SAINT LOUIS UNIVERSITY

TRUDY BUSCH VALENTINE
SCHOOL OF NURSING

Graduate Student Handbook

2025-2026 Academic Year

Overview

This handbook has been developed to provide you with information that may be helpful while you are a student in the Master of Science in Nursing Program, Post-Master Certificate (PMC) Program, Bachelor of Science to Doctor of Nursing Practice (BSN-DNP) program, or the Post-Master Doctor of Nursing Practice (PM-DNP) program at Saint Louis University Trudy Busch Valentine School of Nursing (VSON). It represents the combined efforts of the Associate Dean for Graduate Nursing Education, faculty, and students in fostering a supportive, collegial environment at the VSON and in making explicit the practices and procedures specific to the programs.

Applicants for the MSN, PMC, BSN-DNP, or PM-DNP in Nursing are admitted directly to the VSON. Saint Louis University does not have a Graduate School. Admission is determined by the VSON and communicated to Graduate Admissions and Graduate Education. Student graduation is determined by the VSON and coordinated with Graduate Education. The VSON conforms to the basic policies of the **Office of Graduate Education** of the University but may have higher standards than stated on the website. The Office of Graduate Education leaves several options available to individual schools and programs. This handbook provides information that conforms to and/or supplements the policies of the Office of Graduate Education at Saint Louis University. The handbook should be used in conjunction with the Office of Graduate Education to answer policy and procedure questions regarding your course of study. If you have questions about the content of this handbook, contact your academic advisor or the Associate Dean for Graduate Nursing Education. Web links are current at the time of distribution of this handbook. Because of the dynamic nature of the Web, some links may no longer work. Contact the Associate Dean for Graduate Nursing Education for guidance.

The handbook is subject to change(s) and the student should review and use the most current Graduate Student Handbook.

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Saint Louis University Graduate Education Office

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Section I

Saint Louis University History

Saint Louis University is a Catholic, Jesuit University with three campuses: the Frost campus and Health Sciences Center campus in St. Louis Missouri, and the Madrid campus in Spain. The University was founded in 1818 and is the oldest university west of the Mississippi River. Saint Louis University began when Louis William DuBourg, bishop of Louisiana, opened St. Louis Academy in a one-story house. DuBourg offered land to the Society of Jesus for a Native American School which became chartered as Saint Louis University in 1832. It moved to its present site on Grand Boulevard in 1888.

The University's mission is the pursuit of truth for the greater glory of God and for the service of humanity. The University is governed by a Board of Trustees and administered by a president who is the chief executive officer. About 99% of the full-time tenure track and tenured faculty at the University hold the highest degree in their field. The University is classified as a Research 1 (R1): Very High Spending and Doctorate Production by The American Council on Education and the Carnegie Foundation for the Advancement of Teaching.

The Five Dimensions of the Saint Louis University Experience

The Five Dimensions of the Saint Louis University Experience challenge all members of our community to strive for excellence, to become men and women for others, to integrate classroom and out of classroom learning, to develop their talents through discovery and reflection, and to be concerned for each person (Cura Personalis). All members of the University community are expected to contribute to the development and sustainability of the community through word and action. Our community is characterized by respect for the dignity of others, honesty, and the pursuit of truth. These Dimensions are created to ensure the right and privileges of all and to preserve the integrity of our learning community.

Scholarship and Knowledge

By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.

Intellectual Inquiry and Communication

By developing the abilities of intellectual inquiry and communication, students can learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

Community Building

By welcoming and working with others, regardless of race, color, ethnicity, national origin, ancestry, religion, gender, disability, age, sexual orientation, marital status, military status, pregnancy, or any other characteristic protected by law, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

Leadership and Service

By serving others and by promoting social justice, students become men and women for others who lead by their example.

Spirituality and Values

By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.

Graduate Education At Saint Louis University

The mission of Saint Louis University's Graduate Education is to advance the frontiers of knowledge and technical expertise and to prepare students to make their own contributions to such advances in their disciplines and professions by helping them carry out their responsibilities in an ethical and professional manner. In realizing this mission, Graduate Education at Saint Louis University is committed to specific goals and objectives:

1. To articulate a vision of excellence for the graduate community.
2. To bring an institution-wide perspective to all post-baccalaureate endeavors.
3. To maintain high academic standards across all academic disciplines.
4. To promote the ideals of a Catholic, Jesuit education.
5. To promote the research mission of the University.
6. To enhance the community of scholars among both graduate students and faculty.
7. To develop strategies for graduate education which contribute to and enhance undergraduate education.
8. To serve as an advocate for graduate education.
9. To emphasize the institution-wide importance of educating future college, university and high school teachers, and professionals in a variety of fields.
10. To serve as an advocate for issues and constituencies critical to the success of graduate education.
11. To support and further the non-academic interests and needs of graduate students.

Saint Louis University Trudy Busch Valentine School of Nursing

The VSON has achieved a national reputation for its innovative and pioneering programs. The School is among a handful of accredited schools to offer baccalaureate, masters, and doctoral programs. The programs are nationally recognized for their innovative and comprehensive curricula.

Founded in 1928, the School of Nursing offered a Certificate and Bachelor of Science in nursing degree programs. The accelerated baccalaureate

program was the first of its kind in the nation, established in 1971. Graduate programs in nursing leading to the master's degree, were offered beginning in 1935. Students for the accelerated master's degree in nursing were admitted in fall 2010. The Doctor of Nursing Practice (DNP) program is a terminal professional degree for nurses in advanced practice. The first cohort of students were admitted in fall 2008. The Doctor of Philosophy in Nursing (PhD) degree was approved in 1989 and admitted students in 1990. It was the first PhD program in Missouri.

Accreditation

Saint Louis University is fully accredited by the North Central Association of Colleges and Secondary Schools. The VSON is fully accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) and is fully approved by the Missouri State Board of Nursing.

Mission Statement

The mission of the VSON is education of "the whole person"-mind, body, heart, and spirit, within a dynamic, diverse, and technological society. The VSON, an integral unit of Saint Louis University, seeks to fulfill its mission of education and leadership in the development of nursing as a discipline and profession through teaching, research, practice, and service in ways consistent with the Catholic, Jesuit values of the University. The VSON acts responsibly by setting priorities and exercising stewardship to ensure the best use of its resources.

The VSON, through the teaching component of the mission, prepares students at baccalaureate, master's, post-master's, and doctoral levels for professional nursing practice and interprofessional collaboration to care for the whole person, the "Cura Personalis". The VSON creates a student-centered environment that recognizes and actively addresses the diverse learning needs of students and an academic climate that promotes intellectual inquiry among faculty and students.

The VSON, through the research component of the mission, advances the active engagement of faculty and the involvement of students in the innovative scholarly process of discovery,

dissemination, and translation of knowledge. The VSON promotes interprofessional collaboration in the conduct of research to maintain or improve health.

The VSON, through the service/practice component of the mission, promotes quality health care of individuals, families, and communities to alleviate ignorance, poverty, injustice, and hunger; extend compassionate care to the ill and needy; and to maintain and improve the quality of life for all persons. The VSON faculty, staff, students, and graduates provide this holistic care by working with people in diverse environments to maintain or improve health.

Philosophy

The VSON, as an integral component of Saint Louis University, upholds the Judeo-Christian philosophy and mission of the University to pursue truth for the greater Glory of God and for the service of humanity. The faculty of the VSON believes that all persons are created by God and possess intrinsic worth and dignity. We believe the very origin of nursing lies in the fundamental capacity to care for those in need. Recognition of Cura Personalis requires that acceptance, compassion, and respect characterize relationships among faculty, staff, administrators, and students in the School, and relationships with individuals, families, and communities and other health care professionals in nursing practice settings. The VSON provides a collegial environment of academic freedom in which students develop knowledge, insight, values, accountability, and professional competence.

Studying the liberal arts provides an essential foundation for the development of an educated person. Such an education assists students to develop greater knowledge of self, of God, of other people, and of the world in which they live. Attributes, such as intellectual insights, collaboration, communication, logical and analytical skills, and the exercise of independent judgment, are acquired through study of the humanities and the biological, physical, behavioral, and social sciences. This foundation also facilitates the study and practice of professional nursing.

Nursing as a profession and as a discipline is concerned with the promotion and maintenance of health, prevention of illness, care and rehabilitation of sick and disabled persons, and compassionate care of the dying. As a discipline developing its own science, nursing continues to expand its body of knowledge and to identify its articulations with the theories and practices of other relevant disciplines.

Nursing education is a collaborative endeavor of faculty and students in which each contributes and shares talents to enhance learning. Faculty members, having achieved expertise, facilitate each student's search for knowledge and self- actualization. Given students' individual abilities, interests, and career goals and changing societal needs, the faculty provides a range of educational programs and uses a variety of teaching methods. All educational experiences are designed to help students develop as critically reflective and socially responsible people who can

make informed, prudent ethical decisions. The faculty encourages student self-assessment and evaluation, thereby preparing graduates for continuing personal and professional development. The faculty believes that continuing education is an integral component of nursing education and offers continuing education programs as a community service.

Initial preparation for professional nursing practice at Saint Louis University is organized around explicit concepts that structure the nursing content in the curriculum; such structure facilitates learning. Upon completion of the baccalaureate generalist program, the graduate possesses the theoretical base in nursing and related disciplines and the skills – both interpersonal and technological – required for practice. The graduate demonstrates the ability to integrate knowledge with skills and to collaborate with individuals, families, communities, and other health care professionals in nursing practice settings. The graduate is prepared to begin a career in the practice of nursing in a variety of health care settings with individuals of diverse cultural backgrounds and ages. Education at the baccalaureate level prepares graduates for advanced study in nursing.

Master's education provides for the attainment of advanced knowledge and the ability to apply nursing theories in practice and for the development of clinical leadership skills. Upon completion of the master's generalist program, the graduate is prepared with the ability to provide leadership for nursing care at the microsystem level. Nurse practitioner education at the master's level provides for the mastery of a methodology for advanced practice to address patient needs within a population focus. Graduates of the master's program contribute to the development of nursing through their practice, leadership, scholarly activities, and involvement in professional associations. Education at the master's level prepares graduates for doctoral-level study in nursing.

Doctoral education provides leadership for the continuing development of nursing as a discipline and a profession. The Doctor of Nursing Practice (DNP) prepares nurses for advanced practice with the specialized knowledge and skills needed to diagnose and manage health and illness and improve the quality of health care in all practice settings using evidence and outcome-based methodologies. DNP graduates demonstrate clinical expertise and promote high quality patient-centered care with an emphasis on interprofessional collaboration within the health care delivery system.

The Doctor of Philosophy in Nursing (PhD) fosters commitment to knowledge generation and expanding the science of the discipline. As stewards of the profession, graduates apply methods of knowledge discovery to advance nursing scholarship and practice. The study of nursing as a scientific discipline is complemented by advanced study in related disciplines to address complex healthcare issues.

Current Graduate Programs At Trudy Busch Valentine School of Nursing

- Doctor of Philosophy in Nursing (PhD)
- Doctor of Nursing Practice - Post Master's Track (PM-DNP)
- Doctor of Nursing Practice – Nurse Executive Leader (DNP-NEL)
- Post Baccalaureate to Doctor of Nursing Practice (Advanced Practice) (BSN-DNP)
- Master of Science in Nursing, Clinical Nurse Leader (MSN-CNL)
- Master of Science in Nursing, Advanced Practice Programs (MSN-NP)
- Post-Master Certificate for Advanced Practice Programs (PMC)
- Nurse Educator Certificate (with any of the above programs)

Trudy Busch Valentine School of Nursing Policies

As a graduate nursing student, please become familiar with all the information relevant to your education. All University, Graduate Education, and VSON policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes.

Health Insurance

Saint Louis University requires all full-time graduate students to have basic health insurance. If a student already has other (non-University Health Plan) health insurance coverage in effect, then coverage under the University Health Plan (UHP) may be waived by returning a signed waiver form with a copy (front and back) of the insurance card to the Student Health Center. **SLU Student Health Insurance**

Accommodations for Students with Disabilities

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the **Student Success Center**

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact **Disability Services** or to visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and

when students discuss these accommodations with the instructor after receiving the approved letter.

