credit for the work done that semester. Official notification of installment due dates is the published Academic Calendar that can be found online on the [Registrar's Website](#). Students are responsible for making their installment payments by the due dates.

Financial Aid and Scholarships

Students needing assistance with tuition costs can apply for financial aid. All financial aid documents are processed at the Financial Aid Office in San Marcos. A Financial Aid Advisor can be reached at 512.245.2315 or financialaid@txstate.edu.

- To apply for financial aid and for more information, please visit the [Financial Aid website](#).
- Scholarship information can be found [here](#).
- Scholarship and Financial Aid Resources for Nursing Students can be found [here](#).

Library Services

ALBERT B. ALKEK LIBRARY ([San Marcos Campus](#), [Round Rock Campus](#))

Main Campus: 512-245-2686; email: library@txstate.edu

Round Rock Campus Library Services (RRC Library Services): 512-716-4700; email: rrclibrary@txstate.edu

The Alkek Library is located on the main campus in San Marcos. There is also a satellite library at the RRC. The Library holdings consist of more than 4.3 million printed volumes of books, documents, and serials, over 129,479 electronic journals, and more than 870,016 eBooks. There is access to over 548 databases covering all subjects and minimum 81 distinct databases specifically related to medicine and health sciences including but not limited to CINAHAL Complete, Health Reference Center Academic, Health Source: Nursing/Academic Edition, Lippincott Video Series: Nursing Procedures, Nursing Education in Video, and ProQuest Nursing and Allied Health Source. Through its membership in several consortia agreements, the Library also has access to journal packages from BioOne, DOAJ (Directory of Open Access Journals), EBSCO, Elsevier, Wiley, and Springer, all of which include subject groups for medicine and health sciences. Online assistance is available to students through email, online chat, text messaging or telephone. Alkek Library maintains cooperative borrowing agreements with other libraries in the region. "TexShare" is a statewide resource-sharing program, where students may borrow materials at many public and private university libraries as well as community college libraries in Texas. An online catalog linked from the Library's website provides information on the Library holdings (<http://catalog.library.txstate.edu>). For both Texan and non-Texan online learners, there are also have options for requesting library resources:

1. [RRC Library Services](#) Here you may access the University library's database for electronic versions of articles, journals, e-books, etc. **It is your 1st stop for research needs.**
2. If there is only a physical copy of a book, journal, etc. available at the main library, you may request it be sent to your home address. Go to: www.library.txstate.edu/my-library/distancerequestform.html . This service (including postage) is covered by fees that are part of your tuition.

Registration

REGISTRAR'S OFFICE (512-245-2367; email: Registrar@txstate.edu)

Texas State utilizes an online registration system referred to as Self-Service Banner. Self-Service Banner provides step-by-step instructions on how to register online and information on how to search for courses. For more information, students should access the [Registrar's website](#). Registration in the Graduate College beyond the first semester depends on satisfactory progress in fulfilling any admission conditions that may have been imposed and maintaining satisfactory academic progress.

For students enrolled in the MSN program, you will receive notification in the form of an announcement posted on your cohort TRACS site pertaining to the registration period/fee payment deadlines.

Textbooks

BOOKSTORE (Main Campus: 512-245-2273 or Toll Free: 877-884-3338; General E-mail: universitybookstore@txstate.edu)

Textbooks can be ordered online at the [Texas State University Bookstore](#). Options for shipping textbooks may exist. Information can be obtained by contacting the bookstore.

Input & Participation in Program Governance

Students complete evaluation forms for the course, faculty, mentor preceptor, and/or clinical site for each course they take. The Director of each program discusses progression with students and will weigh student and faculty feedback regarding preceptors and clinical sites. Student input into various aspects of the programs offered by the School of Nursing is encouraged and actively solicited. As with the baccalaureate program, the master's students have student liaisons from each specialty to the Faculty and Student Governance Committee.

At the end of the program students are asked to rate satisfaction with the program and their ability to meet specific program outcomes. Post-graduation, alumni and their employers are surveyed at one and five years regarding demonstrated achievement as well as satisfaction, employment rates, and plans for further education.

Veterans Services

The Office of Veterans Affairs assists veterans by answering questions about veteran educational benefits, certifying enrollments for the Department of Veterans Affairs, and monitoring veterans' degree plans and academic progress. If you have any questions, a Veterans Affairs representative can be contacted at 512.245.2641 or veteransaffairs@txstate.edu. The office is in San Marcos.

- To submit certification requests and for more information about VA benefits, please visit the [Veterans Affairs website](#).

Health Services and Resources

Nursing students pay a health services fee with their tuition each semester, so they can access services at the Student Health Center in the Nursing Building or at the Student Health Center in San Marcos.

Student Health Center

Hours for Student Health Services
Nursing Building
Round Rock, Texas

- MWF-9am to noon and 1pm to 5pm

Dial 2-1-1

The most encompassing database of resources including healthcare services in Central Texas is the 2-1-1 Texas Community Resource Database.

- [211 United Way Navigation](#)
- Ask Aunt Bertha

A service of the Williamson County Wellness Alliance, Aunt Bertha is a resource to find free or low-cost community resources (food, housing financial assistance, etc.) in your Zip Code using [the Williamson County Community Resource site](#) powered by Aunt Bertha.

Mental Health Services and Resources

Students can access the Texas State University Counseling Center on campus in San Marcos or in Round Rock at the Student Health Center.

Nursing students **have access to** services offered at the Counseling Center free of charge (number of sessions are limited) if they are enrolled at the university and are paying tuition. The center on campus in San Marcos is in the LBJ Student Center, Room 5-4.1, call 512.245.2208 For specific information about the Center and their special programs please visit the [Counseling Centers website](#).

Round Rock Campus

[The Counseling Center](#) in Round Rock is housed within the Student Health Center located in the Nursing Building, Room 116. Counseling is available Wednesday and Friday 9AM - Noon and 1PM - 5PM, during the regular term schedule. Services are free of charge to currently enrolled Texas State students. To make an initial appt., please go to the [Counseling Centers appointment website](#).

Student Support Services at the Round Rock Campus

The Round Rock Campus offers many of the support services also available to students on the main campus.

- [IT Assistance Center \(ITAC\)](#)
- [The Writing Center](#)
- [Library Services](#): The RRC Library is located on the 2nd floor of the Avery Building
- [Counseling Practicum Clinic \(CPC\) and Career Exploration Services \(CES\)](#)
- [Student Health Center](#)
- Student Food Pantry – Nursing Building, 2nd floor
- [One Stop Center](#): Main office for liaison services and Texas State ID cards

Online Resources

- [Writing Lab](#)
- [SLAC online writing resources](#)
- [Texas State Bookstore](#)

PROGRAM REQUIREMENTS

The College of Health Professions and the St. David's School of Nursing require the following immunizations, background check and drug screening.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, students are required to have a background check and/or drug screening to meet requirements set by individual sites.

All incoming students to the St. David's School of Nursing will be required to have a clean drug screen, consistent with the requirements of our clinical partners. For-cause drug screening may be requested throughout the program. *Refer to Disciplinary Policy and Procedure on pages 98 and 99 of your student handbook.*

Students will be required to notify the Director of the School of Nursing of any type of arrest, conviction or change in mental health status during their time in the nursing program. The seriousness of the infraction or condition will determine the actions the director will need to implement with respect to our clinical affiliation agreements. Our clinical partners require this oversight by the SON director. Failure to notify will be considered an Honor Code violation.

Basic Life Support for Health Care Professionals

It is required that all graduate nursing students hold Basic Life Support certification for Healthcare Providers. Graduate students must have current certification prior to beginning the program and keep their certification current.

The three acceptable cards are:

1. American Heart Association (AHA) "Healthcare Provider (HCP)" card (two-year certification) or AHA RQI (updated every 3 months)
2. American Red Cross "CPR Professional Rescuer & AED for Healthcare Providers" card (two-year certification)
3. The Military Training Network (MTN) BLS for Healthcare Providers card--an AHA affiliate (two-year certification)

Health Insurance for Students

It is required that all graduate nursing students at Texas State University have health insurance coverage. With the increasing risks of providing patient care, it is necessary that all students are protected. Guidelines to consider:

- Basic care coverage for illness either at a doctor's office, urgent care center or emergency room
- Prescription drug coverage or discount
- Reasonable and affordable deductible

Academic HealthPlans, Inc.

For those who do not have coverage, Texas State University has partnered with Academic HealthPlans, Inc. to offer an optional preferred provider insurance policy. For detailed information please review the [Student Health Center Insurance](#) website.

*Several healthcare plans can be found online.

Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a healthcare provider. It is also a policy to document certain immunizations using the Immunizations and Tests Form before the student can be placed in a clinical assignment. See the St. David's School of Nursing website (www.nursing.txstate.edu) for information on these requirements and the respective forms to be submitted. Students must stay current on immunizations and any other required vaccinations. Failure to meet immunization requirements will exclude students from clinical experiences. Students may also be required to meet certain health related requirements, including drug screening.

Liability Insurance for Students

All students participating in a clinical, internship, or practicum activity as part of a nursing program at Texas State University are required to have liability insurance or demonstrate proof that they have liability insurance. Students have the option of providing their own liability insurance, however the College of Health Professions and Texas State University provides students with liability insurance at no cost. Your Clinical Education Placement Coordinator will ensure that your name is submitted for coverage once the semester begins.

Additional Admissions Requirements

As a condition of admission, students are required to also meet the following:

1. Complete training for HIPAA, TB, and blood borne pathogens.
2. Attend New Student Orientation as scheduled at the St. David's School of Nursing in Round Rock – 8AM to 5PM.
3. Attend On Campus Intensives classes in Round Rock twice each semester (based on each program).

Once admitted, students will be given an account in CastleBranch. This is where students will upload their documents to satisfy each requirement listed above and can keep track of what is needed.

GENERAL POLICIES

State Authorization for Distance or Correspondence Education

The US Department of Education requires that institutions offering online programs acquire authorization from another state before enrolling students from that state. Texas State University strives to establish and maintain relationships with other states, so that students throughout the US can enroll in its online programs. See the [Distance and Extended Learning](#) website for a list of state agreements and more information.

Academic Progression

Students enrolled in the MSN program are required to earn a grade of at least 80% (B or higher) in all courses in the MSN curriculum. To graduate with Master of Science in Nursing degree, students must have a minimum GPA of 3.0 in their nursing coursework.

Graduate nursing courses are offered in a lock-step sequence. Each course will be offered only once each academic year; therefore, progress in the program may be delayed if the student fails (C or lower) or drops a course. A student may repeat a nursing course only once. A student will be dismissed from the program after the second nursing course failure.

A student who is out-of-sequence (whether due to illness, course failure, or other reasons) cannot be assured of a space in subsequent courses, although every effort will be made to accommodate the student. Following failure of any course, the student must petition the Admission, Progression, and Graduation Committee to continue or return to the St. David's School of Nursing. The graduate nursing program must be completed in six years or less; however, students requiring longer than 4 years to complete the program may undergo further competency testing due to the constant change in knowledge required of APRNs.

Confidentiality

Confidentiality measures relate to the patient as well as other information that the student may access in the clinical area such as facility related information. Such information must be de-identified for use in the classroom, laboratory, and clinical rotations. The Health Insurance Portability & Accountability Act (HIPAA) training is required prior to clinical assignments and facility guidelines will always be followed. **All patient information must always remain confidential.**

Students must not disclose information to unauthorized individuals including but not limited to facility personnel, family, or friends. In classroom discussions, information will be discussed in a "de-identified, de-personalized" manner unless otherwise consented to.

Students may not print, photocopy or electronically replicate by any means or remove any part of the medical record for any purpose.

Students should not access records of patients to whom they are not assigned.

Students are not to have access to their own medical records or those of family or acquaintances while at the clinical sites. There are proper procedures one must follow to access one's own medical information.

The primary purpose of a medical record is to document the course of the patient's healthcare and to provide a medium of communication among healthcare professionals for current and future patient care. To fulfill these purposes, significant amounts of data must be revealed and recorded. The patient must be assured that the information shared with healthcare professionals will remain confidential; otherwise, the patient may withhold critical information that could affect the quality of care provided.

As students in the MSN program, you will have access to medical information and data at the clinical sites. It is imperative that the confidentiality of this information be honored. For this reason, all students who enter the program will be required to read and sign a copy of the Confidentiality Agreement. **This signed form will be kept in the student's file in the St. David's School of Nursing.**

Grade Appeals

Grade appeals follow the College of Health Profession Policy and Procedure Statement 04.01. As of the time of this update, the full policy can be found at:

Policy and Procedure Statement 04.01

Grade Appeals Policy and Procedure

See Attachment D

All of the current [CHP Policy and Procedure Statements](#) are posted on their website.

Grading Policy

Texas State grades are assigned as follows: “A,” excellent; “B,” good; “C,” not passing; “D,” not passing; “F,” failure or withdrawn failing; “I,” incomplete; “W,” withdrawn passing; and “U” unearned failure.

The grade point average (GPA) is the number of grade points earned divided by the number of semester hours attempted. Semester grade symbols have the following values:

A	4 points
B	3 points
C	2 points
D	1 point
F	0 points

Neither hours nor grades are calculated for “I,” “C” (credit), “PR” (temporary/non-punitive), “W”, or “U” (unearned fail).

No incomplete grades will be assigned for clinical/practicum courses. If an incomplete grade is assigned in a didactic course, you may not progress in the MSN-FNP program until it is finished, and a passing letter grade is awarded.

A graduate or post-graduate student as defined in the graduate catalog, is required to maintain a 3.0 cumulative grade-point average for all Texas State 5000-, 6000-, and 7000-level courses (excluding required leveling courses) listed on a student’s Degree Audit for a graduate degree. Cumulative GPA’s are computed at the end of the fall, spring, and summer semesters.

If a **graduate degree-seeking** student’s cumulative GPA falls below 3.0 during any semester of enrollment at Texas State, the student will be placed on academic probation. In the next semester of enrollment, the student **must** raise his or her cumulative Graduate College GPA to 3.0 or above or be suspended from the Graduate College. When the student has achieved a cumulative GPA of at least 3.0 at the end of the semester of probation, the student will be notified that he or she has been removed from probation status.

