Graduate Nursing Handbook

Doctor of Nursing Practice Program
Master of Science Program
Post-Master Certificate Program

2015-2016

for
Students
and
Faculty Advisors

Revised 12/15
PREFACE

The graduate program in nursing at the University of Missouri is part of the Graduate Studies at the University. This handbook was developed for students and faculty advisors to define the philosophy and mission of the graduate program and to provide a comprehensive document about the doctor of nursing practice, master of science, and post-master certificate programs in nursing. Information on requirements and coursework; research options and document preparation; and advising, financial aid, professional organizations, and policies and procedures are included. It is essential that students understand the information presented in this handbook to facilitate their progression through the School of Nursing. This handbook, the School of Nursing student affairs staff, and the student's faculty advisor are excellent resources. The student handbook has been designed to be used in conjunction with other University of Missouri publications including the M Book, the Graduate Catalog, and the current Schedule of Courses.

All information in this handbook is in accordance with policies of the MU Graduate Studies and the School of Nursing. Questions and suggestions for additions are encouraged and should be directed to the School of Nursing Associate Dean for Academic Affairs.

Janice J. Hoffman, PhD, RN, ANEF
Associate Dean for Academic Affairs

December, 2015
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Section I: INTRODUCTION

The University of Missouri

The University of Missouri system includes campuses in Columbia, Kansas City, Rolla, and St. Louis with total enrollment of over 77,200 students. Founded in 1839, the University of Missouri is the oldest and largest of the University's four campuses. Established only 18 years after Missouri became a state, it is the first state university west of the Mississippi. Designated a land-grant university in 1870, the University has extended its educational benefits to all sections of the state as it carries on three essential functions: teaching; research, and public service. MU offers an excellent opportunity for interdisciplinary studies and research with 19 colleges and schools and one division: the College of Agriculture, Food and Natural Resources, including the School of Natural Resources; College of Arts and Science, including the School of Fine Arts; College of Business and Public Administration, including the School of Accountancy; College of Education, including the School of Information Science and Learning Technologies; College of Engineering; College of Human Environmental Sciences, including the School of Social Work; College of Veterinary Medicine; MU Graduate Studies; School of Journalism; School of Law; School of Medicine; School of Health Related Professions; Sinclair School of Nursing, and the Extension Division.

Statement of Values

The University of Missouri, as the state's major land-grant university, honors the public trust placed in it and accepts the associated accountability to the people of Missouri for its stewardship of that trust. Our duty is to acquire, create, transmit, and preserve knowledge, and to promote understanding.

We the students, faculty, and staff of MU hold the following values to be the foundation of our identity as a community. We pledge ourselves to act, in the totality of our life together, in accord with these values.
Respect
Respect for one's self and for others is the foundation of honor and the basis of integrity. A hallmark of our community is respect — for the process by which we seek truths and for those who engage in that process. Such respect is essential for nurturing the free and open discourse, exploration, and creative expression that characterize a university. Respect results in dedication to individual as well as collective expressions of truth and honesty. Respect is demonstrated by a commitment to act ethically, to welcome difference, and to engage in open exchange about both ideas and decisions.

Responsibility
A sense of responsibility requires careful reflection on one's moral obligations. Being responsible imposes the duty on us and our university to make decisions by acknowledging the context and considering consequences, both intended and unintended, of any course of action. Being responsible requires us to be thoughtful stewards of resources — accountable to ourselves, each other, and the public we serve.

Discovery
Learning requires trust in the process of discovery. Discovery often fractures existing world views and requires acceptance of uncertainty and ambiguity. Therefore, the university must support all its members in this life-long process that is both challenging and rewarding. As we seek greater understanding and wisdom, we also recognize that knowledge itself has boundaries — what we know is not all that is.

Excellence
We aspire to an excellence which is approached through diligent effort, both individual and collective. Pursuing excellence means being satisfied with no less than the highest goals we can envision. Pursuing excellence involves being informed by regional, national, and global standards, as well as our personal expectations. We recognize and accept the sacrifices, risks, and responsibilities involved in pursuing excellence, and so we celebrate each other's successes. We commit ourselves to this process in an ethical and moral manner.

These statements are mere words until we integrate them as values in our individual lives and reflect them in our institutional policies and practices. We pledge ourselves to make them effective in the very fabric of our lives, our community, and all our relationships with others, thereby enhancing the development of individuals and the well-being of society.

MU Graduate Studies
Policies and procedures of the graduate nursing programs have been developed in compliance with MU Graduate Studies policies. MU Graduate Studies Catalog should be used as the primary reference for information concerning graduate education at the University of Missouri.
The MU Sinclair School of Nursing

The MU Sinclair School of Nursing, one of 20 colleges/schools at the University of Missouri, offers baccalaureate, master's, post-master's, doctoral, and continuing education programs. The graduate nursing programs are offered in conjunction with MU Graduate Studies and are part of a long tradition in graduate education at the University, which granted its first master's degree in 1846 and now offers degree-granting programs in 76 departments and areas.

The master's nursing program admitted its first students in 1968. More than 1100 students have graduated from this Commission on Collegiate Nursing Education (CCNE) accredited program. The PhD nursing program admitted its first students 1994. More than 60 students have graduated from the PhD nursing program. The post-master’s certificate program was recognized by MU in August 2009 and stopped accepting enrollment during the spring of 2015. The doctor of nursing practice (DNP) program admitted its first class in Summer 2010 and had the first graduates in 2013. The PhD program will admit non-nursing students effective Summer 2013. The Leadership DNP program began in Summer 2014.

Vision

The Sinclair School of Nursing at the University of Missouri will be a premier school in the nation. Our school will be the school of choice for undergraduate and graduate students as well as for faculty. The scholarly work of our faculty will exponentially expand new knowledge for nursing and health care with specific discovery in the areas of healthy aging, managing symptoms, promoting healthy behaviors, and preventing/treating trauma across the lifespan. In addition, contributions to health care systems will continue to be made related to quality patient safety, information systems, and other technologies. We will create, implement, and evaluate innovative methods of teaching and program delivery. Excellence, moral integrity, and respect for diversity will characterize all that we do. An ongoing spirit of inquiry and the creation of an optimal climate for learning will be a top priority. Inter-professional collaboration will provide the foundation for research, teaching – learning, practice, and entrepreneurship. Faculty will be national leaders in research, clinical practice, and education.

Mission

The University of Missouri, Sinclair School of Nursing is committed to preparing students at the baccalaureate, masters, and doctoral levels and to the ongoing professional development of practicing nurses to meet care needs of the citizens of Missouri and beyond. The School of Nursing is dedicated to discovering new knowledge and implementing best practices in teaching, research, scholarship, service, and entrepreneurship. The School of Nursing embraces diversity among faculty, staff, and students to best prepare nurses and scientists for current and future roles.

Purposes of the MU Sinclair School of Nursing

The purposes of the MU Sinclair School of Nursing reflect a strong commitment to the education, practice, research, service, and extension missions of the Health Science Center and the University. The activities of the MU Sinclair School of Nursing are purposefully designed to:
• Educate students at the baccalaureate, masters, post-masters, doctoral, and post-doctoral level.

• Provide professional continuing nursing education for Missouri and beyond to foster continuing competence among nursing professionals.

• Advance nursing and health disciplines through theory development, research endeavors, and scholarly practice.

• Provide nursing and healthcare leadership in education, research, practice, and public policy formation.

Values
The following core values are central to our work at the Sinclair School of Nursing:

• Excellence
• Collaboration
• Scholarship
• Leadership
• Innovation
• Integrity
• Diversity
• Compassion

(Approved by Faculty Assembly 04/2015)
The Graduate Programs in the School of Nursing

Curricula for the graduate programs use the following standards of education and practice: The American Nurses’ Association recently revised Code of Ethics for Nurses with Interpretive Statements (ANA, 2015) and the Nursing: Scope and Standards of Practice (ANA, 2010) and the Missouri Nursing Practice Act (2010). Specific standards of practice for each program include: The Essentials of Master's Education in Nursing (AACN, 2011), The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), and Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2012).

In addition, the Practice Doctorate Nurse Practitioner Entry- Level Competencies (AACN, 2006) and the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008) serve as guidelines for DNP programming in five advance practice areas of study: Family Nurse Practitioner [FNP], Pediatric Nurse Practitioner [PNP], Family Psychiatric & Mental Health Nurse Practitioner [FPMHNP], Pediatric Clinical Nurse Specialist [P-CNS], and Adult-Gerontology Clinical Nurse Specialist [AG-CNS]. The American Organization of Nurse Executives (AONE, 2005) Nurse Executive Competencies provides guidance for our sixth area of DNP study: Nursing Leadership and Innovations in Health Care.

Specific standards of practice for clinical specialty areas are also incorporated, including core competencies put forth by organizations such as the National Organization of Nurse Practitioner Faculties (NONPF, 2013), the National Association of Clinical Nurse Specialists (NACNS, 2010), Psychiatric-Mental Health Nursing: Scope and Standards of Practice and Pediatric Nursing: Scope and Standards of Practice. Curricular implications of other current professional resources such as Essentials of Genetic and Genomic Nursing: Competencies, Curricula Guidelines, and Outcome Indicators, 2nd Edition (Consensus Panel on Genetic/Genomic Nursing Competencies, 2009) are integrated as appropriate.
**Master’s Program Outcomes**

Upon completion of the master's program in nursing, the learner will:

1. Practice professional accountability and behavior consistent with master’s level nursing practice standards. (Essential I)

2. Integrate essential knowledge from nursing and other disciplines into master’s level nursing practice. (Essential IV)

3. Communicate and collaborate effectively to promote health and improve healthcare delivery. (Essential III, Essential VII)

4. Apply and integrate master’s level nursing practice concepts to serve designated populations. (Essential VIII, Essential IX)

5. Critique and assimilate research, technology and informatics as a basis for promoting health and improving healthcare delivery. (Essential IV, Essential V, Essential IX)

6. Advocate, through leadership and policy, for all persons in need of nursing or health care regardless of race, religion, color, national origin, sex, sexual orientation, age, disability, and military veteran or socioeconomic status. (Essential II, Essential VI)

(Approved by Sinclair School of Nursing Faculty Assembly, 2011)

**DNP Program Outcomes**

Upon completion of the DNP program in nursing, the learner will:

1. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences in the delivery of care to rural and other underserved populations. (Essential I, Essential VIII)

2. Serve as leaders, in collaboration with multiple disciplines to improve quality of health care outcomes for individuals, populations, and systems. (Essential II, Essential IV, Essential VI, Essential VIII)

3. Systematically evaluate a defined area of nursing using technologies in order to advance cost effective health care delivery. (Essential II, Essential III, Essential IV, Essential VIII)

4. Appraise scientific data from various domains in order to translate best evidence into nursing practice and health care delivery. (Essential III, Essential VII, Essential VIII)
5. Analyze the social, economic, cultural, environmental, political, and policy components of health care to advocate for improved health outcomes and reduce health disparities. (Essential VII, Essential VIII)

(Approved by Sinclair School of Nursing Faculty Assembly, August 2009)

Graduate Areas and Plans of Study

A list of master’s (http://nursing.missouri.edu/academics/master-of-science/areas-of-study.php) and DNP (http://nursing.missouri.edu/academics/dnp/areas-of-study.php) emphasis areas and plans of study can be found on the corresponding websites.

Admission Information

Please refer to the MU Sinclair School of Nursing website for admission information for the master’s http://nursing.missouri.edu/apply/master-of-science/index.php and DNP http://nursing.missouri.edu/apply/dnp/index.php programs.
Section II: THE GRADUATE DEGREE PROCESS

Registering for Classes

Newly admitted or re-enrolling (those who are not currently enrolled) graduate students may enroll after pre-registration during identified registration periods. Currently enrolled students are given the opportunity to pre-register for the next semester's classes. Pre-registration usually begins in October and March; the specific dates are widely publicized.

- Upon acceptance into the MUSSON, students need to consult with their academic advisor to develop a Program Plan specific to their degree program and Area of Study. The Program Plan must be approved by their advisor, signed, dated, and submitted to the Office of Student Affairs prior to registering for any coursework.

- Students must have an approved Program Plan on file in the MUSSON. Any change in the Program Plan must be approved by advisor.

- Any change in the Program Plan may result in course(s) being unavailable and may delay graduation.

- All graduate students must register on the computer through myZou at: https://myzou.missouri.edu/psp/prd/?cmd=login

- Instructions for registering through myZou can be found online at: http://registrar.missouri.edu/registration-adddrop/myzou-first-time.php

- Some courses may require a permission number that can be obtained from the Office of Student Affairs.

The MS and DNP curricula are subject to change based upon professional or accreditation standards and/or national certification requirements. Students will be notified when changes occur.

Adding, Dropping, & Withdrawing from Classes

During specified periods each semester, students may add, drop or withdraw from a course. Dates and deadlines are posted at http://registrar.missouri.edu/academic-calendar/. Students must consult their academic advisor prior to adding, dropping, or withdrawing from a course. Courses are added or dropped through myZou. Instructions for adding or dropping a course can be found online at: http://registrar.missouri.edu/add-drop-withdrawal/. If a student wishes to drop a course after the last day to drop a course without a grade, the process is referred to as withdrawing from a course. To withdraw from a course, students must contact the Office of Student Affairs to complete the notice of withdrawal form (PDF). Following the approval from the Associate Dean for Academic Affairs, the form goes to the Office of the University Registrar-Registration, 125 Jesse Hall.
If a student is registered for only one course, they may not withdraw from the course via myZou as this is officially considered a withdrawal from the University. To withdraw from the University, students must contact the Office of Student Affairs to complete the University Withdrawal form. Once that course is dropped, the student is considered to have withdrawn from the University (refer to policy on Withdrawal from the University [http://registrar.missouri.edu/policies-procedures/withdrawal-university.php](http://registrar.missouri.edu/policies-procedures/withdrawal-university.php)).

**Administrative Drop Policy for Online Courses**

**Purpose:** Participation in class discussions and posting is critical for success in an online course. In order to facilitate an online environment that encourages learning and decreases disruption, students who fail to meet minimum course participation requirements may be administratively dropped from the course.

**Criteria:** The course instructor may initiate the administrative drop process if either of the following situations exists:

A) The student does not post or otherwise participate in online class by the end of the first week* of the semester, regardless of the number of visits to the course site.

B) The student does not post or otherwise participate in online class discussion for two consecutive weeks* anytime during the semester, regardless of the number of visits to the course site.

**Process:** The process for administratively dropping a student will be as follows:

1. When a student fails to participate in class, the course instructor will first attempt to contact the student via MU course e-mail, requesting that the student respond to the email and begin class participation within a specific time frame (e.g., 24-48 hours) or by a specific date/time.

2. If the student does not respond to the instructor or begin class participation by the deadline, the instructor should attempt to contact the student a second time per email. This email should contain a specific date and time for the student to contact the instructor in order to avoid being dropped from the course, and a statement that if the instructor does not hear from the student within the time frame, the student will be dropped from the course.

3. If the student fails to respond to the instructor’s e-mails within the timeframe provided, the instructor will notify Student Affairs to notify Mizzou Online and the University Registrar of the administrative drop and request that Mizzou Online remove the student’s access to the course and that the Registrar drop the student from the course. The Registrar will send a final email to the student noting the dropped status.

4. All correspondence between the instructor and student mentioned in this policy should be copied to the student’s advisor and the MUSSON Student Affairs staff.

* For summer course offerings, the appropriate timeframe is ½ that stated.

(Approved by Faculty 12/7/07; Amended 4/28/14)
Faculty Advisor Responsibilities

A student accepted into one of the graduate nursing programs will be assigned a faculty advisor. Advisement begins prior to the student's first registration.

Responsibilities of the faculty advisor include:

1. Develop an individualized plan of study with the student to meet student’s academic professional goals based on current curricular guidelines
2. Communicate with the student to facilitate registration (e.g., discuss changes in courses, overall program, approve course selections)
3. Keep informed of student progress through:
   a. communicating with the student;
   b. communicating and discussing progress with other faculty members;
   c. monitoring grades and academic standing each semester;
   d. communicating with the Associate Dean for Academic Affairs for approval of course waivers, transfer credits, course substitutions;
   e. referring the student to the appropriate campus resources if requested
   f. initiating and forwarding the student’s appropriate program of study form to MU Graduate Studies at the completion of the second semester of course work;
   g. guiding the student through the process of completing their Master’s Exam, Thesis, or DNP Residency Project.
   h. assuring student updates Graduate Student Progress System on graduate website.

Student Advisee Responsibilities

Communication between faculty and student is central to success in the graduate program. Student advisee’s have the following responsibilities:

1. Clarify with the faculty advisor their preferred method of contact (email or phone), virtual or office hours, and when to expect a response to email or voice mail.
2. Sign their individualized, internal plan of study (POS), developed by the faculty advisor, and submit it to them by the end of N7087.
3. Communicate with the faculty advisor any concerns regarding course registration.
4. Contact the faculty advisor if they wish to change the sequence of their POS.
5. Communicate with the faculty advisor about their progress every semester.
6. Contact the faculty advisor if their cumulative GPA for the semester is less than 3.0.
7. Obtain approval from the faculty advisor for course waivers, transfer credits, and course substitutions.
8. Contact the faculty advisor for questions about campus resources to assist them with their academic work.
9. Complete the Graduate D2 POS and submit to the faculty advisor by the end of N9080-01.
10. Maintain regular contact with the faculty advisor via email, telephone, Collaborate Classroom, or face-to-face meetings when working on their DNP Residency Project.
11. Update the Graduate Student Progress System on the graduate website at the end of each academic year.

**Change of Advisor**

A change of advisor may occur when an advisor leaves the MUSSON or an advising load needs readjustment, when a student changes area of study or when an advisor or advisee feels the relationship would be enhanced by changing to another faculty member. A change of advisor may be initiated by an advisor, an advisee, or the Associate Dean for Academic Affairs. Changes of advisor forms are available in the Office of Student Affairs. The change of advisor must be approved by the Associate Dean for Academic Affairs and the following form must be submitted to MU Graduate Studies with all appropriate signatures: [http://gradstudies.missouri.edu/forms-downloads/repository/change-degree.pdf](http://gradstudies.missouri.edu/forms-downloads/repository/change-degree.pdf)

**Master’s Program of Study (M-1)**

The Master’s program of study form (M-1) is a campus form that lists the coursework required for completion of the student’s degree program. This form is available at: [http://nursing.missouri.edu/academics/master-of-science/forms.php](http://nursing.missouri.edu/academics/master-of-science/forms.php). If transfer credits are approved, the courses should be noted, with the name of the institution where the courses were taken. The form should be signed by the faculty advisor and the Associate Dean for Academic Affairs and forwarded to MU Graduate Studies, 210 Jesse Hall. The Master’s Program of Study (M1) should be filed by the end of the second (2nd) semester of study.