Tuition and Fees

The Office of **Financial Aid** provides financial services to Saint Louis University students. It includes those who are registered for "0" credit hours, will be assessed the student activity fee and the Busch Student Center fee. Students enrolled in courses and those who live outside the metropolitan area will not be charged the Busch Student Center fee.

Refunds

Under ordinary circumstances, tuition refunds are to be made following the guidelines outlined by the Office of Student Financial Services. This policy provides for a refund of 70%-100% for withdrawals that occur between the first and fifth weeks of the semester. In those cases, in which the student's situation and subsequent request occur outside of the timeframe stated in the University policy, the Associate Vice President for Graduate Education may grant exceptions.

Generally, an exception to the stated policy will be granted only for situations involving extreme hardship. Specifically, a student must have developed a documented physical or mental health condition that prevents him/her from fulfilling the basic expectations of the courses in which the student is enrolled for the semester.

The portion of tuition refunded will be guided by the date on which the student stopped participating in course instruction. The following guidelines will be used in the determination of the refund to be granted; however, there may be instances in which no refund may be granted:

- If the student has attended for at least half of the semester, no more than a 50% refund may be granted.
- If the student has attended for at least two-thirds of the semester, no more than a 33% refund may be granted.
- If the student has attended for at least three-fourths of the semester, no more than a 25% refund may be granted.
- If the student has attended for more than three-fourths of the semester, no refund may be granted.

If an exception to the stated policy is requested, contact the Associate Dean for Graduate Nursing Education for a Tuition Refund Request Form to justify the basis of the request.

Nondiscrimination Policy

The VSON is in full support of the University Harassment Policy. Saint Louis University is a Catholic, Jesuit institution with a distinctive educational mission and philosophy emphasizing Christian humanism, human dignity, and the development of the total human being.

These core values are manifested in the University's commitment to foster a workplace and learning environment that is free from any form of harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, or any other characteristics protected by law.

Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, pregnancy, or any other protected classification is detrimental to its mission and values.

The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing person of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.

The University's Harassment Policy may be obtained from this web site: **Harassment Policy**

Diversity, Equity, and Inclusion

The VSON is committed to fostering a community where all faculty, staff, and students are respected, accepted, and valued. We strive to constantly advance diversity, equity, and inclusion and support efforts to embrace the unique attributes of every person. We are determined to provide excellence through recruiting and retaining a diverse workforce and student body by creating a climate that is respectful and supportive of everyone's success.

The VSON is committed to opportunities that promote equality in our community and in our educational and research practices. We strive to reduce health disparities and deliver culturally humble and high-quality health care. We acknowledge the imbalances of power, access, opportunity, and resources in our society that result in health disparities (e.g., quantitative differences in health status or quality of care) and health inequities (e.g., power imbalances between groups of people). We are committed to respecting and educating the whole person (e.g., mind, body, heart, and spirit).

Diversity is a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; physical, functional, and learning abilities; religious beliefs; and socioeconomic status (AACN, 2017).

Equity is about fairness, including the fair and just treatment of all individuals. Equity includes access to resources and opportunities for all people while building better outcomes for historically and currently disadvantaged populations. Equity requires targeted strategies.

To differentiate between equity and equality, equality is the equal treatment of all or sameness. Equality provides the same resources and opportunities for everyone; without consideration of their needs, not everyone is situated the same (Michigan Department of Health and Human Services, 2019).

Inclusion is the active engagement of all voices within an organization's membership, leadership, policy-setting, decision- making units, and overall profile. Inclusion is also the intentional incorporation of strategies and practices that foster a sense of belonging by promoting meaningful interactions among persons and groups representing different traits, perceptions, and experiences (AACN,2020; Metzger et al., 2020). Inclusivity acknowledges and values differences and embraces relationships with others whose lived experiences may be dramatically different than their own (Martinez- Acosta, 2018).

Anti-Racist Commitment

As a School of Nursing, we champion the many aspects of diversity represented by our faculty, staff, and students. We individually and collectively are committed to anti-racist treatment and will continually examine our procedures and processes that might advantage one group over another. This commitment to anti-racist treatment will heighten our awareness and our ability to take action to dismantle all forms of oppression, be it interpersonal, systemic, or institutional and structural.

Cultural Humility

The VSON embraces the central tenets of the cultural humility framework and uses this framework as a compass to ensure sustainable diversity, equity, and inclusion efforts. The cultural humility framework includes three features:

- A lifelong commitment to self-evaluation and self-critique.
- Preventing and rectifying abuses of power imbalances in the teacher-student, clinician-patient/family, colleague- colleague, and academic-community dynamic.
- Developing and expanding mutually beneficial and non-paternalistic clinical and community partnerships.

Embracing this framework, we value and respect the life experiences, uniqueness, and perspectives of everyone which allows us to provide innovative and high-quality care to patients, families, our community, and beyond.

Our Pledge

In keeping with our Jesuit mission, we are constantly striving to foster a diverse, equitable, and inclusive environment that welcomes all expressions of diversity and identity, including race, ethnicity, national origin, age, ability, gender, sexual orientation, faith, and ideology.

The faculty, staff, and students at the VSON are committed to fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community. We are a community that strives to model reflection, advocacy, and care for the community to work toward an equitable, democratic, and sustainable society.

Academic Integrity Policy

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of integrity are essential to its very reason for existence. They also dignify and strengthen the activities of teaching, research, health care, and community service that are its primary mission.

Since the University seeks to prepare students and instructors for lives of integrity and occupations of trust, it regards academic integrity as a matter of serious importance. Academic integrity is the foundation of the academic assessment process, which in turn sustains the ability of the University to certify to the outside world the skills and attainments of its graduates. Academic integrity allows those who practice it to contribute to a just and equitable learning environment that cultivates moral character and self-respect.

This policy is grounded in respect for each faculty member's initial evaluation of an alleged academic integrity incident, for a student's right to confidential, equitable, and timely adjudication of alleged incidents, and for the shared conviction of our college/school deans and associate deans that a university-wide academic integrity policy and process best promotes equitable and consistent application.

Students are expected to adhere to the standards of academic integrity as defined in this policy and as guided by the faculty and staff supporting their educational endeavors, thus contributing to an environment in which academic integrity is respected.

The Academic Integrity Policy sets out principles implicit in the University's ethos but that call for explicit formulation to guide its practice.

The policy includes the Scope, Definitions, Responsibilities of Members of the Community, Reporting and Adjudication Procedures for Allegations of Violations of Academic Integrity, Sanctions, and Historical Context. The full policy is available at **Academic Integrity Policy**.

Endorsed by CADD: 5/22/2024; Approved by the Provost: 5/22/2024

Information about academic integrity as it applies to the conduct of research may be found in the Midwest Nursing Research Society. (2018). Guidelines for scientific integrity: A handbook for research. (3rd edition). **MNRS**.

SLU Social Media Integrity Policy

Generally defined, social media is the use of a website or mobile device to connect with people who share personal or professional interests. With communities numbering in the hundreds of millions of members, social media sites have become important venues where individuals or groups can share their knowledge and opinions, express creativity, connect and collaborate with others who have similar interests and are readily accessible. Examples of social media include but are not limited to: Facebook, Instagram, Twitter, LinkedIn, YouTube, and weblogs or "blogs." Many organizations, including Saint Louis University, have their own social media sites and actively participate in social media on a corporate or organizational level. For more information, see the **Executive Summary** on the Marketing and Communications webpage.

Intellectual Inquiry and Communication

Students are responsible for learning the content of any course of study for which they are enrolled and for putting forth their personal best efforts to be active and participating learners. As responsible members of the University community, students will conduct themselves in academic settings in a manner respectful of the rights of their fellow learners and their teachers. All students are expected to extend the highest standards of respect and professional integrity to the faculty, staff, and administration of the University. Students will not engage in any abusive or threatening speech or communications, whether verbally, written, or electronic speech. When conflict and difference of opinion arise, students will address one another, as well as all other members of the University honestly and respectfully.

See: **Office of Student Responsibility and Community Standards**

Directives for Scientific Writing in the School of Nursing: APA Format

The most recent edition (currently 7th edition, published July 2020) of the Publication Manual of the American Psychological Association **(APA Style)** is accepted as the format for scientific writing in nursing courses in the master's program, on the written preliminary examinations, and on the thesis. For course papers to be submitted to a journal for publication, students should follow the journal's author guidelines as to the accepted format.

- Writing Tips: **Tips on Scientific Writing**
- APA style tips: **Purdue Online Writing Lab**

Manuscripts and Posters – Acknowledgements

The VSON encourages students to submit manuscripts to journals that may have been developed as papers for their course work. Inclusion of others as co-authors is not required. Students, particularly those new to writing, may benefit by working with faculty members, students, or other colleagues on their manuscripts. However, the criteria for authorship must be followed. Most journal editors use the criteria defined by the **International Committee for Medical Journal Editors** (ICMJE).

Authorship requires:

1) "Substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data;
2) "Drafting the article or revising it critically for important intellectual content; and
3) "final approval of the version to be published. Authors should meet conditions 1, 2, and 3" (ICMJE, 2009).

If a paper is written for a course and feedback from instructors is used for revision, acknowledgement of the faculty may be warranted; however, permission to acknowledge the individuals must be obtained.

Students are encouraged to review the entire authorship description at the ICMJE web site. Individuals who provide funding, collect data, or supervise the student would not meet the criteria for authorship if that was their only role. When papers are planned, discussion of authorship should be done at the beginning. International Committee for Medical Journal Editors. (2009). Uniform requirements for manuscripts submitted to biomedical journals: Ethical considerations in the conduct and reporting of research: Authorship and contributorship. Retrieved 2/16/11 (ICMJE)

Manuscripts submitted for publication and conference presentations based on student work should acknowledge the support and efforts of faculty and the VSON. Permission should be requested for individual acknowledgements. Depending upon the situation, acknowledgements and authorship should be assigned, as appropriate. Guidelines for authorship and publication should be followed (see **International Committee of Medical Journal Editors**)

Author affiliations should note graduate student status at Saint Louis University. Additional affiliations may be included depending on the content and context of the paper. Funding sources should be considered for acknowledgement (research grants, scholarships, fellowships, etc.).

Student posters should prominently display the Saint Louis University logo and VSON name. Poster templates as well as logos are available from the Associate Dean for Graduate Nursing Education.

Section II

Graduate Program Outcomes

Graduates of the Master of Science in Nursing – Clinical Nurse Leader, Master of Science in Nursing – Nurse Practitioner, Post-Master of Science in Nursing – Nurse Practitioner Certificate, Bachelor of Science to Doctor of Nursing Practice, and Post-Master Doctor of Nursing Practice Programs are educated to:

1. **Knowledge for Nursing Practice:** Integrates an understanding of nursing's distinct and shared disciplinary perspectives and applies theoretical and empirical knowledge from the humanities and natural, social, behavioral, and nursing sciences to form the basis for clinical judgment and innovation in nursing practice.
2. **Person Centered Care:** Engages in nursing care through the relational lens, which fosters caring relationships, mutuality, active participation, and individual empowerment in the delivery and communication of compassionate person-centered nursing care through Cura Personalis.
3. **Population Health:** Collaborates with diverse stakeholders for the advancement of effective partnerships, health policy, and improvement of equitable population health outcomes related to the social determinants of health.
4. **Scholarship for Nursing Discipline:** Applies, translates, and implements best evidence and client values into clinical decision making.
5. **Quality and Safety:** Enhances quality of care while minimizing risk of harm to clients and providers through system effectiveness and individual performance.
6. **Interprofessional Partnerships:** Collaborates across professions with care team members, clients, clients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. **Systems-Based Practice:** Effectively and proactively coordinates resources to provide safe, quality, and equitable care to diverse populations within complex healthcare systems to address social and structural determinants of health.
8. **Informatics and Healthcare technologies:** Utilizes information processes and technologies to manage and improve the delivery of safe, high quality, and efficient healthcare services.
9. **Professionalism:** Cultivates a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and ethical principles that reflect nursing's characteristics and values.
10. **Personal, Professional, and Leadership Development:** Participates in activities and self-reflection through Ignatian pedagogy which fosters personal health, resilience, and well-being while supporting the acquisition of nursing expertise, lifelong learning, and the leadership continuum.