The nursing faculty has determined a grading scale for all nursing courses in keeping with the minimum passing criteria of the credentialing organization. The evaluation scale is as follows:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
Below 60%			F

Practicum Course Grades (For FNP and PMHNP programs only)

For the MSN-FNP program, the practicum courses are graded as **Credit or Failure**. Students meeting the 80% on total points in addition to the required scores on the faculty clinical evaluation will earn a 'credit' for the course. Students not earning the required scores or the 80% on total points will earn a 'F' in the course.

Paired Courses (For FNP and PMHNP programs only)

Some courses in the MSN graduate programs are 'paired' courses that have a didactic course and a practicum course that are co-requisites of one another. A student is required to pass both of the paired courses to continue progression in the MSN program. Failure in either the didactic or practicum course requires both paired courses to be repeated successfully prior to progressing in the program. See Academic Progression in the MSN Student Handbook for further information.

Exam Policy (For FNP and PMHNP programs only)

Students must earn an average of 80% or higher on all module or comprehensive exams in a course to successfully pass the course and progress in the program, regardless of overall course grade. This average does not include any HESI exams. Exam questions are timed at 1.2 minutes per question in ExamSoft. Students have a 24-hour window to download the exam and start it. If a student misses the download window, the time will not be extended, and student will receive a zero for that exam. An exam average of less than 80% will result in course failure. This average does not include any HESI exams or quizzes.

Rounding Policy: Final grade averages less than 0.5 points below the minimum for a letter grade will be rounded up to the next letter grade. For example, a 79.5 would round up to 80.0, but a 79.49 would not be rounded.

HESI Scoring and Assignment for Course Grades

In the MSN-FNP program, HESI Exams are given in NURS 5202 Health Assessment, NURS 5303 Pharmacotherapeutics, NURS 5301 Pathophysiology and NURS 5450 Integrative Primary Care. Each of these assessments in NURS 5202, 5303, and 5301 count as 10% of the course grade. In NURS 5450, the HESI FNP exam is given twice, once at the beginning of the term and once at the end. The initial HESI FNP exam is worth 5% and the last exam is worth 10%, totaling 15% of the course grade. Failure to take the HESI exam as scheduled will result in the student losing 5% of the grade, as HESI exams will not be re-scheduled. More detailed information can be found in the course syllabus.

Each course will have required activities or assignments and examinations to validate learning and competency.

Privacy

Anyone who has access to private and personally identifiable information concerning Texas State employees, faculty, students, clients, affiliates, or others who have access to any information made confidential by Texas State policies or law (including but not limited to the Family Education Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Gramm-Leach-Bliley Act of 1999 will take reasonable and necessary steps to maintain the privacy of such information. Private and personally identifiable information includes but is not limited to social security numbers, driver's license numbers, unpublished home addresses or phone numbers, personal account numbers, computer passwords and accounts, financial information, collection of credit card information for services, and protected health information (patient records and information).

Registration Termination

The Dean of the Graduate College may terminate the registration of any student who fails to comply with Graduate College and/or other appropriate university regulations.

Student Files

All students in the Nursing Program will have a working file that is maintained by your Graduate Advisor. This file includes the St. David's School of Nursing application and supporting documents, completed degree outlines and summaries and any disciplinary documentation. Clinical evaluations and Learning Contracts are stored electronically.

The St. David's School of Nursing Graduate Advisor updates the student's degree plan and forwards it to the Graduate College. The official degree plan is used for graduation certification and is maintained at the Graduate College in San Marcos.

Students may request access to their student files. Prior to review, a request must be made to the Director of the Program. Note that the student must be present at the St. David's School of Nursing to view a file. Copies will not be mailed due to confidentiality and security concerns. A faculty member must be present while the files are being reviewed. Student files may NOT be removed from the St. David's School of Nursing Office of Admission. No information is to be added to or deleted from the file without permission from the Director of the Program.

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords certain rights to students concerning their educational records. FERPA affords students a right to inspect and review their educational records (with exceptions) and to request their records be amended, to have limited control over the disclosure of information contained in their records, and to file a complaint with the U.S. Department of Education concerning alleged failures of the University to comply with the requirements of the FERPA.

Anyone with knowledge or suspicion of a violation shall report the incident promptly to their immediate supervisor or faculty or the Director of the Program. Information acquired in the investigation of any known or suspected violation shall be confidential unless disclosure is authorized or required by law.

Violation of privacy and confidentiality laws and policies may subject the violator to disciplinary or criminal action.

For more information go to [Handbook Rules](#).

Technology Use

Texas State provides each of its authorized users with a computer account, known as a Texas State NetID, which facilitates access to the University's information resources. In accepting a Texas State NetID or any other access ID, the recipient agrees to abide by the applicable Texas State policies and legal statutes, including all federal, state and local laws. Texas State reserves the right at any time to limit, restrict, or deny access to its information resources and to take disciplinary and/or legal action against anyone in violation of these policies or statutes.

One such policy, reflected in the Appropriate Use of Information Resources brochure (UPPS 04.0.1.07), clearly outlines the University's expectations regarding the use of its computing and other information resources and specifically prohibited behaviors. These prohibited behaviors include harassment, virus infusion, and bandwidth monopolization, among many others. Students should especially note the prohibition against unauthorized duplication, use, and/or distribution of software and other copyrighted digital materials (including copyrighted music, movies, graphics, etc.) All software and many other digital materials are covered by some form of copyright, trademark, license, and/or agreement with potential civil and criminal liability penalties. Exceptions must be specifically authorized by the copyright/trademark holder or by the fair use provisions of the copyright law. If questions, contact IT Assistance Center at (512) 245-4822.

Withdrawal

Withdrawing from the University (dropping all classes) is an official action whereby a student informs the University Registrar, who in turn informs the instructor(s) of record, that the student will cease attending all classes in which enrolled.

1. The deadline to receive an automatic "W" is the first 60 percent of the term. Refer to the academic calendar on the [University Registrar's website](#) for the most current dates.
2. After the automatic "W" period, faculty assign grades to students who officially withdraw from the university. Faculty assign a "W" grade only to those students who have a passing average at the time the withdrawal action is officially completed. Otherwise, faculty assigns a "U" grade.
3. Please refer to the [academic calendar](#) on the University Registrar's website for the withdrawal deadline.
4. The student must contact the office of the University Registrar in person, by letter, by email, or by fax to withdraw officially from the university. Visit the Registrar's office website or contact the registrar's office at 512.245.2367 for the proper procedures.

SIMULATION LAB REQUIREMENTS ROUND ROCK CAMPUS

On-Campus Requirements

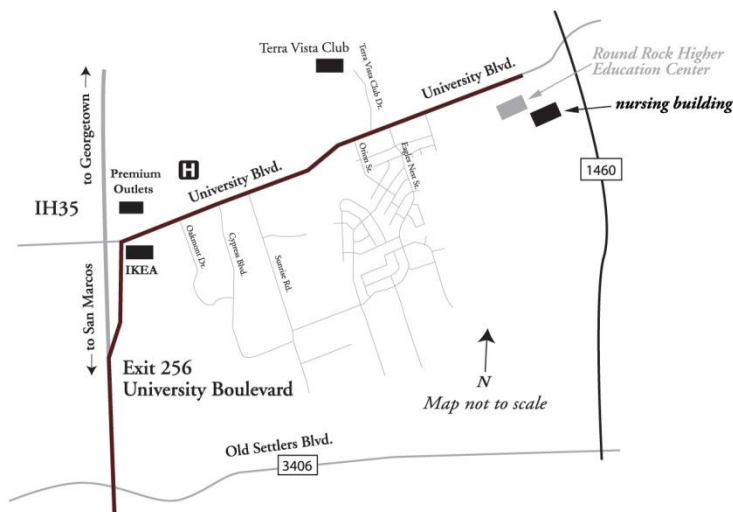
Although you will satisfy most of the clinical requirements at an approved facility, you are required to come **on-campus** in Round Rock, Texas to demonstrate that you have grasped certain essentials of the course. These On Campus Intensives are a portion of your grade and/or clinical requirements and attendance is mandatory. You will attend in-person meetings and participate in simulation lab assignments twice each semester. Onsite visits are scheduled by each program and are published for students to access and posted in the course syllabi. You are responsible for arranging your own travel and accommodations. Below are some helpful resources.



Directions to Round Rock/St. David's School of Nursing

Round Rock is located about 19 miles north of Austin on Interstate 35. If you will be flying in, the Austin-Bergstrom International Airport (ABIA) is the closest major airport. You will need to rent a car to travel to your hotel accommodation and to the St. David's School of Nursing. Amtrak also has stations in both Austin and Taylor (east of Round Rock).

The address for the St. David's School of Nursing is 1555 University Blvd., Round Rock, TX 78665.



Directions from SOUTH, CENTRAL AUSTIN and SAN MARCOS:

- Go north on I-35.
- Take exit #256 - SH 1431/University Blvd.
- Turn right (east) onto University Blvd.
- Keep straight for about two miles.

The Texas State University-Round Rock Campus/St. David's School of Nursing Building will be on the right.

Directions using TX-130-TOLL N, from Austin and I-35 using TX-130-Toll N:

- On I-35 N go toward US-290 E
- Take exit #238B/HOUSTON onto US-290 E, and go 6.61 mi

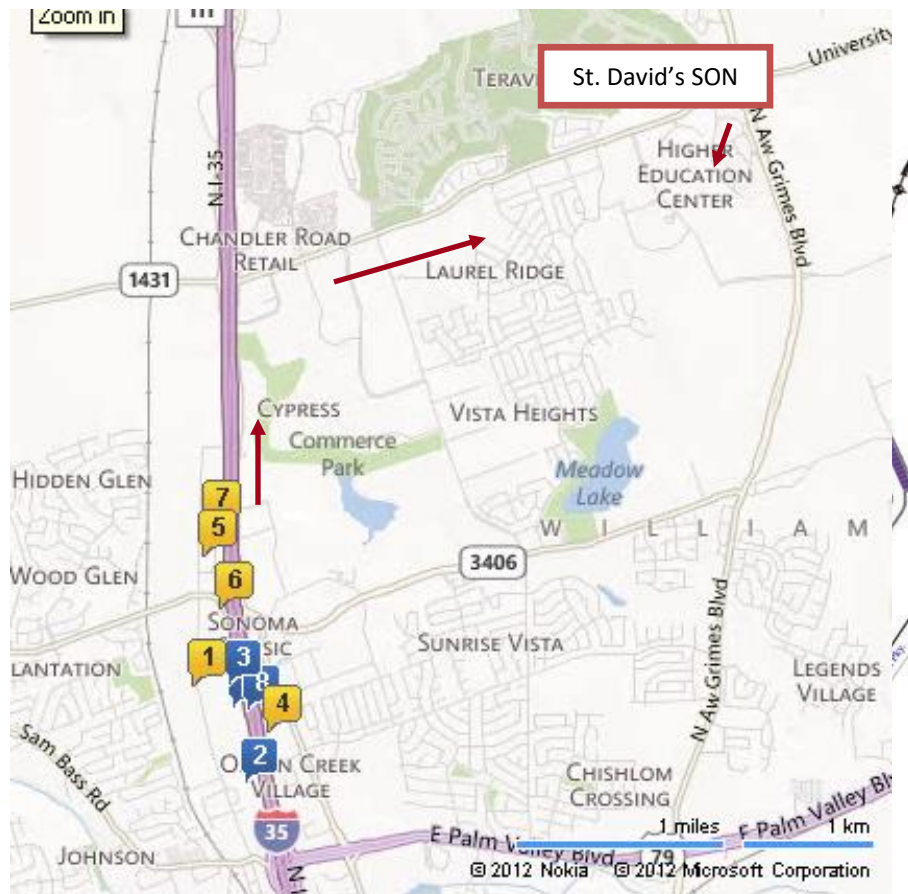
- Take the WACO exit onto TX-130-TOLL N (toll applies) and go 18 mi
- Take exit #419/CHANDLER RD (toll applies)
- Turn LEFT onto Chandler Rd
- Continue on Chandler Rd for 3.92 mi (Chandler Rd becomes University Blvd after the FM 1460 intersection)
- Arrive at 1555 UNIVERSITY BLVD, ROUND ROCK, on the left

Nearby Accommodations

The following is a list of hotel accommodations closest to the Round Rock Campus. The St. David's School has no agreements with any of the hotels listed, and only provides this information to assist you in finding nearby accommodations.

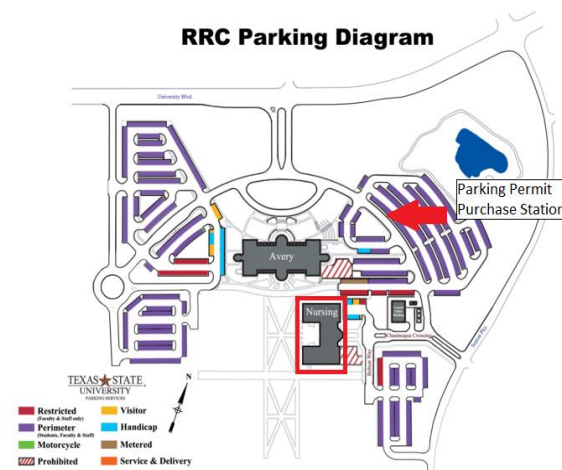
1	Holiday Inn Austin North-Round Rock	2370 Chisolm Trail Round Rock 78681	512-246-4000
2	Country Inn and Suites Round Rock	1560 North I-35 Round Rock 78681	512-828-3800
3	La Quinta Inn and Suites Austin-Round Rock North	2004 North I-35 Round Rock 78681	512-255-6666
4	Best Western Executive Inn	1851 North I-35 Round Rock 78664	512-255-3222
5	Courtyard by Marriott Austin-Round Rock	2700 Hoppe Trail Round Rock 78681	512-255-5551
6	Holiday Inn Express Round Rock	2340 North I-35 Round Rock 78728	800-315-2621
7	SpringHill Suites Austin-Round Rock	2960 Hoppe Trail Round Rock 78681	888-287-9400
8	Value Place Round Rock	1950 North I-35 Round Rock 78681	512-388-7700
9	Red Roof Inn Austin-Round Rock	1990 North I-35 Round Rock 78681	512-310-1111

(See the map on the following page that displays numbers corresponding to the above accommodations)



Parking on Campus

There are two pay stations (stands on the east side of the Round Rock campus, with a red band on the top of the station) where you may acquire parking permits for a reasonable fee. The stations accept only credit cards (VISA, MCARD, Discover, AMEX). After payment, a receipt will be printed that you will place in your vehicle's window. This allows parking in any perimeter (purple) space—see campus map on the following page. Parking is not enforced on the weekend.