**Course of Study for Post-Master’s in Nursing Certificate (PM-1)**

This form should be completed by the student at the time he/she begins a graduate certificate program. If transfer credits are approved, the courses should be noted, with the name of the institution where the courses were taken. The form should be signed by the faculty advisor, and the Associate Dean for Academic Affairs and forwarded to MU Graduate Studies, 210 Jesse Hall. The Post Master’s certificate program is no longer accepting new applicants effective spring 2015.

**Doctor of Nursing Practice Program of Study (DNP-2)**

The Doctor of Nursing Practice program of study form (DNP-2) is a campus form that lists the coursework required for completion of the student’s degree program. This form is available at: [http://nursing.missouri.edu/academics/dnp/pdfs/d2-pos.pdf](http://nursing.missouri.edu/academics/dnp/pdfs/d2-pos.pdf). If transfer credits are approved, the courses should be noted, with the name of the institution where the courses were taken. The form should be signed by the faculty advisor and the Associate Dean for Academic Affairs and forwarded to MU Graduate Studies, 210 Jesse Hall. The Doctor of Nursing Practice Program of Study (DNP-2) should be filed during enrollment in N9080 section 01.

**Changes to Graduate Nursing Programs of Study**

If the student's program changes after the M-1, PM-1, or DNP-2 is filed, the student must complete the Request for Substitution in Graduate Degree Plan of Study form. The Substitutions in the
Degree Plan forms are available at: http://gradstudies.missouri.edu/forms-downloads/repository/subform.pdf
The form should be signed by the faculty advisor and the Associate Dean for Academic Affairs and forwarded to MU Graduate Studies, 210 Jesse Hall.

Changing Area of Study within the Same Graduate Nursing Program

If a graduate nursing student wishes to transfer from one area of study to another area of study within the same graduate nursing program (e.g. changing from Masters program – Nurse Educator area of study to Masters program – Nurse Leader area of study), they will need to submit a written request to the area coordinators, program director, and to the Student Admission and Progression Committee. Students may be required to supply additional written materials upon request. Approval is granted by the Student Admission and Progression Committee. Requests will be reviewed competitively against all other applicants applying for that area of study.

Changing Graduate Nursing Programs

If a graduate nursing student wishes to transfer from one graduate nursing program to another graduate nursing program (e.g. Doctor of Nursing Practice program – Family Nurse Practitioner to Masters program Nurse Educator), they will need to withdraw from DNP program and apply to the Masters program at the next application deadline. The application will be reviewed competitively against all other applicants applying for that area of study.
Section III: MU GRADUATE STUDIES AND MU SINCLAIR SCHOOL OF NURSING POLICIES FOR GRADUATE PROGRAMS

Minimum Master’s Degree Requirements

A minimum of 30 hours beyond the bachelor's degree is required. Students must take a minimum of 15 hours of 8000-9000 level course work. No more than forty percent of the total required credit hours may be problems, readings and research hours. For example, in a 38-hour master's degree program, 15 hours may be from problems, readings and research hours.

Transfer Credit Policy for Master’s Degree Students

A maximum of 20 percent of the number of credit hours required for a student's degree may be graduate credits transferred from another university, including another campus of the University of Missouri system upon the recommendation of the advisor, the approval of the academic program director of graduate studies and MU Graduate Studies. Students are expected to earn no less than a “B” grade (3.0 on a 4.0 scale) for transfer courses and are responsible for providing documentation of course equivalency and ensuring that official transcripts are sent to the MU Graduate Studies and the MU Sinclair School of Nursing.

The Office of MU Graduate Studies will need to make the final review of the transfer request to determine if the credit meets the minimum guidelines. If so then MU Graduate Studies will process the request so that each transfer course will appear on the student's transcript. See link to MU Graduate Studies for additional information on this process. http://gradstudies.missouri.edu/academics/graduation-requirements/masters-grad-requirements.php

School of Nursing Policy for Minimum Post-Master's Certificate Requirements

A minimum of 12 hours of MU graduate course work beyond the master’s degree is required to obtain a post-master’s certificate from MU. Official transcripts will be reviewed and individual plans of study will be designed based on courses completed in the student’s previous graduate program. Students may be required to take more than 10 hours if the graduate degree did not provide the course work necessary to meet eligibility requirements for advanced nursing practice certification from a national accrediting body. The specific number of required semester hours will be determined on an individual basis. Upon completion of required course work an official post-master’s certificate will be awarded from MU Graduate Studies. The Post-Master's Certificate program stopped accepting enrollment into the program effective spring 2015.

Minimum Doctoral Degree Requirements

MU requires a minimum of 72 semester hours beyond the baccalaureate degree for a doctoral degree. The student's doctoral program committee must approve all course work used to satisfy the credit-hour requirement and may require additional course work beyond these minimums.
School of Nursing Transfer Credit Policy for Post-Master’s DNP Degree Students

The doctoral committee may recommend up to 38 hours of graduate credit from an accredited Master’s in Nursing program be transferred toward the total hours required for the DNP degree. Students are expected to earn no less than a “B” grade (3.0 on a 4.0 scale) for transfer courses and are responsible for providing documentation of course equivalency, ensuring that official transcripts are sent to the MU Graduate Studies and the MU Sinclair School of Nursing. It is the responsibility of the doctoral committee to determine the appropriateness of course work for transfer credit.

MS and DNP Course of Study and Residency Requirements

An MS student’s program plan must include a minimum of 30 hours beyond the bachelor’s degree (or its equivalent) selected from courses carrying graduate credit within the student’s selected area of study. Within these 30 hours, the student must complete a minimum of 24 semester hours in MU graduate courses as approved by the department or area program and MU Graduate Studies.

A post-baccalaureate DNP student’s program plan must include a minimum of 74.5 hours beyond the bachelor’s degree selected from courses carrying graduate credit within the student’s selected area of study. Within these 74.5 hours, the post-baccalaureate DNP student must complete a minimum of 36.5 semester hours of MU graduate courses as approved by the department or area program and MU Graduate Studies.

A post-master’s DNP student’s program plan must include a minimum of 36.5 semester hours beyond the master’s degree selected from MU graduate courses within the student’s selected area of study as approved by the department or area program and MU Graduate Studies. Additional semester hours may be required to meet the minimum 72 hour requirement for a doctoral degree depending on previous master’s course work. In addition, DNP post-master’s students may need additional faculty/preceptor supervised academic clinical hours beyond those identified in the standard post-master’s program plan in order to meet the American Association of Colleges of Nursing’s requirement of documentation of a minimum of 1000 faculty/preceptor supervised academic clinical hours (DNP-5).

Residency requirements for all graduate programs can be completed by taking distance education courses, attending courses at the MU Sinclair School of Nursing, taking off-campus courses taught by MU faculty or a combination.

APA Publication Manual

The official writing style for student papers and theses should follow the guidelines of the Publication Manual of the APA, 6th edition. Each student is expected to purchase and use this manual as a reference for written assignments unless otherwise indicated by the course instructor. All written assignments should be presented in APA style and any thesis must meet MU Graduate Studies directives. Guidelines for electronic references may be found at http://www.apastyle.org/apa-style-help.aspx. See the following page for example title page.
Title of Paper

Name of Student

MU Sinclair School of Nursing

Class Number and Name

Faculty Name

Date

If submitting electronically please send file as follows:

Last name_First name
Course number
Title of Paper or Assignment
Grading and Scholastic Requirements

Grades in all Graduate courses are reported as follows:
A (4.0): coursework is of outstanding merit;
B (3.0): coursework is entirely satisfactory;
C (2.0): acceptable only to a limited extent in fulfilling the requirements for an advanced degree (not acceptable for a clinical or role nursing course)
F (0): the work has not satisfied the minimum requirements of the course.

There is no D grade for graduate students. “W” denotes withdraw passing and does not affect a student’s grade point average. Graduate nursing students must achieve a grade of B or higher in all clinical and role nursing courses. If a student fails to achieve an A or B, in a clinical or role course, the course must be repeated before progressing to the next course in the sequence. Graduate courses may be repeated one time only.

Only graduate courses offered on an S/U basis (satisfactory or unsatisfactory) can be taken with the S/U grading option. Graduate nursing courses that are offered on S/U basis include:

- N8090 Research in Nursing
- N8900 Research Practicum
- N8950 Teaching Practicum
- N8954 Distance Mediated Teaching Nursing Practicum
- N8960 Leadership in Nursing and Healthcare Systems Practicum
- N8980 Advanced Clinical Nursing Practicum
- N9070 DNP Clinical Residency
- N9080 DNP Project

With faculty consent, N8085 Problems can be taken on an S/U grading option. Grades of S/U do not count in the calculation of a student’s GPA, as per university regulations.

Grade Point Average

The student's Grade Point Average (GPA) in MU Graduate Studies is based on the student's entire graduate record in courses numbered 7000 and above taken at the University. To remain in good standing, a graduate student must maintain a cumulative GPA of 3.0 or better. To graduate, a student must have a minimum cumulative graduate GPA of 3.0.

Grade Appeal Procedure

1. A student who believes her/his final course grade was determined in an arbitrary and capricious manner and has not reached satisfactory resolution with the instructor may appeal the grade to the MUSSON Associate Dean for Academic Affairs. The appeal must be initiated in paper copy and must include:
a. the course in which the grade was received;
b. the instructor whose grade is being challenged;
c. the semester in which the grade was received;
d. specific facts showing why the student considers the grade to be arbitrary and capricious;
e. the outcome sought;
f. the signature, address, and local phone number of the student.

Arbitrary and capricious grades are those as defined in Article VII, I, iii University of Missouri Academic Regulations: A grade may be considered arbitrary and capricious under these rules only if one of the following is shown:

a. the grade is assigned on some basis other than the performance in the course;
b. the grade was assigned by reference to more exacting or demanding standards than were applied to other students in the course, except that for undergraduates in 4000 level courses, a different, but similarly uniform, grading standard may be applied than for graduate students in the course;
c. the grade was assigned by reference to a performance standard which substantially deviated from the performance standard previously announced by the instructor;
d. the grade was assigned after the instructor refused to correct mathematical or mechanical grading errors.

The following non-exclusive allegations would not be grounds for appeal under these provisions:

a. a challenge to the instructor's standards of academic performance;
b. a challenge with respect to the instructor's judgment of the substantive quality of the student's academic performance;
c. a challenge with respect to other purely judgmental determinations made by the instructor.

2. Within ten working days of receipt of the paper copy of the appeal, the Associate Dean for Academic Affairs will:

a. acknowledge the appeal in writing to the student;
b. provide a copy of the appeal to the instructor whose grade is being contested; and,
c. name two to three faculty members to serve as independent reviewers of the student's coursework.

Faculty reviewers will be provided with materials submitted by the student and by the faculty member who assigned the contested grade. Such materials will include:

a. the complainant's work;
b. course syllabus;
c. relevant student handouts (such as grading/evaluation criteria for papers or clinical performance); and
d. other relevant materials (e.g., examples of work submitted by other students in the class).

3. The reviewing faculty members will conduct an independent blind review of the above named materials. A written report of their findings and recommendations must be forwarded to the ADOSA within 14 working days of receipt of the materials.

4. The ADOSA will review the findings and make a determination of whether or not there is clear and convincing evidence the grade was assigned in an arbitrary and capricious manner. Within ten working days of receipt of the faculty reports, the ADOSA will state in writing the grounds for granting or denying the outcome requested by the student. This written document is communicated to the student, the instructor who assigned the contested grade, and the Dean of the School of Nursing.

5. If the student is dissatisfied with the ADOSA's decision, he/she may request a review at the campus level.

**Graduate Student Progress System**

The Graduate Student Progress System (GSPS) is designed to facilitate the collection of information necessary to properly assess the progress of graduate students. This system creates a feedback loop between student and advisor or area director. The GSPS allows academic programs to generate aggregate reports on their student's achievements, and create a curriculum vita for a student. All students need to complete the information page, individual assessment reports and update each semester of enrollment. To access GSPS visit: https://gsps.missouri.edu/

**Probation**

A Graduate student whose cumulative GPA is below 3.0 at end of a semester is placed on academic probation. Probationary status is removed if, at end of the following semester, the cumulative GPA is 3.0 or better. A student on academic probation failing to raise the cumulative GPA to 3.0 may, on recommendation of the Student Admission and Progression Committee, be allowed a second and final probationary semester. A student will be dismissed upon failure to raise the cumulative GPA to 3.0 by the end of the second probationary semester, or at any time the semester or cumulative GPA falls below 2.0. When a student's cumulative GPA falls below 3.0, the student must contact the advisor and MU Graduate Studies.

In the MU Sinclair School of Nursing, the faculty advisor, the Student Admission and Progression Committee (SAP), and the Office of Student Affairs handles probation situations. MU Graduate Studies informs the faculty advisor of a student on probation; the advisor consults with the Office of Student Affairs and the Student Admission and Progression Committee. The Student Admission and Progression Committee considers the probationary status and makes decisions regarding continuation of probation. The student and the faculty advisor are notified of the action.
Incomplete Coursework

For courses other than those related to research, the grade of I (incomplete) may be recorded when the student’s work is incomplete but otherwise worthy of credit, or when the instructor feels unable to assign a grade at end of the semester. The grade of “Incomplete” may be assigned to rare instances when a student cannot complete course work due to illness or other special circumstances beyond the student’s control. To obtain credit for the course, the incomplete grade must be converted to a grade within one year. Incomplete grade reports must be submitted with grade roll sheets. When conditions for removal are satisfied, a change of grade form is completed and signed by the instructor and the Associate Dean for Academic Affairs. If more than one calendar year has elapsed, a letter addressed to the registrar and signed by the instructor justifying the delay must accompany the change of grade form.

For research courses numbered N8090 and N8900, the determination of the grade is made at the completion of the student's research option. All research options (N8090 and N8900) will be graded on satisfactory/unsatisfactory basis.

For the N9070 DNP Clinical Residency and N9080 DNP Residency Project, the determination of the grade is made at the completion of the student's residency project and/or clinical, and will be graded on satisfactory/unsatisfactory basis.

Satisfactory Academic Progress and Student Financial Aid

Federal regulations require the University of Missouri to establish, publish, and apply standards of satisfactory academic progress (SAP) for financial aid eligibility. The purpose of measuring and enforcing these standards is to ensure financial aid recipients progress toward graduation. Students who fail to meet the SAP requirements become ineligible to receive financial aid until they are in compliance with these requirements.

Note: The financial aid SAP standards are not the same as the academic standards of the University or of any department or professional school. Your financial aid SAP status does not prevent you from enrolling in classes.

SAP Criteria for Graduate Students

- Earn passing grades in 75 percent of all credit hours of graded coursework attempted.*
- Transfer credit hours count in the total attempted/completed credit hours calculation.
- Maintain a minimum cumulative MU grade point average of 3.00.
- The MU Graduate Studies office determines the maximum time limit for completion of a graduate degree.

*Attempted hours are defined as the total number of hours in which you are enrolled as of the first day of classes. All dropped courses as well as all F, FN, Incomplete (I), Not Recorded (NR), Withdrawn (W), and Unsatisfactory (U) grades are factored into the 75% completion rate, meaning dropping of courses and/or accumulation of I and U grades count against a student’s ability to borrow.
For additional details, please see the MU Financial Aid website:
http://financialaid.missouri.edu/eligibility/satisfactory-academic-progress.php

UM Visiting Graduate Student Program

The UM Visiting Graduate Student Program offers eligible graduate students a streamlined process for applying and registering for graduate courses on other UM campuses.

To participate in the UM System Visiting Graduate Student Program, a graduate student must be a degree-seeking graduate student and in good-standing on the home campus and host campus.

To apply for this program, a UM System Visiting Graduate Student Application Form should be completed and submitted to the home campus Graduate office for certification, at least two weeks before the beginning of the semester. The graduate student’s home campus Graduate office will review the form; if approved, the home campus Graduate office will transmit the approved form to the host campus Graduate office. The host campus will notify the student when they are eligible to register for courses.

All course fees are paid to the host campus. Graduate students should contact their home campus Financial Aid office for more information on financial aid. For more information see: http://gradstudies.missouri.edu/admissions/eligibility-process/um-visiting-student-programs.php

Note* The course is listed on the program of study applicable graduate nursing program (M-1, PM-1, DNP2) with the campus notation.

Waiver of Course

Students must make a request in writing to the faculty advisor for a waiver of a specific course. The student must provide documentation demonstrating course equivalency. The request is acted upon by the faculty advisor, in consultation with the Associate Dean for Academic Affairs and the course instructor.

Continuous Enrollment

Students admitted to the Graduate Nursing Program must maintain continuous enrollment (excluding summers) and an acceptable academic standing each semester until completion of program requirements. Master’s students choosing the Thesis option who have not completed their Thesis in the 3 or 6 required hours must be enrolled in at least 1 credit hour of research (excluding summers) until the research requirement is met. Credit will be received for only the 3 or 6 required hours. Master’s students choosing the master Exam option who do not pass on their first attempt and have completed all of their other course work must enroll in at least one credit of N8085 Problems until they submit their second and final attempt. DNP students who have not completed their DNP Clinical Project need to continue to enroll in one credit of N9080 DNP Residency Project until their project is completed.
Leave of Absence

Students considering a leave of absence should read over the following web site.
http://gradstudies.missouri.edu/financials/assistantships-fellowships/leaves-of-absence.php

A leave of absence (LOA) may be granted for up to two semesters (excluding summers). Students must request an LOA prior to the enrollment deadline for the first semester in which the leave may be granted. Students requesting an LOA may contact the Student Affairs Office for the Leave of Absence Request form. The form is also available at http://nursing.missouri.edu/academics/dnp/pdfs/graduate-leave-of-absence-form.pdf. The form should be completed and returned to the Student Affairs Office who will obtain signatures from the faculty advisor and the Associate Dean for Academic Affairs. In addition, graduates should submit a letter with the Leave of Absence Form addressed to the Associate Vice Chancellor for Graduate Studies. The letter should provide an explanation for the LOA request as well as the anticipated departure and return date. At least 30 days prior to the completion of the LOA, the student must notify the Associate Dean for Academic Affairs, MU Graduate Studies, and the faculty advisor of the intent to return so that a revised curriculum plan can be developed.