Graduate Program Policies

As a graduate nursing student, please become familiar with all the policies relevant to your education. All University and VSON policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes. All the policies and procedures may be found on the SLU webpages.

Admission And Progression Policies And Procedures

Academic Appeal Policy – Admission, Progression, and Graduation (APG)

A student has the right to appeal any academic decision. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely affected their behavior or academic performance, and to describe plans for preventing such problems in the future. The appeal is heard by the VSON APG Committee, and the Committee makes the decision to grant or deny the students' appeal. It is the responsibility of the APG Committee Chair to communicate the Committee's appeal decision to the student. The Associate Dean for Graduate Nursing Education is also promptly informed of the committee's decision on the students' appeal and is responsible for follow-up with the student.

If a graduate student desires to appeal any academic decision, the procedure for academic appeals can be found in the **Office of Graduate Education** website.

Progressions Committee Procedures

1. Following the posting of course grades at the end of each semester, the Associate Dean for Graduate Nursing Education identifies those students who have not met all curricular and academic requirements as described in the respective program student handbook.
2. The Associate Dean for Graduate Nursing Education sends communication by e-mail to the students notifying them that they will receive a letter concerning their status in the VSON. The letter will explain the specific issue and the appeal process. A copy of the letter is sent to the student's mentor and/or advisor and the APG chairperson. The student is asked to acknowledge receipt of this notification by replying to the e-mail notification.
3. The appeal request must be made in writing to the APG Committee Chairperson. The request must be made within 10 business days following receipt of the letter communicating the academic issue. The appeal letter should, at a minimum, include the following:
   a. A concise statement of the purpose of the appeal.
   b. Description of the relevant circumstances that may have influenced academic performance.
   c. The student's plan for success.

4. The hearing is scheduled based on the availability of a majority of the committee members. The Associate Dean for Graduate Nursing Education of the student's program will not be a voting member of the hearing committee.
5. If a committee member believes they cannot fairly review the evidence and render a decision, that committee member should recuse themselves from the meeting.
6. The student is provided with a list of the committee members. At the student's request, the committee chairperson will make a substitution of one (1) committee member, including the Committee Chair, if the student believes that the committee member may not render an impartial decision. The identified committee member will be asked to leave the room, and a substitute may be requested by the Committee Chair if needed.
7. The student is encouraged to attend the hearing meeting of the APG Committee. If the student is unable to attend the meeting in person, the student may arrange to have a conference phone meeting with the committee. The student is responsible for informing the APG Committee Chairperson whether he/she is attending the meeting in person, meeting via a telephone conference call, or not attending the meeting at all. If the student will be attending the meeting either in person or via a conference call, the Committee Chairperson will discuss the hearing process with the student prior to the hearing.
8. A student may submit a request to the APG Committee Chairperson that he/she be accompanied by one (1) person at the hearing. This request should provide a rationale for the person's attendance and should be received at least two (2) business days prior to the scheduled hearing. If approved by the APG Committee Chairperson, the person may attend the meeting and speak to the petitioner but is not allowed to address the committee.
9. Prior to the Committee hearing, the Committee Chairperson will contact the student's faculty mentor and/or advisor, and the faculty involved in courses pertinent to the appeal to invite them to provide any germane information regarding the student's appeal. Information from the mentor and faculty must be submitted to the Committee Chairperson in writing prior to the hearing.
10. No later than the day of the hearing, the Committee members are provided with a copy of the appeal letter and the completed APG Committee Summary form. The course faculty or designee may provide information related to any previous academic issues.
11. The hearing will proceed as follows:
    a. Introductions of all those present for the hearing.
    b. The Committee Chairperson will describe the academic eligibility issue including a review of the applicable policy.
    c. The student will have the opportunity to make a statement to the Committee.
    d. The Committee members will have the opportunity to ask the student questions germane to the issue.

     e. The student will have the opportunity to make a final statement to the Committee and then will be excused from the meeting room.

     f. The Committee will then discuss the issue in a private session and make a majority decision regarding the appeal. The Committee Chairperson will vote only in case of a split decision.

     g. If the appeal is granted, the Committee will establish any conditions that the student must meet to maintain academic eligibility.

12. The recommendation of the Committee will be recorded on the Confidential Progression Committee Summary Form. This Form will be kept in the Committee file until the student graduates or three years from the date of the appeal. A copy will be forwarded to the Associate Dean for Graduate Nursing Education of the student's program, the Program Coordinator, and the Registrar. Minutes of each meeting will be maintained.

13. The decision regarding the students' appeal will be communicated to the student by the APG Chairperson by e-mail within 24 hours of the Committee meeting. Within five (5) business days a letter will be sent to the student using traceable mail. If the appeal is granted, the decision and requirements for progression will be stated as appropriate in the letter. A copy of this letter will be sent to the Associate Dean for Graduate Nursing Education, the Program Coordinator, the student's mentor/advisor, and the appropriate University department. A copy will be placed in the student's file.

14. If the appeal is denied the student can file an academic grievance with the Dean of the VSON.

15. At the APG Committee meeting toward the end of the academic year, the Associate Dean for Graduate Nursing Education will report on the students who have had their appeal granted over the past year and assess whether the students have met the requirements of their appeal.

Approved: VSON GFA October 2014

Student Complaints

Students who have grievances with actions, decisions and/or processes at the VSON are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing University officials. Details on specific types of complaints and related complaint policies and procedures can be found on the Office of the Provost Website at **Student Complaints**

Categories Of Graduate Students

Classified

Students have been admitted and matriculated into the VSON to pursue advanced degrees and are advised by faculty in their specialty.

Unclassified

Unclassified students are not formally pursuing degrees or certificates. Such students may be completing prerequisites for subsequent degree pursuit or simply taking coursework for enrichment. The former group may be eligible for some categories of financial assistance available through the University, but the latter is not. Ordinarily, a student may not remain in Unclassified status and be eligible for financial aid for more than two academic terms. Graduate-level courses taken during a specific academic term in Unclassified status will not be approved for subsequent inclusion in a degree program unless the student seeks and achieves Classified status during that term and formally begins degree study with the next available academic term.

Probationary

Probationary students are applicants for Classified admission who are temporarily assigned to this status because of deficits in their academic backgrounds. Students admitted on probationary status must achieve a GPA of 3.0 or higher within 12 credit hours or one year. Students placed on probation after admission must achieve a GPA of 3.0 or higher within 2 semesters or 9 credit hours. Tenure in Probationary status may not exceed twelve credit hours or one calendar year. Once the student has advanced to Classified status, he/she may petition that coursework completed while in Probationary status, exclusive of eliminating any prerequisite deficiencies, may be accepted toward partial fulfillment of degree requirements.

Conditional Classified

Conditional Classified student applicants are informally admitted, which permits them to initiate coursework prior to full approval of Classified status. A student is termed Conditional often because a required document which would complete the Classified application is missing, such as an updated transcript showing the conferral of a degree. Ordinarily, a student may remain in Conditional status for only one academic term, but the coursework completed during that term may subsequently apply toward a graduate degree.

Certificate

Certificate students have been admitted and matriculated into the VSON to pursue advanced degrees and are concurrently seeking certificates or have been admitted and matriculated directly into certificate programs without seeking a degree. The student and the major field must

understand that, although some completed, advanced, academic work will partially fulfill requirements for both certificate and degree, and some elective credits within the degree program may be assigned to the certificate, full completion of both sets of requirements may total credit hours in an amount greater than that required to earn the degree alone.

Auditors

Auditors are students admitted into Unclassified status and who enroll in coursework but not for academic credit. They are formally registered with the Registrar's Office to be recognized on their transcripts. They are expected to attend classes regularly but are not responsible for assignments or examinations. Tuition to audit a course is $50 per credit hour. Email, library, and other privileges associated with classified student status are granted to auditors. It is the decision of the Schools/Colleges to determine if a student may audit courses. In any case, students are permitted to audit a maximum of one course per semester, with a two-course audit limit within a degree program.

Full Time Status

Full-time is defined as six or more semester hours in formal (for credit) courses and/or the following criteria for establishing status:

- All graduate students holding appointments as Fellows, Trainees, or Graduate Assistants are considered full-time regardless of the number of hours enrolled, (i.e., a student can have fewer than 6 hours while being fully funded) (see **Information for Graduate Assistants & Fellowships**)
- All graduate students registered for Special Study for Examinations are considered full-time; and/or all graduate students registered for one (1) or more hours of thesis, dissertation research, or project guidance (6960/6999) are considered full-time. Graduate Education policy requires that students be enrolled in at least one (1) hour of dissertation of credit upon achieving candidacy until completion of the 12 hours.

Admission Policies

Registered Nurses (RNs) holding a baccalaureate degree and meeting the established admission criteria are eligible to apply to the graduate nursing programs. RNs who have recently graduated from an accredited Bachelor of Science in Nursing (BSN) program and have not yet acquired one year of clinical work experience may be considered for part-time admission to the master's program, provided they are actively gaining experience as graduate nurses.

The VSON follows a holistic admission process, utilizing broad-based selection criteria that align with the mission and goals of both the University and VSON. While academic performance, including grade point average (GPA), is an important consideration, equal emphasis is placed on applicants' experiences, personal attributes, potential for success in the program, and their anticipated contributions to the learning environment and the nursing profession as a whole.

MSN Programs

Applicants to the VSON apply through NursingCAS for admission. Applicants for admission are considered individually based on the following admissions requirements:

- Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
- Cumulative GPA of 3.0 on a 4.0 system for admission as a Classified student.
- Transcripts from all universities or colleges attended.
- An unencumbered registered nurse license in the state in which clinical experience will be done.

Pre-Requisite Courses

Undergraduate pre-requisite courses that must be completed prior to specific graduate courses: Completion of a beginning-level health assessment course or the equivalent thereof is required prior to enrollment in Advanced Health Assessment.

Other Requirements

The following must be completed prior to initial enrollment and updated prior to the first clinical course:

- Unencumbered registered nurse (RN) licensure in the State of Missouri or in other states in which you will complete your practicum hours.
- Proof of RN licensure must be on file with VSON.
- Proof of updated immunizations, including TB skin test.
- Submission of a current copy of your CPR card.
- Comprehensive Background Check and Drug Screening competed through CastleBranch.

International Students

Any international student on an F1 or J1 Student visa is not eligible for admission since the MSN and PMC Programs are totally online. For additional information, contact the **International Student Services**.

Transfer of Graduate Work at Other Institutions Taken While a Classified SLU MSN Student

The student initiates a transfer of credit petition and has an official transcript of the work proposed for transfer forwarded to the VSON as well as the syllabus/syllabi for the transfer course(s) requested. The Associate Dean for Graduate Nursing Education must recommend approval of the transfer. For a course to qualify for transfer, it must be applicable for inclusion in the student's SLU nursing program, the student must have earned a B (≥85%) or higher in the course, and the institution awarding the credit must be willing to issue an official transcript. The course(s) must have been completed within five (5) years prior to enrollment, except for PMC students. No more than 20% of coursework may be transferred.

Students who have completed graduate coursework prior to attending Saint Louis University may request an evaluation for transfer of credit by submitting the **Petition for Transfer of Graduate Credit.**

Transfer credit may not exceed 20% of the total credits required for the degree program. Coursework may be considered for transfer credit if all the following conditions are met:

- The coursework is completed at a regionally accredited institution, or the Associate Dean for Graduate Nursing Education approved the international institution.
- The final grade received must have been B (≥85%) or higher.
- The coursework did not count towards the graduation requirements of an awarded degree.