DRESS CODE

Personal Appearance

Students represent not only Texas State University and the St. David's School of Nursing, but also the nursing profession. In the clinical setting, nursing students are required to be well groomed and dressed to reflect a professional image. Student identification must always be visible. Student appearance must also follow clinical site dress code. The clinical preceptor reserves the right to dismiss a student from a clinical site based on unprofessional or inappropriate dress or behavior. The following are minimal expectations of the personal appearance of a St. David's School of Nursing student.

1. **Hair:** must be clean and pulled back from the face so as not to fall forward while interacting with patients. No unusual hair colors; must have human color hair. Beards or moustaches for men will be neatly trimmed
2. **Make-up:** should be minimal and appropriate to reflect a professional image
3. **Nails:** need to be smooth, fingertip or shorter length and clean. Nail polish and artificial nails are **not allowed** in patient care areas or simulation labs, as they are an infection control risk
4. **Jewelry:** should be minimal – no more than one ring band per hand, one set of post earrings to the lobe of ears, no hoops or dangling earrings, as they are a safety issue. No other visible piercings or tongue piercings are allowed.
5. **Personal cleanliness:** the student will maintain a level of personal hygiene that keeps the student free of offensive odors such as body or mouth odor, a strong smell of smoke, perfume and cologne
6. **Tattoos:** must always be covered while in the clinical area

Simulation Lab and Clinical Attire

1. Texas State Nursing ID badge
2. A long, white lab coat with St. David's School of Nursing patch on the left sleeve will be worn over professional business casual attire, as appropriate to the student's responsibilities. The lab coat is to be ordered from the approved vendor: [Mor University](#)
Password: morBOBCATS)
3. Appropriate undergarments should be worn under business attire (i.e. full coverage and not visible)
4. Carry stethoscope and otoscope/ophthalmoscope

ETHICS AND PROFESSIONAL CONDUCT

American Nurses Association Code of Ethics

Nursing students are expected to be familiar with and perform consistently with the Code of Ethics for Nurses, [Comprehensive and current Code of Ethics for Nurses](#) and [ANA Code of Ethics](#), excerpts from 2015.

Preface

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of

illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

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 acts 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 healthy 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.

Professional Conduct

Inherent in the profession of nursing are values that are demonstrated through professional conduct. Examples of professional values include: demonstrating a commitment to nursing; demonstrating cooperation and collaboration; placing the patient's welfare first; exhibiting personal as well as intellectual responsibility and adhering to the nursing program and clinical facility policies. Students are evaluated in these areas of professional conduct.

In keeping with the philosophy of Texas State, a student is expected to exhibit professional behavior when performing nursing activities or representing the Nursing Program in any capacity.

When in the clinical area or any clinical experience, the student should be identified as a Texas State nursing student by proper uniform, and/or identification as listed in the Dress Code Policy. The student is expected to exhibit a professional manner, which includes but is not limited to having a neat, clean appearance and utilizing appropriate language and behavior.

The student will notify the clinical faculty or preceptor appropriately when she/he is tardy, absent, or for any reason unable to complete nursing responsibilities, will be absent from the clinical setting, or must leave the clinical area prior to the end of clinical time.

The student is expected to deliver care in a nondiscriminatory and nonjudgmental manner that is sensitive to patient diversity. When providing care, the student should place the patient's welfare first by: being accessible and prompt in answering the patient's requests; establishing a priority of activities which reflects the patient's needs; and being responsible and reliable when needs are identified by the patient, staff or clinical instructor. The student should deliver care in a manner that preserves and protects patient autonomy, dignity, rights and confidentiality.

The student should interact professionally, both written and verbally, with faculty, staff, patients, and peers when giving and receiving information. When a question or unclear situation occurs, the student must follow the appropriate channels of communication and authority for clarification (faculty, course coordinator, Director, Dean). The student's written work/charting should be accurate, have a professional appearance, and be completed according to standards of the clinical site and Texas State. Personal cell phones and pagers are to be used in emergency situations only and according to clinical site policies as well as at the discretion of the faculty.

The student should strive to be a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and accepting the roles and responsibilities of others in the group. The student should accept and act upon constructive criticism.

The student is expected to exhibit intellectual and personal responsibility by readily acknowledging mistakes and/or oversights, as well as act to correct the situation. The student must be honest and truthful when interacting with patients, peers, faculty and staff, and in completing written work such as charting, care plans, and assessment guides. The student should complete her/his own work, not representing anyone else's work as being their own. The student must identify group collaboration on projects when

indicated and appropriate. Refer to Policy on Academic Honesty in the Undergraduate Catalog, which will extend to the class and clinical experience.

Texas State University Statement on Prohibition of Discrimination and Sexual Misconduct (Title IX)

The Office of Equity and Access is responsible for ensuring that faculty, staff, and students are aware of the policies and procedures regarding discrimination and sexual misconduct.

Policy Statements

UPPS 04.04.46, Prohibition of Discrimination

Texas State University is committed to an inclusive education and work environment that provides equal opportunity and access to all qualified persons. Texas State, in accordance with applicable federal and state laws and institutional values prohibits discrimination or harassment based on race, color, national origin, age, sex, religion, disability, veterans' status, sexual orientation, gender identity, or gender expression.

Texas State forbids discrimination in any university activity or program. Faculty members, staff employees, or students who discriminate against others in connection with a university activity or program are subject to disciplinary sanctions.

The Texas State University System Sexual Misconduct Policy

Texas State University is firmly committed to maintaining an educational environment free from all forms of sex discrimination. Sexual misconduct, as defined in the Sexual Misconduct Policy, is a form of sex discrimination and will not be tolerated. Texas State will maintain an environment that promotes prompt reporting of all types of sexual misconduct and timely and fair resolution of sexual misconduct complaints. Texas State will take prompt and appropriate action to eliminate sexual misconduct when such is committed, prevent its recurrence, and remedy its effects. To address concerns related to sexual misconduct, please contact the Title IX Coordinator in the Office of Equity and Access at 512.245.2539.

This policy defines and describes prohibited sexual conduct, establishes procedures for processing complaints of sexual misconduct, permits appropriate sanctions and identifies available resources.

In the case of allegations of sexual misconduct, The Texas State University System Sexual Misconduct Policy supersedes any conflicting procedures and policies set forth in other Texas State documents.

- [What is sexual misconduct \(Title IX\)?](#)
- [What to do if you experience sexual misconduct](#)
- [Sexual Misconduct Weblne](#)
At this website, you can file a report for any of the following categories of sexual misconduct: sexual assault, dating violence, stalking, sexual harassment, domestic violence, sexual exploitation
- [What to do if sexual misconduct is reported?](#)
- [Resources for sexual assault survivors](#)
- [Determining consent- was consent provided?](#)
- [Raising awareness on Title IX and Sexual Assault](#)

- [Useful Terms](#)

Reporting Responsibilities:

Specific requirements for members of the university community regarding discrimination and sexual misconduct including procedures for reporting and filing complaints are outlined in the following policy and procedures statements:

[UPPS No. 04.04.46, Prohibition of Discrimination](#)
[The Texas State University System Sexual Misconduct Policy](#)

Report all instances of sexual misconduct to the Texas State University [Sexual Misconduct Weblne](#).

Address discrimination complaints to the Office of Equity and Access at the contact information below:

Contact info:

Dr. Gilda Garcia, Chief Diversity Officer
Director of Equity and Access, Title IX Coordinator
J. C. Kellam Building, Room 164

gg18@txstate.edu

TitleIX@txstate.edu

Phone: 512.245.2539

Fax: 512.245.7616

Unprofessional Conduct

If displaying unprofessional conduct, the student may be sent away from the classroom, clinical or laboratory setting by the faculty or designated authority. The instructor then notifies the Director. The Director will notify other College officials as deemed necessary. Documentation of the conduct will be completed as appropriate.

Independent Work

Students are expected to do their own work unless an individual course instructor has indicated that group activity is acceptable. In the class, seminars and practice labs, students are expected to participate by sharing observations and impressions.

Students may share notes and resources to facilitate one another's learning; however, it is considered unethical for one student to ask another for copies of papers, projects, old exams, or to show or exchange answers before, during or after exams, clinical validations or demonstrations.

Students are expected to do their own work on all graded material submitted for course requirements. Since dishonesty harms the individual, fellow students, and the integrity of the university, policies on academic dishonesty will be strictly enforced.

It is considered unethical for a student to secure and/or make copies of an exam that is to be administered or one that has previously been administered.

Any conduct considered to be unethical is cause for immediate dismissal from the program according to the Texas State Student Handbook. Any observances of such conduct by faculty or reports to faculty will immediately be investigated.

Students are expected to comply with the stated rules of conduct and professional behavior of the St. David's School of Nursing. Due to the unique responsibilities for patient care in nursing services, each faculty member evaluates the professional behavior of students in classrooms, simulation labs and clinical settings.

If a student violates the code of professional conduct, disciplinary action will be applied. The severity of this action will be based on the infraction and could include dismissal from class, clinical setting, simulation labs, and/or from the Nursing Program.

Student behaviors are also discussed in the [University Code of Student Conduct](#) as set forth in the Texas State Student Handbook.

Texas State Academic Honor Code

(Courtesy of the Texas State Student Handbook)

The Texas State [University Policy and Procedure Statement](#) for academic integrity establishes the following:

- Instructor responsibilities
- Student responsibilities
- Procedures for cases of academic misconduct (including rules about hearings and appeals)

The university expects both faculty and students to respect and follow the Honor Code. For students, this means that all academic work will be done by the individual to whom it's assigned, without unauthorized aid of any kind.

It is the student's responsibility to be aware of the policy on academic misconduct. Students are strongly encouraged to communicate with their respective instructors if there is a question of whether or not a study practice, activity, or any other student behavior falls under the umbrella of academic misconduct. Do not put yourself in an untenable position because of your failure to receive approval from your respective instructors regarding student academic activity.

Violating the Honor Code

According to the [University Policy and Procedures Statement 07.10.01](#) the following is important information concerning definitions relating to academic dishonesty.

"Violation of the Honor Code" includes, but is not limited to, cheating on an examination or other academic work, collaboration/collusion, plagiarism, fabrication, and facilitating academic dishonesty.

Examples of Honor Code Issues and Concerns

Cheating	Including engaging or attempting to engage in any of the following activities:
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	1. Copying from another student's test, paper, report, computer files, data listings, computer screen, programs, or from any electronic device or equipment.
	2. Using, during a test, printed, audio, or electronic materials not authorized by the person giving the test.
	3. Without authorization, using, buying, selling, stealing, transporting, soliciting, copying or possessing, in whole or in part, the contents of an unadministered test or other academic products (e.g., study guides, solution manuals, etc.)
	4. Substituting for another student or permitting another person to substitute for oneself in taking an examination or preparing academic work.
	5. Bribing or coercing another person to obtain an unadministered test or obtain information about an unadministered test or other academic products.
	6. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other assignment prepared by another individual or by a firm. This section does not apply to the word-processing of the rough or final versions of an assignment by a professional service.
	7. Submitting the same essay, thesis, report, or other project, without substantial revision or expansion of the work, in an attempt to obtain credit for work submitted in another course.
	8. Seeking, receiving or giving aid during examinations through electronic means (e.g., cell phone, email, text messaging).
	9. Using unauthorized materials or information from others for a take-home exam. It is expected that students do independent work for exams whether they are take-home or in-class. Students are expected to comply with the guidelines set by the instructor.
Collaboration/Collusion	The unauthorized collaboration with another person in preparing any work offered for credit. Examples include:
	1. Collaborating, without authorization, with another person during an examination or in preparing academic work. In some instances, instructors may indicate permitted forms of collaboration with other students. If the instructor does not indicate that collaboration is permitted, it should be understood that none is permitted. Students are encouraged to seek clarification from their instructors regarding the acceptable parameters for collaboration should they be in doubt regarding assignments that require group work. Instructors are encouraged to make their policy regarding collaboration explicit both orally to the class and in writing with each assignment. Acknowledgement of collaboration is required when presenting authorship of student work.

Plagiarism	Including the appropriation of another's work and the inadequately or inappropriately acknowledged incorporation of that work in one's own written, oral, visual, or original performative work that is offered for credit. Examples include:
	1. Submitting an assignment that was written during a prior semester or submitting the same assignment for more than one class simultaneously to include resubmitting substantial portions of previously written work for a current assignment, unless instructors in multiples courses are informed of and approve of the submission. Students should consult with their instructors if unsure of what work of their own they may use in preparing an assignment.
	2. Copying from another student's paper partially or entirely or from any source without proper citation such as a book, article, notebook, video, or other source material, whether published or unpublished.
	3. Inserting a passage from the Internet or any computer source into one's paper without proper citation.
	4. Appropriating another person's computer programming work for submission as an assignment.
	5. Failing to attribute material that comes from other media sources or failing to obtain proper permission for the use of such material when creating a web page, film, or musical composition as a course assignment.
	6. Any other appropriation of another's intellectual property without proper attribution.
	7. Citing sources improperly, which includes failure to use quotation marks or other appropriate notation for direct quotes or for an author's distinctive phrases, and following an author's structure of writing and ideas, but rephrasing the sentences partially to give the impression that the whole passage reflects the student's structure and ideas.
Fabrication	Including intentional and unauthorized falsification or invention of any information or citation in an academic exercise. Examples include:
	1. Furnishing false information or falsifying or distorting data.
	2. Forging a signature to certify completion of an assignment or falsifying attendance records to fabricate proof of attendance.
	3. Collaborating with another student to falsify attendance records to fabricate proof of attendance.

	4. Fabricating data in support of laboratory or field work.
	5. Intentionally misrepresenting one's academic accomplishments.
	6. Fabricating or falsifying a bibliography.
Facilitating Academic Dishonesty	Intentionally or knowingly helping or attempting to help another to violate any provision of this policy. Examples include:
	1. Providing to other students one's own work or that of others with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
	2. Maintaining a file of exams or papers with the reasonable expectation that these will be used for the purpose of cheating or plagiarism.
	3. Theft of other students' notes, papers, homework, or textbooks for academic gain.
	4. The use of any electronic means to assist another without authorization.
	5. Copyright infringements.