Master’s and Post-Master’s Time Limitation

All requirements for the Master's degree and Post-Master’s Certificate must be completed within a period of 8 consecutive calendar years from the date of first enrollment in courses applicable to the degree. A written request for extension must be submitted by the student and approved by the faculty advisor, the Associate Dean for Academic Affairs and the Associate Vice Chancellor for Graduate Studies.

DNP Time Limitation

All requirements for the DNP post-baccalaureate degree and post-masters degree must be completed within a period of 8 consecutive calendar years from the date of first enrollment in courses applicable to the degree. A written request for extension must be submitted by the student and approved by the faculty advisor, the Associate Dean for Academic Affairs and the Associate Vice Chancellor for Graduate Studies.

Graduate Student Termination Policy

The MU graduate student termination policy is located at: http://gradstudies.missouri.edu/academics/progress/probation-termination.php. Students may appeal dismissal from a graduate degree program to the Graduate Faculty Senate. Specifics of the appeal process are located at: http://gradstudies.missouri.edu/academics/progress/requests-for-extensions-appeals.php

Withdrawal from the University

Students wishing to withdraw from the University in good standing should communicate the action and reasons to the MU Sinclair School of Nursing by submission of a Term Withdrawal form.
to the MU policy on Withdrawal from the Term (University) at: [http://registrar.missouri.edu/policies-procedures/withdrawal-university.php](http://registrar.missouri.edu/policies-procedures/withdrawal-university.php) If coursework is in progress, the course grade is influenced by the point in the semester the student withdraws. The student is expected to discuss the grade with the instructor before withdrawing.

**Formal Complaint Policy**

One way that the MU Sinclair School of Nursing assures constituents of our efforts to achieve excellence is to establish a mechanism for reporting formal concerns or complaints about the program to our accrediting agency, the Commission on Collegiate Nursing Education. The formal complaint policy of the MUSSON is on the School’s website at [http://nursing.missouri.edu/about/contact-us/index.php](http://nursing.missouri.edu/about/contact-us/index.php)
Section IV: CLINICAL PRACTICUM POLICIES

Students must be licensed as a registered nurse in the state where the clinical site is located if required by that state’s board of nursing. Students are responsible for contacting the state board of nursing in designated state to determine licensure requirements. State requirements vary from state to state. Due to changes in higher education requirements, the University of Missouri Sinclair School of Nursing does not have permission for students to perform clinical within certain states. Please review the following website: [http://online.missouri.edu/about/stateauthorization.aspx](http://online.missouri.edu/about/stateauthorization.aspx).

Clinical Agency Agreements

The MU Sinclair School of Nursing has written agreements with each agency used for clinical practice. The agreement exists between the Curators of the University of Missouri contracting on behalf of the MU Sinclair School of Nursing and clinical agency's board of directors or executive officer authorized to sign on behalf of the agency's governing body. The agreement states the University's responsibility with the clinical agencies when students and faculty are present. The MUSSON and clinical agencies assume shared responsibilities for the students’ educational experiences in the clinical setting. Written agreements with clinical agencies are established and maintained through the Office of Student Affairs and overseen by the Associate Dean for Academic Affairs.

If no current contract exists with the agency the student wishes to use for clinical practice, arrangements need to be initiated well in advance of beginning the clinical course (at least twelve weeks). Students are required to review the Clinical Agency Agreement procedure which can be found on the School of Nursing website at: [http://nursing.missouri.edu/academics/clinical-practica/clinical-agency-agreements.php](http://nursing.missouri.edu/academics/clinical-practica/clinical-agency-agreements.php). After you locate an agency and identify a preceptor, the preceptor will be responsible for submitting the electronic preceptor application, which also includes the clinical agency contract information. The Preceptor Application and Agency Contract form can be found at: [http://nursing.missouri.edu/academics/clinical-practica/preceptor_policy.php](http://nursing.missouri.edu/academics/clinical-practica/preceptor_policy.php)

Clinical Preceptors

Students are responsible for identifying a qualified preceptor within the selected clinical agency. Students are required to review the Clinical Preceptor Policy. After reviewing the policy, the student sends the link to the Preceptor Application, Graduate Preceptor Guide, and Agency Contract form to the preceptor. The preceptors are required to electronically submit the form to the course faculty. The Preceptor Application, Graduate Preceptor Guide and Agency Contract form link can be found on the School of Nursing website at: [http://nursing.missouri.edu/academics/clinical-practica/preceptor_policy.php](http://nursing.missouri.edu/academics/clinical-practica/preceptor_policy.php)

Upon receipt of the aforementioned form, the course faculty will evaluate the appropriateness of the clinical agency and qualifications of the clinical preceptor. After granting approval, the course faculty will forward the paperwork to the appropriate Administrative Assistant within the Office of Student Affairs for processing.

**IMPORTANT:** No clinical work at a clinical agency can begin without faculty approval of preceptor and clinical agency and a signed contract that has been approved by the University of Missouri and the sponsoring agency.
MU Healthcare Requirements for Graduate Nursing Student Clinical Practicum

Graduate nursing students desiring to complete clinical at one of the numerous MU Healthcare clinical sites (e.g. University Hospital and Clinics, Columbia Regional Hospital, Ellis Fischel Cancer Center, Missouri Psychiatric Center, Green Meadows Clinic, etc.) are required to meet Student Orientation Requirements (http://ced.muhealth.org/Resources/Student_Orientation_Checklist.pdf).

Specifically, students need to complete the following forms which can be found on the School of Nursing website at: http://nursing.missouri.edu/academics/clinical-practica/MU%20Health%20Care%20Requirements%20-%20Graduate%20Students.php. Completed forms should be submitted to the course instructor at least two weeks prior to beginning any clinical hours:

- Mandatory Health Requirement Form
  http://ced.muhealth.org/Resources/MUHC_Student_Mandatory_Health_Requirements.doc
- Mandatory Human Resource Form
  http://ced.muhealth.org/Resources/MUHC_Student_Mandatory_Human_Resource_Requirements.doc
- Student Identification and Access Form
  http://ced.muhealth.org/Resources/Student_Identification_and_Access_Form.doc
- Access and Confidentiality Form
  http://ced.muhealth.org/Resources/Access_and_Confidentiality_Agreement.pdf
- Badge Request Form
  http://nursing.missouri.edu/academics/clinical-practica/Badge%20Request%20Form%20MU%20Healthcare.docx

The course faculty is responsible for verifying accuracy of the completed forms and submitting them to the Coordinator, Patient and Employee Engagement at the Center for Education and Development, (573) 882-2235, HarrisKD@health.missouri.edu. Upon approval by the Coordinator, the student must:

- Contact Patty Wells at 573-884-1201, WellsP@health.missouri.edu to schedule a time for Power Chart training
- Go to Human Resources at 1W46 on the main floor of the University Hospital to have your picture taken and a student photo ID badge made

All MU Health Care requirements and training must be completed prior to beginning any clinical practicum hours.MU Healthcare Requirements for Graduate Nursing Student Clinical Practicum

Clinical Hours for APRN Certification

Also note indirect clinical time (e.g. on-campus day activities) hours are not counted in the total number of hours required for advanced practice certification. Therefore students should not count on-campus activities as “clinical time” for specialty clinical courses.

Code of Conduct Training

Students of the University of Missouri Sinclair School of Nursing (MUSSON) are expected to know and comply with federal, state, and Health Sciences Center guidelines that relate to clinical practice
and research. Within the Health Sciences Center, these guidelines are referred to as the Code of Conduct.

Code of Conduct Training is mandatory for all MUSSON students who are involved in clinical practica or research activities at University of Missouri Hospitals and Clinics and MUSSON. Code of Conduct training is a requisite to attending clinical, research, and teaching experiences. Annual renewal is required, may be completed online, and takes approximately an hour.

Code of Conduct training can be completed from a Blackboard organization called “Sinclair School of Nursing Resource Center.” For assistance gaining access to the Blackboard organization, please contact Laura Foley at (foleyl@missouri.edu) or Leslie Peak (mcpeakl@missouri.edu)

- Complete the course module readings and quiz. Successful completion of the quiz requires a score of 80%.
- After completing the module and the quiz, upload the certificate into CertifiedProfilesection of CertifiedBackground.com (soon to be called MyCB at CastleBranch.com).
- Keep an electronic copy of the certificate for your records.

MU Sinclair School of Nursing Administrative Drop Policy for Failure to Submit Evidence of Compliance with Clinical Practice Requirements

**Purpose:** It is essential that all MS and DNP students are in compliance with clinical practice requirements for Code of Conduct, immunizations, TB testing, RN Licensure, credentialing, CPR Certification, criminal background check and drug screen (see the MS/DNP Handbook for details on the specific requirements). Students enrolled in a course that contains a clinical component (i.e., has clinical hours required as part of the course) are required to ensure all requirements for Code of Conduct, immunizations, TB testing, RN licensure, Credentialing, CPR Certification, criminal background check and drug screen are submitted as required and are up to date. Students who fail to submit or update evidence of compliance with required items within the first week of the semester may be administratively dropped from the clinical course for which they are registered.

**Criteria:** Students enrolled in clinical courses are required to submit a copy of their compliance report to the course instructor in the course Blackboard site within the first week of the semester, in order to facilitate assessment of student compliance with Code of Conduct, immunizations, TB testing, RN licensure, credentialing, CPR certification, criminal background check and drug screen.

The course instructor may initiate the administrative drop process if a student does not submit a copy of their compliance report documenting that the required Code of Conduct, immunizations, TB testing, licensure, credentialing, certifications, background checks and drug screens are complete and up to date, as required in the MS/DNP Handbook.

**Process:** The process for administratively dropping a student for failure to submit evidence of the above requirements will be as follows.

1. When, after completion of the first week* of class, a student fails to submit a copy of their compliance report documenting that all required Code of Conduct, immunizations, TB testing, licensure, credentialing, certifications, background checks and drug screens (as
outlined in the MS/DNP Handbook) are complete and up to date; the course instructor will contact the student via MU student e-mail and/or course BB Mail, reminding the student of the submission requirement and notifying the student they are out of compliance and that they have 1 more week* in which to submit the required documents. 2. If the student fails to submit the required documents, the instructor will notify the SON Student Affairs office and request that the student be administratively dropped from the course and their access to the course be removed.

* For summer course offerings, the appropriate timeframe is ½ that stated.

Approved by Faculty Assembly on 11/7/11
Each candidate must pass a final examination to demonstrate mastery of the fundamental principles of the work included in the course of study offered for the degree.

**Thesis Option**

Where a thesis is presented in partial fulfillment of graduation requirements, students must form a thesis committee. In the final semester, the student must successfully present (defend) the thesis. Three members of the student’s committee must sign the Report of the Master’s Degree Examining Committee (pdf) (M-3), [http://gradstudies.missouri.edu/forms-downloads/repository/m3.pdf](http://gradstudies.missouri.edu/forms-downloads/repository/m3.pdf), which is then forwarded through the academic program’s director of graduate studies to MU Graduate Studies by the semester deadline.

**Non-Thesis Option**

Where no thesis is presented by the candidate, the final examination committee is designated by the department or area Associate Dean for Academic Affairs with the approval of the graduate dean. During the final semester, the Report of the Master’s Examining Committee (pdf) (M-3) [http://gradstudies.missouri.edu/forms-downloads/repository/m3.pdf](http://gradstudies.missouri.edu/forms-downloads/repository/m3.pdf), signed by the Associate Dean for Academic Affairs, is forwarded to MU Graduate Studies by the semester deadline. All candidates for the MA or MS degrees must complete either a thesis or a substantial independent project that cannot be coauthored (MU Graduate Catalog, 2010).

**Sinclair School of Nursing Policy on Master’s Degree Graduation Requirements**

Students must complete a Master’s Exam or a Thesis. Please check with your advisor regarding these options. The student should meet with the advisor and request more information regarding preparation for the MS Exam. Guidelines for these two options are on the following pages.
Section VI: MASTER’S EXAMINATION GUIDELINES

Introduction

The Master’s Examination (MS exam) consists of a paper that should reflect the graduate student's grasp and synthesis of the clinical and theoretical knowledge gained in the course of study. The MS exam is offered on a pass/fail basis. Students are required to discuss the focus of their MS exam early in their master’s program with their faculty advisor. The Critical Review of the Literature master’s exam is the only option available.

Purpose

The overall purpose of the MS exam is to evaluate the student's ability to 1) apply advanced theoretical knowledge in a selected area of specialization, and 2) critique research as it relates to the area of specialization.

Orientation

An introductory seminar about the MS exam is offered each semester in which the exam is given. Students should check with their advisor regarding dates of these seminars.

Student Guidelines for the Master’s Examination

Eligibility for the Examination

1. All students entering the Master’s Program will be required to have taken graduate level statistics, N7100, N7150, and N8900 or N8910 prior to beginning their Master’s Exam. In addition, they will be required to have achieved a grade of B or greater in this coursework. Students need to have completed all core coursework and the majority of their specialty coursework prior to submitting Master Exam Registration form. Students may not take the Master’s Exam if they have more than 7 hours of coursework remaining. [Link to eligibility criteria]

2. The MS exam is generally not available in the summer semester. Exceptions may be considered on a case by case basis depending on availability of resources. To seek an exception students must submit in writing to the Master’s Exam coordinator, before the end of spring semester. The MS exam coordinator makes the final determination as to whether the student can take the MS exam during the summer.

Administrative Process

1. The student may obtain an application for the exam from Thom Bowling or the Exam Coordinator the second week of the semester. Students must be enrolled in a nursing course during the semester they take the MS Exam.

2. The completed application should be e-mailed to the Coordinator no later than the posted application date. Students will then be sent their ID number and instructions for submission.
• Following receipt of the exam, it will be assigned to faculty readers.

• Master’s Exam results will be e-mailed to the student via student e-mail only.

**Written and Procedural Expectations of the Student**

1. The completed MS exam must be 20-30 double-spaced typewritten pages (excluding face sheet, references, and appendices), with 1 inch margins. Type must be no smaller than readable, standard, uncompressed 12-point font. If an MS exam is longer than 30 pages, only the first 30 pages will be read and scored by the faculty readers.

2. The title should reflect the focus of the paper’s content. The exam coordinator will assign readers on the basis of the title.

3. The student must complete the face sheet. The student must type the assigned ID on the face sheet and at the top right hand corner of every page of the MS exam. All MS exams are identified by number only.

4. The students should comply with the style format from the Publication Manual of the American Psychological Association –Sixth Edition. Papers should be consistently organized and clearly structured.

5. The MS exam must be submitted in clear, dark, legible type without erasures or errors. The exam will be returned to the student without review, and thus without either pass or fail designation, if technical expectations are not met (i.e., accuracy of APA format, grammar, spelling, typing). If a paper does not meet these expectations, the student may resubmit the MS exam the following semester.

6. On a separate sheet the student should state the address, telephone number, work schedule, and other pertinent information regarding where s/he can be reached during the reading period.

7. An original electronic RTF file is to be submitted to the department staff, Thom Bowling. The student is requested to retain a copy of the MS exam for his/her own files.

8. MS exams must be submitted by 3:00 p.m. on the scheduled date. Late submissions will not be accepted. Submit exam to:

   Thom Bowling  
   S235 School of Nursing  
   University of Missouri  
   Columbia, MO  65211

9. Evidence of plagiarism will constitute failure of the MS exam and may become grounds for dismissal from the School of Nursing.

   • Webster's Third New International Dictionary of the English Language defines plagiarism:

   "To steal or pass off as one's own (the ideas or words of another); use (a created production) without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source."
Review of the Master’s Examination

1. The student may submit up to five faculty names for reviewing the MS exam. Submission of the names does not guarantee that the MS exam will be assigned to these faculty readers. All faculty in the School of Nursing, may be designated as readers. The student should notify the Master’s coordinator in writing if a particular faculty should not be assigned to read that student's exam.

2. The exam coordinator will distribute electronically the MS exam to 2 readers who will use a standard scoring system to score it independently. The readers will return both their scores and written comments electronically to the coordinator.

3. The coordinator will record the results of the MS exam and forward them to the Office of Student Affairs. The names of students who have failed the MS exam will be forwarded to the Director of Graduate Studies- MS Program.

4. In case of reader variance on the pass/fail status of an MS exam, the MS exam will be submitted to a third reader.

5. The reader's comment sheets will be e-mailed to the students along with a letter. The scoring sheets, which are a worksheet for assisting faculty in determining the pass/fail grade, will not be returned to students.

Circumstances Requiring Petitions

Extension of the Deadline

1. Petition for extension must be filed with the exam coordinator at least 48 working hours before the MS exam due date. A telephoned request must be followed by a written request.

2. The student must state the reason and length of time for the requested extension. Extension will not be granted beyond the date for final grades for the semester and will not be granted automatically (e.g., incomplete typing is an unacceptable reason for requesting an extension).

3. The exam coordinator has the authority to grant an extension or to reject the petition. The student will be notified of the decision within 48 working hours by telephone and confirming e-mail letter.

4. Only in an emergency may a student petition during the 48 working hours preceding the due date. The student submitting an emergency petition should follow the procedure in #2 and #3 above. Emergency is defined as an occurrence over which the student has no control (e.g., grave illness or death in the family).

5. The exam coordinator can grant only one extension.

6. If a second extension is necessary, the exam coordinator must forward the student's petition to the department chair for approval.

Oral Examination

1. Students may opt to take an oral MS exam (approximately two hours) if English is their second language or if they are retaking the MS exam after an initial failure.

2. The student should submit to the exam coordinator a petition stating the reasons for desiring an oral MS exam.
3. Upon approval of the petition, the student will submit to the exam coordinator the following documents one week before the MS exam:
   a. Outline of the topic presentation of master exam;
   b. A typewritten reference list in APA format;
   c. Summary tables of literature review including strengths and weakness of each study
   d. Requirement of submission of power point presentation

4. The oral MS exam will be evaluated by the standards for the written MS exam but modified by these technical criteria:
   a. Organization of information;
   b. Structure of discussion (logical sequence of topic);
   c. Documentation (preparation and knowledge of field);
   d. Delivery of presentation (clarity and voice projection);
   e. Choice of visual aids.

5. Consistent with the procedure for the written MS exam, the student may submit names of five faculty to conduct the oral MS exam. The exam coordinator will select 3 faculty, not necessarily those suggested by the student, to conduct the MS exam.