Students seeking to transfer coursework taken more than five (5) years previously may, at the discretion of the Associate Dean for Graduate Nursing Education, be required to complete proficiency exams, take additional courses, or repeat selected courses if the student's ability to progress through the program of studies would be jeopardized without such remediation. This policy also may apply to coursework that is fewer than five (5) years old for disciplines in which, in the judgment of the faculty and the Associate Dean for Graduate Nursing Education, the body of knowledge (or its interpretation) has undergone significant or rapid change.

Coursework accepted as transfer credit will appear on academic transcripts. Courses transferred from other colleges/universities do not have quality points assigned; therefore, they do not apply toward a student's GPA.

DNP Programs

Applicants to the VSON apply through NursingCAS for admission. Applicants for admission are considered individually based on the following admissions requirements:

- Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
- Cumulative GPA of 3.2 on a 4.0 system for admission as a Classified student.
- Submission of a goal statement (statement of your short-and long-term goals in becoming a DNP).
- Curriculum Vita/Resume documenting educational, clinical nursing, service to nursing profession, and community volunteer experiences as appropriate.
- Official transcripts from all universities or colleges attended.
- An unencumbered registered nurse license in the state in which clinical experience will be done.

Pre-Requisite Courses

Undergraduate pre-requisite courses that must be completed prior to specific graduate courses:

- Completion of an undergraduate-level descriptive and inferential statistics course prior to enrollment in General Research Methods.
- Completion of a beginning-level health assessment course or the equivalent thereof is required prior to enrollment in Advanced Health Assessment.

General Applicant Criteria

The following must be completed prior to initial enrollment and updated prior to the first clinical course:

- A cumulative GPA of 3.2 or more on a 4.00 scale.
- A baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
- An unencumbered registered nurse license in the state in which clinical experience will be done.
- Curriculum Vita/Resume documenting educational, clinical nursing, service to nursing profession, and community volunteer experiences as appropriate.
- A written statement that describes:
  - clinical and leadership experiences as a master's prepared advanced practice registered nurse
  - reason for pursuing the DNP
  - description of career goals
  - possible DNP project (area of content and/or practice change that reduces risk)

- Proof of updated immunizations.
- Submission of a current copy of your CPR card.
- Comprehensive Background Check and Drug Screening competed through CastleBranch.

Applicant Criteria for the Doctor of Nursing Practice

Post Master's APRN DNP
- This program is available to students who possess a master's degree in an advanced practice area such as a nurse practitioner or clinical nurse specialist. We offer two options within this program: Advanced Nursing Practice and Nurse Executive Leader. SLU's 30-credit-hour program requires one trip to campus and can be completed in one year.
- Must have recognition as an advanced practice nurse in the state in which clinical experiences will be done.
- Successful completion of advanced pathophysiology, advanced pharmacology, and advanced health assessment at the graduate level.
- Inferential or biostatistics course within the last five years. (This may be taken at Saint Louis University during the summer prior to the start of the DNP program).

Post Master's non-APRN DNP Nurse Executive Leader
- This program is available to students who possess a master's degree in a nursing or related health field. This program offers the Nurse Executive Leader track. SLU's 30-credit-hour Nurse Executive Leader program requires one trip to campus and can be completed in one year.
- Must have recognition as a registered nurse in the state in which clinical experiences will be done.

International Students

Any international student on an F1 or J1 Student visa is not eligible for admission since the DNP Program is totally online. For additional information, contact the **International Student Services**.

Transfer of Graduate Work at Other Institutions Taken While a Classified SLU BSN-DNP Student

The student initiates a transfer of credit petition and has an official transcript of the work proposed for transfer forwarded to the VSON as well as the syllabus/syllabi for the transfer course(s) requested. The Associate Dean for Graduate Nursing Education must recommend approval of the transfer. For a course to qualify for transfer, it must be applicable for inclusion in the student's SLU DNP nursing program, the student must have earned a B (≥85%) or higher in the course, and the institution awarding the credit must be willing to issue an official transcript. The course(s) must have been completed within five (5) years prior to enrollment, except for Post-Master students. No more than 20% of coursework may be transferred.

Students who have completed graduate coursework prior to attending Saint Louis University may request an evaluation for transfer of credit by submitting the **Petition for Transfer of Graduate Credit.**

Transfer credit may not exceed 20% of the total credits required for the degree program. Coursework may be considered for transfer credit if all the following conditions are met:

- The coursework is completed at a regionally accredited institution or dean's office approved international institution.
- The final grade received must have been B (≥85%) or higher.
- The coursework did not count towards the graduation requirements of an awarded degree.

Students seeking to transfer coursework taken more than five (5) years previously may, at the discretion of the Associate Dean for Graduate Nursing Education, be required to complete proficiency exams, take additional courses, or repeat selected courses if the student's ability to progress through the program of studies would be jeopardized without such remediation. This policy also may apply to coursework that is fewer than five (5) years old for disciplines in which, in the judgment of the faculty and the Dean's office, the body of knowledge (or its interpretation) has undergone significant or rapid change. Coursework accepted as transfer credit will appear on academic transcripts. Courses transferred from other colleges/universities do not have quality points assigned; therefore, they do not apply toward a student's GPA.

The 3 P's: Advanced Pathophysiology, Advanced Pharmacology, & Advanced Health Assessment

All graduate Nurse Practitioner students must take NURS 5080 (Advanced Pharmacology), NURS 5110 (Advanced Health Assessment), and NURS 5170 (Advanced Pathophysiology) to graduate and sit for their National Certification Specialty Exam. The course(s) may be transferred into SLU based on a GAP analysis and review of the course syllabus/syllabi by the Associate Dean for

Graduate Nursing Education if prior master's level coursework was performed at another university. Additionally, the PMC student who is a practicing nurse practitioner may transfer the 3 P's into SLU based on a GAP analysis and review of the course syllabus/syllabi by the Associate Dean for Graduate Nursing Education.

Advanced Standing Definition

Applicants who are board certified nurse practitioners are eligible to be admitted with advanced standing to receive a PMC in another specialty. Advanced standing requires the student to be currently working as an APRN in their specialty. Student transcripts must verify that core courses, include Advanced Health Assessment (across the lifespan), Advanced Pathophysiology (across the lifespan), and Advanced Pharmacology (across the lifespan) have been successfully taken either at Saint Louis University or another accredited school of nursing. Students admitted with advanced standing must take all specialty courses in the PMC program they are seeking including advanced clinical studies I and advanced clinical study II, advanced practice nursing practicum, and any other required course(s) related to the specialty.

Petition to Change Specialty (Concentration)

A Classified student may petition to change the degree sought, concentration, or to add or delete a formal minor. The student is to submit the Petition to Amend the Graduate Program form to their specialty coordinator and to the Associate Dean for Graduate Nursing Education. **Petition to Amend the Graduate Program**

Once the student completes the form, the student should email their faculty advisor and **Etta Madura**. A student on academic probation may not change specialties within the VSON (i.e., going from FNP to ACNP, etc.). Permission to change specialties must be granted by both the Specialty Coordinator and the Associate Dean for Graduate Nursing Education.

Distance Learning and State Regulations

Students at VSON who have been accepted in the program are known to reside in those states in which SLU programs are approved or there is no regulation of Advanced Practice education. See a current list of approved states under **Admission Requirements**

A student who plans to move to another state should contact the Associate Dean for Graduate Nursing Education for specific rules regarding distance education regulations in that state.

When considering an online program, the student should check with his/her State Board of Nursing and possibly the Board of Higher Education regarding regulations pertaining to professional education in that state.

California Students

Students in California must complete the **State of California Department of Consumer Affairs Nurse Practitioner Program Preceptor Form** every semester on each one of their preceptor(s).

Texas Students

Texas Higher Education Coordinating Board oversees the welfare of Texas students attending approved distance learning programs outside of Texas. The VSON is an approved program. Should a VSON student have a complaint about Saint Louis University, the following information would apply.

Student Complaint Procedure:

1. The student complaint form is available on the Agency's website. All complaints must be submitted to the Agency on the student complaint form.
2. Complainants shall send student complaint forms by electronic mail to **StudentComplaints@thecb.state.tx.us** or by mail to the Texas Higher Education Coordinating Board, Office of the General Counsel, P.O. Box 12788, Austin, Texas 78711-2788. Facsimile transmissions of the student complaint form are not accepted.
3. All submitted complaints must include a student complaint form and a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release form, which is at the bottom of the student complaint form. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form, which is at the bottom of the student complaint form.
4. The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

5. Former students shall file a student complaint form with the Agency no later than one year after the student's last date of attendance at the institution, or within six (6) months of discovering the grounds for complaint, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

Minnesota Students

Students who are from Minnesota are required to complete a NETStudy2.0 which is conducted by the Commissioner to determine whether a nurse is disqualified for direct contact with persons served by a program **Minnesota Department of Human Services**. The VSON initiates the background study request. This is in addition to the Background Check required by SLU.

Washington State

SLU is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for the following programs:

- MSN FNP and PNP Programs
- PMC FNP and PNP Programs
- DNP FNP and PNP Programs

Academic Advising

On admission to the program, each nursing student is assigned to a faculty academic advisor. The matching is based on the specialty to which the student has been admitted. Additional guidance with respect to programmatic issues is available from the Associate Dean for Graduate Nursing Education.

The academic advisor provides guidance with respect to program planning, course selection and enrollment, scholarly development, and other issues related to the student's academic and professional development, as appropriate. The student is highly encouraged to contact his/her academic advisor for questions or guidance.

Degree Works

Degree Works is a web-based tool designed to assist students, faculty, and certain designated staff with monitoring a student's academic progress toward degree completion. Degree Works organizes coursework in an easy-to-read degree audit summarizing completed requirements for a degree, as well as those that are still missing. It also shows how each requirement has been satisfied and what courses can be taken to complete the remaining requirements. The degree audit does not replace academic advising; it is a supplement.

As a college student, it is your responsibility to be aware of how you are progressing through your degree program. Students should be regularly checking their Degree Works to determine what classes must yet be completed towards their degree.

Students may run a degree audit through Degree Works. The degree audit can help the student determine which classes he/she must take to fulfill their major, minor, and certificate requirements. Instructions on how to monitor your academic record and prepare for graduation can be found at **Degree Evaluation**

Program Requisites & Progression

Essential Information

The VSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six (6) days per week. Students will be responsible for the one-time cost of $49.00 for compliance/immunization requirements, $42.00 for the Background Check, and $40.00 for drug screening (payable to CastleBranch upon activation). This fee will cover your compliance tracking for the entire time you are enrolled as a graduate student at VSON. Directions on how to register and upload documents for CastleBranch may be found at **CastleBranch** . All **Program Requisites** must be submitted to CastleBranch prior to initial registration of classes. You will upload the following information into CastleBranch:

Authorization Form

One time only. Agencies require that the VSON release certain information regarding background checks, drug screens, immunizations, etc., upon request. Therefore, a SLU VSON Authorization Form is required to be signed and submitted to CastleBranch.

Validation of Knowledge Regarding Exposure to Blood-Borne Pathogens

One time only. To ensure your knowledge of standard precautions and the system for reporting exposures, all students must read the booklet published by the CDC, Exposure to Blood: What Health-Care Workers Need to Know, and the accompanying VSON Information, Additional Notes on Blood-Borne Pathogens. Complete the **Blood-Borne Pathogens Receipt and Acknowledgement Form** that is required to be signed and submitted to CastleBranch.

Graduate Nursing Student Health and Immunization Requirements

The Student Health Service Medical History Report that includes a physical and immunizations are to be uploaded to CastleBranch prior to initial registration.

- **Diphtheria and Tetanus:** Documentation of a primary series of diphtheria and tetanus toxoid, and a booster within the past ten years.