*Please note that not all activities that constitute academic misconduct are listed in specific detail in the [UPPS 07.10.01](#). It is expected that students will honor the spirit of academic integrity and will not place themselves in the position of being charged with academic misconduct.

[The Honor Code](#)

As members of a community dedicated to learning, inquiry and creation, the students, faculty and administration of our university live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor and shun mediocrity, special requests and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

The Pledge for Students

Students at our university recognize that, to ensure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

I pledge to uphold the principles of honesty and responsibility at our university.

The Pledge for Faculty and Administration

Faculty at our university recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place. The statement is as follows:

I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our university.

Addressing Acts of Dishonesty

Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

Acceptance of Gifts

Taken from: THE TEXAS STATE UNIVERSITY SYSTEM, SYSTEM RULES AND REGULATIONS:

5. BENEFITS, GIFTS AND HONORARIA.

5.3 Prohibited Benefits. A Regent or an employee shall not solicit, accept, or agree to accept any benefit from any person the Regent or employee knows is interested in or is likely to become interested in any contract, purchase, payment, claim, or transaction involving the Regent's or employee's discretion. This prohibition does not apply to (1) gifts or other benefits conferred on account of kinship or a personal, professional, or business relationship independent of a Regent's or employee's status, respectively, as a member of the board or as an employee; (2) a fee prescribed by law to be received by a Regent or employee or any other benefit to which he or she is lawfully entitled or for which he or she gives legitimate consideration in a capacity other than as a member of the Board or an employee of the System or a component; (3) a gift, award, or memento that is received from a lobbyist who is required to make reports under Government Code, Chapter 305 and, (4) items having a value of less than \$50, not including cash or negotiable instruments. A Regent or an employee who receives an unsolicited benefit that he or she is prohibited from accepting by law may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a VIII-7 recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes.

GRADUATION

Degree Audit Reports (DAR)

After being admitted to a program, the student may access a degree audit from Self Service Banner. The degree audit will guide the student in selecting courses for registration each semester. The student should

meet with his or her graduate advisor during the first semester of admission to discuss options and review the degree program. Requests for changes to a student's degree audit must be submitted by the student's advisor to the Dean of the Graduate College for approval.

Because graduate degree programs are individualized according to degree type and student goals, a student's particular degree program may exceed the number of hours identified for the major in this catalog.

Students receiving Veterans Administration educational assistance must provide the Texas State Office of Veteran Affairs with a copy of the graduate degree audit.

To be eligible for graduation, a student must have a GPA of at least 3.0 (or higher if required) for each major or minor/cognate listed on the Degree Audit. Some degree programs may also call for higher minimum requirements. Effective fall 1991, no grade earned below "C" on any graduate course may apply toward a graduate degree at Texas State. In addition, no grade earned below "B" on any graduate course may apply toward a doctoral degree at Texas State.

Background/Leveling Work

Background/leveling work is not computed in the graduation GPA requirement, nor is graduate-degree credit granted for background work for the degree to be earned.

Incomplete Grades

Incomplete grades must be cleared through the Registrar's Office **at least ten days before the commencement** for which the degree is to be conferred. No incomplete grades will be assigned for clinical/practicum courses. If an incomplete grade is assigned in a didactic course, you may not progress in the program until it is finished, and a passing letter grade is awarded.

The Dean of the Graduate College certifies candidates for graduation after the completion of all requirements for the appropriate graduate degree and with the approval of the departments concerned.



Degrees are conferred publicly at the close of the fall semester, the spring semester, and the second summer session.

A student will graduate under the catalog that is current during the semester of his or her graduation unless the Dean of the Graduate College at his or her own discretion finds good cause to grant a waiver. To seek a waiver to graduate under the catalog in effect when a student began his or her Texas State graduate program, the student must make an appeal to his or her graduate advisor to

submit a written request to the Dean of the Graduate College. A program may automatically initiate this request. Students who have any questions should contact the Office of the Graduate College at 512-245-2581.

Final Degree Audit

Upon reaching two semesters, or 18 semester hours before completion of the MSN degree, the student should request a final degree audit by contacting their academic advisor who will complete the final degree audit in conjunction with the Graduate College. The audit will list the courses remaining to be taken, as well as grade-point averages in courses taken at Texas State and in the major field of study. If the student's GPA is below program or state requirements for the degree, the summary can be used to decide how the averages could best be raised in the remaining course work. The final degree audit is simply the updated DARS report that is available to the student through [CatsWeb](#).

Graduation Requirements

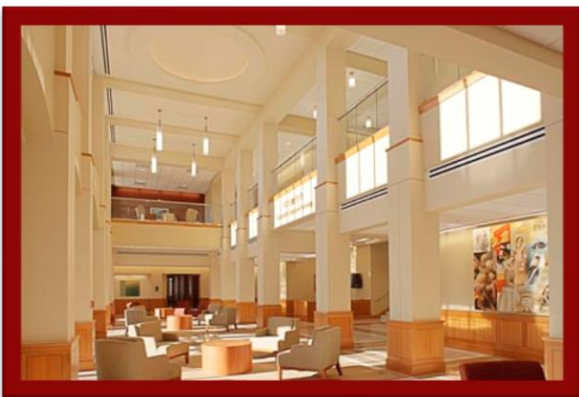
Before graduating from Texas State with the MSN, students **must** satisfy the following requirements:

- a grade of "B" or above in each nursing course
- GPA **must be** at least 3.0

Application for Degree

Students are required to APPLY for graduation during their last semester. Contact the St. David's School of Nursing Graduate Advisor for the deadline dates of each semester. ***STUDENTS CANNOT GRADUATE UNLESS AN APPLICATION FOR GRADUATION HAS BEEN COMPLETED. THE DEADLINE IS A HARD DEADLINE SET BY THE GRADUATE COLLEGE.***

MASTER OF SCIENCE IN NURSING PROGRAM OF STUDY AND COURSE DESCRIPTIONS



The Master of Science in Nursing (MSN) program is a program in which registered nurses (RNs) with a Bachelor of Science in Nursing (BSN) degree advance their skills in one of three specialty areas currently offered; Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), or Leadership and Administration in Nursing (LAN). Instruction will be in a hybrid format, primarily online with approximately two meetings per semester at the St. David's School of Nursing in Round Rock, Texas.

MSN, FAMILY NURSE PRACTITIONER

The FNP program teaches the NP to treat the whole family, however that family chooses to identify itself. As a result, graduates are prepared to treat diverse populations, with knowledge to promote health and to assess patients of all ages. Beyond focusing on the family as a population, the program emphasizes the primary care environment and recruits' nurses interested in practicing in rural areas. These goals help to mitigate the burgeoning shortage of primary care providers both rurally and overall. In addition to achieving eligibility for applying for certification as a Family Nurse Practitioner (FNP), graduates of the program will have developed competence in the theory and techniques of integrative health.

In addition to meeting all relevant professional competencies, MSN FNP graduates will be qualified to sit for one or more of the following certification exams:

- American Nurses Credentialing Center (ANCC) Certification Exam (FNP)
- American Academy of Nurse Practitioners (AANP) Certification Exam (FNP)

The St. David's School of Nursing incorporates integrative health into the advanced practice nursing curriculum in two ways. First, there is the multi-disciplinary approach to research and the translation of those findings into advanced practice nursing. Second is the integration of other aspects of healthcare into the traditional view of practice. The curriculum includes concepts of holistic nursing care or complementary and alternative medicine and engages research and initiatives from leading health centers and national organizations focused integrative health.

Upon completion of the MSN-FNP program students will be able to:

1. Engage in advance nursing practice through integration of scientific findings from nursing, humanities, and sciences into the delivery of care to diverse patients, families, and communities.
2. Participate in organizational and systems leadership through promotion of high quality, safe patient care which emphasizes ethical decision making, effective working relationships, and a systems-perspective.
3. Lead quality improvement processes to communicate effectively, evaluate health outcomes, and advocate for changes in the care environment to improve health outcomes.
4. Synthesize and critique research to integrate the best evidence to resolve practice problems, work as a change agent, and assist in disseminating findings into clinical practice.
5. Utilize healthcare technologies and informatics to analyze and evaluate data to promote safe practice environments, cost containment and health outcomes.
6. Demonstrate leadership in professional nursing practice through commitment to reflective practice, accountability, and maintaining active roles in health policy and professional organizations.
7. Actively participates as a member and leader of interprofessional teams to promote safety, reduce risk, and address healthcare disparities for patients and populations.
8. Integrate clinical prevention and population health concepts, including global and social determinants of health, into the diverse healthcare care needs of patients, communities, and populations.
9. Lead health education, treatments, and care through incorporation of biocultural perspectives of patients, communities, and populations as they relate to integrative healthcare practices.

10. Practice as an advanced practice nurse using evidence based, cost effective integrative healthcare approaches to positively influence health outcomes of patients, families, and the global community.

The program of study is offered as both full time and part time options for students.

PROGRAM OF STUDY

48 semester hours minimum required

Course Number	Required Courses	Credit Hours
Year One, Fall		9
NURS 5301	Advanced Pathophysiology	3
NURS 5202	Advanced Health Assessment	2
NURS 5102	Advanced Health Assessment Practicum	1
NURS 5351	Theoretical Foundations of Advanced Integrative Nursing	3
Year One, Spring		12
NURS 5410	Adult/Gerontology Primary Care	4
NURS 5310	Adult/Gerontology Primary Care Practicum	3
NURS 5303	Advanced Pharmacotherapeutics	3
NURS 5204	Fundamentals of Appraisal and Translational Research I	2
Year One, Summer		7
NURS 5311	Behavioral Health Primary Care	3
NURS 5341	Reproductive, Sexual and Obstetrical Health	3
NURS 5141	Reproductive, Sexual and Obstetrical Health Practicum	1
Year Two, Fall		10
NURS 5430	Pediatric & Adolescent Primary Care	4
NURS 5330	Pediatric & Adolescent Primary Care Practicum	3
NURS 5205	Health Care Leadership for a Changing World	2
NURS 5106	Fundamentals of Appraisal and Translational Research II	1
Year Two, Spring		10
NURS 5450	Integrative Family Primary Care	4
NURS 5350	Integrative Family Primary Care Practicum	3
NURS 5208	Current Issues in Advanced Practice Nursing	2
NURS 5107	Fundamentals of Appraisal and Translational Research III	1
Sub-total		48 hours

COURSE DESCRIPTIONS

NURS 5102. Advanced Health Assessment Practicum.

This course emphasizes advanced health assessment techniques and skills common to patient evaluation and development of differential diagnoses. Advanced physical assessment skills and identifying common signs and symptoms related to physical examination will be developed. Restricted to MSN degree students only. Corequisite: NURS 5202; Prerequisite or Corequisite NURS 5301

1 Credit Hour. 0 Lecture Contact Hours. 4 Lab Contact Hours (60 Clinical Hours).

Grade Mode: Credit/No Credit

NURS 5106. Fundamentals of Appraisal and Translational Research II.

This course builds upon work begun in the first research course. Emphasis will be placed on writing an evidence-based scholarly paper or project in collaboration with a faculty member. Presentation of the findings and submission of a paper for publication will be required in the final semester. Restricted to MSN degree students only. Prerequisite: NURS 5204

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5107. Fundamentals of Appraisal and Translational Research III.

This course is a continuation of work begun in previous courses and will result in an evidence-based scholarly paper or project. Presentation of the findings and submission of a paper for publication will be required. This is a culminating project for the entire course of study. Restricted to MSN degree students only. Prerequisite: NURS 5106, NURS 5204

1 Credit Hour. 1 Lecture Contact Hour. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5141. Reproductive, Sexual and Obstetrical Health Practicum.

Students will integrate research evidence into practice with adolescent and adult patients while working in clinical settings in collaboration with other health care professionals. Students will utilize a systematic approach of assessment to develop advanced practice treatment plans for patients seeking care related to reproduction, sexual and obstetrical health. Restricted to MSN degree students only. Corequisite: NURS 5341; Prerequisite: NURS 5102, NURS 5202

1 Credit Hour. 0 Lecture Contact Hours. 4 Lab Contact Hours. (60 Clinical Hours)

Grade Mode: Credit/No Credit

NURS 5202. Advanced Health Assessment.

This course emphasizes advanced health assessment techniques and skills common to family practice. Advanced skills in laboratory evaluation, taking and assessing patient history, and diagnostic capabilities, which are sensitive to cultural and developmental needs of a variety of patients in diverse settings, will be developed. Restricted to MSN degree students only. Corequisite: NURS 5102; Prerequisite or Corequisite NURS 5301

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5204. Fundamentals of Appraisal and Translational Research I.

This course focuses on a variety of interest areas, related research and the evaluation of current research trends. There will be critique of research methodologies and outcomes into application within the clinical setting, as well as exploration of technological applications and student data compilations. Restricted to MSN degree students only.

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5205. Health Care Leadership for a Changing World.

This course explores leadership concepts and complexity of changing healthcare systems for the advanced nursing role. Healthcare economics, innovation, and resource stewardship are examined. Change management and leadership theories guide students to create a leadership philosophy. Rich leadership perspectives and diversity from various professional fields are examined through reflective practice. **2**

Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5208. Current Issues in Advanced Practice Nursing.

The current professional and legal issues that influence advanced practice nursing, nursing education and the health care delivery system are discussed. Health care policy, changes in the economics of health care, and their impact on nursing are considered. Restricted to MSN degree students only.

2 Credit Hours. 2 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5301. Advanced Pathophysiology.

In preparation for advanced practice, this course will expand understanding of the pathophysiology underlying dysfunctions and interrelatedness of the processes of normal physiology and pathophysiology across the continuum of disease and return to wellness. Applications will be made utilizing lifespan perspectives of the process. Restricted to MSN degree students only.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5303. Advanced Pharmacotherapeutics.

This course provides advanced knowledge in selecting pharmacologic agents and specific drugs, based on acute and chronic health problems in diverse populations. Knowledge of pharmacologic groups, indications and contraindications, dosing with special needs groups, adverse effects, and collaborative monitoring of pharmacotherapy and alternative therapies will be developed. Restricted to MSN degree students only.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5310. Adult/Gerontology Primary Care Practicum.

This clinical experience encompasses adult through geriatric health care in a variety of clinical settings. Application of the principles for developing a differential diagnosis, clinical decision making, designing interventions for patient care, and treatment in a variety of clinical settings will be performed. Restricted to MSN degree students only. Corequisite: NURS 5410; Prerequisite NURS 5102, NURS 5202

3 Credit Hours. 0 Lecture Contact Hours. 12 Lab Contact Hours. (180 Clinical Hours)

Grade Mode: Credit/No Credit

NURS 5311. Behavioral Health Primary Care.