Retaking the Master’s Examination

1. A candidate who has failed the MS exam may retake the exam no earlier than the fall or spring semester following the initial MS exam. Student must be enrolled in at least a one hour nursing course the semester the exam is retaken. If this is the only course the student will be taking they should register for N8085 with an S/U grading option.
2. If additional course work or other stipulation is to be completed before retaking the MS exam, the student will have to submit evidence of satisfying these expectations to the exam coordinator.
3. On retaking, the student may choose an oral or a written MS exam.
4. If a student chooses to retake as an oral MS exam, the student shall submit a written request to retake as an oral MS exam to the exam coordinator. The coordinator will notify the Director of Graduate Studies-MS Program of the student's intent by letter and nominate a committee of three faculty to hear the oral MS exam. Upon approval of the committee by the Director of Graduate Studies-MS Program, the committee will notify the student of the area of knowledge in which s/he will be tested that is the body of knowledge which the candidate has been expected to master during the graduate program. All expectations and evaluation criteria identified under the handbook section on oral MS exam will apply to students retaking the MS exam as an oral.
5. A student may retake the Master’s Examination once only.
6. A student may enroll for MS exam only if s/he fails the exam, during the semester following the failure. If the Exam is failed during spring semester, fall is considered the consecutive semester.
MASTER’S EXAMINATION

FACE SHEET

MU Sinclair School of Nursing University of Missouri

Student Number: ____________________________________________

My area of specialization is: ______________________________________

The problem, within my area of specialization, which I have addressed is:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I would suggest the faculty readers listed below. (The MS exam committee assigns the
readings of examinations to faculty on the basis of availability and appropriateness of readers.
The committee cannot guarantee that your examination will be assigned to faculty you list.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This face sheet must be attached to your examination when you submit it.
MASTER’S EXAMINATION

FACULTY COMMENT SHEET

MU Sinclair School of Nursing University of Missouri

Student Number: ____________________________________________

Positive comments regarding the examination.

Items rated a 2 or below must receive a comment. Additional items may be commented on as desired.

Signature: __________________________________________________________________________

Faculty Reader
Steps for Preparing the Master’s Exam Critical Review of Literature

I. Prepare
   A. Identify a topic significant to nursing or health
   B. Search multiple reference databases (e.g., CINAHL, MEDLINE, PsycINFO). Identify all articles on your topic.
   C. Screen all identified articles for relevancy to your topic.
   D. Locate the relevant articles
   E. Read and make notes of relevant articles
      1. Read entire article
      2. Record the full citation
      3. Summarize the contents of each article
         a) Theoretical framework
         b) Research methods
         c) Key findings
         d) Strengths and limitations of the study
      4. Record any other important information from the article
         a) Main points
         b) Author’s arguments
         c) Collaborating evidence

II. Organize
   A. Use full citations
   B. Identify your problem statement or hypothesis
   C. Develop an outline of your complete paper
      1. Develop a logical and meaningful organizational structure
      2. Decide on section headings and sub-headings
      3. Review notes on individual references
      4. Match articles to specific areas of the outline
      5. Organize and summarize the references to lay a systematic foundation for future exploration
      6. Summarize key aspects of studies
      7. Identify inconsistencies and contradictions in the published research findings
      8. Discuss/offer explanations for the inconsistencies and contradictions
      9. Conclude with a summary of the “state of the science” of the topic under consideration
         a) What has been studied
         b) How adequately has it been studied
         c) Identify remaining gaps in existing knowledge of the topic
         d) Integrate diverse studies in your own words

III. Write
   A. Write your first draft
   B. Set your paper aside for a couple days
   C. Revise and rewrite your paper
D. Have one or more peers, colleagues read your paper and provide critical comments/suggestions for revision
E. Address all questions raised by your reviewers as you revise your paper again.
F. Refer to each detail in Chapter 14 Comprehensive Self-Editing Checklist for Refining the Final Draft of Galvan (4th Ed.).

**Suggested Outline for ME Critical Review of Literature Introduction**

Identification of the topic
Significance of the topic
Purpose of the paper
1. State your argument
2. Include how the paper is organized
Search selection section
1. Databases searched, search terms, years covered
2. Number of articles identified
3. Exclusions, inclusions, number of articles included

**Critical Review of Literature Findings**

Presentation of study findings, grouped logically by theme, concept, or topic
(AVOID annotation, see Galvan, 4th ED, p. 93)
Identify the relationship between studies
Present a review of the theoretical themes that are common in reviewed literature
1. Theories used
2. Similarities across studies
3. Discuss any obviously missing theories
Discuss strengths and weaknesses of the methods used to study this topic
Identify and explain major gaps that remain in our knowledge of the topic

**Summary and Conclusions**

Summarize the topic and body of literature
Present conclusions
Identify areas for future research
Critical Review of Literature  
Areas to be Addressed and Evaluation Criteria

I. Introduction: Topic or Issue
   A. Identify a significant topic or issue in the literature; clearly state the topic of the review.
   B. Document the significance of the topic (i.e., quantify in terms of incidence, prevalence, morbidity, mortality, health care costs, or other appropriate measure), and describe the importance of the topic or issue to nursing and/or health care.
   C. State the purpose of the review and how it is organized.
   D. Describe how the review of literature was conducted (identify databases searched and rationale for this choice, state inclusion and exclusion criteria).

II. Literature Review
   A. Logically present the review of relevant research; identify major trends or patterns in the results of studies/research reviewed, and the relationship between studies.
   B. Present a review of the theoretical themes that are commonly presented in the literature; identify theories that have been used in the literature; present the similarities and differences; discuss the gaps in the theoretical literature.
   C. Identify the strengths and weaknesses of the methods for studies included in this review.
   D. Identify and explain the major gaps in the literature.

III. Summary and Conclusions
   A. Summarize the topic and body of literature as a whole, and the main threads of your argument; present your conclusions.
   B. Discuss the focus of the future research; suggest pertinent research questions or future knowledge that is needed advance understanding of your topic.

IV. Miscellaneous considerations
   A. Title adequately describes the review.
   B. An abstract is included; abstract adequately summarizes the review.
   C. Coherence and flow: argument identified in the thesis flows throughout the paper, each part flows from the previous part; headings/subheadings are appropriate; paper is coherent with smooth transitions.
   D. At least 50 references are included; references are current and appropriate (classic articles may be used and justified).
   E. APA format is used for title page, abstract, body of paper, references, appendices, tables, and/or figures.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction: Topic or Issue (20%)</strong></td>
<td></td>
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</tr>
<tr>
<td>Topic appropriate for student’s field of study and clearly stated; thesis or purpose statement specified. Significance of the topic/health issue is documented using appropriate quantitative data. Significance to nursing and/or health care described</td>
<td>0 – 10</td>
<td></td>
</tr>
<tr>
<td>Specifies the purpose of the review and describes how it is organized. Documents the scope of the review (e.g., topics, years), and how it was conducted (e.g., databases).</td>
<td>0 – 10</td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review (50%)</strong></td>
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<tr>
<td>Logical presentation of relevant research; current literature is used; landmark or classic studies are identified; primary sources.</td>
<td>0 – 10</td>
<td></td>
</tr>
<tr>
<td>Patterns and trends in the literature are clearly outlined and presented.</td>
<td>0 – 10</td>
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</tr>
<tr>
<td>Relationships between studies are identified and discussed.</td>
<td>0 - 10</td>
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</tr>
<tr>
<td>Identifies the strengths and weaknesses of the studies included in this review; states accurate and logical rationale for strengths and weaknesses</td>
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</tr>
<tr>
<td>Important gaps in the literature are accurately identified and adequately discussed.</td>
<td>0 - 10</td>
<td></td>
</tr>
<tr>
<td><strong>Summary and Conclusions (20%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A summary of the topic and current literature that leads logically to concise conclusions is presented</td>
<td>0 - 10</td>
<td></td>
</tr>
<tr>
<td>Future research needs and logical research questions that flow from the identified knowledge gaps are presented.</td>
<td>0 - 10</td>
<td></td>
</tr>
<tr>
<td><strong>Style, Format, Grammar, Coherence (10%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA used throughout; Writing is clear, coherent, and flows logically; References are current, adequate number, and from appropriate disciplines.</td>
<td>0 - 10</td>
<td></td>
</tr>
</tbody>
</table>
Section VII: MASTER'S THESIS (N8090)

The Master's Thesis (N8090) requires the student to use the research process to discover and/or further develop new knowledge applicable to nursing practice. A formal written report using MU Graduate Studies guidelines and the *American Psychological Association Manual, 6th edition* is required.

**General Guidelines**

By the end of the second semester (12-18 hours), the student should identify a researchable problem and thesis advisor. The student is strongly urged to develop a thesis topic in N7150. The student must be enrolled in N8090 to receive faculty assistance with thesis research (1-6 credits per semester- graded S/U only).

**Responsibilities**

*The First Reader* (thesis advisor) selection is based on a mutual area of interest and the availability of faculty. The process is initiated by the student. The first reader must be a member of the graduate faculty in the School of Nursing, but is not limited to the same area of study as the student. The first reader is responsible for:

- assisting the student in formalizing a researchable question
- critiquing drafts and revisions of the thesis proposal and final reports
- assisting the student with selection of second and third readers
- initiating the request for appointment and approval of the thesis advisory committee, form M-Thesis-A), wherein committee members are named
- approving the thesis proposal for submission to the second and third readers
- guiding the student through the institutional processes (Institutional Review Board Committee (IRB), MU Graduate Studies deadlines, forms, etc.)
- assisting the student in going through the subsequent steps of thesis development
- signing the M-Thesis-B form recommending approval for the student defense of the thesis (prior to scheduling of orals)
- assisting the candidate in selecting and arranging the time and place for the examination and in notifying the readers and the Associate Dean for Academic Affairs
- conducting the oral examination of the thesis
- completion of the M-2 form (Report of Oral Examination) and ensuring the signatures on the thesis approval form
- submitting the change of grade forms for incompletes in research (N8090)
- assisting the student in finalizing the thesis abstract

*The Second Reader* should be on the graduate faculty in the MU Sinclair School of Nursing. If the second reader is not on the graduate faculty, the first reader must send a written justification of the qualifications of the second reader to the Dean of MU Graduate Studies. The second reader is responsible for:
• assisting the student and first reader with the development of the research question(s) and methodology
• critiquing drafts of the proposal and the final report, suggesting appropriate revisions
• communicating with the first reader as necessary
• approving the thesis for defense (form M-Thesis-B)
• participating in the oral examination of the thesis

The Third Reader must be a ranked (assistant professor or higher) graduate faculty member in a department outside the MU Sinclair School of Nursing. The third reader represents the University and is officially selected by MU Graduate Studies on recommendation of the thesis advisor. The third reader is responsible for

• critiquing the final report, suggesting appropriate revisions;
• communicating with the thesis advisor and the second reader;
• approving the thesis for defense on the appropriate form from MU Graduate Studies;
• participating in the oral examination.

The student is responsible for

• selecting the second and third readers and submitting the request for appointment and approval of the thesis advisory committee, with the assistance of the thesis advisor
• taking a copy of the thesis and carrying the M-Thesis-B form to the three readers for signatures. The thesis and the M-Thesis-B form should be turned in to the Office of Student Affairs, S235 in a large envelope labeled with the student's name. The student should also obtain the form for University Microfilms, Inc. from MU Graduate Studies, 210 Jesse Hall.
• scheduling the oral examination and conference room at MUSSON by calling 882-0201 prior to the deadlines posted each semester
• picking up a completion packet from the Student Affairs Office (S235) prior to orals, including M-3 Report of Oral Examination
• Post Graduation Data Form
• Incomplete Grade Forms
• Thesis Advisor Evaluation
• submitting to the degree coordinator in MU Graduate Studies, 210 Jesse, in a box labeled with name:
• corrected original, unbound copy of thesis (on approved 50% rag paper) with signed cover sheet. The thesis will be hard bound by MU Graduate Studies and becomes a permanent part of the thesis collection at J. Otto Lottes Health Sciences Library.
• signed thesis approval form (M-3)
• 50-character title (yellow sheet)
• an abstract of 150 words and the appropriate form for forwarding to University Microfilms, Inc.
• change of grade forms for incomplete (N8090) grades from prior semesters, signed by instructor and Associate Dean for Academic Affairs.
• presenting softbound copies of the thesis to each reader. Copies may be softbound at Kinko's, University Printing Services, or elsewhere. Plastic, nonspiral covers are preferred.
Guidelines for Thesis Proposal

The following are intended only as guidelines, not as the exclusive format followed in the proposal development. Faculty thesis advisors may recommend different formats that may be more appropriate to the particular thesis topic. (EXCEPTION: Follow guidelines exactly as stated in the section dealing with the Protection of Human Rights.)

The proposal text, not including appendices, should ordinarily be no more than 10 to 15 pages. The proposal will eventually become the first and third chapters of the thesis.

A title page example which takes precedence over the APA Manual title page guidelines follows:
A STUDY OF HEALTH CARE DELIVERY COSTS  (must be caps)

A Thesis
presented to
the Faculty of MU Graduate Studies
University of Missouri

In Partial Fulfillment of the
Requirements for the Degree

(Master of Arts)  (no parentheses) or
(Master of Science) (no parentheses)

by
CAROLYN HEYMEYER  (must be caps)

Dr. Larry Jalowiec, Thesis Supervisor

MAY 2011*  (must be caps,

*In caps, type month and year of graduation

Typeface
on this page: Times New Roman
Chapter 1 - Introduction

Rationale and Summary of Literature
How does the study meet the "so what" test? Relate theory to hypothesis(es). Summarize research (i.e., completed and in progress) as results that might be reported in a journal article. Anticipate all possible results, those supporting and those rejecting research hypothesis(es), and lay groundwork for discussion of results. If the thesis committee requests a complete literature review, include it as an appendix given to them but not to the IRB or any other committees, unless specifically requested. (5-page maximum recommended.)

Problem and Purpose of the Study  State briefly in one or two sentences.

Predictions, hypothesis, or research question State briefly.

Define Variables
What are the characteristics, traits, elements, actions, and/or responses being studied? What are their definitions? Include operational definitions here or in Chapter 3. If it is an experimental study, what are the independent and dependent variables?

Chapter 3 – Method

Begin the chapter with a brief paragraph stating what is to be included

Method
Describe how the variables will be measured and/or manipulated to answer the research questions or to test the hypothesis(es). Include the results of any pilot testing. This section is usually divided into several subsections, depending upon the nature of the study.

Sample
Identify the selection process (e.g., random, stratified random, sequential, cluster, convenience.) for subjects. From what larger population does the sample come? Will they be pretested? Must they have certain characteristics to be included (e.g. a subject protocol)? How many subjects will be solicited and why is this an adequate number? Remember to report later the number refusing to participate and their reasons for refusal. Would a large number of refusals affect generalizations? Are incentives offered to participate?

Protection of Human Rights
Describe the risks, the method of obtaining informed consent, and the manner in which subjects may withdraw from the study without jeopardy to themselves. How will anonymity and privacy of subjects be protected? If appropriate, include the method of obtaining agency approval. Include copies of the written consent forms and/or agency approval, if any, as an appendix. All
studies involving human subjects must be approved by the University of Missouri Health Sciences Section Institutional Review Board prior to any data collection.

Measurement of Variables
How will each variable be measured or quantified? State the reliability and validity of the instruments and the samples used to establish these. What additional measures of reliability and validity would be useful? If this is a new instrument, has it been adequately pretested? What are the plans for further establishing reliability, validity, appropriateness, and objectivity of the instruments? If an observational method is to be used, is it appropriate to establish both intra- and inter-reliability? Are training sessions planned? What level of measurement results? Describe, if appropriate, the scoring and handling of missing data. Include as an appendix finalized copies of all instruments to be administered.

Research Design and Procedure
How will data be gathered? Is this study longitudinal, cross-sectional, or retrospective? Depending upon the type of study (descriptive survey correlations, comparative, experimental, or a combination of these), describe how subjects will be assigned to groups. Are intact groups used as controls, and if so, how will their comparability be established? Are subjects measured more than once? When, where, and by whom will data be gathered? In what setting(s) and over what time period will data be gathered? If the design is experimental or quasi-experimental, what threats to internal or external validity are inherent in the design? Which ones will be controlled and which ones are actually present?

Data Analysis
How is the accuracy of data verified? If not described in another section, describe the handling of missing data, scoring, and cutting points. What summary statistics will be computed and what will be the alpha level? What statistical tests will be used to test hypothesis(es)? Give sample table shells, if appropriate. Remember to plan how all data will be used. This section has been the weakest section of past proposals and has presented the most problems later. Seasoned researchers have often skipped over this step only to later discover they had not gathered data that could be analyzed to test their hypothesis. Set up a data coding plan. This quickly points out flaws in measures and in analysis plans. Take time to think about this step and consult classmates, the thesis committee, and others if there are questions.

Assumptions, Limitations
This subsection is based upon all preceding subsections. What confounding variables are present? Are there any implied or basic assumptions that might affect results and conclusions? What limits must be placed upon the generalization of results? With this study design, what will be permissible conclusions and recommendations for nursing practice?

References
Include only references cited in the paper.
Checklist for Thesis Students and N8900 (With Oral Defense)

NOTE: Check deadlines for forms for the semester you plan to graduate.

_____ M-1, Program of study form, submitted after completion of 18 hours of coursework.

At Proposal Stage

_____ Request for Approval of Thesis Advisory Committee or Oral Defense Committee, M-Thesis-A

_____ Institutional Review Board approvals

When Thesis or Oral Defense is Completed

_____ M-Thesis-B, with signatures of all three readers, and thesis or paper in "near-final form" submitted for the approval of the Associate Dean for Academic Affairs to go to the Student Affairs Office, S235.

_____ After oral examination for either thesis or N8900, final unbound thesis or paper on 50% rag paper is submitted to MU Graduate Studies in a box with the following:

_____ original, signed approval page

_____ original and one copy of the short abstract

_____ short title (maximum 50 characters) for bound edge of thesis

_____ University Microfilm form and 150-word maximum abstract

Submit to Office of Student Affairs (S235)

_____ grade change forms for incomplete grades

_____ M-2 (Request for Thesis Committee Form) or M-3 (Report of Committee Form), signed by the readers and Associate Dean for Academic Affairs

_____ Evaluation of Thesis or N8900 Advisor

_____ Post-graduation data form

_____ Student Data Form for Graduation

_____ 1 soft-bound thesis or N8900 paper for each reader

Research Proposal/Institutional Review Board Approval

When a research proposal has been approved by the first and second readers, the student submits to Director of Office of Research (S316):
• paper proposal (4 copies if human subjects are involved);
• long IRB form if human subjects involved are placed at risk (1 original and 1 copy) or short IRB form if proposal meets exempt criteria. If the proposal for the study suggests no risks to subjects, the student may use the "Request for Exemption from Review by the Institutional Review Board for Research Involving Human Subjects." If the proposal involves the use of patients and/or staff from the University of Missouri Hospital and Clinics, approval from the University Hospital Division of Nursing Research Committee must be obtained and submitted to Associate Dean for Academic Affairs.