- **Measles:** Documentation of two doses of live measles (or MMR combined) vaccine separated by at least one month on or after the first birthday, OR laboratory evidence of immunity. Some students entering the University will need the second dose of live measles vaccine. Individuals who received killed measles vaccine, combination of killed and live measles vaccine, or measles vaccine of an unknown type between 1963 and 1967 are considered not vaccinated and should receive two doses of live vaccine at least one month apart.
- **Mumps:** Documentation of one dose of live mumps (or MMR combined) vaccine on or after the first birthday, OR laboratory evidence of immunity. Persons who received killed mumps vaccine available between 1950 and 1978 might benefit from revaccination.
- **Rubella:** Documentation of one dose of rubella (or MMR combined) vaccine on or after the first birthday, OR documentation of laboratory evidence of immunity.
- **Hepatitis A:** Immunization series against Hepatitis A, OR laboratory evidence of immunity is recommended (not required) for students with direct patient contact, and highly recommended for students working with populations where there is increased incidence of Hepatitis A.
- **Hepatitis B:** Immunization series against Hepatitis B, OR laboratory evidence of immunity is required upon admission. Students are encouraged to follow current CDC recommendations, which include a follow-up titer to confirm continued immunity.
- **Varicella:** Immunization series against varicella, OR documentation of physician-diagnosed disease, OR laboratory evidence of immunity, OR birth in U.S. before 1980.
- **Tuberculin Test:** A sequence of annual negative PPD tests, OR documentation of a negative two-step tuberculin skin test within the past 12 months, OR the Interferon Gamma Release Assay (IGRA), OR T-spot is required upon admission and before patient care experiences. **Annual 1-step retesting is required throughout the program, regardless of CDC recommendations.** Positive skin tests require a separate, annual, physician statement documenting treatment and the absence of active/infectious tuberculosis.

Health Insurance and Portability and Accountability Act (HIPAA)

Under HIPAA, certain identifying pieces of health information are protected from casual scrutiny or use by unauthorized personnel. HIPAA regulations govern the circumstances of collection, access to, and use of this Protected Health Information (PHI): names, postal addresses, telephone numbers, fax numbers, e-mail addresses, dates (including birth dates), social security numbers, medical record, and health plan numbers, account numbers, certificate/license numbers, vehicle identifiers including license plate numbers, device identifiers, names of relatives, Web URLs, IP address numbers, biometric identifiers, photographs and comparable images, and any other unique identifying number, characteristic, or code. The HIPAA Acknowledgement form must be submitted to CastleBranch.

CPR Requirement

All students are required to be CPR certified and to maintain their CPR certification throughout their coursework. CPR certification must be submitted to CastleBranch.

Renewal of RN License

Students must send in a verification of current RN licensure. The student can visit his/her state board of nursing and conduct a licensee search, print off verification, or use Nursys.com and download RN license verification. RN license verification must be submitted to CastleBranch and must be kept current.

Conduct History (Criminal Background Checks [Comprehensive])

To promote a safe healthcare environment and meet program standards and requirements of the University, VSON, and clinical affiliates, students must complete a comprehensive background check prior to enrollment. The VSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance for six days per week. Students will be responsible for the Background Check at the cost of $42.00 (payable to CastleBranch). Follow the detailed directions for completing the comprehensive background check at **Program Requisites**

- Background Checks deemed unacceptable based on past criminal history will be handled on an individual basis with consultation from the Dean and Associate Dean for Graduate Nursing Education and may result in admission denial and/or dismissal.
- Background Checks results will be confirmed in CastleBranch by the VSON.

Drug Screening Requirements

To promote a safe healthcare environment and meet program standards and requirements of the University, VSON, and clinical affiliates, students must complete a drug screening prior to enrollment. The VSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six (6) days per week. Students will be responsible for the drug screening cost of $40.00 (payable to CastleBranch). Follow the detailed directions for completing the drug screening at **Program Requisites**

- If a drug screen is positive prior to admission, the student must retest within one month. If the second drug screen is positive, the student will be denied admission to the VSON.
- If a drug screen is positive while actively enrolled in one of the graduate programs, the student must retest within one month. If the second drug screen is positive, the student will be dismissed from the VSON.

- **The clinical agency maintains the right to deny a student the chance to practice if a background check or drug screen is positive. In such cases, the inability to place a student in a clinical agency would prevent the student from completing the program.** The records for both the criminal background check and the drug screening will be maintained in strict confidence by VSON and will be disclosed to the participating agency only upon request.
- *It is the student's responsibility to determine and follow all agency guidelines and requirements.*

Please Note: All students must meet the health/immunization requirements of their assigned clinical agency. These requirements may necessitate additional immunizations besides those required by the University and the VSON. All requirements are subject to change based on University, VSON, CDC or OSHA requirements.

Items marked with an asterisk (*) are University requirements. All students must document compliance with these requirements upon entering the University. If documentation is not complete, students will be unable to participate in activities requiring patient contact, and the University will place a hold on subsequent registration.

Reference: Saint Louis University Student Immunization Requirements (2025-2026); Saint Louis University VSON (2025-2026)

Emergency Contact Information Verification

This information must be kept up to date in the student's Banner Self-Serve account. A registration Hold will be placed when the student does not have updated information (once a semester). If a student receives an e-mail reminding him/her to verify emergency contact information log onto Banner Self-Serve, click on the Personal Information tab, and update your information.

If the student encounters difficulties, contact the SLU Registrar's Office at 314-977-2269.

Student Photo ID Badge/Card

All students are required to have a valid student ID card. The student will need to wear the SLU ID card during the clinical practicum. All new students will receive an email, to your SLU email address, with a link to upload your picture. Please contact **Parking, Card, and Transportation Services** for any questions.

Computer Technology Requirements

Please have all necessary hardware, software including browsers and plug-ins well in advance of the course. Also, test your computer capabilities and Internet access prior to enrolling in the course.

Required Browsers

- Mozilla Firefox (free). Download **Mozilla Firefox.**
- Google Chrome (free- allow pop-ups). Download **Google Chrome**

Required Software

- VLC Media Player is required. (open source-free). Download **VLC Media Player**
- Adobe Reader (free). Download **Adobe Reader.** There is no need to purchase Adobe Acrobat.
- Endnote free bibliography software is available from SLU. Download **Endnote**
- Microsoft Office Suite for sharing files and assignments with other students and faculty. If you have an older version of Office, you may obtain a free license for Microsoft Office 365 from SLU. **Download Microsoft 365 **from the SLU website.

Government, Military, or VA personnel

Many hospitals, all government offices, VA hospitals, and military bases/hospitals have blocked access to streaming media and other sites. This means that you will not be able to listen to lectures or, possibly, access your courses. You must have access to VSON courses outside of your employment or military bases.

Email Access

Each student is required to have a SLU email address through the University for communication, library access, course conferences, and on-line course work. Important announcements are sent through SLU mail only. The student should check this mail account at least 2-3 times weekly.

Internet Connectivity

- See the **Bandwidth for Online Learning Recommendations **posted on the SLU Academic Tech Commons site.
- **Preparing for Online Learning**

Smartphones and Tablets

Mobile Apps for tablets and smartphones are available for some of the products used for course content delivery such as Canvas, Panopto, and Zoom. Not all features are necessarily available in these apps or on mobile devices. All students should have access to a computer with a webcam to complete their program of study.

Zoom

Zoom is a reliable, cloud-based platform for video and audio conferencing, collaboration, chat, and webinars that will enable us to maintain communization with our students. Zoom is now

available to all faculty, staff, and students. More information can be found here regarding how to obtain **ZOOM**.

Proctored Exams & Additional Costs

Proctored Exams

The Commission on Collegiate Nursing Education (CCNE) accredits the programs at the VSON. As such, we are required to comply with the credentialing requirements, one of which is ensuring academic integrity for our on-line testing processes. For this reason, we have contracted Proctor360 to assist us in proctoring on-line examinations in selected graduate level courses.

All students in the NP program have the following additional costs:

- Testing costs by Proctor 360 – Approximately $200.00 for the entire program – payment by the student is due when exams are scheduled.
- Software for Typhon (patient visit documentation) $100.00 – This is a one-time fee due when you register for the first clinical course.

Webcam

Webcam instructions will be given in your courses for taking a proctored exam with Proctor360. There may be times when course instructors need to hold a live videoconference with students. This may be during beginning general orientation and in selected clinical courses. You will need a camera and microphone. The webcam you use for Proctor360 should be fine. Depending on the webcam quality you may need an additional headset with a microphone or ear buds with a built-in microphone.

To use proctoring services, the student must have a webcam. A webcam installed on a laptop computer may be adequate. The recommended webcam resolution is 1280 x 720. Minimum webcam resolution is 640 x 640. All students must have a device that meets the Minimum System Requirements for Proctor360. Please note that Proctor360 does not support tablets and smartphones.

Tips for Success for Proctored Exams

- Make sure you have your SLU ID and state ID; you will have to put it in front of the webcam for them to verify your identity. Make sure the name on your SLU ID and state ID matches the name you used to register with Proctor360.
- Make sure your device meets the minimum system requirements for Proctor360. Minimum system requirements can be found on the **Proctor360 support page.**
- Test in a private, well-lit room with no one else in there. They will have you move your webcam or computer around to search the room for books and notes.
- You may NOT test in bed, couch, or public area. You MUST test at a table or desk.

- Clear your workspace of all materials except those allowed by your instructor.
- Close all third-party programs and unplug any secondary monitors.
- Remove any non-religious head coverings, watch, earbuds, and headphones.
- Test your equipment on the Proctor360 site before every exam.
- Restart your computer before every exam.
- Make sure you have a fast and reliable internet connection. If you lose internet, continue the test, and email the course instructor immediately to inform them of your connection problems.
- Save each answer as you go.
- If you click out of the test, the test may shut down.
- Students must completely log off the proctored exam immediately after the exam has ended.
- **Proctor360 Privacy Policy**

Progression Policies

Registration for Courses

Registration for scheduled courses is available online through **SLU Banner Self Service** after consultation with your academic advisor.

Detailed directions for on-line registration are available at the **Office of the University Registrar** or from **Etta Madura**, the Student Service Associate of your program. Registrations are subject to administrative change to ensure that all students are placed in the courses they need and courses and clinical groups are balanced according to faculty availability and clinical agency requirements.

Academic Records Revision

A student's transcript is documentation of their permanent academic record at SLU. Any discrepancies should be discussed with their advisor or mentor before following SLU's academic records revision process to verify that revisions are warranted.

Retroactive changes to a student's permanent academic record due to documented extenuating circumstances will be reviewed by the Academic Records Revision Committee (**ARRC**).

Failure to Register

Matriculated students must maintain continuous enrollment during each Fall and Spring semester until graduation. Students who are not registered by the close of the registration period of the Fall and Spring semesters and have not submitted the petition for Complete Drop/Withdrawal for a

given semester will have their record closed and will be required to complete the **[Petition for Activation of non-registered student record.](#)**

Exceptions are: (1) Student on approved Leave of Absence (see leave of absence policy). (2) Student participating in approved Study Abroad or Exchange Programs, or (3) Students on approved Consortium Agreements with U.S. or non-U.S. institutions (e.g., non-SLU Approved Study Abroad).

Students violating the mandatory continuous enrollment policy must pay a $100 fee per semester not enrolled. Students whose enrollment is interrupted for three or more consecutive semesters (including summer) must apply for readmission.

Adding a Course

Students may add a course themselves through Banner anytime during pre-registration through the first two weeks of the semester. However, when entering a course after the first week of class, students should seek consultation from the course instructor regarding missed content or participation.

Dropping a Course

Students may drop a course themselves through Banner at any time during the posted dates designated by the University. These dates are posted on the **[Registrar's website](#)**. In general, the deadline for a sixteen-week course occurs at the beginning of week 10. Once you withdraw from a course, your instructor and advisor will be notified of the dropped course. You will also receive a prompt that dropping a course may change your anticipated date of graduation. It is highly suggested that you personally notify your advisor to make appropriate curriculum plan changes when you drop any course.

Students will be unable to independently drop a course beyond the dates posted on the Registrar's website. You may request to withdraw from a course after that time, but the request will only be honored if you are currently in good standing in the course (i.e., passing the course at the time of your request). Academic Records Revision Committee (ARRC).