This course includes family system theories and their application to families. Common behavioral health diagnoses, such as anxiety, depression, and co-existing mental and physical illness, are investigated in relation to the human lifespan. The prevalence and incidence of behavioral health issues are considered in terms of diagnosis and theory. Restricted to MSN degree students only.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5330. Pediatric & Adolescent Primary Care Practicum.

Students will integrate translational research evidence into practice with adolescent and pediatric patients while working in clinical settings in collaboration with other health care professionals. Students will utilize a developmental approach of assessing the pediatric and adolescent patient to create advanced practice treatment plans. Restricted to MSN degree students only. Corequisite: NURS 5430; Prerequisite: NURS 5102, NURS 5202

3 Credit Hours. 0 Lecture Contact Hours. 12 Lab Contact Hours. (180 Clinical Hours)

Grade Mode: Credit/No Credit

NURS 5341. Reproductive, Sexual and Obstetrical Health.

This course examines issues of fertility and infertility in males and females as well as the diseases related to sexual health. Selected topics in obstetrics, genetics, adolescent sexuality, family planning, cancers, HIV/AIDS, and STI's will be explored. Restricted to MSN degree students only. Corequisite: NURS 5141; Prerequisite: NURS 5102, NURS 5202

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5350. Integrative Family Primary Care Practicum.

This course develops skills in utilization of holistic assessment, as well as application of the principles for developing a differential diagnosis, clinical decision making, and designing interventions and treatment in a variety of clinical settings. Evaluation of traditional and complementary/alternative methods for supporting health promotion will also be explored. Restricted to MSN degree students only. Corequisite: NURS 5450; Prerequisite: NURS 5102, NURS 5202, NURS 5310, NURS 5410, NURS 5311, NURS 5330, NURS 5430, NURS 5341, NURS 5141

3 Credit Hours. 0 Lecture Contact Hours. 12 Lab Contact Hours. (180 Clinical Hours)

Grade Mode: Credit/No Credit

NURS 5351. Theoretical Foundations of Advanced Integrative Nursing.

This course includes nursing theories and the interrelatedness to the advanced practice role. Mind and body interconnectedness, allopathic and alternative care models are discussed. The developmental processes between wellness and illness are considered. Restricted to MSN degree students only.

3 Credit Hours. 3 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5410. Adult/Gerontology Primary Care.

This course focuses on the collection of data, pertinent laboratory findings, diagnostic tests, differential diagnoses and plans for therapeutic intervention. Integration of theory, health promotion, disease prevention, and clinical decision making in a variety of clinical care settings as applied to adults and older adults will be emphasized. Restricted to MSN degree students only. Corequisite: NURS 5310; Prerequisite: NURS 5102, NURS 5202

4 Credit Hours. 4 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5430. Pediatric & Adolescent Primary Care.

This course investigates the primary care management process to diagnose, treat, and follow up common illnesses of increasing complexity in pediatric and adolescents using family-centered and developmental

perspectives. Perspectives of underserved populations in a variety of clinical settings will be explored. Restricted to MSN degree students only. Corequisites: NURS 5330; Prerequisites NURS 5102, NURS 5202

4 Credit Hours. 4 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

NURS 5450. Integrative Family Primary Care.

This course emphasizes the evaluation of clinical indications and contraindications, potential risks, and methods of accessing evidence-based information about complementary and alternative care, nutrition, herbs and dietary supplements. Skills in educating patients, communicating and collaborating with other health professionals, and documenting and reporting adverse events will be mastered. Restricted to MSN degree students only. Corequisite: NURS 5350; Prerequisite: NURS 5102, NURS 5202, NURS 5310, NURS 5410, NURS 5311, NURS 5330, NURS 5430, NURS 5341, NURS 5141

4 Credit Hours. 4 Lecture Contact Hours. 0 Lab Contact Hours.

Grade Mode: Standard Letter

MSN, PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

This program is designed to strengthen the skills of experienced RN's in mental health practices and prepare students to take the PMHNP Certification Exam. Mental Health has been an area of concern and focus for several years. The community needs strong practitioners to help pave the way for new advancements in diagnosis and treatment. Students will learn how to deliver evidence-based care, evaluate mental health, and assess and treat patients in the Psychiatric Mental Health Care field. Students will also be required to perform a certain number of clinical hours each semester to practice their new skills.

In addition to meeting all relevant professional competencies, MSN-PMHN graduates will be qualified to sit for the following certification exam:

- American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner (Across the LifeSpan) Certification Exam

The MNHP program will begin in Spring 2019 and can be completed in as few as 15 months. It is an online/hybrid program that has both full-time and part-time options. More information will be coming soon.

PROGRAM OF STUDY

48 semester hours minimum required

Course Number	Required Courses	Credit Hours
Semester One		9
NURS 5202	Advanced Health Assessment	2

NURS 5170	Advanced Health Assessment Mental Health Focused Practicum (60 hours clinical practicum)	1
NURS 5303	Advanced Pharmacotherapeutics	3
NURS 5301	Advanced Pathophysiology	3
Semester Two		11
NURS 5372	Psychological Theory for APRNs	3
NURS 5273	Neuroscience for Mental Health Practitioners	2
NURS 5274	Developmental Models of Care Across the Lifespan	2
NURS 5275	Developmental Models Across the Lifespan Practicum (120 hours clinical practicum)	2
NURS 5176	Models of Psychotherapy	1
NURS 5177	Models of Psychotherapy Practicum (60 hours clinical practicum)	1
Semester Three		9
NURS 5278	Acute and Crisis Models of Care	2
NURS 5279	Acute and Crisis Models of Care Practicum Across the Lifespan (120 hours clinical practicum)	2
NURS 5180	Advanced Health Assessment Applications for PMHNP	1
NURS 5281	Psychopharmacology	2
NURS 5182	Psychoeducation Theory	1
NURS 5183	Psychoeducation Practicum (60 hours clinical practicum)	1
Semester Four		11
NURS 5384	Role, Leadership, Policy, and Ethics Within the US Healthcare Delivery System	3
NURS 5385	Translational Research and Capstone	3
NURS 5386	Chronic Mental Health Self-Management Across the Lifespan	3
NURS 5287	Chronic Mental Health Self-Management Practicum Across the Lifespan (120 hours clinical practicum)	2
Sub-total		40 credit hours/540 practicum hours

COURSE DESCRIPTIONS

NURS 5170: Advanced Health Assessment Mental Health Focused Practicum

This course emphasizes advanced health assessment techniques and skills common to patient evaluation and the development of differential diagnoses. Advanced physical and mental health assessment skills and the ability to identify common signs and symptoms related to physical and mental health disease processes will be developed.

NURS 5176: Models of Psychotherapy

The course will examine the variety of therapeutic modalities available for the treatment of mental health disorders across the lifespan. Attention will be given to the nurse as psychotherapist and the development of a framework for practice. Integrating psychopharmacology with psychotherapy, and therapy with special populations will be presented.

NURS 5177: Models of Psychotherapy Practicum

This course emphasizes advanced health assessment techniques and skills common to patient evaluation and the development of differential diagnoses. Advanced physical and mental health assessment skills and the ability to identify common signs and symptoms of disease will be developed.

NURS 5180: Advanced Health Assessment Applications for PMHNP

This course emphasizes advanced mental health assessment techniques and skills unique to patient mental health evaluation and the development of differential diagnoses. Advanced physical and mental health assessment skills using standardized instruments and DSM5 guidelines will be developed.

NURS 5182: Psychoeducation Theory

The course will explore approaches to patient education including legal and ethical issues specific to mental health. Educational activities, including teaching, counseling, and behavior modification will be discussed. Examination of techniques specific to mental and behavioral health and the use and impact of technology will be included.

NURS 5183: Psychoeducation Practicum

The course will apply approaches to patient education including legal and ethical issues specific to mental health. Educational activities, including teaching, counseling, and behavior modification, will be implemented. Examination of techniques specific to mental and behavioral health and the use and impact of technology will be included.

NURS 5273: Neuroscience for Mental Health Practitioners

This course explores the connection of mind and body and the current neuroscience that supports the linkage between them. The physiology of the brain and nervous system, genetics and epigenetics, and the immune system will be examined. Diagnostic tools and evidence-based treatment modalities will be explored.

NURS 5274: Developmental Models of Care Across the Lifespan

The course will explore the contribution of growth and development on mental illness. Specific attention will be paid to disorders of childhood, adolescence, and aging. Developmental factors associated with mental illness will be examined. Specific attention will be given to anxiety, autism spectrum, bipolar, depression, dementia, and impulse control disorders.

NURS 5275: Developmental Models of Care Across the Lifespan Practicum

The course will explore therapeutic mental illness interventions that occur during lifespan growth and development. Specific attention will be given to anxiety, autism spectrum, bipolar, depression, dementia, and impulse control disorders of patients across the lifespan.

NURS 5278: Acute and Crisis Models of Care Across the Lifespan

This course will explore acute and crisis conditions needing immediate intervention and care. The examination of substance abuse, violence, trauma, suicide, and forensics will be undertaken. Special

emphasis will be placed on suicide prevention, substance abuse intervention, and domestic violence. Disorders leading to forensic intervention will be discussed.

NURS 5279: Acute and Crisis Models of Care Across the Lifespan Practicum

This course emphasizes mental health assessment techniques and skills for patients experiencing a variety of acute or crisis health issues and the development of differential diagnoses. Advanced physical and mental health assessment skills, identifying symptomology and treatment strategies for suicide prevention, substance abuse, and domestic violence, will be developed.

NURS 5281: Psychopharmacology

This course focuses on the principles of clinical psychopharmacology for diverse populations across the lifespan. Knowledge of pharmacologic categories, indications and contraindications, dosing with special needs groups, adverse effects, and collaborative monitoring of pharmacotherapy and alternative therapies will be developed.

NURS 5287: Chronic Mental Health Self-Management Across the Lifespan Practicum

The course will apply self-management strategies for psychiatric disorders that manifest throughout the lifespan. Chronic disease self-management principles will be applied to a variety of long-term mental illnesses in a clinical setting. A self-management intervention will be developed, implemented and evaluated.

NURS 5372: Psychological Theory for Mental Health Practitioners

The course provides the foundation for assessing the most commonly used theories in psychiatric- mental health practice and integrating the nursing theories specific to psychiatric nursing. Theories used to guide practice will be stressed. Emphasis will be placed on the interrelationship between theory and research.

NURS 5384: Role, Leadership, Policy, and Ethics Within the US Healthcare Delivery System

The course will emphasize the role of the Psychiatric Mental Health Advanced Practice Nurse. Leadership styles, the process of policy, ethical standards, barriers, and role will be addressed. Characteristics of leaders in the nurse practitioner role, policy and policy making, and ethical dilemmas facing patients and providers will be included.

NURS 5385: Translational Research and Capstone

The students will explore evidence-based practice (EBP) for Psychiatric Mental Health Nurse Practitioners. This course will equip nurses with the skills needed to effectively engage in EBP, to serve as EBP champions and mentors, and to lead projects that translate evidence into clinical practice within healthcare facilities.

NURS 5386: Chronic Mental Health Mental Health Self-Management Across the Lifespan

The course will explore psychiatric disorders that manifest throughout the lifespan. Chronic disease self-management principles will be applied to a variety of long-term mental illnesses. Emphasis will be placed on the chronicity of certain illnesses and the need to manage them from onset to end-of-life.

MSN, LEADERSHIP AND ADMINISTRATION PROGRAM

The community is in desperate need of highly qualified and forward-thinking leaders in nursing. The LAN program teaches students how to effectively lead others and their organizations to continuously improve and strengthen the care that is provided to today's community and for the future. Students will

learn how to manage cultural changes, be innovative, manage, and initiate process and organizational improvements. The curriculum includes:

1. Identifying leadership skills and organizational theory. Learning how to communicate effectively with others and properly lead an organization that aligns with patient outcomes and organizational goals.
2. Researching current leaders in healthcare, quality improvement strategies, and best practices for policy implementation.
3. Learn to make executive decisions in areas such as risk, liability, legality, finance, patient care, and organizational roles.
4. Develop and improve policies at the state and national levels.
5. Evaluate the use of technology to foster improvement in care provided by the organization.
6. Examine diversity in healthcare and cultural impacts on organizations.

In addition to meeting all relevant professional competencies, MSN LAN graduates will be qualified to sit for one or more of the following certification exams:

- American Organization of Nurse Executives (AONE) Certification Exam – Executive Nursing Practice (CENP)_ or Certified Manager and Leader (CNML)
- American Nursing Credentialing Center (ANCC) Certification Exam—Nurse Executive (NE-BC) or Nurse Executive, Advanced (NEA-BC)

Program Goals

We the faculty of the MSN-LAN program have a focused commitment to following goals:

- Equip nursing graduates to adapt to rapid changes in healthcare delivery and practice
- Build a foundation for nursing graduates to pursue excellence in practice and national recognition
- Foster educational partnerships with community organizations for academic programs

PROGRAM OF STUDY

36 semester hours minimum required

Course Number	Required Courses	Credit Hours
1st Spring Session		6
NURS 5360	Leadership Science: Foundational Thinking Skills, Governance, and Community and Provider Relationships	3
NURS 5361	Leadership Science: Performance and Quality Improvement (20-hour mentored project)	3
2nd Spring Session		6
HS 5315	Leadership Science: Principles of Healthcare Finance for Clinical Leaders	3
NURS 5363	Leadership Science: Evidence-Based Practice for Nurse Leaders	3
Summer Session		6

NURS 5362	Leadership Science: Patient Safety. Risk Management, Legal & Regulatory Requirements	3
NURS 5364	Leadership Science: Health Care Finance and Workforce Planning (20-hour mentored project)	3
1st Fall Session		6
HA5355	Leadership Science: Human Services Management in Healthcare Facilities	3
HA5342	Leadership Science: Information Systems and Technology	3
2nd Fall Session		6
NURS 5365	Leadership Art: Ethics, Diversity, and Relationship Building	3
NURS 5366	Leadership Art: Health Policy & Advocacy	3
1st Spring Session		3
NURS 5367	The Leader Within: Professional Accountability, Succession Planning and Reflective Practice I (40-hour mentored capstone project)	3
2nd Spring Session		3
NURS 5368	The Leader Within: Professional Accountability, Succession Planning and Reflective Practice II (40-hour mentored capstone project)	3
Sub-total		36 hours

COURSE DESCRIPTIONS

NURS 5360 - Leadership Science: Foundational Thinking Skills, Governance, and Community and Provider Relationships

This course will emphasize leadership skills in communication, leadership styles and organizational theory. Communication will focus on conflict resolution, presentation skills, and relationship building. Delivery systems, leadership styles, and demand for nursing will be examined. Complexity science, systems theory, and diversity required for organizing health care will be explored.