The Director of Office of Research reviews the proposal and forwards it to the chair of the Institutional Review Board (IRB). For an institution other than the University, the Director of Nursing Services and the research review committee of that institution may also require approval reviews of the project. Once the IRB and the institutional approval have been received, data collection may begin.
Oral Examination

Only graduate students taking N8900 or thesis option will take an oral examination in partial fulfillment of the graduation requirements. The examination will measure:

1. knowledge and skills associated with subject matter relevant to nursing;
2. knowledge of a theoretical basis for expanding professional nursing through the research process; and
3. mastery of research methodology(ies).

The examination will be scheduled prior to the deadlines posted each semester. Arrangements for the date and time will be initiated by the student and established with the student’s research committee. The oral examination is usually about one hour in length, but the time scheduled should be long enough to ensure an adequate examination. This examination should include, but is not limited to:

- exploring the implications of the findings of the study;
- determining the student’s understanding of the research process and his or her ability to justify the tools and techniques employed;
- ascertaining how this learning experience contributed to the total graduate experience;
- exploring further research activities from questions raised by the study;
- exploring the contribution this research offers to nursing.

Members of the examination committee generate questions dealing with each area to be measured. At the completion of the examination, the student will be asked to leave the room while the committee arrives at a pass/fail decision. Should a student fail the examination, she or he may schedule a retake. The student must confer with his or her advisor before scheduling a retake. If the student should fail a second time, he or she will be required to take additional coursework as deemed necessary by his or her committee before taking the oral examination a third time.

A student may appeal the results of the examination through the Associate Dean for Academic Affairs to a committee of three faculty members (representative of the clinical area, role area, and research component) and two students appointed by the Student Admission and Progression (SAP) Committee.
Section VIII: DOCTOR OF NURSING PRACTICE RESIDENCY PROJECT

School of Nursing Policy on DNP Degree Graduation Requirements

The Doctor of Nursing Practice (DNP) Residency Project is an integral requirement of the DNP degree conferred by the MU Graduate Studies. DNP students must complete a DNP Residency Project, write a scholarly paper or executive summary, defend the project results with their DNP Residency Committee, and publically present their project.

Introduction

Nurses prepared at the DNP level translate evidenced-based research into their own practice and provide leadership for the organizational, system, and/or policy changes necessary to improve healthcare quality, safety, and performance outcomes. The DNP Residency Project is an indepth, evidence-based practice change project that will focus on a theoretically and clinically relevant problem impacting a rural or other underserved population or critical healthcare system need.

Purpose

The DNP Residency project is a faculty-guided scholarly experience that provides evidence of the student's critical thinking and ability to apply research principles through identification of a significant practice problem, systematic appraisal of relevant scientific literature and outcome data; design of cost-effective, evidence-based, therapeutic interventions or programs; successful implementation of the selected interventions or program, and comprehensive evaluation of specific, measurable, and appropriate outcomes. The project will reflect the culmination of knowledge and skills developed during the DNP program.

The DNP Project represents the culmination of the clinical knowledge and competencies expected in the Doctorate of Nursing Practice curriculum. The Residency Project process is based on the American Association of Colleges of Nursing’s (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and the National Organization of Nurse Practitioner Faculty (NONPF) Recommended Criteria for NP Scholarly Projects in the Practice Doctorate Program. The project incorporates evidence-based strategies for implementing and achieving improved health care outcomes such as a significant pilot study, a program evaluation project, a quality improvement project, a policy analysis, or a practice change initiative. Students will be expected to create, implement and evaluate a project that improves outcomes for defined groups, communities, or populations while addressing a health care issue through scholarly inquiry, evidence-based data, and leadership-focused competencies. The process is integrated within select courses throughout the planned curriculum represented in the following table.
# Timeline of Core Activities to Complete the DNP Residency Project

<table>
<thead>
<tr>
<th>Course*/Core Content</th>
<th>BS to DNP</th>
<th>MS to DNP</th>
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<tbody>
<tr>
<td><strong>N7087 Leadership Institute I</strong></td>
<td></td>
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<tr>
<td>• Graduate student tips, DNP project overview, and scholarly expectations</td>
<td>Identify potential topics and populations for DNP project</td>
<td>Confirm topics and populations for DNP project</td>
</tr>
<tr>
<td>• Scholarly writing skills</td>
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<tr>
<td><strong>N7100 Theory</strong></td>
<td>Consider a theory or model to provide background or to guide DNP project</td>
<td>N/A course-completed with MS</td>
</tr>
<tr>
<td>• Varied theories and models (grand &amp; mid-range nursing, health promotion, health change, environment/society, learning, and organizational systems)</td>
<td></td>
<td>Review theories or models independently to provide background or to guide DNP project</td>
</tr>
<tr>
<td><strong>N7150 Research</strong></td>
<td>Begin reviewing literature for DNP project</td>
<td>N/A - course completed with MS</td>
</tr>
<tr>
<td>• Research methods, reading and critiquing research, review of literature</td>
<td></td>
<td>Begin reviewing literature for DNP project</td>
</tr>
<tr>
<td><strong>N8100 Epidemiology</strong></td>
<td>Write mini proposal</td>
<td>Write mini proposal</td>
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<tr>
<td>• Public health concepts</td>
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<tr>
<td>• Epi research designs</td>
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<tr>
<td>• Trend analysis</td>
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<tr>
<td>• Clinical research</td>
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<tr>
<td>• Population risk calculations</td>
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<tr>
<td>• Epidemiological research proposal</td>
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<tr>
<td><strong>N8910 Translational Research (BSN-DNP)</strong></td>
<td>Collect and analyze literature on topic chosen for DNP Project</td>
<td>Collect and analyze literature on topic chosen for DNP Project</td>
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<tr>
<td>• Translational research models and methods</td>
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<tr>
<td>• Practice-based problems</td>
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<tr>
<td>• Application of EBP concepts</td>
<td></td>
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<tr>
<td>• Literature evidence table</td>
<td></td>
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</tr>
<tr>
<td><strong>N9080 Residency Project sec 1</strong></td>
<td>Complete CITI training</td>
<td>Complete CITI training</td>
</tr>
<tr>
<td>• Complete CITI training</td>
<td>Submit D 1 Form</td>
<td>Submit D 1 Form</td>
</tr>
<tr>
<td>• Submit D 1 Form</td>
<td>Orally present DNP project idea to graduate faculty and classmates (virtual presentation)</td>
<td>Orally present DNP project idea to graduate faculty and classmates (virtual presentation)</td>
</tr>
<tr>
<td>• Orally present DNP project idea to graduate faculty and classmates (virtual presentation)</td>
<td>Obtain project topic and study design approval from DNP Project Committee</td>
<td>Obtain project topic and study design approval from DNP Project Committee</td>
</tr>
<tr>
<td>• Obtain project topic and study design approval from DNP Project Committee</td>
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</tr>
<tr>
<td>N8920 Quality, Safety, &amp; Outcomes</td>
<td>Identify specific population, setting, significance of project problem, and outcome measure to implement in DNP project</td>
<td>Identify specific population, setting, significance of project problem, and outcome measure to implement in DNP project</td>
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<td>----------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Informational systems to effect systems change</td>
<td>Develop timeline for project implementation</td>
<td>Develop timeline for project implementation</td>
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<tr>
<td>Measuring system outcomes in primary and acute settings</td>
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<tr>
<td>Measuring APRN role outcomes</td>
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<tr>
<td>CQI practicum</td>
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<thead>
<tr>
<th>N8930 Health Program Design</th>
<th>Continue to build/design project elements including: evaluation plans, information/data management plans, and project budget.</th>
<th>Continue to build/design project elements including: evaluation plans, information/data management plans, and project budget.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze issues impacting program development and improvement</td>
<td>Update revise project timeline as needed</td>
<td>Update revise project timeline as needed</td>
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<tr>
<td>Determine strategies for program development, implementation, and evaluation</td>
<td></td>
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<td>Logic model development</td>
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<tr>
<td>Organizational change considerations and importance of stakeholder involvement</td>
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<thead>
<tr>
<th>N9080 Residency Project sec 2</th>
<th>Write formal DNP project proposal with project committee guidance</th>
<th>Write formal DNP project proposal with project committee guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present formal DNP project proposal to committee and peers (virtual presentation)</td>
<td>Present formal DNP project proposal to committee and peers (virtual presentation)</td>
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</tr>
<tr>
<td>Obtain committee approval of proposal</td>
<td>Obtain committee approval of proposal</td>
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<tr>
<td>Submit proposal to HSIRB</td>
<td>Submit proposal to HSIRB</td>
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<tr>
<td>Obtain project site approval</td>
<td>Obtain project site approval</td>
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<td>Submit D 3 Form</td>
<td>Submit D 3 Form</td>
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<tr>
<td>Continue time log</td>
<td>Continue time log</td>
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### N9070 Clinical Residency
- Clinical site is congruent with future role and DNP project
- Development of professional role responsibilities
- Spring semester on campus days

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<tr>
<td></td>
<td>Clinical residency should immerse student in settings that enhances APRN role development (75% of total hours) and expertise pertaining to DNP project (25% of total hours)</td>
<td>Clinical residency should immerse student in settings that augments role development and expertise pertaining to DNP project</td>
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<tr>
<td></td>
<td>If non-APRN or either adding a new population or new APRN role, 75% of total clinical hours must pertain to new role/population, with 25% pertaining to DNP project</td>
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### N9080 Residency Project sec 3
- Complete project minimum 180 total hours recorded on DNP project time log
- Presentation of final project to faculty and peers

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<td></td>
<td>Implement proposal</td>
<td>Implement proposal</td>
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<td>Data collection and analysis</td>
<td>Data collection and analysis</td>
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<td>Identify potential journal for publication and writes publishable manuscript on project</td>
<td>Identify potential journal for publication and writes publishable manuscript on project</td>
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<td></td>
<td>Submits an Executive Summary</td>
<td>OR</td>
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<td></td>
<td>Presents electronic poster to peers and committee members</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Presents project findings to clinical site</td>
<td>Submits an Executive Summary</td>
</tr>
<tr>
<td></td>
<td>Submit D 4 Form</td>
<td>Presents electronic poster to peers and committee members</td>
</tr>
<tr>
<td></td>
<td>Submit D 5 Form</td>
<td>Presents project findings to clinical site</td>
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### N9087 Leadership Institute II
- Professional development
- Disseminating scholarly works

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<td>Career Planning</td>
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</table>

### Characteristics of Well-Designed Residency Projects

Well-designed DNP Residency projects are:
- Setting/population specific
- Grounded in clinical practice and interdisciplinary collaboration
- Independent, sustainable projects led by the student
- Designed to solve practice problems and inform practice directly
- Developed in conjunction with a committee and a clinical preceptor/mentor
- Conducted according to ethical principles
Examples of Appropriate Residency Projects

DNP Residency projects include, but are not limited to the following:

- Practice change initiatives
- Program needs assessment, development and evaluation
- Evaluation of an existing program
- Development of an assessment instrument/protocol for a specified population
- A cost/benefit analysis of program models
- Performance/quality improvement project
- Research utilization project
- Practice management project
- Healthcare policy project
- Other scholarly projects as approved by committee

A common theme to all DNP scholarly projects includes the use of evidence to improve practice or patient outcomes (AACN, 2006). Some specific examples of scholarly DNP projects completed include:

- Screening for Depression in Coronary Heart Disease Patients Using the Patient Health Questionnaire
- Assessing for Female Sexual Dysfunction
- Increasing Primary Care Screening for Childhood Obesity
- Intimate Partner Violence (IPV): Vigilance of Screening, Treatment, and Referral in the Primary Care Setting
- Type II Diabetic Clinical Guideline Implementation
- Integrating Mindful Eating as a Diet Management Resource for Patients with Diabetes in an Outpatient Clinic
- Health Policy and Missouri APRNs
- Evaluating Barriers to Advance Care Planning Among Heart Failure Patients
- Screening and Brief Intervention for Alcohol Misuse with AUDIT: A Critical Evaluation and Summary of the Evidence
- Evaluation of Vitamin D Screening In a Pediatric Severe Asthma Clinic
- School-based Screening for Clustering of Cardiovascular Risk Factors
- Evaluation of Group Therapy as a Treatment for Depression: A Program for Community Mental Health Center Adult Patients
- Improving the Knowledge and Comfort Level of Emergency Department Nurses Caring for Pediatric Diabetic Emergencies.
- A Pilot Project to Reduce Episodes of Seclusion and Physical Restraint on an Inpatient Child Psychiatric Unit
- Reducing Antipsychotic Use in Dementia Treatment
- Improving Suicide Risk Screening for Depressed Adults

Additional examples of DNP Residency Projects can be found at the Doctors of Nursing Practice website: [http://www.doctorsofnursingpractice.org/resources/dnp-scholarly-projects/](http://www.doctorsofnursingpractice.org/resources/dnp-scholarly-projects/)

The DNP Residency Project Committee requires a minimum of three members. The DNP Residency Project Committee Chair must be a doctorally prepared faculty member in the School of Nursing with expertise in the student’s area of study. The second committee member should be an additional graduate faculty member of the school of nursing, who may be outside the area of specialization. The third committee member must have a clinical affiliation with the clinical agency in which the project will be implemented. The third member should be a clinical expert, expert in population health, expert in program development or methods of evaluation. The second and third committee members should have a minimum of a Master’s degree with appropriate clinical expertise in the topic area.

The student should submit the DNP-1 form with signatures of their committee members to their Committee Chair for signature. The Chair will sign and then forward to the Director of the DNP Program for final signature and approval. The DNP-1 form is available on the Sinclair School of Nursing DNP forms webpage http://nursing.missouri.edu/academics/dnp/forms.php

The DNP Residency Project Committee must approve the DNP Residency Project Proposal prior to the student implementing the project through a formal defense process (DNP -3 form). This is typically accomplished when the student is enrolled in N9080 sec 2 DNP Project Residency. Likewise, appropriate Institutional Review Board (IRB) approval must be obtained prior to project implementation. The DNP Residency Project Committee also is responsible for evaluating the quality of the scholarly paper or executive summary, poster presentation, and oral defense (DNP-4 form).

Role of Project Committee, Expert Advisors and Course Faculty Facilitators:

The Project Process is facilitated by a process of co-mentoring between faculty and students. Co-mentoring is defined as collaboration among Project Committee, Expert Advisors and Course Faculty Facilitators for mentoring of doctoral students. In this process Advisors, Expert Advisors, and Course Faculty Facilitators work together sharing ideas, expertise and providing feedback and consultation to students throughout the identification, development, implementation, evaluation and dissemination of the final scholarly products. The Project Committee Chair is the primary advisor for the student’s project and is involved from the beginning of the process. Course faculty facilitators in the project related courses work with the Project Committee to facilitate the student’s accomplishment of the course objectives related to the project.

References

DNP Project Committee Roles

Chairperson (DNP doctoral nursing faculty)

1. Assists the DNP student in defining a realistic and specific topic for project.
2. Collaborates with student on a regular basis and provides mentoring to guide project.
Assists student with institutional processing of required forms.  
[http://nursing.missouri.edu/academics/dnp/forms.php](http://nursing.missouri.edu/academics/dnp/forms.php)

3. Critiques the readiness of the proposal and final paper to send to 2nd and 3rd readers in a timely manner.
4. Assures HSIRB compliance.
5. Provides constructive feedback to student with specific expectations for improvement.
6. Assures appropriate implementation of project and final paper.
7. Communicates with other committee members as needed.
8. Collaborates with student to schedule project defense.
9. Attends (in person) student defense of project.
10. Leads committee through defense presentation of DNP Residency Project.
11. Reports outcome of defense on D4 form.

Second Reader (master’s or doctoral prepared faculty)
1. Provides expertise in project selection as relevant and feasible to institution.
2. Collaborates with student to coordinate project with clinical site.
3. Critiques readiness of proposal for implementation and final paper for presentation in a timely manner.
4. Provides constructive feedback to student with specific expectations for improvement.
5. Communicates effectively with other committee members as needed.
6. Attends (in person or via teleconference) student defense of project.
7. Reports outcome of defense on D4 form.

Third Reader (clinical site)
1. Collaborates with student as needed to assist in guiding of project.
2. Critiques readiness of proposal for implementation and final paper for presentation in a timely manner.
3. Provides constructive feedback to student with specific expectations for improvement.
4. Communicates effectively with other committee members as needed.
5. Attends student presentation of project at designated clinical site.
6. Reports outcome of defense on D4 form.

DNP Project Proposal Guidelines

DNP student projects will be developed, implemented, and evaluated during the DNP program. Students must select a specific problem and develop a project to address the particular issue. All students must submit a written DNP Project Proposal and orally present their project to their committee chair and members for project approval, prior to project implementation.

To facilitate the development of the DNP project proposal, it is suggested that the following elements be included as appropriate:

**Background and Significance**
- Problem clearly identified and changes expected (state problem specifically as it relates to the population, its importance to health care, and affected stakeholders)
- Data from the specific population or entity supports the need for change
  - Provide specific statistics on the impact to the population including morbidity, mortality, lost days of work, increased LOS, and other measures.
- Provide specific statistics on the costs to the population, individual, organization, and/or nation.

**Statement of Purpose and/or PICO**
- Clear, concise statement and description of the specific goal of the project
- Scope of proposed change relevant to the population or organization (is realistic/feasible, evidence-based, and evaluable)

**Review of Literature**
- Brief summary of the state of the science, integrating data, research literature, and other key resources. Summary substantiates problem and supports suggested change. (Note – this section should be no more than 3-4 pages of integrated supporting literature that may have 5+ references per paragraph)

**Project Objectives to Be Achieved**
- Objectives outlined and stated in feasible and measurable terms

**Methods/Implementation Plan**
- Research/project design (if applicable) or model of evidence-based practice (if applicable)
- Setting clearly identified (ensure confidentiality of site)
- Participants/population demographics
- Sample and Sampling (type of sample as well as sampling method, i.e. convenience sample with systematic random sampling). Sample size calculations. Inclusion/exclusion criteria
- Intervention to be used aligned with project outcomes
- Barriers to implementation and sustainability
- Tools/measures described including detailed data collection plan, plan for data analysis (statistical methods), and outcome evaluation
- Ethical considerations including: Potential risks/benefits to subjects (physical, emotional, social, economic, legal)

**Timeframe for Completion**
- Longitudinal timeframe presented, feasible and complete

**Finances and Resources**
- Resources (human, capital, physical) available and sufficient to meet objectives/outcomes
- Budget outlined according to project timeframe
- Provides rationale for resources, revenues, and expenditures
- Describes funding sources as applicable

**Approvals for Implementation**
- Evidence of IRB application/approval
- Include needed approvals for project implementation.