Course Extension (Incomplete Course)

Students may request a course extension (i.e., temporary grade of INCOMPLETE [I]) for coursework not completed at the last class or clinical session due to extraordinary circumstances. Students must request the course extension in writing. A Course Extension/Incomplete grade may not be requested to avoid an unsatisfactory grade. University policy stipulates that the student and the instructor agree in writing to the conditions for clearing the course extension. A **[Petition for Course Extension Form](#)** must be completed and signed by the instructor and student. If the course extension was assigned to a prerequisite course, it must

be cleared by the end of the first week of the course for which it is required. **Course extensions for a graduating student must be completed and graded 30 calendar days after the degree conferral date. A course extension must be completed within one (1) year after the course was taken.** University policy requires that the course extension will be changed to a grade of "F" by the Office of the University Registrar if the course is not completed by the approved deadline. If a student has two (2) course extensions, they will be placed on probationary status.

Probationary Admission

Students on probationary admission with Registration Holds may petition for permission to enroll in courses. Approval will override Registration Holds related to probationary admission only. **Petition for Probationary Admission Enrollment**

Advance.from.Probationary.to.Classified.Status

A student accepted on Probationary Status may not exceed twelve credits or one calendar year. The formal petition is initiated at the expiration of the Probationary-status tenure-period. **Petition to Advance from Probationary to Classified Status**.

Grading Policies for the Graduate Programs

Weekly Online Class Time Frame

The official time frame for the weekly online classes is from Monday through Friday. Please refer to the course syllabus for individual course specifics regarding assignment dates.

Performance Standards

The grading system at Saint Louis University follows a 0 - 4.00-point scale. Quality Points for grades are assigned as follows: The following are the final grades designated by the Graduate Education office for 5000 and 6000-level offerings carrying two or more credits, exclusive of Thesis, Dissertation Research, or Project work, the quality-point values (per credit-hour) and the descriptions:

Grade	Quality Points	Notes
A	4.00	High intellectual initiative and achievement
A-	3.70	Approaching high intellectual initiative and achievement
B+	3.30	Good intellectual initiative and achievement
B	3.00	Clearly acceptable intellectual initiative and achievement (**minimum passing grade clinical courses**)
B-	2.70	Acceptable intellectual initiative and achievement. Grade does not fulfill course requirements in a clinical course for progression.
C+	2.30	Slightly above the minimum passing grade (**theory courses only**)
C	2.00	Minimum passing grade (**theory courses only**)
C-	1.70	Below minimum passing grade: Grade does not fulfill course requirements in a theory course for progression.
D	1.00	Poor academic work
F	0.00	Failure
FQ^	0.00 -	The grade of FQ is given to students who stop attending a course and have a failing grade.

The following grades are not awarded quality points and therefore are not calculated in students' cumulative grade point average:

- **S:** Satisfactory
- **TR:** Transferred Credit
- **U:** Unsatisfactory

The following course statuses are recorded on the academic transcript but are not grades.

- **AU:** Audit; See Course Audit policy for additional information
- **I:** Course extension (i.e., incomplete course work); See Course Extension policy for additional information
- **IP:** In progress; See below for additional information
- **W:** Withdrawal; Please see Withdrawal policy for additional information

For Thesis Research, Dissertation Research, or Project Guidance course, the grades of "S" or "U" are assigned only in the final academic semester. For the grade of "S" students must have completed both the credit requirement and the thesis/dissertation/project itself. All prior registration will be marked with a status of "IP".

The In-Progress "IP" status is valid only for courses designated as the following field-based courses:

- Clerkship
- Clinical
- Internship
- Externship
- Practicum
- Preceptorship

Good Academic Standing, Academic Probation, and Dismissal

Classified students are in good academic standing when they are making progress toward a degree within the time period established for that degree by the University. Students will not be advanced to candidacy or be eligible to graduate or continue an assistantship while not in good academic standing. Students are not in good academic standing if any of the following conditions are true:

- They are on academic probation.
- Their transcripts reflect more than 2 course extensions (i.e., incomplete course grades).
- Their time to degree has expired (>5 years).
- They have been placed under temporary suspension for academic deficiencies or misconduct.
- They have been formally dismissed from the University.

If the cumulative GPA of Classified students fall below 3.00 (on the four-point scale, "B" = 3.00), students are automatically placed on academic probation (not to be confused with Probationary admission). To continue degree pursuit, students must progress toward a 3.00 cumulative average and are expected to emerge from academic probation within nine credits or two successive

academic terms during which coursework registrations are recorded. Students may not be advanced to candidacy status while on academic probation.

Graduate students are expected to complete academic work at the "B+" level. A limited number of credits in which the grade of "C" is earned may or may not be accepted toward a degree at the discretion of the individual department or program. The Classified student's cumulative GPA in academic work presented to fulfill degree requirements must be at least 3.00 or higher.

Each college, school, and center are responsible for establishing specific policies and procedures regarding the placement of, monitoring of, and subsequent dismissals associated with academic probation at the program and university levels.

Failure of Course

All clinical courses require a B (≥85%) or higher to pass. The grade of C (≥77%) or higher is minimum for non-clinical courses. Cognate courses are mandatory (if part of your specialty) and do require at least a C (≥77%) or higher to pass the course. If a graduate student receives a failing grade (clinical or theory) in two (2) graduate courses or receives two (2) C's in a clinical or theory course, the student will be dismissed from the graduate program. If an MSN or PMC student fails two (2) courses, the student will be dismissed from the program. If a BSN-DNP student fails two (2) 5000 level courses or one (1) 6000 level course or receives two (2) C's in a clinical or theory course, the student will be dismissed from the BSN-DNP program. If a PM-DNP student receives a failing grade (clinical or theory) in one (1) 6000 level course, the student will be dismissed from the PM-DNP program.

Repetition of Courses

A graduate student may repeat the required course only once. The course must be exactly the same course. If not successful on the second attempt, or if the required grade is not achieved in two separate courses, the student may not continue (will be dismissed from the program). For example, this would apply to receiving a "C" in a clinical course.

Time Period to Degree

The MSN degree program is expected to be completed within a five-year (5) period. Should the five (5) years pass without the student completing all degree requirements, that student must formally and successfully petition for an "extension" of the ordinary time period. Extensions are usually granted for one calendar year at a time.

The BSN-DNP degree program, exclusive of prerequisites, is expected to be completed within a seven-year (7) period. Should the seven (7) years pass without the student completing all degree requirements, that student must formally and successfully petition for an "extension" of the ordinary time period. Extensions are usually granted for one calendar year at a time.

PM-DNP nursing students entering with an MSN or related master's degree for which 18 credit hours have been accepted are expected to complete all degree requirements within seven (7) years of initial matriculation in the DNP program. As continuous enrollment is expected, DNP students are to enroll in course work or DNP Project credit each semester until degree completion (zero credit if 3-credits have been completed). If, for some crucial reason, students need to interrupt their continuous enrollment, they may apply for a formal leave of absence (LOA) from the DNP program.

Time period to degree begins at the start of the academic term when the first course is taken in Classified status. Time to degree limits are the following:

- Master's degree – 5 years / Doctoral degree – 7 years
- Time to degree limits may be extended by submitting the **Petition for Extension for Time to Degree.** If approved, up to two extensions beyond the time to degree limit may be allowed.

Petitions for Extension of Time to Complete Degree

Any request for an extension of time to complete the degree must be made on the **Petition for Time Period Extension to Complete Degree Requirements** form.

Audit a Course

To enroll in a course on audit basis students must:

- Submit completed **Petition for Course Audit** and
- Receive approval by the instructor of the course and their advisor/department.

Students will not receive academic credit for a course taken on an audit basis and therefore the course will not count toward attempted credits, earned credits, or graduation requirements.

Enrollment in audit courses will be indicated on academic transcripts as an 'AU'.

If the conditions authorized in the petition for course audit are not met, the instructor may request an authorized withdrawal.

A course registered for credit may be changed to audit only through the last day of the add/drop period. A course registered for audit may be changed to credit only through the last day of the add/drop period. Graduate Students will be charged $50 per credit for courses taken on an audit basis.

Leave of Absence

Personal or family crises may necessitate a leave of absence (LOA) from the nursing program for a period of no more than one year. The request should be made to the Associate Dean for Graduate Nursing Education with corresponding documentation and support from the faculty advisor. A LOA stops the time-to-complete clock. A student on a LOA does not have access to university services and will not be assessed a student activity fee. **Petition for Leave of Absence**

Annual Student Review

All graduate students must undergo an annual review of their progress. The way the review is conducted is determined by the students' advisor. The student must submit their signed Annual Review within 1 week of receiving it or a hold will be placed on their registration. The VSON is required to file a copy of their review process with their appropriate Associate Dean for Graduate Nursing Education and with the Office of Graduate Education. Copies of individual student reviews will be kept in the department or program office. A summary report of the results of annual reviews of all students in each department and the program must be submitted within two weeks to the appropriate Dean or Director of the college, school, or center.

Curriculum

MSN Programs

The MSN program curriculum provides sequencing of courses in a flexible but rational manner. The courses are offered online in the fall, spring, and summer semesters. The Nurse Practitioner program requires one campus visit to VSON. The visit is a two (2) day residency at the VSON. During the on-campus residency, students participate in an assessment and evaluation of their knowledge of curriculum content, clinical assessment skills, and therapeutic communication.

The MSN Programs offer the following specialties and role options:

- MSN-CNL Nursing
    - Master of Science in Nursing-Clinical Nurse Leader
    - Master of Science in Nursing-Clinical Nurse Leader/Educator
- Adult-Gerontological Acute Care Nursing
    - Adult-Gerontological Acute Care Nurse Practitioner
    - Adult-Gerontological Acute Care Nurse Practitioner/Educator
- Family and Community Health Nursing
    - Family Nurse Practitioner
    - Family Nurse Practitioner/Educator
- Pediatric Nursing
    - Primary Care Pediatric Nurse Practitioner
    - Primary Care Pediatric Nurse Practitioner/Educator
- Psychiatric/Mental Health Nursing
    - Psychiatric Mental Health Nurse Practitioner
    - Psychiatric Mental Health Nurse Practitioner/Educator

MSN-CNL Curriculum

All students complete 32 credits and 525 clinical hours that include:

- NURS 5020 Health Care Systems Policy (3)
- NURS 5025 Informatics and Quality Improvement (3)
- NURS 5045 Role Acquisition for the Clinical Nurse Leader (3)
- NURS 5080 Advanced Pharmacology (3)
- NURS 5110 Advanced Health Assessment & Clinical Decision Making (3)
- NURS 5140 Health Promotion (3)
- NURS 5170 Advanced Pathophysiology (3)
- NURS 5200 General Research Methods (3)
- NURS 5604 Advanced Clinical Studies (3)

- NURS 5605 Practicum in Clinical Leadership (3)
- HCE 5500 Health Care Ethics (2)

MSN-NP Curriculum

Core Courses

All students complete 18 credits of core courses that include:

- NURS 5040 Role Acquisition (1)
- NURS 5080 Advanced Pharmacology (3)
- NURS 5110 Advanced Health Assessment & Clinical Decision Making (3)
- NURS 5140 Health Promotion (3)
- NURS 5160 Principles of Practice Management (2)
- NURS 5170 Advanced Pathophysiology (3)
- NURS 5200 General Research Methods (3)
- NURS 5900 Residency (0)

Specialty Courses

Adult/Gerontological Acute Care Nurse Practitioner

(Core Courses + the following specialty courses)

- NURS 5260 Advanced Clinical Studies in the Acute Care Setting I (5) (150 Clinical Hours)
- NURS 5270 Advanced Clinical Studies in the Acute Care Setting II (5) (150 Clinical Hours)
- NURS 5810 Advanced Practice Nursing Practicum (2 credits summer semester, 4 credits fall semester) (6) (450 Clinical Hours)

Total MSN Degree 34 credit hours and 750 Clinical Hours

Family Nurse Practitioner

(Core courses + the following specialty courses)