NURS 5361 - Leadership Science: Performance and Quality Improvement

This course will articulate performance improvement activities using evidence-based metrics to align patient outcomes with organizational goals. Methods for using quality metrics and action plans will be emphasized.

NURS 5362 - Leadership Science: Patient Safety, Risk Management, Legal and Regulatory Requirements

This course will examine areas of risk and liability. Students will develop systems that identify early warning indicators of problems and will explore “just in time” reporting. The concept of sentinel events and root cause analysis will be explored. Accreditation standards, legal regulations, and compliance requirements will be integrated.

NURS 5363 - Leadership Science: Evidence-Based Practice for Nurse Leaders

The students will explore evidence-based practice (EBP) for nurse leaders. This EBP course will equip nurses with the skills needed to effectively engage in EBP, to serve as EBP champions and mentors, and to lead projects within healthcare facilities.

HS 5315 - Leadership Science: Principles of Healthcare Finance for Clinical Leaders

This course is designed to prepare allied health professionals in a leadership degree program for managerial positions in healthcare organizations by providing sufficient knowledge of industry financial matters, so they can provide input to the organization's chief executive officer.

NURS 5364 - Leadership Science: Health Care Finance and Work Force Planning

This course will emphasize workforce planning for nursing and the application of general principles of accounting. Twenty hours will be allocated to the development of a department operational and capital budget in collaboration with a nurse director or executive. Negotiation and monitoring of contracts and contract compliance will be explored.

HA 5355 - Leadership Science: Human Services Management in Health Care Facilities

A study of personnel administration in the healthcare facility and the environment in which it functions. Emphasis will be on the role of the Personnel Office in forecasting, developing, and managing human resources, in addition to a review of current legislation affecting the personnel function.

HS 5342 - Leadership Science: Information Systems and Technology

This course introduces the fundamental concepts of health information technologies and information management strategic planning. A major focus will be design and selection of data-driven systems that offer strategic advantages, facilitate compliance and provide a return on investment. Department approval required.

NURS 5365 - Leadership Art: Ethics, Diversity, and Relationship Building

This course will explore theories of culture and will include legal regulations that govern diversity. The relationship between medical ethics and corporate compliance will be explored. Methods for creating a trusting environment will be evaluated and the need for relationships with providers and academia will be illustrated.

NURS 5366 - Leadership Art: Health Policy & Advocacy

This course will focus on the need for leaders to belong to professional organizations to affect policy and advocacy. Participation in legislative activities will be promoted at the state and national levels. The impact of nurse leaders serving on boards that govern health care activities and organizations will be emphasized.

NURS 5367 - The Leader Within: Professional Accountability, Succession Planning and Reflective Practice I

This course provides a mentored experience for the synthesis of critical thinking and reflections from didactic work with the practice of nursing leadership. Observational and independent learning activities will result in a Part I of the final capstone project reflecting culmination of program objectives.

NURS 5368 - The Leader Within: Professional Accountability, Succession Planning and Reflective Practice II

This course is designed to be the culminating mentored experience for the synthesis of critical thinking and reflections from didactic work with the practice of nursing leadership. Students will evaluate and present their final capstone project, reflecting summation of program objectives.

LEADER AND MENTOR REQUIREMENTS FOR LAN

An essential component of the LAN program includes students applying what they have learned in their coursework at their current place of employment with a mentor/leader. This section applies to the following courses, each of which has a mentored project included:

- 5361 – Leadership Science: Performance and Quality Improvement. 3 credits, 20-hour mentored project)
- 5364 – Leadership Science: Health Care Finance and Workforce Planning, 20-hour mentored project
- 5367 – The Leader Within: Professional Accountability, Succession Planning and Reflective Practice I, 40-hour mentored capstone project
- 5368 – The Leader Within: Professional Accountability, Succession Planning and Reflective Practice II, 40-hour mentored capstone project

Leader Mentor and student practicums are unique relationships. Each student is responsible for identifying a mentor and clinical site at the beginning of their program. The Clinical Education Placement Coordinator and the Program Director will assist student's in establishing Leader Mentor and facility assignments. Note that students will be required to travel to and comply with the work schedule and availability of both the facility and mentor. The student must clear the time and location with clinical faculty for supervision and responsibility reasons. Securing clinical site(s) and mentors should begin as soon as the student is accepted into the program, and approval can take three months or longer (for military sites, between six to twelve months). Both the clinical site and the mentor must be approved by the St. David's School of Nursing prior to beginning the program. Forms required for this approval process can be found at in attachment E (Clinical Site Approval) and G (Mentor Agreement) All clinical requirements must be met at an approved clinical site with an approved mentor.

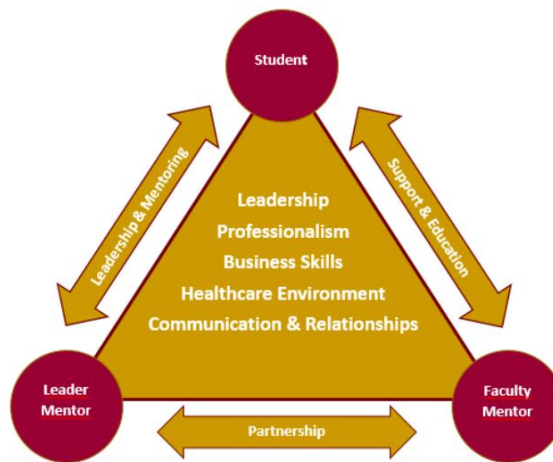
Leader and Mentor

Orientation to the MSN-LAN Leader and Mentor role has included an overview of the MSN-LAN program curriculum, with a focus on the objectives for courses requiring mentored practice hours. We ask that you mentor and coach the student to the next leader/manager role. We anticipate that you will role model, identify projects, and facilitate the student's ability to work within your facility's culture and systems. We also ask that Leader Mentors verify the student's tracking of their practicum hours by initialing the Practicum Log Sheet. Our students have committed to the Texas State University Honor Code therefore, we expect that their documentation is true and accurate. We ask that you participate in formative and summative evaluations of the student's learning experience.

Hence your thoughtful appraisals will provide the student with direction for growth and celebration.

Throughout the mentored courses curriculum times have been identified whereby the Leader Mentor-Student-Faculty Mentor Triad will have discussions (in-person or telephone or videoconferencing) to clarify the student's course work and/or determine projects. The faculty anticipates that the didactic work of the students will evolve from the Leader Mentor's work issues and perhaps help solve a present concern or challenge. For example, help you initiate a new program/service, launch a change project, or meet a strategic quality measure. We also hope that any products the student might develop in the course will be helpful to you and your facility. For clarification of the student's work we will have discussions (in-person or telephone or videoconferencing) whereby the Leader Mentor-Student-Faculty Mentor Triad meet at a time convenient to the Leader Mentor during the semester. In addition, the Leader Mentor is encouraged to reach out to the Faculty Mentor and/or Program Director at any time.

TRIAD MENTORING MODEL



CLINICAL REQUIREMENTS FOR FNP AND PMHNP

An essential component of the FNP and PMHNP program includes students applying what they have learned in their coursework at a clinical site. This section applies to the following courses, each of which is clinical in nature:

FNP

- 5102 – Advanced Health Assessment Practicum: 1 credit hour, 60 clinical hours
- 5310 – Adult Primary Care Practicum: 3 credit hours, 180 clinical hours
- 5141 – Reproductive, Sexual, and Obstetrical Health Practicum, 60 clinical hours
- 5330 – Pediatric Primary Care Practicum: 3 credit hours, 180 clinical hours
- 5350 – Integrated Family Primary Care Practicum: 3 credit hours, 180 clinical hours

PMHNP

- 5170 – Advanced Health Assessment Mental Health Focused Practicum, 1 credit hour, 60 clinical hours
- 5275 – Developmental Models Across the Lifespan Practicum, 2 credit hours, 120 clinical hours
- 5177 – Models of Psychotherapy Practicum, 1 credit hour, 60 clinical hours
- 5279 - Acute and Crisis Models of Care Practicum Across the Lifespan, 2 credit hours, 120 clinical hours
- 5183 – Psychoeducation Practicum, 1 credit hours, 60 clinical hours
- 5287 – Chronic Mental Health Self-Management Practicum Across the Lifespan, 2 credit hours, 120 clinical hours

Learning the advanced practice nurse patient management role from a preceptor is one of the most important aspects of your clinical education. St. David's School of Nursing has structured clinical sites with agency and preceptor agreements in place that are available for practicum experiences. The faculty and staff will assist with placement of your clinical experiences. However, each FNP and PMHNP student is encouraged to take an active part in identifying clinical sites and preceptors that incorporates the student's desired role models and personal goals. Clinical site(s) may be located near the student's residence and/or at locales designated by the faculty advisor. Note that students will be required to travel to and to comply with the work schedule and availability of both the facility and preceptor. Arrangements for securing clinical site(s) and preceptor(s) should begin as soon as the student is accepted into the program because approval can take three months or longer (for military sites, between six to twelve months). Both the clinical site and the preceptor must be approved by the St. David's School of Nursing prior to each practicum course. Forms required for this approval process can be found on the [MSN Clinical Requirements website](#). All clinical requirements must be met at an approved clinical site with an approved preceptor. The process for doing so is outlined below.

Clinical and Preceptor Requirements

Required qualifications for a preceptor include the following:

1. Must be a currently licensed physician (MD), osteopathic physician (DO), Women's Nurse Health Practitioner (WHNP), Clinical Nurse Specialist (CNS with prescriptive authority) (with approval) or nurse practitioner (NP) who is currently licensed in the state in which your clinicals will be held.
2. Must be practicing in an area related to the MSN course's content.
3. Preceptors must have at least two years of work experience as a licensed advanced practice registered nurse (APRN). A master's-prepared NP is strongly preferred. MD's and DO's should have 2 years of work experience as a licensed physician. If a preceptor only has 1 year of experience, the SON may evaluate the preceptor on a case-by-case basis.
4. Willing to accept a student to precept and sign paperwork for the student.
5. Willing to participate in the orientation for preceptors. This consists of reading the short Preceptor Handbook found on the clinical forms' webpage.
6. Willing to participate in student evaluation twice a semester.

Once a prospective preceptor has been identified, the student should provide the preceptor with a copy of the Preceptor Handbook, the Student Clinical Schedule, and the Student Evaluation. All of these resources can be found on the [MSN Clinical Requirements website](#).

Clinical Site Requirements

Acceptable clinical sites include, but are not restricted to:

1. Primary care offices (family practice and mental health sites)
2. Outpatient primary care clinics (family practice and mental health sites)
3. Public health or rural health clinics
4. Specialty offices: i.e., ENT clinics, gastroenterology, allergists, etc. (with faculty approval)

Requesting the St. David's School of Nursing's Preapproval of Preceptors and Clinical Sites

There is a specific process for approvals for a student to be able and eligible to start clinical. Ultimately, the final approval to start clinical with a preceptor comes from the student's clinical faculty.

All personal information, immunizations, RN licensure, and CPR must be up to date at all times. Students may not attend clinical rotations in any site or agency without all of these up to date at all times during the program. Maintaining currency is the responsibility of the student and is expected at all times in the program, even when not enrolled in a clinical course.

Clinical approval happens in two phases. The first phase, the student retrieves and completes the site request and preceptor approval forms from the [MSN Clinical Requirements](#) website. The student must work with the Clinical Education Placement Coordinator to get the site approval for the facility in place if not already approved. This process can take 3-6 months for some sites. Preceptor approval forms require information obtained from the preceptor and preceptor signature before submitting to the CEPC. Once the forms for both site and preceptor have been received and approved through the CEPC, then the second phase of approvals begins.

The second phase of approval requires faculty written approval. Once the practicum course opens, students must submit a copy of their site approval form and the signed preceptor agreement into the "Preceptor and Site Approval" Assignment in the course. The student's faculty will then review the site and preceptor for appropriateness of fit based on clinical objectives and population setting for the particular course. Additionally, a schedule must be uploaded for faculty review, typically under the "Tentative" schedule assignment. The faculty will give the student written approval or disapproval (email or in the assignment areas in the course) after this review. Only once a student receives this approval from the faculty member may he or she start the clinical experiences for the course. If a student attends clinical prior to getting faculty approval, those hours will not count toward the required hours. Doing so would mean the student was at the facility without student liability insurance. If the student has not submitted all required forms and/or has not received notification from the Clinical Education Placement Coordinator, and approval by their faculty, then the preceptor and/or site has not been approved. If a student does work clinical hours without approval, the hours will not be counted and consequences as severe as expulsion from the program may be applied.

For students who will continue clinical in the same site in a new semester, the preceptor approval form must be signed and submitted for each term that the student is with the preceptor. Dates on the preceptor form must correlate with the current term rotation and rotation schedule. Students *may not* follow a preceptor's colleague (another provider in the same setting) without a preceptor agreement.

Students may not schedule or attend clinical during university breaks, including spring break.

In no case should a student work clinical hours without both the preceptor and the site being approved.

Affiliation Agreements

Upon receipt of a Clinical Site Affiliation Request Form, the Clinical Education Placement Coordinator will determine if there is an existing affiliation agreement with the proposed clinical site. If not, the Clinical Education Placement Coordinator will request a new agreement through the College of Health Professions Dean's Office. This Clinical Site Affiliation Request Form does not serve as a contractual agreement between the site and Texas State, but merely initiates the process of getting one. Note that this process often takes months to complete and must be finalized before the student may begin clinical work

at that site. For APRN programs, an APRN faculty member must approve the student's choice for preceptor and faculty placement.

General Policies for Clinical Rotations

The following is a list of general policies regarding clinical rotations. Specific assignments and responsibilities will be provided by the faculty.