**References**

**Appendices**

**Writing and Organization**
- APA format followed correctly including writing style; concisely and clearly written and edited; copyrights obtained as appropriate, 8-12 page text limit (excluding title page and reference list).

**Institutional Review Board (IRB) Procedures**

Information regarding the Health Sciences Institution Review Board requirements is found at: [http://research.missouri.edu/hsirb/](http://research.missouri.edu/hsirb/) The Health Sciences IRB requests that you first submit the HS
QI Determination Questionnaire. They will review your answers and then provide you with information on your next steps in the process. To access the HS QI Questionnaire, go to the HSIRB link above. Click on eCompliance Login to the left of the screen and log into the site. Next, click on IRB Forms. Then click on the HS QI Questionnaire form and complete the required sections.

**DNP Project Process**

Following the appropriate DNP project proposal approval mechanisms, the project is then implemented, evaluated, and described in a scholarly paper or executive summary and presented as an electronic poster. All students must submit an abstract, orally present an electronic poster, and submit either an Executive Summary or DNP Project Final Scholarly Paper to their committee chair and members for final project approval in order to successfully graduate from the DNP program.

Following are the specific guidelines and checklist students are to utilize when writing and developing their abstract, Executive Summary or Scholarly Paper, and electronic poster:

<table>
<thead>
<tr>
<th>DNP Project - Abstract, Poster, and Executive Summary Checklist</th>
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<tbody>
<tr>
<td><strong>Abstract</strong></td>
</tr>
<tr>
<td>1. Format the 250 word abstract in the required format</td>
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<tr>
<td>2. Upload the abstract to the gradebook in the <strong>Assignment Upload</strong> link as designated in the N9080 Blackboard Course for Section 03</td>
</tr>
<tr>
<td>3. Submit final abstract to your DNP Project Committee.</td>
</tr>
<tr>
<td><strong>Poster</strong></td>
</tr>
<tr>
<td>1. Utilize the required template for the poster and create the poster in PowerPoint</td>
</tr>
<tr>
<td>2. Format the poster as required</td>
</tr>
<tr>
<td>3. Make a PDF of the completed poster</td>
</tr>
<tr>
<td>4. Submit your pdf to the designated N9080 Section 03 Blackboard Course Assignment Section</td>
</tr>
<tr>
<td>5. Submit the PDF to your DNP project Committee</td>
</tr>
<tr>
<td><strong>Executive Summary</strong></td>
</tr>
<tr>
<td>1. Format the Executive Summary in the required format</td>
</tr>
<tr>
<td>2. Two pages, front and back; single spaced</td>
</tr>
<tr>
<td>3. Upload the Executive Summary to the gradebook in the Assignment Upload link as designated in the N9080 Blackboard Course for Section 03</td>
</tr>
<tr>
<td>4. Submit final Executive Summary to your DNP Project Committee.</td>
</tr>
<tr>
<td><strong>Scholarly Paper</strong></td>
</tr>
<tr>
<td>1. Format the Scholarly Paper in the required format</td>
</tr>
<tr>
<td>2. 8-12 pages, (excluding title page, reference page, and appendices), using APA format</td>
</tr>
<tr>
<td>3. Upload the Scholarly Paper to the gradebook in the <strong>Assignment Upload</strong> link as designated in the N9080 Blackboard Course for Section 03</td>
</tr>
<tr>
<td>4. Submit final Scholarly Paper to your DNP Project Committee.</td>
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**Note all students are to submit an abstract and poster. Students may choose whether they want to submit an executive summary or the scholarly paper.**
# DNP Project Abstract Instructions

1. Text should be in a **Microsoft Word** document only – doc or docx format  
   - Single-spaced  
   - 12 point Times New Roman font  
   - Side margins of 1 inch

2. Maximum of **250** words including headings within the abstract

3. No tables or computer graphics

4. Abstract headings and names are to be centered in the following format. The body of the abstract is to be left justified.

   **TITLE IN UPPER CASE**, centered  
   Name of author, with current standing (MSN, DNP, or PhD student)  
   Committee Chair name and credentials  
   Committee member name and credentials  
   Committee member name and credentials

   **Introduction:**  
   **Methods:**  
   **Results:**  
   **Conclusions:**

5. Examples of wording abstracts are shown on the following pages. While there can be variations in the wording as shown in the examples, you are required to use the format and headings shown above. Additional wording examples can be found at [http://icats.missouri.edu/researchday/2014/HSRD_book_2014.pdf](http://icats.missouri.edu/researchday/2014/HSRD_book_2014.pdf)

6. The completed abstracts are in the required format for the yearly [University of Missouri's Health Sciences Research Day](http://icats.missouri.edu/researchday/)  
7. If you choose to submit your abstract to a different conference the headings and content can be modified for the conference requirements.

   **While not required, we strongly urge you to consider submitting your abstract to a conference of your choice!**
OUTCOMES EVALUATION OF YOUTH MENTAL HEALTH FIRST AID
Nicola Keeth, BSN, RN, DNP Student

Introduction: Mental health disorders in youth are highly prevalent and often go untreated. Youth Mental Health First Aid (YMHFA) is a program designed to improve public and service professionals’ confidence helping, intervening, and offering resources to youth experiencing mental health difficulties.

Method: A convenience sample of public and service professional’s in a Midwestern state, who attended a YMHFA course in 2014 or 2015, were evaluated using an eight-item, Likert-scale survey.

Results: Immediately after the YMHFA class, the proportion of participants that agreed with the eight-survey items evaluating their ability to help adolescents experiencing a mental health problem ranged between 95.4% and 99.5% class; the proportion ranged between 91.9% and 98.4% at one-month follow-up. The calculated effect size, based on participants’ paired responses at immediate and one-month follow-up, was small to moderate (A = .57 to .60), demonstrating the clinical effectiveness of YMHFA. Twenty-six percent of participants reported using ALGEE when surveyed one-month after YMHFA training.

Conclusion: Two out of three objectives established for the project were achieved. Findings are consistent with previous studies, and support the continued delivery of YMHFA. Absence of a baseline evaluation was a limitation of the project, and should be included in future evaluations.

PHYSICIANS’ PERCEPTIONS OF PROBLEMS IN THE SNF TO HOME TRANSITION
Mamdouh Hanna, M2
Lori Popejoy, PhD, APRN, GCNS-BC
Amy Vogelsmeier, PhD, RN
Deborah Mercier, MS, RN
(David Mehr, MD, MS)
Department of Family and Community Medicine

Introduction: Chronically ill older adults frequently require post-hospital care in a skilled nursing facility (SNF); nearly two-thirds of older adults will spend some time in a SNF prior to death. However, while improving hospital discharge transitions is a major area of study, little work has focused on SNF to home transitions.

Methods: As part of the AHRQ funded SNF To Home Discharge Study, we interviewed 9 physicians about their perception of the quality of discharge communication from SNFs. We interviewed 5 primary care physicians (PCPs), 2 SNF physicians, and 2 PCPs who also did SNF care. Recorded interviews were transcribed and analyzed using Dedoose qualitative analysis software. Transcripts were coded and themes identified.

Results: Analysis of physician interviews revealed three major categories of transition problems: 1) Communication, including communication between providers, extra work created by poor communication, and primary care providers not being informed about the patient progress while in the SNF or that they had been discharged; 2) Medication and treatment issues, including patient confusion about medications, problems with medication reconciliation, and failure to communicate the rationale for treatment changes; 3) A care gap between SNF discharge and first appointment with the primary care physician, contributing to problems with care management in the community.

Conclusion: Physicians identified multiple problematic issues in SNF discharge transitions. Creating good quality care transitions requires a joint effort between nursing home staff and primary care physicians.
Introduction: The current study examined knowledge and comfort in addressing sleep disturbances in children with autism spectrum disorder (ASD) compared to children with typical development (TD) and investigated preferences for sleep education among primary care physicians (PCPs).

Methods: Participants included general pediatricians (n = 52), family physicians (n = 23), developmental pediatricians (n=2), nurse practitioners (n=5), and pediatric subspecialists (n=7). Questionnaires were administered through an internet-based survey and addressed: 1) knowledge and comfort in managing sleep concerns among individuals with ASD and TD individuals, 2) factors affecting the ability to address sleep concerns, 3) educational topics most useful for practice, and 4) preferences for sleep education.

Results: PCPs reported lower perceived knowledge and comfort in assessing and treating sleep disturbances in children with ASD compared to TD children. Although 86% of PCPs expressed a desire to address sleep concerns in children with ASD, only 31% reported feeling competent to do so. Moreover, a large majority of PCPs (more than 90%) wanted to increase their knowledge of medical conditions and disordered sleep in children with ASD. PCPs also preferred that sleep education training take place at their practice.

Conclusion: Results suggest that PCPs want to address sleep disturbances in children with ASD but believe that they lack the knowledge and comfort in assessing them. In a time of significant subspecialty shortage to address sleep concerns in children with ASD, it is imperative that PCPs bridge the gap between their desire to help and their expertise.
1. Poster general instructions

- Download the **required poster template** with Sinclair School of Nursing logos from the Course Documents provided in the N9080 course.
  - The example shown below is done in the MU primary gold with red and orange from the secondary color palette
  - Use a single background color to unify the poster. Lighter pastel colors are best as backgrounds
  - Avoid using too many colors which distracts the reader
2. General formatting instructions

- Orientation - Landscape view
- Size = 36 inches height x 48 inches width
- To ensure your poster is correctly sized in PowerPoint, go to Design -> Slide Size -> Custom Slide Size and input the required parameters

3. The poster should read top to bottom, left to right. The required elements are:

1. Title panel (title, authors, affiliations)
   - Title should be in largest letters, preferably not less than 1”, in all capitals
   - Names should be listed as first, MI, then last name. Use a smaller font than the title with upper/lower case letters
   - Affiliation can be the smallest font in size on the title pane

2. Introduction
   - Discuss the background and significance of the topic
   - Provide a very brief review of the literature on the topic

3. PICOT/Purpose Statement and Project Objectives

4. Methods
   - Study design and brief discussion of methods
   - Tables, charts, graphs, drawings
   - Illustrations

5. Results

6. Conclusions

7. References
4. Inserting your information into the poster
   • Insert your information into the textboxes – be concise!
   • You can increase or decrease the size of the textboxes as needed
   • You can drag the textboxes to different locations but do not change the order of the headings
   • Emphasize keywords by using Bold or Italic styles, avoid underline
   • Present the text in short paragraphs within textboxes. **Do not** have one long running paragraph of text.
   • Use bullet points to emphasize within the paragraphs
   • Left justify the wording within the textboxes
   • Include your e-mail address and the website address for your institution in the bottom right corner of the poster

5. Your poster should be self-explanatory so that you are free to discuss various points raised by viewers
   • Have PDF’s available to hand out to interested persons
   • To make a PDF of your poster in PPT, go to **Save as** and in the **Save as Type** pulldown menu chose PDF

6. Printing your poster for a conference (Optional)

   **Students will present their DNP Final Scholarly Poster electronically. No need to print. The following are instructions for students who wish to print their posters for a future conference:**

   This poster is formatted in PowerPoint according the requirements of University of Missouri’s Health Sciences Research Day held in November of each year [http://icats.missouri.edu/researchday/](http://icats.missouri.edu/researchday/)

   If you will be presenting at another conference be sure to review their poster size requirements and resize if necessary.

   Once you have finished your PowerPoint poster, **save as a PDF** which can also be used for printing.

   You may have the poster printed at University of Missouri Printing Services or another printer of your choice.

   Ensure that you have your poster printed at least 5 days before the required date in case you need to revise sections of the poster!

   **Always ask for a preview of the poster and review carefully for mistakes prior to the final printing!**
Outcomes Evaluation of Youth Mental Health First Aid
Nicola Keeth, BSN, RN, DNP Student

University of Missouri
Sinclair School of Nursing
University of Missouri Health System

Background

Programs to help youth experiencing mental health difficulties are necessary because:
- 50% have a lifetime prevalence of at least one mental disorder (Merikangas, Hen, Burstein et al., 2010).
- Approximately 50% have not made contact with a mental health professional (Merikangas, Hen, Brody et al., 2010; Merikangas et al., 2011).
- 4600 complete suicide each year (Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention, 2015).

Purpose

To evaluate whether Youth Mental Health First Aid training:
- Improves recipients' perceived confidence recognizing, intervening, communicating, and supporting youth and professionals to youth experiencing mental health difficulties.
- Results in recipients using ALGEE, the five-step action plan (Assess risk for suicide or harm, Listen nonjudgmentally, Give reassurance and information, Encourage appropriate professional help, and Encourage self-help, support strategies, and evidence-based treatment).

Outcomes

- **Outcomes 1:** 72% of participants will agree or strongly agree to eight survey statements immediately after YMHFA training.
- **Outcome 2:** Participants paired responses to the eight statements at one-month follow-up will, at minimum, demonstrate a small effect size (A = .55).
- **Outcome 3:** 36% of participants will respond “yes” to the following statement at one-month follow-up: “I have had an opportunity to use or apply ALGEE (the five-step action plan) with a child or adolescent?”

Implementation

- Collaborated with the Missouri Institute of Mental Health.
- Recruited six Regional Support Centers from across Missouri.
- Evaluated 13 YMHFA classes.
- Implemented two data collection points: immediate post-intervention and one-month follow-up.
- Surveyed 196 class participants (60.9%) using the existing Youth Mental Health First Aid course evaluation form.
- Received 62 surveys at one-month follow-up (31.6%).

Conclusion

- Even though the clinical effect of the YMHFA training was small to moderate, the program is valuable given the high prevalence of mental disorders and suicides in youth.
- The absence of a baseline assessment is a limitation to concluding that YMHFA made an impact on recipients.
- The evaluation of YMHFA provides little meaningful data to support the ongoing funding and dissemination of the training.

Recommendations

- Implement a baseline assessment.
- Add employment categories to the Youth Mental Health First Aid course evaluation form to understand the job roles of YMHFA training recipients.
- Evaluate the congruity of YMHFA training with statements four and six.

References


Acknowledgements

The project director would like to thank Dr. Jane Bossick (Committee Chair), Dr. Laura Kaempf (Committee Member), Ms. Lisa Kubaty (Mental Health First Aid Project Manager - Community Partners) at the Missouri Department of Health and Senior Services, Preferred Family Healthcare, Southwest Missouri Behavioral Health, and Tri-County Mental Health Services.
DNP Project Executive Summary Instructions

The Executive Summary is one of the options students may select as their final scholarly writing product. Students are to use the following headings/guidelines when writing the Executive Summary:

1. Introduction
   - Background/Significance
   - Statement of Purpose/PICOT
   - Problem is clearly identified along with expected changes (state problem specifically as it relates to the population, its importance to health care, and affected stakeholders)
   - Clear, concise statement and description of the specific goal of the project
   - Scope of proposed change relevant to the population or organization, (is realistic/feasible, evidence-based, and evaluable)

2. Literature Review
   - Brief summary of the state of the science, integrating data, research literature and other key resources. Summary substantiates problem and supports suggested change.

3. Methodology
   - Plan or research design (if applicable) or model of evidence-based practice (if applicable)
   - Intervention used
   - Setting clearly identified
   - Tools/measures described including detailed data collection plan, plan for data analysis, and outcome evaluation

4. Evaluation
   - Project results and comparison of predicted and actual outcomes
   - Include if objectives were met or not met

5. Conclusions
   - Data are used to inform decisions and make recommendations to stakeholders
   - Strategies for maintaining and sustaining change are discussed

6. References

Formatting Guidelines and Writing Tips for the Executive Summary (ES)

1. Include a title page as exemplified in the MSN/DNP Graduate Handbook pg. 69.
2. APA format followed correctly including writing style; concisely and clearly written and edited; copyrights obtained as appropriate.
3. 1” margins
5. Single Spaced
6. Two (2) pages front and back
7. An effective ES analyzes and summarizes the most important points of the project and includes recommendations based upon project results.
8. Isolate the main points of the DNP Project and consider who your audience/stakeholders are.
9. Write with clarity and conciseness; use strong and positive language.
DNP Project Scholarly Paper

The DNP Project Scholarly Paper is an option for students whom anticipate writing for publication in a peer-reviewed journal. Students may follow the guidelines provided or use guidelines selected from a peer reviewed nursing journal with consent of their committee chair.

Title Page: Follow guidelines on page 69 of MSN/DNP Graduate Handbook.

Introduction
- Problem and proposed change clearly identified
- Background data, research literature, and other data sources support the problem

Project PICOT/Purpose Statement & Objectives
- Project PICOT statement and/or purpose statement
- Project objectives are specific, measurable, attainable, and realistic, with a time frame.