- NURS 5280 Advanced Clinical Studies I: Adults, and Older Adults (5) (150 Clinical Hours)
- NURS 5290 Advanced Clinical Studies II: Women and Children (5) (150 Clinical Hours)
- NURS 5510 Mental Health of the Family in the Primary Care Setting (2)
- NURS 5810 Advanced Practice Nursing Practicum (2 credits summer semester, 4 credits fall semester) (6) (450 Clinical Hours)

Total MSN Degree 36 credit hours and 750 Clinical Hours

Primary Care Pediatric Nurse Practitioner
(Core courses + the following specialty courses)

- NURS 5320 Advanced Clinical Studies I in Nursing of Children (5) (150 Clinical Hours)
- NURS 5330 Advanced Clinical Studies II in Nursing of Children (5) (150 Clinical Hours)
- NURS 5810 Advanced Practice Nursing Practicum (2 credits summer semester, 4 credits fall semester) (6) (450 Clinical Hours)

Total MSN Degree 34 credit hours and 750 Clinical Hours

Psychiatric/Mental Health Nurse Practitioner
(Core courses + the following specialty courses)

- NURS 5340 Advanced Clinical Studies I: PMH Nursing (4) (150 Clinical Hours)
- NURS 5350 Advanced Clinical Studies II: PMH Nursing (5) (150 Clinical Hours)
- NURS 5400 Ecological Approach to Human Behavior (3)
- NURS 5430 Psychopharmacology (2)
- NURS 5810 Advanced Practice Nursing Practicum (2 credits summer semester, 4 credits fall semester) (6) (450 Clinical Hours)

Total MSN Degree 38 credit hours and 750 Clinical Hours

Post-Master Certificate Programs

PMC programs are available online for students who already possess a master's degree to pursue coursework for adult/gerontological acute care, family, psychiatric/mental health, or primary care pediatric nurse practitioner. The PMC program requires one campus visit to the VSON. The total number of credit hours varies among certificate offerings. However, a minimum of 15 credit hours is required for the completion of a PMC program. At the discretion of the VSON students may transfer up to nine (9) credit hours of graduate level coursework to be applied toward their PMC program of study.

Student files are individually reviewed, and students may receive "advanced standing" in courses such as Advanced Health Assessment (NURS 5110), Health Promotion (NURS 5140), Advanced Pathophysiology (NURS 5170), and Advanced Pharmacology (NURS 5080). The student must petition for "advanced standing" status. The student must submit a course syllabus from the course(s) under review.

Post-Master's Required Courses

All students complete (or may transfer in) the following core courses:

- NURS 5080 Advanced Pharmacology (3)
- NURS 5040 Role Acquisition (1)*
- NURS 5110 Advanced Health Assessment & Clinical Decision Making (3)
- NURS 5140 Health Promotion (3)
- NURS 5160 Principles of Practice Management (2)*
- NURS 5170 Advanced Pathophysiology (3)

*For the non-NP PMC students, these courses are required. For the PMC students, these courses may be required depending on the specialty, status of practice activity, and requirements of the specialty.

Post Master's students may transfer up to nine (9) credits of approved coursework for core courses. Students are also eligible for "advanced standing:" and additional course work may be transferred in. However, a minimum of 15 credit hours is required for completion of the PMC program.

Post-Master's Specialty Courses

Clinical Nurse Leader
- NURS 5045 Role Acquisition for the Clinical Nurse Leader (3) (75 Clinical Hours)
- NURS 5020 Healthcare system and policy (3)
- NURS 5025 Informatics and Quality Improvement (3)
- NURS 5604 Advanced Clinical Studies (3) (225 Clinical Hours)
- NURS 5605 Clinical Nursing Leadership for Advanced Generalist (3) (225 Clinical Hours)

Adult/Gerontological Acute Care Nurse Practitioner
- NURS 5040 Role Acquisition (1)*
- NURS 5260 Advanced Clinical Studies in the Acute Care Setting I (5) (150 Clinical Hours)
- NURS 5270 Advanced Clinical Studies in the Acute Care Setting II (5) (150 Clinical Hours)
- NURS 5160 Principles of Practice Management (2)*
- NURS 5810 Advanced Practice Nursing Practicum (6) (450 Clinical Hours)

Family Nurse Practitioner

- NURS 5040 Role Acquisition (1)*
- NURS 5280 Advanced Clinical Studies I: Adults, and Older Adults (5) (150 Clinical Hours)
- NURS 5290 Advanced Clinical Studies II: Women and Children (5) (150 Clinical Hours)
- NURS 5510 Mental Health of the Family in the Primary Care Setting (2)
- NURS 5160 Principles of Practice Management (2)*
- NURS 5810 Advanced Practice Nursing Practicum (6) (450 Clinical Hours)

Primary Care Pediatric Nurse Practitioner

- NURS 5040 Role Acquisition (1)*
- NURS 5320 Advanced Clinical Studies I in Nursing of Children (5) (150 Clinical Hours)
- NURS 5330 Advanced Clinical Studies II in Nursing of Children (5) (150 Clinical Hours)NURS 5160 Principles of Practice Management (2)*
- NURS 5810 Advanced Practice Nursing Practicum (6) (450 Clinical Hours)

Psychiatric/Mental Health Nurse Practitioner Role

- NURS 5040 Role Acquisition (1)*
- NURS 5400 Ecological Approach to Human Behavior (3)
- NURS 5430 Psychopharmacology (2)
- NURS 5340 Advanced Clinical Studies I: P/MH Nursing (4) (150 Clinical Hours)
- NURS 5350 Advanced Clinical Studies II: P/MH Nursing (5) (150 Clinical Hours)
- NURS 5160 Principles of Practice Management (2)*
- NURS 5810 Advanced Practice Nursing Practicum (6) (450 Clinical Hours)

*For the non-NP PMC students, these courses are required. For the PMC students, these courses may be required depending on the specialty, status of practice activity, and requirements of the specialty.

DNP Programs

The DNP is a practice-focused doctoral degree that educates nurses to become expert clinicians, leaders in health policy, and catalysts for improved health care delivery within an interprofessional environment. This online program is available to students who possess a BSN or MSN degree.

The DNP curriculum provides sequencing of courses in a flexible but rational manner. The courses are offered online during fall, spring, and summer semesters.

The BSN-DNP program requires two campus visits to Saint Louis University including:

- 2-day residency where students participate in an assessment and evaluation of their knowledge of curriculum content, clinical assessment skills, and therapeutic communication.
- 1-day visit at the end of the DNP program to present the DNP project.

The PM-DNP program requires one visit to Saint Louis University to present the DNP project.

The BSN-DNP Program requires a total of 64-68 credit hours beyond the BSN depending on the specialty NP focus. The courses can be taken over a 4-to-5-year period depending on full or part-time study.

The BSN-DNP Programs offer the following specialties and role options:

- Adult-Gerontological Acute Care Nursing
  - Adult-Gerontological Acute Care Nurse Practitioner
  - Adult-Gerontological Acute Care Nurse Practitioner/Educator
- Family and Community Health Nursing
  - Family Nurse Practitioner
  - Family Nurse Practitioner/Educator
- Pediatric Nursing
  - Primary Care Pediatric Nurse Practitioner
  - Primary Care Pediatric Nurse Practitioner/Educator
- Psychiatric/Mental Health Nursing
  - Psychiatric Mental Health Nurse Practitioner
  - Psychiatric Mental Health Nurse Practitioner/Educator

BSN-DNP Curriculum

All students complete 21 credits of 5000 level core courses that include:

- NURS 5000 Epidemiology (3)
- NURS 5040 Role Acquisition (1)
- NURS 5080 Advanced Pharmacology (3)
- NURS 5110 Advanced Health Assessment & Clinical Decision Making (3)
- NURS 5140 Health Promotion (3)
- NURS 5160 Principles of Practice Management (2)
- NURS 5170 Advanced Pathophysiology (3)
- NURS 5200 General Research Methods (3)
- NURS 5900 Residency (0)

BSN-DNP 5000-Level Core Courses

All student complete 15-16 credits of 5000 level specialty courses that include:

- NURS 5XXX Advanced Clinical Studies I (4-5)
- NURS 5XXX Advanced Clinical Studies II (5)
- NURS 5810 Advanced Nursing Practicum (6)
- Family Nurse Practitioner Program requires NURS 5510 (2)
- Psych Mental-Health Program requires NURS 5400 (3) & NURS 5430 (2)

BSN-DNP 6000-Level Courses

All students complete 27 credits of 6000 level core courses that include:

- NURS 6110 Health Care Policy & Delivery Systems (3)
- NURS 6130 Interprofessional Collaboration (3)
- NURS 6140 Leadership in Health Care (3)
- NURS 6150 Clinical Informatics (3)
- NURS 6160 Evidence Based Practice I (3)
- NURS 6170 Evidence Based Practice II (3)
- NURS 6805 Introduction to Applied Statistics for Healthcare Research (3)
- NURS 6960 Project Management (3)
- NURS 6961 DNP Clinical & Capstone Project (3)

PM-DNP Curriculum

All students complete 3 credits of 5000 level course and 27 credits of 6000 level courses that include:

- NURS 5000 Epidemiology (3)
- NURS 6110 Health Care Policy & Delivery Systems (3)
- NURS 6130 Interprofessional Collaboration (3)
- NURS 6140 Leadership in Health Care (3)
- NURS 6150 Clinical Informatics (3)
- NURS 6160 Evidence Based Practice I (3)
- NURS 6170 Evidence Based Practice II (3)
- NURS 6805 Introduction to Applied Statistics for Healthcare Research (3)
- NURS 6960 Project Management (3)
- NURS 6961 DNP Clinical & Capstone Project (3)

Educator Option

The Nurse Educator courses provide an opportunity for course work and practicum experience in nursing education.

- NURS 5570 Curriculum Development in Nursing Education (2-3)
- NURS 5580 Instructional Strategies and Evaluation for Nurse Educators (2)
- NURS 5590 Practicum in Nursing Education (2)

An additional 3 credit education course (NURS 5560 Evidence Based Teaching Approaches) may be added so that the student may apply for the Nurse Educator Certificate.

Nurse Educator Certificate

The Nurse Educator Certificate (NEC) will prepare graduates with the skills to teach in Associate, Diploma, or Baccalaureate nursing programs. All four educator courses are offered on-line with attention to building a learning community with a culture of sharing and support. NURS 5590 (Practicum in Nursing Education) allows students to create a unique teaching practicum experience with faculty supervision and guidance and seminar activities are aimed at helping students make a successful transition into teaching. Attention to development of the educator role is threaded through each course and culminates in the development of an educator portfolio including a personal philosophy of teaching, a research plan, and examples of teaching products. Students in the NEC must meet the current residency requirements within the VSON. You must complete a **Post-Baccalaureate Certificate Admission Application** and email **Etta Madura**.

- NURS 5560 Evidence-Based Nursing Education (2)
- NURS 5570 Curriculum Development in Nursing Education (2-3)

- NURS 5580 Instructional Strategies and Evaluation for Nurse Educators (2)
- NURS 5590 Practicum in Nursing Education (2)

Clinical Requirements

Attendance

Students are expected to participate in coursework as outlined in the course syllabus. Late postings and assignments may result in the loss of points and in the grade for the course. Lack of participation may result in a failing grade for lack of attendance. These standards apply to summer course work as well. Students are advised to plan vacation times between semesters or on Spring break. **Academic Calendars** are on the SLU home website for several years in advance so that vacation time may be planned accordingly.

Completion of the required number of clinical practicum hours per course is mandatory. Practicum hours are arranged in collaboration among the student, the course coordinator, and the on-site preceptor. Students are expected to arrive at the practicum experience prepared. Students demonstrating unsafe or inappropriate behavior in the clinical area, as determined by the course faculty or on-site preceptor, will be required to leave the practicum area. The student will be suspended until evidence is provided that the deficiencies have been corrected. If an infraction is serious, the student may be dismissed from the graduate program. Students must be in appropriate attire (see Dress Code) for all clinical activities according to agency guidelines and wearing their Saint Louis University ID badge or agency required badge.

A student who does not master clinical skills within the required hours of clinical time may be asked to do additional clinical hours to progress in or finish the program. The student may be asked to make a campus visit for evaluation purposes.