1. Students are to abide by the rules and regulations of each clinical facility. Use of PDAs/cell phones are for official clinical purposes only. Personal calls while at the clinical site should only be made when necessary.
2. Students are required to complete the St. David's School of Nursing evaluation forms for courses, Simulation Labs, and clinical experiences provided as online links at the end of each semester.
3. Clinical hours are based upon the preceptor's schedule and availability. Thus, students must make appropriate personal arrangements, if necessary, to allow for completion of their clinical assignments.
4. It is not appropriate for students to discuss other nurses or faculty with staff members at the facility. Concerns are to be shared with the faculty member or NP Program Director.
5. Students who are pregnant must provide documentation to their clinical instructor and the School of Nursing Admissions Office from their healthcare provider following each visit indicating any physical limitations that would prevent them from complying with the readiness for work guidelines from our clinical partners.
6. Students with an injury or illness must provide documentation to their clinical instructor and the School of Nursing Admissions Office from their healthcare provider indicating any physical limitations that would prevent them from complying with the readiness for work guidelines from our clinical partners.

Logging for Clinical Hours

The SON uses Typhon software (specifically the NPST for Advanced Practice Nursing programs) to track clinical hours of all students. The maximum number of clinical hours that can be done in one day is 10 hours. Students are required to purchase student access to the software and to log the details of all clinical encounters in Typhon. Students can access the Typhon system by logging in at <https://www3.typhongroup.net/np/data/login.asp?facility=7465>. You will have 7 days from the date of clinical to enter your notes into Typhon from the date of your clinic. You may not roll over hours from semester to semester (there is no banking of hours). You are encouraged to place more hours than required on your tentative schedule in cases of emergencies but if extra hours are completed, they cannot be rolled over to the next clinical semester. When you take a break (i.e., lunch break), you may not list that hour for your clinic hours, however your logs should show the break for lunch. Students completing 8 hours of clinical must log/take a lunch break.

Clinical Evaluations and Grading

For clinical courses, students will be evaluated according to on-campus intensives, journals, logs of hours worked, and patient populations served, preceptor recommendations, and/or letters from supervising mentors. Preceptors will be contributing to your mid-term and final assessments (e.g., Completion of Mid-term and Final assessments). Clinical faculty make the final determination of the student's assessment for the practicum.

Formative evaluation is an ongoing process which provides data that can be used to develop a more complete evaluation of the student's performance in the course. Formative evaluation is done at intervals specified by the faculty. Summative evaluation (final): The summative evaluation is the composite of the clinical behaviors for the course scheduled at the completion of the clinical experience. Successful completion of the course is dependent upon the summative evaluation.

Clinical Injury or Exposure

If a student experiences a sharps injury, or exposure to blood or body products, the Centers for Disease Control (CDC) protocols of the clinical facility will be followed and an incident report must be completed by the preceptor and submitted to the Texas State faculty member, the NP Program Director, and Dean of the College of Health Professions. Note: It is recommended that the student be seen within two (2) hours of the injury. Students are responsible for any expenses incurred. The Student Liability Insurance Incident Report Form can be found on the [MSN Clinical website](#) page.

Critical Incidents

While working at any clinical site, students must immediately report any critical incident (injury, fall, medication error, etc.) in which they are involved. The incident must be reported to the preceptor and the Texas State faculty member. Students must follow the facility's policies regarding Occupational Safety and Health Administration (OSHA).

The preceptor and/or the Texas State faculty member must notify the NP Program Director, Director of the SON, and the Dean of the College of Health Professions as soon as they are informed of a potential lawsuit and furnish copies of the incident reports from the student and the preceptor to the Dean's office.

Upon receipt of any official document notifying them of inclusion in a lawsuit, the student must furnish a copy to the MSN Program Director and Director of the Nursing Program who will in turn furnish a copy to the Dean of the College of Health Professions immediately.

The Dean's office will notify the university attorney and the insurance carrier and furnish copies of all documents to the insurance carrier as soon as possible.

Copies of all correspondence will be maintained in the Dean's office.

NOTE: Any copies of accounts related to the incident, such as written statements that are prepared by the student, preceptor, faculty, and agency staff will be furnished to the student's liability carrier. All these documents are subject to "discovery" by the injured party's attorney. "Discovery" means that they are entitled to copies of all these documents; therefore, it is important not to include anything other than facts.

Evaluation of Clinical Sites

Affiliated clinical facilities are evaluated each semester to ensure that students at that site can meet required competencies. Each site is rated to determine the appropriateness of ongoing relationships with the graduate nursing programs to provide services as clinical placement sites.

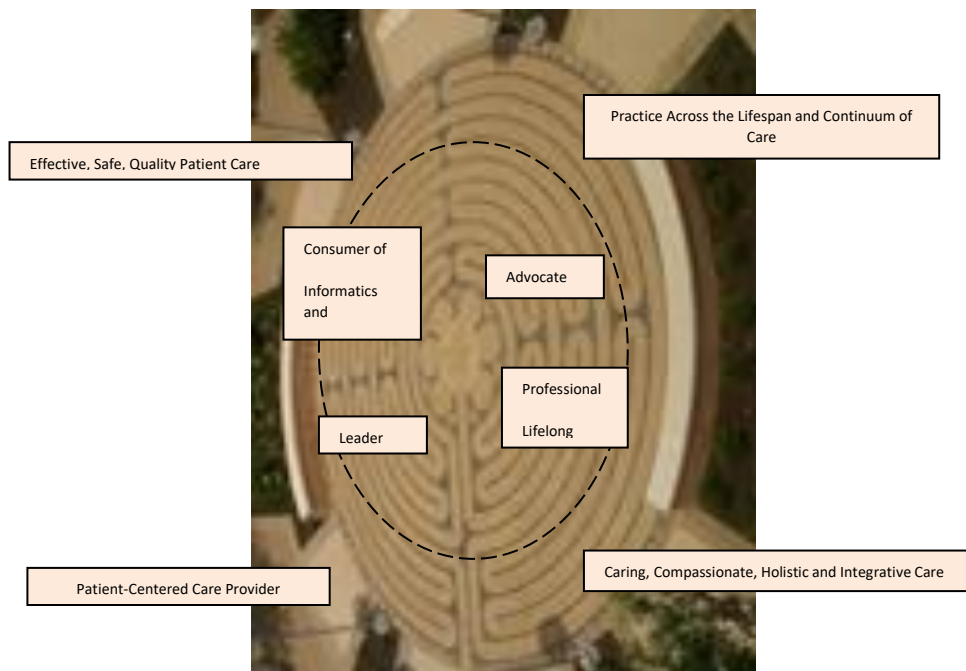
CURRICULUM AND CONCEPTUAL FRAMEWORK

BSN

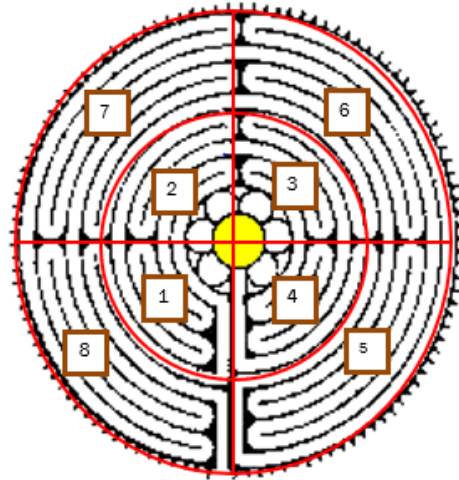
Conceptual Framework Diagram

The Following eight core concepts guide the curriculum of the St. David's School of Nursing at Texas State University Round Rock Campus. Each core concept has been assigned a quadrant located in either the inner or outer circle of the labyrinth:

1. **PATIENT-CENTERED CARE PROVIDER:** Left lower outer quadrant
2. **PROFESSIONAL/LIFELONG LEARNER:** Right lower inner quadrant
3. **LEADER:** Left lower inner quadrant
4. **ADVOCATE:** Right upper inner quadrant
5. **CONSUMER OF INFORMATICS AND TECHNOLOGY:** Left upper inner quadrant
6. **PRACTICE ACROSS THE LIFESPAN AND CONTINUUM OF CARE:** Right upper outer quadrant
7. **CARING:** Right lower outer quadrant
8. **EFFECTIVE, SAFE, QUALITY PATIENT-CENTERED CARE:** Left upper outer quadrant



Student Progression through the Labyrinth (Curriculum)



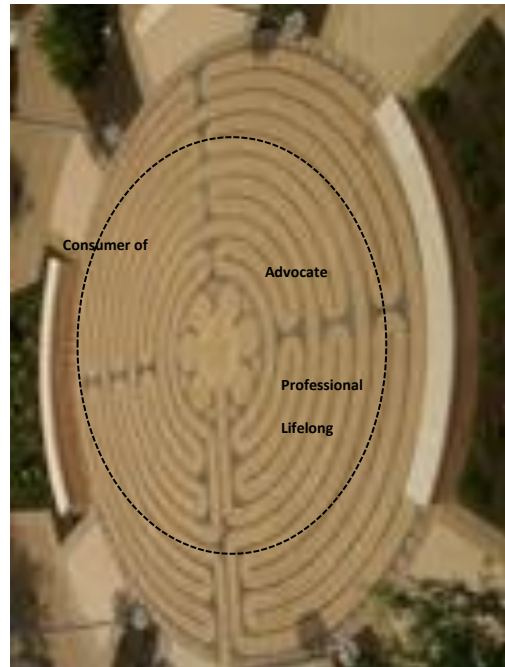
The labyrinth represents the continuity and connectedness of the curriculum content and the faculty-student partnership in the learning and professional growth journey.

MSN Curriculum Concept Map

Figure I.B.1 Graduate MSN Program Curricular Framework



Figure I.B.2 The Labyrinth



St. David's SON Graduate MSN Student Learning Outcomes

Graduate MSN Programs. The student educational outcomes of the Master of Nursing in Science (MSN) programs were built upon those of the BSN generic nursing program curriculum and the conceptual framework overlay for the MSN program (see [Graduate Student Handbook](#)). Student educational outcomes reflect the expectations established for the academic and clinical development of an MSN as well as advanced practice nurses with a specialty as Family Nursing Practitioner (FNP), Leadership and Administration in Nursing (LAN), and Psychiatric and Mental Health Nurse Practitioner (PMHNP). Curriculum for the programs is through a hybrid format, primarily online with approximately 2 meetings per semester at the SON at the Round Rock Campus (RRC). These programs have a conventional focus, as well as a focus on integrative healthcare, which is threaded throughout the curriculum. On completing any of the MSN programs, a graduate of the SON will be able to meet the nursing program student educational outcomes:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Incorporate current and emerging genetic/genomic evidence as well as biopsychological paradigms in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.

3. Design nursing care for a clinical or community-focused population based on biopsychosocial, public health, nursing, and organizational sciences.
4. Evaluate the nutritional, vitamin, supplemental, herbal interventions in individuals, groups, and communities.
5. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.
6. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.
7. Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities.
8. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.
9. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.
10. Synthesize integrative practices based on bio-psychoneurological scientific underpinnings, cognitive neuroscience, and psychoneuroimmunology.

Graduate MSN Student Outcomes by Specific Programs:

MSN graduates are required to meet professional competencies related to their focus area of study. The focal area of education in the MSN-FNP and MSN-PMHNP programs are the primary care of families and individuals across the lifespan. The MSN-LAN is an advanced hybrid post-professional master's degree programs that prepare post-baccalaureate nurses and post-master's nurses to practice in administrative roles within a variety of healthcare institutions. The MSN-LAN program focal area of education is developing nurse leaders for the traditional management and administrative careers, as well as in diverse clinical settings, including nurse-managed clinics, ambulatory care centers, hospitals, and community clinics, or emerging leadership roles in quality assurance, safety, practice management, and the coordination of Magnet Recognition programs. The focal area of education in the MSN-PMHNP program educates nurses in five different scientific domains: medicine, neuroscience, psychiatry, relationship science and psychotherapy for individuals, families, and populations at-risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Tables I.B.1., I.B.2., and I.B.3., emphasize the congruency of expected program outcomes of the SON to respected national relevant professional nursing standards and guidelines and the core concepts of the graduate program curricular framework in preparation of advanced practice nursing professionals.

Table I.B.1: Congruency of MSN-FNP Graduate Student Learning Outcomes to MSN Essentials, the NONPF Competencies, and Curricular Framework

MSN-FNP Graduate Program Student Learning Outcomes	MSN Essentials	NONPF Competencies	Curricular Framework
1. Engage in advance nursing practice through integration of scientific findings from nursing, humanities, and sciences into the delivery of care to diverse patients, families, and communities.	I	Scientific Foundations, Independent Practice	Advanced Nursing Practice
2. Participates in organizational and systems leadership through promotion of high quality, safe patient care which emphasizes ethical decision making, effective working relationships, and a systems-perspective.	II	Leadership, Health Delivery Systems, Ethics	Leadership
3. Lead quality improvement processes to communicate effectively, evaluate health outcomes, and advocate for changes in the care environment to improve health outcomes.	III	Practice Inquiry	Evidence Based Practice & Research
4. Synthesize and critique research to integrate the best evidence to resolve practice problems, work as a change agent, and assist in disseminating findings into clinical practice.	IV, IX	Scientific Foundations, Practice Inquiry, Quality	Evidence Based Practice & Research
5. Utilize healthcare technologies and informatics to analyze and evaluate data to promote safe practice environments, cost containment and health outcomes.	V	Quality, Technology & Information Literacy	Evidence Based Practice & Research, Skills & Competencies
6. Demonstrate leadership in professional nursing practice through commitment to reflective practice, accountability, and maintaining active roles in health policy and professional organizations.	VI	Leadership, Policy	Leadership, Professionalism
7. Actively participates as a member and leader of interprofessional teams to promote safety, reduce risk, and address healthcare disparities for patients and populations.	VII	Health Delivery System, Independent Practice	Professionalism, Integrative Healthcare
8. Integrate clinical prevention and population health concepts, including	VIII	Independent Practice	Professional Practice

global and social determinants of health, into the diverse healthcare care needs of patients, communities, and populations.			
9. Lead health education, treatments, and care through incorporation of biocultural perspectives of patients, communities, and populations as they relate to integrative healthcare practices.	I, IX	Independent Practice	Skills & Competencies, Integrative Healthcare
10. Practice as an advanced practice nurse using evidence based, cost effective integrative healthcare approaches to positively influence health outcomes of patients, families, and the global community.	IX	Leadership	Professional Practice, Integrative Healthcare