Review of Literature
- Brief synthesis and analysis of supporting and related literature

Methods
- Setting and target population clearly described
- Description of actual project implementation strategies: including activities/interventions performed
- Description of data collection and methods of data analysis
- Evolution of project is described and analyzed (what worked, what did not work and why; any changes made to implementation strategies during project implementation and why)
- Discussion of any outside influences (economic, social, political) which may have impacted project implementation

Results
- Describe project results comparing the predicted and actual outcomes
- Inferences based on data analysis are accurate, credible and relate to project objectives
- Gaps, if any, between expected and actual outcomes are analyzed and discussed relative to project objectives and effectiveness
- Unanticipated consequences analyzed and discussed relative to project decisions
- Include if objectives were met or unmet

Conclusions
- Data are used to inform decisions and make recommendations to stakeholders
- Includes discussion of application of project/project findings to other settings
- Strategies for maintaining and sustaining change are discussed

References
Appendices
Writing and Organization
- APA format; 8-12 page text limit (excluding title page, references, & appendices).
Title of the Project

Doctor of Nursing Practice Project
Presented to the Faculty of MU
Graduate Studies
University of Missouri

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Nursing Practice
by
STUDENT NAME and CREDENTIALS

Name, DNP Committee Chair
Name, DNP Committee Member
Name, DNP Committee Member
GRADUATION MONTH and YEAR
D Forms

D1 form is the DNP Residential Project Committee Appointment Request Form
D2 Form is your official Plan of Study for the DNP Degree Requirements filed with the Office of Graduate Studies
D3 Form is the Approval of DNP Residency Project Proposal and the Institutional Review Board Protocol
D4 Form is the Report of DNP Residency Project Defense
D5 Form Documentation of 1000 hours of Supervised Clinical Practical Experience

All the D forms for the DNP program may be found on the nursing website http://nursing.missouri.edu/academics/dnp/forms.php. The time for their submission are located in the above table.
Section IX: STUDENT RIGHTS AND RESPONSIBILITIES

The following information needs to be uploaded to CertifiedProfile (soon to be called myCB at CastleBranch.com):

**Required Immunizations**

The student must present evidence of the following immunizations to CertifiedProfile:

- MMR Positive Titers with dates listed for measles, mumps, rubella or documentation of 2 immunizations (one after 1980)
- Tdap within last ten years.
- Hepatitis B series or a positive blood titer.
- Two Varicella (chickenpox) immunizations (one month apart) or a positive blood titer.
- Annual Influenza (Flu) vaccine(s).

**Tuberculosis Control Program**

- Two-step TB skin testing with annual update. If submitting TB skin test results from another facility or physician, results must include "signature of person performing test, date read, mm of induration, and if negative or positive." An Interferon-gamma Release Assay (IGRA) with written documentation, done within three months of matriculation may be substituted.
- If there is a prior history of TB, previous positive test, or completion of treatment for TB infection or TB disease appropriate written documentation is required. Students unable to provide written documentation will undergo baseline testing for M. tuberculosis infection as determined by the Student Health Center medical staff. These students will also undergo annual symptom review in place of TST.
- A newly recognized positive TST may require an IGRA and will receive an appropriate clinical evaluation and chest x-ray as determined by the Health Center medical staff. These students will also undergo annual symptom review in place of TST.

**RN Licensure**

A current RN license must be maintained during enrollment and submitted after each renewal process. The printout of online verification of licensure through the Nursys website (https://www.nursys.com/) will be accepted. A current copy of the license must be provided to CertifiedProfile. A student who has not submitted a copy of current licensure may not enroll in coursework and may not participate in any clinical practicum hours.
APRN Recognition and Credentialing

All post-master’s DNP students must maintain their APRN Recognition and Credentialing, as required by their state of residence and/or their clinical practicum site, during enrollment. A current copy of documents (e.g. certification certificate, APRN recognition and/or APRN license) must be provided to CertifiedProfile. A student who has not submitted a copy of these documents may not enroll in coursework and may not participate in any clinical practicum hours.

CPR-AED/BLS Certification

Current infant, adult and child CPR certification must be maintained during enrollment and submitted after each renewal process. The copy of the card must be the front & back and the back must be signed. The course must be the American Heart Association Healthcare Provider OR American Red Cross Professional Rescuer. A copy of a student's CPR certification must be submitted to CertifiedProfile.

Criminal Background and Drug Screening Check

As a result of Joint Commission guidelines, healthcare agencies are requiring background checks and drug test for nursing students working in clinical settings. Therefore, all graduate nursing students entering the MU Sinclair School of Nursing (MUSSON) will complete a Certified Background check and a panel 14 urine drug screen. Failure to submit a Certified Background and drug screening check will suspend the matriculation process and/or enrollment in any graduate courses.

I. Requirement for a Criminal Background and Drug Screening Check:

a. New Students: Matriculation will be conditional on completion of a criminal background check and panel 14 urine drug screen to be conducted according to the below procedures.

b. Matriculated students: Supplemental or additional background checks and/or urine drug screens may be required to meet the requirements of a clinical agency.

II. Notification of Requirement for a Criminal Background and Drug Screening Check:

MUSSON will inform all prospective students that a Certified Background and drug screening check will be required prior to enrollment in any graduate coursework by the following means:

a. The MUSSON web page will contain a statement that enrollment is conditional on a satisfactory criminal background and panel 14 urine drug screening check.
b. Printed application materials will contain a statement that matriculation is conditional on a satisfactory criminal background and panel 14 urine drug screening check.

c. Acceptance letters will clearly state that matriculation is conditional on a satisfactory criminal background and panel 14 urine drug screening check.

III. Mechanism for Conducting Criminal Background and Drug Screening Check:

Criminal background and a panel 14 urine drug screening check will be conducted by CertifiedProfile, the designated non-affiliated vendor for the MUSSON. Students will contact CertifiedProfile directly in order to complete the background check and drug screen.

IV. Fees and Responsibility for Payment:

V. Students are responsible for the cost of the criminal background and drug screening check. Current fees for the criminal background and panel 14 drug screening check will be indicated on the MUSSON web site.

VI. Type and Scope of Information to be Obtained:

The criminal background check will include a local and national review of relevant records including county of residence criminal records, residence history, Social Security alert, nationwide sexual offender registry, nationwide healthcare fraud and abuse scan, and Nationwide Patriot Act violations. The 14 panel urine drug screen tests for the following substances: amphetamines, barbiturates, benzodiazepines, cocaine, ethanol, ketamine, marijuana, meperidine, meprobamate, methadone, opiates, oxycodone, propoxyphene and tramadol.

Criminal Background and Drug Screening Check Procedures

1. Students

a. Sign a waiver and release allowing the MUSSON’s selected vendor to conduct a criminal background and drug screening check, the MUSSON to receive access to the results of all criminal background and drug screening checks, and the MUSSON to release required information to appropriate individuals, institutions, and agencies related to clinical education.

b. Complete the online application and submit fees for the criminal background and drug screening check immediately after acceptance into the MS or DNP program at the MUSSON and prior to enrollment in any graduate coursework.
c. An e-mail will be sent to the student by CertifiedProfile verifying the transaction. The e-mail will contain a password for the student to view his/her background and drug screening check online.

2. **MUSSON Office of Student Affairs**
   a. Log onto [CertifiedProfile](#) and verify that the student has completed the criminal background and drug screening check process.

3. **Associate Dean for Academic Affairs**
   a. If a criminal background report indicates any positive criminal history, the Associate Dean for Academic Affairs will send a letter to the student requesting a written explanation of the indicated incident(s).
   
   b. If the student challenges the information in the report as erroneous, the Associate Dean for Academic Affairs will ask CertifiedProfile to investigate further to determine whether the information is accurate.
   
   c. If the student responds that the positive criminal history report is accurate, the Associate Dean for Academic Affairs and the appropriate Area of Study Coordinator will review and consider the student’s response. Consideration is given to the relationship between the conviction and the student’s role and responsibilities as a graduate nursing student. Depending upon the nature of the criminal history, the student will be advised regarding the likelihood of future clinical or preceptorship placement.
   
   d. All criminal background check reports will be retained separately from the student’s application file and stored in the office of the Associate Dean for Academic Affairs. All criminal background check reports will be destroyed upon either the student’s graduation or withdrawal from the MS program.
   
   e. If the student’s drug screen is positive, the Associate Dean for Academic Affairs will send a letter to the student requesting the student to submit written proof of a prescription for the appropriate medication to the Student Health Center.
   
   f. If the student challenges the information in the drug screen report as erroneous, they will be allowed to repeat the 14 panel drug screen a second time, at their own expense.
   
   g. If the student’s second drug screen is positive, the Associate Dean for Academic Affairs will advise the student to make an appointment with the University of Missouri Counseling Center or another appropriate agency for drug counseling.
h. Upon the student providing verification of participation in drug counseling and/or rehabilitation, the Associate Dean for Academic Affairs may authorize the student to repeat the 14 panel drug screen a third and final time, at their own expense.

4. **Area of Study Coordinators**

   a. Prior to placement in any clinical agency, the Area of Study Coordinator will contact the Office of Student Affairs to determine that the student has completed a background check and satisfactory drug screen.

   b. Prior to placement in any clinical agency, the Area of Study Coordinator will notify the health care agency of any legal issues revealed by a student’s criminal background check. Clinical sites may elect to deny a student permission to participate in programs at their site.

   c. The Area of Study Coordinator will notify the student of the health care agency’s decision regarding clinical placement.

VII. **Compliance**

   a. **Requirement for Matriculation:**

   Admitted students will not be allowed to enroll in coursework without completion of a criminal background check and a satisfactory drug screen. A satisfactory drug screen is defined as the absence of any of the 14 aforementioned drugs in the student’s urine.

   b. **Reporting of New Criminal Convictions:**

   If a student is convicted of any criminal offense(s) other than minor traffic violations subsequent to the criminal background check(s) obtained under this policy, the student is required within three (3) days after such conviction to report to the Associate Dean for Academic Affairs the date and nature of the conviction and the court location. In addition, the report of a new criminal offense will be forwarded to the student’s clinical agency(ies), and another criminal background check may be required at the student’s expense. Clinical sites may elect to deny a student with a newly reported criminal offense permission to participate in programs at their site.
VIII. Confidentiality

Background checks will be conducted only on students who have been admitted to the MUSSON graduate program. The criminal background report and/or status of the drug screen will be held in the strictest confidence; only those individuals who have a need to know related to the student’s enrollment and academic progress (e.g. clinical agency placement) will have access to this information.
The faculty and staff of the Sinclair School of Nursing support the University of Missouri ‘Statement of Values’. The faculty and administration have the expectation that these values – Respect, Responsibility, Discovery, Excellence - will be reflected in the interactions and actions of all individuals involved with the activities of the School of Nursing. The entire statement is on public display at the center of our campus, under the columns, on a plaque gifted to the university by the MU Parents Association in 1999.

Safety in nursing practice and research is required of all professional nurses and all students of professional nursing. The following are **absolute grounds for course failure** and may result in dismissal from the program.

- Preceptor or agency refusal to continue working with the student due to clinical safety issues.
- Under the influence of alcohol, recreational drugs, or medications that impair judgment in the clinical, classroom, and/or research setting.
- Positive drug test for non-prescribed or illegal drugs; or refusal of drug testing.
- Abuse or inappropriate behavior, including but not limited to intimidation, threats or acts of violence to patient, staff, faculty, or student.
- Patient/research subject neglect.
- Breech of patient/research subject confidentiality.
- Dishonesty with patient/research data or with own actions.
- Other unsafe clinical/research practice (as deemed by faculty).

Signature: __________________________________________

Print name: __________________________________________

‘myZou’ Student Number ________________________________

Date _______/ _______/ 20___

**Please select just one option/area:**

___ PhD  ___ DNP  ___ Masters; _______ area of study

Approved_sp2010_fs2010_sp2011-RM/tjb
MUSSON Social Networking/Media Policy:

All MU Sinclair School of Nursing students (clinical, didactic, research and teaching) MUST adhere to regulations provided by HIPPA, Code of Conduct, and assigned clinical agencies regarding ANY usage of electronic devices IN OR OUT of the clinical, classroom, and research setting.

- Permission may be granted by nursing faculty or assigned preceptors to use electronic devices for enhancing learning in the classroom, patient care, and/or research environment.

Some electronic communication, networking and/or postings are subject to public view; therefore, you are responsible for all content, and subject to disciplinary action if misused. Misuse of electronic devices includes but may not be all inclusive:

- Patient information
- Communication or postings of illegal, obscene, defamatory and/or slanderous statements
- Postings of obscene photos or videos
- Discrediting of any person(s) or group(s)

Social Networking/Media Policy Misuse Disciplinary Actions: These disciplinary actions WILL accrue throughout your clinical/classroom/research/teaching experience. Please use form provided.

1) First violation of the policy will result in;
   - Early Alert form sent to the Associate Dean for Academic Affairs or Director of graduate option/area of study and either Academic or Faculty Advisor
   - One-on-one meeting with course faculty
   - Review of MUSSON Social Media Policy
   - Actions MAY result in immediate dismissal from the Sinclair School of Nursing

2) Second violation of the policy will result in;
   - One-on-one meeting with the Associate Dean for Academic Affairs or Director of graduate option/area of study
   - Review of said infraction and status in the School of Nursing
   - Actions MAY result in immediate dismissal from the Sinclair School of Nursing

3) Third violation of the policy will result in;
   - Immediate dismissal from the Sinclair School of Nursing

Potential continuation in the Sinclair School of Nursing may only be possible with input from instructor or preceptor and review from the Associate Dean for Academic Affairs or Director of graduate option/area of study.

Revised_Fall 2013
Student Health Services

Student Health Services provide easy access medical care to students on an outpatient basis and emphasize health education through special programs. Gynecology; dermatology; orthopedic; allergy; ear, nose, and throat; immunizations; and other clinics operate on an appointment basis. Psychiatric referrals, internal medicine consultations, and ancillary services are also provided. Arrangements are in effect to provide hospitalization, when necessary, at the University Hospital and Clinics at the student's expense. A voluntary medical insurance policy is available to students for hospitalization and specific emergency care. Student Health Services offer a voluntary outpatient health plan for a variety of services. Additional information is available through Student Health Services (573-882-7481).

Students who are injured while performing any activity for the University for which academic credit is received are not eligible for Worker's compensation benefits.

Policy and Guidelines for Addressing Human Immunodeficiency Virus and Hepatitis B Virus Infection

The following is directed to the reduction of the possibility of exposure to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) of student nurses, faculty, staff and patients of the School of Nursing. It is based on the 1992 position statement of the American Association of Colleges of Nursing and the 1991 Recommendations for preventing transmission of human immunodeficiency virus and hepatitis B virus to patients during exposure-prone invasive procedures and the 1998 MMWR Management of Health Care Worker exposures to HIV and recommendations for post exposure prophylaxis from the Center for Disease Control, U.S. Department of Health.

Human Immunodeficiency Virus and HBV Guidelines

1. General Policy Guidelines

   - The policy will be reviewed annually to ensure that it reflects sound and current thinking on the transmission of HIV and HBV.
   - The policy generally applies to students, faculty, and staff of the School of Nursing.
   - Inquiry into HIV status will not be a part of the student, faculty, or staff application process.
   - The School of Nursing will inform students of potential infectious hazards inherent in the nursing education program, including those that might pose additional risks to the personal health of HIV positive persons.
   - Qualified persons will not be denied admission to the programs in nursing or employment as faculty on the basis of HIV status unless this disease is a handicap that poses a "direct threat" to others as defined by the Americans with Disabilities Act of 1990.
2. **Guidelines on Testing**
   - Nursing students, faculty, or staff who believe they may be at risk for or have been exposed to HIV infection, HBeAg, or HBsAg have an obligation to know their status. Testing will be voluntary; confidentiality will be maintained.
   - Pre- and post-testing counseling will be available at the office of the Associate Dean for Academic Affairs and will be confidential. The cost of testing will be the responsibility of the individual involved, but may be done at the Department of Health at no charge.
   - Testing records will be kept by the provider administering the test separate from academic or employment files, and will be available only with the individual’s written consent.

3. **Education and Management**
   - Students will receive written and verbal information and instructions on universal precautions for blood and body infections prior to exposure to patients. Faculty have the responsibility to provide the most recent recommendations for universal precautions and post exposure prophylaxis published by the Center for Disease Control.
   - Students will receive appropriate information regarding personal health habits, HIV and HBV prevention, and risk behaviors prior to clinical experience.
   - These instructions will be continually reinforced and clinical supervision will be managed to ensure compliance in all undergraduate and graduate clinical learning experiences. Faculty will serve as competent role-models in the care of HIV and HBV infected patients.
   - All faculty and students are professionally and ethically obligated to provide patient care with compassion and respect for human dignity. No faculty member or student may ethically refuse to care for a patient solely because the patient is at risk of contracting, or has, an infectious disease such as HBV, HIV or AIDS. Faculty and students will understand and follow rules of confidentiality.

4. **HIV/HBV positive students, faculty, and staff**
   - Students who are HIV positive or who have AIDS do not pose a health risk to other students in an academic or residential setting, but in a clinical setting, the CDC guidelines and universal precautions should be followed.
   - Clinical settings that pose additional risk to the personal health of HIV positive students and faculty will be identified, and such persons will be advised of these risks and urged to consult their health care provider to assess the significance of the risks to their own health.
   - Students, faculty, and staff who know they are infected should inform the Associate Dean for Academic Affairs, the designated official of the School of Nursing, who will provide information and referral on health care and counseling.
and will assess the need for necessary modification/accommodations in clinical education or job functions.

- Any modification of clinical activity of HIV or HBV infected students or faculty will consider the clinical activity, the technical expertise of the infected person, the risks posed by HIV or HBV carriers, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

5. **HIV post-exposure report and procedures**

- Immediate antiseptic procedures should be followed after possible exposure.
- A student has an ethical duty to report to the faculty member in charge any accident that exposes him/herself or a patient to a risk of transmission of a blood borne disease. Particularly because post-exposure prophylaxis is most likely to be effective if implemented as soon after exposure as possible.
- If an accidental exposure occurs, faculty, students, and staff will follow the CDC guidelines for occupational exposure.
- Notification of patients who have had exposure-prone procedures performed by students or faculty who are HIV positive or have AIDS will be based on policy established by the agency or institution providing the setting for clinical experiences.
- The CDC recommends that this be considered on a case-by-case basis with consideration of specific risks, confidentiality, and available resources.

6. **Definition of a significant occupational exposure**

- A significant occupational exposure is defined as:
  - A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.
  - A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluids.
  - A cutaneous exposure involving large amounts of blood or prolonged contact with blood -especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.
  - If a significant occupational exposure occurs to a known HIV positive patient, the instructor or supervisor should be notified immediately so that post-exposure prophylaxis can be considered. Post-exposure prophylaxis should be initiated as soon as possible following CDC recommendation.

**Committee Memberships**

Graduate student representatives serve as active voting participants on the Student Admission and Progression and MS-DNP Curriculum Committees and on ad hoc committees as the occasion arises.
Organizations

MU Networks

Graduate Student Association (GSA)
GSA is a campus-wide organization dedicated to representing the interests and needs of graduate students to the faculty, supporting graduate students through funding (travel grants), supporting special projects and organizing social events for graduate students. Graduate degree programs have designated representatives who serve as delegates to GSA.

Graduate Professional Council (GPC)
GPC was founded in 1983 by the consensus of graduate and professional students, and is recognized by University administration and the UM system Board of Curators as the official democratic government for all graduate, professional and post-baccalaureate students at MU. GPC is active in designing programming, providing resources, advocating for and serving the various academic, professional and social needs of all graduate and professional students. In addition to the schools within the MU MU Graduate Studies, GPC represents the interests of students in the schools of Business, Law, Medicine, Public Affairs and Veterinary Medicine.

Association of Black Graduate and Professional Students (ABGPS) “As an organization, ABGPS seeks to assist in monitoring the academic progress of Black graduate and professional students, as well as supply them with information to promote a more positive experience at MU.”

Missouri International Student Council
Missouri International Student Council is a student organization at MU that works in collaboration with other cultural student organizations to globalize Mizzou through the volunteerism of international student communities.

ACES (Alternative Career Exploration in the Sciences)
ACES is a graduate student organization focused on providing career development services for graduate students and postdocs in the life sciences.

Nexus Graduate Association
Nexus seeks to increase the role, broaden the participation, and strengthen the voice of underrepresented minorities within the science community found in and outside MU.

Graduate Peer Mentors
The aims of this group are to help acclimate incoming students to life as a graduate student and to serve as ongoing peer mentors.
MU Postdoctoral Association
Postdocs from across campus meet regularly for professional development, peer support and discussions of local/state/national issues. The group also administers a travel grant award program.

Griffiths Leadership Society for Women
Established at Mizzou in 2005, the Griffiths Leadership Society for Women is a catalyst for global connections among MU collegian leaders and alumnae. The organization is devoted to lifelong learning, leadership development, mentoring and supporting the best interests and traditions of Missouri’s flagship university.

Organization Resource Group
Mizzou offers more than 700 student organizations, serving virtually every interest and niche. Don't see the group you're looking for? Start your own!

Alpha Iota Chapter, Sigma Theta Tau
Graduate students who are members of this national nursing honorary society are welcome to participate in local Alpha Iota chapter activities (see http://nursing.missouri.edu/sigma-thetatau/chapter-events.php). Graduate students become eligible immediately upon admission into one of the nursing graduate programs.

National Graduate Student Networks

Association for the Support of Graduate Students
Updated regularly, this site provides articles and information for graduate students about a variety of subjects. Currently there is an article that provides tips for thesis and dissertation writing. Included in the site is an archive of all the articles put out by ASGS. There are also links to ASGS surveys, professional consultants (editors, stats consultants) and thesis consultants.

Council of MU Graduate Studies
The CGS is an organization of institutions of higher education across the globe engaged in research and graduate education. The purpose of the Council is to help prepare graduate students for advanced degrees and the job market by advocating in the federal policy arena, aiding students in their research and developing the best research practices. The site contains information about preparing future faculty and research published by the CGS.

The National Association of Graduate-Professional Students
The NAGPS is a networking organization for students and their organizations. The Web site contains resources and links. NAGPS also serves as an advocate at the local and national levels.

National Organizations
Membership in national nursing organizations such as ANA, NLN, NAACOG, NAPNAP, AANP, and ACCN is encouraged.
Technology Requirements

The MS, Post-MS, DNP, and PhD programs are all distance-mediated programs offered over the World Wide Web through Blackboard, a web course platform accessible to students from their homes. To complete distance-mediated/online courses, you will need access to a computer with a modern web browser, a working high speed Internet connection, Microsoft Office, Endnote, SPSS and Antiviral software. Software may be purchased from MU DoIT very inexpensively. You may want an extra external hard drive or cloud technology to save your work. Your browser should support graphics, run JavaScript and accept cookies. Portions of the courses may require Adobe Flash Player. A headset with a good microphone is used for online synchronous discussions.

To ensure that your computer is set up and ready to begin your online course, it is recommended that you refer to the Mizzou Online Computer Requirements webpage.

Transportation Requirements

Students are responsible for arranging their own transportation to all required on campus visits and all clinical practicum sites.

University Rules and Regulations

The M-Book explains rules and regulations of the University, defines standards of personal and academic conduct expected of students, describes disciplinary procedures and actions, and explains how students may have grievances heard and remedied. It contains information about traffic regulations, parking fines and procedures for appealing them, procedures for reservation of facilities and policies governing their use, parade permits, and other miscellaneous items. The M-Book is available at the Department of Student Life, 2500 MU Student Center or at: http://mizzoulife.missouri.edu/resources/m-book/. The University of Missouri Catalog explains application procedures, admission, enrollment and registration procedures. All students are highly encouraged to review a copy of the University of Missouri Catalog from the MU web site.

Academic Integrity

MU has established a policy for students regarding academic dishonesty. The MU Sinclair School of Nursing adheres to this policy as it relates to academic dishonesty by nursing students.

Selected portions of the policy, taken from the M-Book (available at Department of Student Life 882-3621 or at http://mizzoulife.missouri.edu/resources/m-book/) are reprinted below:

Academic dishonesty is an offense against the University. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but is also relevant to the evaluation of the student's level of performance.
Academic dishonesty includes, but is not necessarily limited to the following: Cheating, or knowingly assisting another student in committing an act of cheating or other academic dishonesty; plagiarism, which may include, but is not necessarily limited to, submitting examinations, theses, reports, drawings, laboratory notes, or other materials as one's own work when such work has been prepared by another person or copied from another person; Unauthorized possession of examinations or reserve library materials, destruction or hiding of source materials, library materials, or laboratory materials or experiments or any other similar actions; and unauthorized changing of grades or markings on an examination or in an instructor's grade book, or such change of any grade record.

**Disciplinary Action**

Any student who commits an act of academic dishonesty is subject to disciplinary action. Nursing students are also taking on professional role responsibilities and are therefore subject to rules of professional conduct. Any student who does not observe professional behavior such as is published in School of Nursing philosophy statements and professional standards and codes of ethics is subject to disciplinary action as published in the University *M-Book*.

**Academic Evaluation**

The instructor determines the grade to be awarded to a student and, in making that determination, may take into account academic integrity on the part of the student for academic but not for disciplinary reasons.

**Scholarly Integrity & Ethics**

The University of Missouri MU Graduate Studies aims to instill in students an understanding of and an appreciation for academic ethics, professional standards of conduct and personal integrity. Students complete graduate education at Mizzou prepared to enter the workforce and uphold these values in higher education and beyond.

Mizzou provides policies, training programs and other resources designed to guide graduate students in Responsible Conduct of Research, Copyright, Plagiarism & Intellectual Property, Academic Honesty & Professional Ethics.
Section X: ON-CAMPUS FACILITIES FOR GRADUATE STUDENTS

Clinical Simulation Learning Center

The MU Sinclair School of Nursing maintains an 8-bed technology laboratory (S351) for students. Laboratory hours (day and evening) vary and are posted on the bulletin board outside the laboratory. Students may sign out equipment (e.g., sphygmomanometer) for use with clients as part of class assignments. The laboratory is staffed by skilled, experienced professional nurses who can offer suggestions for learning activities.

Computer Facilities

Computers are available for student use in the J. Otto Lottes Health Sciences Library and at several student computing labs throughout campus. Locations of the computer labs can be found at: http://doit.missouri.edu/services/computer-lab/computer-labs.html including hours of operation, location, calendar, map, hardware, and contact information. Student Information Technology (IT) information and support are available from the Division of Information Technology at http://doit.missouri.edu/. Contact the IT Help Desk Support Center for help with computing and telecom questions and problems. Call (573) 882-5000 during our regular hours, or visit the http://doit.missouri.edu/ for 24x7 service.

Division of Informational Technology offers MU students many resources including software training sessions and software at no or a reduce cost.
Section XI: EMPLOYMENT AND FINANCIAL ASSISTANCE

MU Graduate Studies Fellowships

General information about MU Graduate Studies financial assistance can be found at MU Graduate Studies website: http://gradstudies.missouri.edu/financials/. The MU Graduate Studies provides support for graduate students through several fellowship programs sponsored through the university, plus staff assistance to help students identify and prepare proposals for funding from external sources, a voluntary medical insurance subsidy program, and a fee waiver program. Please note that there are a number of specific fellowships that would be suitable for students pursuing graduate education in nursing and that there are a number of specific awards offered for under-represented Minority Americans. Opportunities for funding Application forms and information on federal student loans and financial assistance are available from the Financial Aids Office, 11 Jesse Hall, 573-882-7506.

Graduate Teaching and Graduate Research Assistantships

Graduate teaching (GTA) and research (GRA) assistantships provide employment opportunities to the mutual benefit of faculty and graduate students. A teaching assistantship (GTA) in an academic program provides a stipend to a student who is typically required to spend 10-20 hours per week (.25 to .50 FTE) during the academic year assisting in the teaching program of an academic program. A research assistantship (GRA) in an academic program is provided to a student from an external grant or academic program or University funds to enable a student to work toward the advanced degree while performing grant-related or University-funded research tasks.

To hold a graduate assistantship, a student must be (a) admitted to a department or area with a specific graduate degree objective and (b) enrolled and making satisfactory progress toward degree attainment during the period of the assistantship, based on that department’s criteria for satisfactory progress. MU Graduate Studies policies regarding graduate assistantships can be found on the MU Graduate Studies webpage at: http://gradstudies.missouri.edu/financials/assistantships-fellowships/assistantships/types.php.

Graduate nursing student applicants with a high GPA, above average GRE scores, and requisite knowledge, skills and/or experience usually receive highest priority for GTA/GRA selection. Students’ interests will be considered and assignments will not conflict with regularly scheduled educational experiences. An interview may be required before appointment as a GTA/GRA.

Responsibilities of GTAs include course teaching assignments under supervision of a faculty member with specific objectives and/or specific evaluation tools provided; grading papers with key or criteria provided; assisting in grade records; setting up demonstrations and audio-visual or laboratory equipment; and conducting library research as directed.

Responsibilities of GRAs include collecting, collating, coding and entering, and analyzing data; initiating automated and manual literature searches; reading and abstracting selected reference materials; collecting and setting up equipment and materials; and preparing tables, charts, and graphs of research data.
Hourly reporting GTAs/GRAs must record their time on electronic Time and Labor Timesheets which are found on the System’s MyHR module (http://myhr.umsystem.edu). Submission of these electronic timesheets is required on a weekly basis for review by supervisors.

Benefits

Employment and reimbursement practices within the MUSSON are consistent in performance expectations, educationally sound for the student, and in consonance with University policy. Graduate assistants in the School of Nursing will be paid at a rate consistent with the stipend rate of the MU Graduate Studies office and/or the Provost’s office.

**Hourly Stipend:** GTAs/GRAs receive an hourly stipend for the number of hours worked per week. The campus minimum hourly stipend varies based on graduate student status (master's-level, doctoral-level) However, academic programs may further differentiate GTA and GRA stipends by graduate student status (master's-level, doctoral-level, first-year or experienced) and/or availability of funds.

**Tuition Remission:** Currently, 100% of the resident tuition expense is waived for all GTAs and GRAs with at least a 0.25 FTE appointment. Tuition is waived only for courses required by each student’s program of study.

Beginning Fall Semester 2016 (including new students who begin summer session 2016), only GRAs/GTAs with a 0.5 FTE appointment will be eligible for a 100% tuition waiver. GRAs/GTAs with less than 0.5 FTE appointments will be eligible for a 50% tuition waiver. GRAs/GTAs hired prior to Summer 2016, will be grandfathered under existing waiver policies for the duration of their eligibility. This policy applies to students provided GRA/GTA positions by academic and non-academic units. After Fall Semester 2016, current students who are not enrolled for two consecutive terms (not counting summer sessions) for any non-approved leave of absence will be subject to the 2016 waiver policy.

Assistantships from non-academic units will still be required to provide an academic focus for the assistantship and students may not cobble together two non-academic 0.25 FTE assistantships to qualify for a full tuition waiver without very strong justification. Students with 0.25 FTE support from their academic unit, may combine that with a 0.25 FTE from an appropriate non-academic unit to qualify for a full tuition waiver provided there is an academic focus and justification for the second assistantship.

If assistantship or fellowship is terminated at any point during the semester, a portion of fee waiver will be lost. The fee waiver will be pro-rated based on the number of days in the semester that assistantship/fellowship was effective, and student will be responsible for the balance of fees that are not covered by the pro-rated fee waiver. This will also occur if GTA/GRA withdraws from the University during the semester. If GTA/GRA is considering terminating assistantship/fellowship or withdrawing from the university, check with the MU Graduate Studies office as to what pro-rated fee waiver would be and what portion of fees GTA/GRA would have to pay.

**Bookstore Discounts:** Students on assistantships are eligible for a 10% Discount at the University
bookstores. Bookstores will receive a list of students with GTA/GRA appointments at the beginning of each semester.

Parking: GRAS and GRAS are eligible for parking privileges in the Maryland Avenue Garage.

**Professional Nurse Traineeships**

Federal professional nurse traineeships were legislated to improve the quality and quantity of nursing leadership in the United States by providing an opportunity for qualified nursing students to complete graduate degree requirements under traineeship financial support. The traineeship pays education fees and may include a small monthly stipend. US citizens are eligible to apply for traineeship funds.

An application for the traineeship is submitted to the Student Affairs Office by July 1. Awards will be determined by the Associate Dean for Academic Affairs, based upon the amount of funding available and the regulations of the awarding agency.

Upon notification of receipt of a traineeship, the trainee completes and signs appropriate forms in the Student Affairs Office. Copies of appointment papers and agreements will be furnished to trainees. Supported students needing to be employed while under appointment must submit a "Permission to Work Request."

**Benefits**

Employment and reimbursement practices within the MUSSON are consistent in performance expectations, educationally sound for the student, and in consonance with University policy. Graduate assistants in the School of Nursing will be paid at a rate consistent with the stipend rate of MU Graduate Studies and/or the provost's office.

*Fee Remission:* The full amount of the resident educational fee expense will be waived for GTAs and GRAs with at least quarter-time appointments. A list of students with GTA/GRA appointments or Professional Nurse Traineeships will be sent to MU Graduate Studies prior to the beginning of each semester.

If assistantship or fellowship is terminated at any point during the semester, a portion of fee waiver will be lost. The fee waiver will be pro-rated based on the number of days in the semester that assistantship/fellowship was effective, and student will be responsible for the balance of fees that are not covered by the pro-rated fee waiver. This will also occur if GTA/GRA withdraws from the University during the semester. If GTA/GRA is considering terminating assistantship/fellowship or withdrawing from the university, check with MU Graduate Studies as to what pro-rated fee waiver would be and what portion of fees GTA/GRA would have to pay.
**Bookstore Discounts:** Students on assistantships are eligible for a 10% Discount at the Mizzou Store. Mizzou Store will receive a list of students with GTA/GRA appointments at the beginning of each semester.

**Parking:** GRAS and GRAS may be eligible for parking privileges in the Maryland Avenue Garage.

**Scholarships**

Several annual MU Sinclair School of Nursing administered scholarships are available to graduate students. Numbers and amounts vary from year to year. Application instructions and deadlines can be found on the School of Nursing website. The Student Admissions and Progression Committee makes recommendations for recipients based on application letters and reference forms. Not all scholarships are financially need based, but to be eligible for the widest array of scholarships students are encouraged to complete at FAFSA application [http://sfa.missouri.edu/](http://sfa.missouri.edu/).

A complete list of scholarships for which students may apply or be nominated can be found on the School’s website at: [http://nursing.missouri.edu/paying-for-education/scholarships/](http://nursing.missouri.edu/paying-for-education/scholarships/).

**Loans**

An education loan is a form of financial aid that must be repaid, with interest. Each loan type comes with certain eligibility requirements and terms that must be met. For information about federal and private educational loans, please refer to the [MU Student Financial Aid Office](http://nursing.missouri.edu/paying-for-education/loans-and-grants.php) website.

For information about loans specifically available for nursing students, please visit our website at [http://nursing.missouri.edu/paying-for-education/loans-and-grants.php](http://nursing.missouri.edu/paying-for-education/loans-and-grants.php).

Loans designated specifically for doctoral nursing students are:

- **Nurse Faculty Loan Program (NFLP)**

**Graduate Student Enrollment Requirements for Financial Aid**

Please note the following requirements for graduate students receiving financial aid:

- **Minimum enrollment to be considered for financial aid:** 4 hours in fall/spring semesters or 2 hours in the summer (NOTE: This includes participation in NFLP or MU scholarships as well as any federal financial aid (grants/loans))

- Only graduate-level courses count toward the enrollment requirement for federal aid programs.
Contact your financial aid adviser if:

- You plan to take fewer hours than the minimum required for financial aid
- You plan to take self-paced courses (see Mizzou Online)
- You plan on dropping or withdrawing from a course(s)

A change of enrollment status at any point during a term could result in a revision of the financial aid package. Federal regulations state that a student who withdraws from a term before completing more than 60% of that term must go through a process that calculates how much financial aid must be returned to the government.

For additional details, please see the Financial Aid website: http://financialaid.missouri.edu/eligibility/enrollment-changes.php

University Employees Tuition Discount

University of Missouri employees and their family members can receive discounts on tuition for courses taken at MU. For information about employee tuition discounts, please refer to the MU Student Financial Aid Office website.

Travel Awards

As presenting scholarly work at professional conferences is an expectation for our graduate students, the MU Sinclair School of Nursing, the MU MU Graduate Studies, and MU Graduate Student organizations (MU Graduate Professional Council and MU Graduate Students Association) provides limited financial assistance for research and presentation travel. The Dean of the School of Nursing supports student poster presenters to attend the Midwest Nursing Research Society Annual Research Conference every spring. Abstracts are solicited and competitively reviewed every fall by the MUSSON Research Office. The Verna Adwell Rhodes International Travel Endowment within the School of Nursing provides support for students attending and/or presenting at international conferences. Interested students should contact the DNP Director for more information. Information on travel funding available through the MU Graduate Studies can be found at: http://research.missouri.edu/funding/.
The following resource persons are available to assist you with the rules and regulations in completing the master's, post-master’s or doctor of nursing practice program. Please feel free to call for assistance.

Dr. Janice J. Hoffman  
Associate Dean for Academic Affairs  
S410 School of Nursing  
573-882-0228  
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Cherine Heckman  
Academic Advisor  
S245 School of Nursing Building  
573-884-4705  
Heckmanch@missouri.edu
Section XIII: DOCTORAL & GRADUATE FACULTY

Please refer to the MU Sinclair School of Nursing website for a list of Graduate and Doctoral faculty, nursing specialties, and interest areas see:

http://nursing.missouri.edu/faculty/doctoral-graduate.php
Section XIV: GRADUATE NURSING COURSE DESCRIPTIONS

Graduate nursing course descriptions are available at the following MU Sinclair School of Nursing websites as well as the myZou and Mizzou Online websites:

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