Table I.B.2: Congruency of MSN-LAN Graduate Student Learning Outcomes to MSN Essentials, the AONL, AONE Competencies, and Curricular Framework

MSN-LAN Graduate Program Student Learning Outcomes	MSN Essentials	AONL, AONE Competencies	Curricular Framework
1. LAN graduate students will demonstrate effective oral and written communication skills in relationship building across diverse constituencies.	I, V, VI, VII	1-A, B, C, & D	Professionalism, Leadership Professional Practice
2. LAN graduate students will demonstrate skills in risk assessment and the use of quality improvement tools for patient safety within an established governance model.	III, IV, IX	2 -E, F, G & H	Evidence Based Practice & Research, Integrative Healthcare, Skills& Competencies, & Professional Practice
3. LAN graduate students will engage in reflective practice, demonstrating emotional intelligence related to change management strategies and succession planning.	II, IV, VI	3-A, B, D & E	Professionalism, Leadership, Professional Practice, & Skills and Competencies

4. LAN graduate students will demonstrate the skills needed for the synthesis of personal accountability based on ethics and advocacy.	II, IV, VIII, IX	4 – A, B, C & D	Professionalism, Leadership, Integrated Healthcare, & Professional Practice
5. LAN graduate students will demonstrate the didactic skills needed to effectively manage individual and aggregate information that supports the improvement of patient care and healthcare systems.	II, III, IV, VII	5 – A, B, C & D	Evidence Based Practice & Research, Skills & Competencies, & Leadership

Table I.B.3: Congruency of MSN-PMHNP Graduate Student Educational Outcomes to MSN Essentials, the NONPF Competencies, and Curricular Framework

MSN-PMHNP Graduate Program Student Educational Outcomes	MSN Essentials	NONPF Competencies	Curricular Framework	Standards Psychiatric Nursing Practice
1. Engage in advance nursing practice through integration of scientific findings from nursing, humanities, and sciences into the delivery of care to diverse patients, families, and communities.	I	Scientific Foundations, Independent Practice	Advanced Nursing Practice	Standard 1. Assessment Standard 2. Diagnosis Standard 3. Outcomes Identification
2. Participates in organizational and systems leadership through promotion of high quality, safe patient care which emphasizes ethical decision making, effective working relationships, and a systems-perspective.	II	Leadership, Health Delivery Systems, Ethics	Leadership	Standard 5A. Coordination of Care Standard 5B. Health Teaching and Health Promotion Standard 5C. Consultation 5D. Prescriptive Authority and Treatment
3. Lead quality improvement processes to communicate effectively, evaluate health outcomes, and advocate for changes in the care environment to improve health outcomes.	III	Practice Inquiry	Evidence Based Practice & Research	Standard 4. Planning Standard 5B. Health Teaching and Health Promotion

4. Synthesize and critique research to integrate the best evidence to resolve practice problems, work as a change agent, and assist in disseminating findings into clinical practice.	IV, IX	Scientific Foundations, Practice Inquiry, Quality	Evidence Based Practice & Research	Standard 5C. Consultation
5. Utilize healthcare technologies and informatics to analyze and evaluate data to promote safe practice environments, cost containment and health outcomes.	V	Quality, Technology & Information Literacy	Evidence Based Practice & Research, Skills & Competencies	Standard 5. Implementation Standard 5A. Coordination of Care
6. Demonstrate leadership in professional nursing practice through commitment to reflective practice, accountability, and maintaining active roles in health policy and professional organizations.	VI	Leadership, Policy	Leadership, Professionalism	Standard 5C. Consultation
7. Actively participates as a member and leader of interprofessional teams to promote safety, reduce risk, and address healthcare disparities for patients and populations.	VII	Health Delivery System, Independent Practice	Professionalism, Integrative Healthcare	Standard 5G Therapeutic Relationship and Counseling 5H. Psychotherapy
8. Integrate clinical prevention and population health concepts, including global and social determinants of health, into the diverse healthcare care needs of patients, communities, and populations.	VIII	Independent Practice	Professional Practice	Standard 4. Planning 5E. Pharmacological, Biological and Integrative
9. Lead health education, treatments, and care through incorporation of biocultural perspectives of patients, communities, and populations as they relate to integrative healthcare practices.	I, IX	Independent Practice	Skills & Competencies, Integrative Healthcare	Standard 1. Assessment Standard 2. Diagnosis
10. Practice as an advanced practice nurse using evidence based, cost effective integrative healthcare approaches to positively influence health outcomes of patients, families, and the global community.	IX	Leadership	Professional Practice, Integrative Healthcare	Standard 3. Outcomes Identification Standard 6. Evaluation

In summary, the SON has incorporated Professional Nursing Standards and Guidelines into the Graduate MSN Program that are well integrated with the program’s curricular framework. All programs are reviewed annually with revisions involving the development or rewording of each student outcome to reflect the AACN Essentials and NONPF Competencies or the AONL, AONE Competencies depending on the program completed. We also expect our students to adhere to the ANA Code of Ethics for Nurses as stated in our academic policies. Therefore, the consistency of the mission, values, goals, and expected outcomes with relevant professional nursing standards and guidelines for the preparation of nursing professionals has been demonstrated.



AFTER ACCEPTANCE INTO THE PROGRAM

Part II of the Graduate Programs Student Handbook will help you prepare for a successful start to your first online courses, including technology requirements, who are your “go to” staff, how to access your courses, etc.

Once you have been accepted into the MSN program, here are the next steps:

- You will receive a welcome email from the Program Director which includes instructions on how to log on to an orientation website on TRACS, which is Texas State’s course management system. This website contains all the information you need to get started in the program.
- Activate your Texas State email account (net ID)—instructions will be provided in your welcome letter from the Coordinator mentioned above. You do this while logging into TRACS for the first time.
- Complete all the tasks on the orientation TRACS site. These include meeting the program’s technology requirements, enrolling in classes, and ordering textbooks



GRADUATE NURSING PROGRAM TEAM

Executive Team

Dean of the College of Healthcare Professions

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Nursing Faculty

The nursing faculty, along with the Dean of the College of Health Professions and the Director of the St. David's School of Nursing, are responsible for the quality of the nursing program and the graduates. Faculty will make every effort to fulfill the vision, mission, shared values, and goals of the program to provide students with the knowledge and skills that are expected as professionals. Faculty will work with the students to accommodate special situations provided the standards and outcome objectives of the program are not jeopardized.

The curriculum and related learning experiences are designed to provide the students with a sound professional nursing base for advanced nursing practice. The more the students engage in the learning activities, the more the students will gain.

IMPORTANT CONTACTS

TRACS Help Desk http://tracsfacts.its.txstate.edu/	tracs@txstate.edu (512) 245-5566	Issues pertaining to accessing your online course or its components
ITAC Help Desk (Call Ctr: M-F, 7AM-10PM) www.tr.txstate.edu/itac.html	itac@txstate.edu (512) 245-4822	Any technology issues not related to TRACS
Registrar's Office www.registrar.txstate.edu	registrar@txstate.edu (512) 245-8126	Issues pertaining to your registration/course schedule
Graduate College www.gradcollege.txstate.edu	gradcollege@txstate.edu (512) 245-2581	Information regarding the graduate program
University Bookstore www.bookstore.txstate.edu	universitybookstore@txstate.edu (512) 245-2273 (877) 884-3338	Information regarding your textbook orders
Alkek Library-Round Rock Campus Satellite www.rrc.library.txstate.edu	rrclibrary@txstate.edu (512) 716-4700	Information regarding library resources and services
Student Business Services www.sbs.txstate.edu	cashier@txstate.edu (512) 245-2544	Information regarding fee payment

The faculty members are available to confer with students in several ways: at agreed upon times by telephone or virtually, by email, and in person when you are on campus. Nursing faculty are designated as Faculty of Record for each course and other faculty may assist in teaching those courses.

COMMUNICATING WITH NURSING FACULTY AND STAFF

Both faculty and staff are responsible for returning a student's email or voicemail message within two business days upon receipt. A voicemail message left in response to your original call is considered a returned call.

Faculty may communicate with online learners using various technologies. Those may include, but are not limited to discussion forums, email, and voice/video calls.

Students typically submit assignments via the "drop box" on TRACS or as email attachments. Mailing documents through the US Postal Service is an option that may be occasionally used. All modes of submission will be determined and announced by your faculty.

TECHNOLOGY REQUIREMENTS

Each online course is composed of various components, all of which are designed to make your program a robust, interactive learning experience. To be able to see, hear, and interact as required, you must ensure that your computer meets the following minimum requirements:

HARDWARE:	SPECS:
Internet Connection	A reliable high-speed Internet connection via cable modem or DSL. If you will be using your employer's Internet connection, it is possible that certain firewall restrictions may be in place, which could impact you accessing some or all of your online course materials. You can test the speed of your internet connection by visiting Speedtest .
Laptop (desktops do not qualify)	See the <i>Student Computer Inspection Report</i> on the orientation TRACS site for a full list of specifications. Software requirements are also listed on this form.
Printer	Any that is compatible with your computer
PDA or Smartphone	No specifics required.
Miscellaneous	Access to the following may also be required: fax, video recorder (camcorder, smart phone, etc.), CD player, DVD player.

Attachment A: Confidentiality Agreement



Students in the St. David's School of Nursing at Texas State University will have access to medical records of actual patients in various types of healthcare facilities and in the classroom.

Two factors must be considered that are relative to student use of medical records in the educational process:

1. Legally, the information in the medical record belongs to the patient. Any violation of confidential information about a patient found in the medical record is punishable in a court of law.
2. The American Nurses Association Code of Ethics and the Texas Board of Nursing Standards of Practice stipulate "the registered nurse shall hold in strict confidence all privileged information concerning the patient and refer all inquiries to the physician in charge of the patient's medical care.
3. Persons authorized to have access to individual's personal health information may only use that information for the purpose for which it is authorized and may not re-disclose the information in any format without specific consent of the individual.
4. Because of legal and ethical considerations, any student enrolled in the St. David's School of Nursing that reveals contents of a medical record, except as it relates to the education process in the classroom or at a clinical site, is subject to immediate disciplinary action.
5. Include a subject in all emails and make sure you use your TxState email address.

I understand the above and hereby agree to maintain the confidentiality of all patient information.

Signature

Date

Print Name:

Attachment B: Student Handbook Verification Statement



Student Handbook Verification Statement

This is to verify that I have received and understand that it is my responsibility to read the policies and procedures contained in this Student Handbook. I hereby agree to abide by all policies and procedures as addressed therein. These include:

- Vision, Mission and Values
- Clinical Injury or Exposure
- General Policies
- Classroom Conduct
- Clinical Setting and Simulation Laboratory
- Confidentiality and Privacy
- Academic Progression
- Ethics and Professional Conduct
- American Nurses Association Code of Ethics
- Texas State Academic Honor Code

Signature

Date

Print name

Attachment C: Disciplinary Policy



St. David's School of Nursing Disciplinary Policy and Procedure

Policy:

It is the policy of the St. David's School of Nursing to take a strong position regarding the safety of patients and other persons who are subject to contact with the nursing students. In addition to the criminal background check and drug testing upon admission to the program and the evaluation of the admission applications by the Nursing Admission Committee, the faculty and administration remain vigilant for evidence of any unsafe behavior or conduct violations on the part of students. The faculty is accountable for enforcing this policy and those policies of Texas State University that relate to student conduct and the Honor Code.

It is the policy of the St. David's School of Nursing to fully investigate and take appropriate action concerning any allegations or evidence of student behavior related to but not limited to:

- Criminal conduct
- Sexual misconduct
- Lying
- Falsification
- Fraud
- Theft
- Deception
- Substance misuse
- Substance abuse
- Substance dependency and other substance use disorders

The faculty and staff of the nursing program are committed to upholding the integrity of the nursing program and are required to report to the Director any observations or knowledge of behavior subject to disciplinary action, including violation of the Texas State University – Academic Honor Code and the Code of Ethics for Nurses.

- Texas State University - [Academic Honor Code](#)

- [Code of Ethics for Nurses – American Nurses Association](#)

The Nursing Admission, Progression and Graduation Committee (A-P-G Committee) is responsible for admission and readmission of students to the nursing program. The Director may designate a subcommittee of the A-P-G Committee to investigate allegations of behavior subject to disciplinary action. The designated subcommittee is responsible for fully investigating the allegations, documenting findings, initiating action, and making a full report to the Director, who reports to the Dean, College of Health Professions (CHP).

Texas State University Policies and Procedure Statements related to health (07.09) and student discipline (07.10) include but are not limited to:

- UPPS No. 07.09.01 [Management of Acquired Immune Deficiency Syndrome \(AIDS\) on Campus](#)
- UPPS No. 07.10.01 [Honor Code](#)
- UPPS No. 07.10.05 [Threatening Behavior Consultation and Assessment Team](#)

This Disciplinary Policy and Procedure is consistent with related policies and procedures of Texas State University and the Texas Board of Nursing.

Procedures for Reporting, Investigating and Enforcing Disciplinary Violations

1. Faculty and staff are responsible and accountable for maintaining the integrity of the program and for reporting to the Director knowledge of allegations of a violation of conduct as soon as they become aware of the alleged violation.
2. The Director designates the A-P-G Committee or a subcommittee thereof to investigate the allegations.
3. The investigation is conducted as soon as possible, considering each situation case-by-case.
4. The designated committee reports findings and the decision in writing to the Director. The actions may be but not limited to:
 - a. Dismissal of allegations
 - b. Reprimand
 - c. Probation with conditions specified
 - d. Dismissal from the nursing program
5. The Director enforces the action(s) and reports to the Dean, CHP.

6. The student may appeal to the Dean, CHP, consistent with [Texas State University Policy and Procedure](#) Statements related to student discipline (UPPS No. 07.10.06).
7. If the allegations are concerning a student's threatening behavior, UPPS No. 7.10.05 applies. This policy provides both procedures and the consultation of the Universities' Threatening Behavior Consultation and Assessment Team.

Petition for Readmission to the Nursing Program

A person who has been dismissed from the program for issues related to dishonesty or other conduct violations, may apply for readmission to the Nursing A-P-G Committee. The burden of proof that the person no longer poses a danger remains with the student.

I have read and understand the St. David's School of Nursing Disciplinary Policy and Procedures document.

Signature

Date

Print name