Dress Code

Graduate students should always convey a professional appearance. Specifically,

- Saint Louis University Identification Badges are worn in clear sight above the waist with name, title, and picture clearly visible in the clinical settings.
- Apparel must be clean, neat, modest and in good condition.
- Hairstyles should be clean and well-groomed with hair secured away from the face; hair should be a natural color (i.e., not pink, or blue etc.).
- Facial hair should be clean and neatly trimmed.
- No visible body piercings or tattoos.

- As specified by OSHA standards, personnel providing direct patient care wear socks or stockings and shoes with impermeable enclosed toes. Shoes are constructed of impervious, non-absorbent material, clean and in good repair.

Policy Regarding Clinical Time

Weekly daytime hours for a minimum of one day per week will, in most cases, will be required for clinical courses to meet course objectives. Inability to schedule such clinical experiences during those daytime hours may prevent completion of the program. However, with an appropriate clinical site, weekend or evening hours may be permitted.

Most clinical courses require 150 clock hours except for the advanced practice nursing practicum course(s) (NURS 5810). This works out to be about ten (10) hours per week. For NURS 5810, the summer and fall nursing practicum course, it works out to be about nineteen (19) hours per week.

Medical mission trips are generally not approved as clinical time. Speak to your advisor about medical mission trips. There are several variables to consider such as practicing in the NP role, the liability and licensure issues, as well as the quality of the experience. Students may request this clinical time to "count" but frequently these experiences, while beneficial to personal growth and the community, do not replicate what is to be accomplished in the course clinical done in the US.

APRN - Preceptor Guidelines for the Advanced Practice Nurses

- Preceptors must have a minimum of one (1) year of clinical experience in the NP role.
- Preceptors must be free of any encumbrances in their professional license.
- Preceptors must hold board certification in the same specialty role or scope of practice as the students' program option. Preceptors may be APRN, physicians, or licensed mental health providers. Physician Assistants (PAs) may NOT serve as preceptors.
- Preceptors must work in a clinical site where Saint Louis University holds a current contract for student mentoring.
- Preceptors must be approved by the clinical course coordinator.
- Specific clinical sites for courses can be found in the student handbook.

Guidelines for Clinical Sites by Specialty

Clinical Nurse Leader

NURS 5604 Advanced Clinical Studies (225 Clinical Hours)

The clinical site must be chosen in collaboration with the course faculty. Microsystem assessment and capstone proposals occur in this course. A site with supportive nursing leaders, quality improvement personnel, and in which interprofessional teams work is ideal.

NURS 5605 Practicum in Clinical Leadership (225 Clinical Hours)

The clinical site for this course is the same as the site for NURS 5604. Capstone project implementation and evaluation occurs in this course.

Adult-Gerontological Acute Care Nurse Practitioner (ages 13 and up)

Adult-Gerontological Acute Care Nurse Practitioner (AGACNP) specialty requires all clinical hours to be hospital based. Students must complete the process for obtaining a hospital contract prior to their first clinical course (see Appendix E). Preceptors can be an advanced practice registered nurse (APRN) or Doctor of Medicine (MD).

NURS 5260 Advanced Clinical Studies I: Acute Care (150 Clinical Hours)

The student focus is addressing short term goals that include minimizing or preventing complications. The student develops critical reasoning coupled with advanced practice skills. Areas to focus on are hospitalist group or emergency medicine. Students may have more than one preceptor/multiple sites.

NURS 5270 Advanced Clinical Studies II: Acute Care (150 Clinical Hours)

The student's focus is addressing patients with complex acute and unstable conditions. Areas of focus are Intensive Care units (medical or surgical for 75 hours along with surgical trauma for 75 hours). Students may have more than one preceptor/multiple sites.

NURS 5810 Advanced Practice Nursing Practicum (450 Clinical Hours; 150 Clinical Hours in the Summer and 300 Clinical Hours in the Fall)

Advising from the core faculty will determine the additional sites needed for this course. The student assumes increasing independence and subspecialty competencies in selected populations within the hospital environment. Areas to consider are neurology or neurosurgery; renal; endocrine; hematology/oncology; palliative care; cardiology; infectious disease; and ortho/trauma. Students may have more than one preceptor/multiple sites.

Family Nurse Practitioner (all ages)

NURS 5280 Advanced Clinical Studies I: Adults (150 Clinical Hours)

The students can seek rotations with internal medicine or family practice NP's or primary care physicians.

NURS 5290 Advanced Clinical Studies II: Women/Children (150 Clinical Hours)

Students can use family practice (either FNP or MD), OB-GYN physician or Clinical Nurse Midwife or Women's Health Nurse Practitioner, Primary Care Pediatric Nurse Practitioner or Pediatrician, as pertinent to the course content. 100 clinical hours in OB/GYN (minimum of 25 prenatal and 4 post-partum) and 50 clinical hours in pediatrics is required.

NURS 5810 - Advanced Practice Nursing Practicum (450 hours; 150 Clinical Hours in the Summer and 300 Clinical Hours in the Fall)

The student must be with an NP, DO, or MD, and be involved in the care of patients of all ages with acute and/or chronic health problems in primary and outpatient sites. Specialty clinical hours will be allowed (i.e., ENT, cardiology, endocrinology, pulmonology, etc.).

Primary Care Pediatric Nurse Practitioner (birth to 21 years)

NURS 5320 Advanced Clinical Studies I: Nursing of Children (150 Clinical Hours)

The student must work with a PNP, FNP, or pediatrician and be involved in the care of well children and children with acute and/or chronic health problems. The primary setting should be community and outpatient care. Plus, limited specialty clinical hours will be allowed.

NURS 5330 Advanced Clinical Studies II: Nursing of Children (150 Clinical Hours)

The student must work with a PNP, FNP, or pediatrician and be involved in the care of well children and children with acute and/or chronic health problems. The primary setting should be community and outpatient care. Plus, limited specialty clinical hours will be allowed.

NURS 5810 - Advanced Practice Nursing Practicum (450 Clinical Hours; 150 Clinical Hours in the Summer and 300 Clinical Hours in the Fall)

The student must be with a PNP, FNP, or pediatrician and be involved in the care of well children and children with acute and chronic health problems in primary and outpatient sites. Specialty clinical hours will be allowed (i.e., ENT, cardiology, endocrinology, pulmonology, etc.). A minimum of 10 neonatal contacts (28 days of age or less) must be documented by the end of the program.

Psychiatric Mental Health Nurse Practitioner (across the lifespan)

NURS 5340 Advanced Clinical Studies I: Therapies (150 hours)

Clinical learning expectations include client clinical hours that are focused on individual and group psychotherapy roles of the PMHNP. The preceptor may be a fully licensed clinical therapist, licensed clinical social worker, or psychologist. Further and specific information regarding

selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in the course materials.

NURS 5350 Advanced Clinical Studies II: Medication Management (150 hours)

Clinical learning expectations include direct client contact/encounter hours that are focused on medication management roles of the PHMNP. The preceptor may be a PMHNP or a psychiatrist. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in the course materials.

NURS 5810 Advanced Practice Nursing Practicum (450 Clinical Hours; 150 Clinical Hours in the Summer and 300 Clinical Hours in the Fall)

The emphasis of students' direct client contact hours is medical and medication management role and strengthening holistic PMHNP care provider and prescriber roles with clients of all ages experiencing mental health issues. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in course materials. The student is to consult the course coordinator for validation that the selected preceptor and setting are suitable and that there is no conflict of interest regarding employment role in the same health care system as the proposed clinical site.

DNP

NURS 6130 – Interprofessional Collaboration

This course has 75 hours of mentored practicum where you will focus on the assessment of the health care delivery system and the organizational theories and behaviors involved in those systems. Systems processes are examined to reduce health disparities and promote patient safety. Trends in health care delivery models will be explored. Innovative health care delivery models will be envisioned.

NURS 6140 – Leadership in Health Care

This course has 75 hours of mentored practicum where you will observe and interact with an experienced nurse leader as she/he leads meetings, makes critical decisions, and addresses conflicts. It is strongly recommended that the leader(s) you choose to complete this practicum with is/are outside your current employment setting. Nurse leaders hold several positions including Directors of Nursing (hospital, nursing home, home care, ambulatory care facilities, etc.); Hospital administrators including CEOs; Nursing Supervisors; Risk Management Officers; Nursing Department and Division Directors; the political arena as leaders of national nursing organizations; directors of IRBs and risk management offices; and administrators of nursing homes; etc. Think about where you want to work in five years and ask the nurse leader there. You can have more than one nurse leader/mentor, but it is recommended that you have no more than two nurse leaders/mentors for this course.

It will be the student's responsibility to identify a nurse leader to serve as a mentor. Preferably, the nursing leader selected will be a DNP or PhD prepared nurse. An instructor's approval must be obtained for exceptions to this. You will need to obtain pre-approval of your leadership mentor, site, objectives (a minimum of four), and the plan.

NURS 6160 – Evidence Based Practice I

The student chooses a practice site that will enhance his/her understanding of the types of patients or clinical issues he/she will be involved with in the DNP project.

Preceptors must be prepared at the doctoral level. By necessity, this will be an MD for most students. However, a DNP, PhD, Pharm D, DPT, etc., may be a good fit for your clinical interest. Some large facilities have nurse researchers who are involved in evidence-based projects.

In order to enhance the student's ability to objectively critique evidence-based practices, the site selected is NOT the student's current work setting.

Selection Of Clinical Nurse Leader Mentors

Selection of mentors is carried out by the student in collaboration with the course coordinator. **Student must be licensed as an RN in the state in which the clinical preceptorship is to be held. The only exception is if the preceptorship is performed at a VA facility or military base as the RN license may be from any state.**

The clinical preceptor will:

- Be a clinical nurse leader (CNL), masters prepared nurse, nurse practitioner (NP), Doctor of Nursing practice (DNP), PhD, licensed mental health professional, physician assistant (PA), or physician (MD, DO) licensed and nationally certified (if applicable) in their specialty area with experience and expertise in the area of specialization. Have practice experience appropriate to their area(s) of responsibility for at least one year.
- Not related to the student (i.e., spouse, parent, sibling, in-laws, or any relation which may create a conflict of interest).
- The student is to consult the course coordinator for validation that the selected mentor is suitable and there is no conflict of interest.

Preceptor Guidelines for the MSN-CNL

- Preceptors must have a Master's degree in nursing or related fields.
- Preceptors must be free of any encumbrances in their professional license, if applicable.
- Preceptors must work in a clinical site where Saint Louis University holds a current contract for student mentoring.
- Preceptors must be approved by the clinical coordinator.

Instructions for CNL Mentor Approval Process for Clinical Capstone Courses

1. Student contacts willing mentor.
2. Student types the information on the mentor information form to the extent that the information is known. This step is always necessary, even if the mentor has taken SLU students in the past.
3. Student takes the form to the mentor to verify accuracy of information and obtains any missing information.
4. Students email or fax the mentor's form to the appropriate faculty member i.e., the course coordinator.
5. The course coordinator will review the mentor information and give approval if the mentor is appropriate for the course.
6. The student verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient.

7. If an affiliation agreement is required, the student submits a Facility Contract Request form to **Kari Elbe** .
8. When the legal arrangement is negotiated, the course coordinator is notified.
9. The course coordinator notifies the student that the clinical site is approved.

Tips For Finding A Nurse Practitioner Preceptor

Finding a preceptor for the NP clinical hours can be a stressful and time-consuming process. It can be very discouraging to be turned down, especially multiple times. The VSON has a Preceptor Placement Coordinator, **Margaret Benz**, that you may reach out to for help. Additionally, faculty and previous graduate students shared the following suggestions which you may find to be very helpful:

- Join the local Nurse Practitioner organization. If you currently have membership in a specialty organization such as NAPNAP or AACN you will find resources there, too.
- Networking—preceptors were found through recommendations of other NPs. Some preceptors are taking students only on the referral of others.
- "I called, wrote letters, and sent them my CV (resume) so they could see my experience in advance."
- "I found my preceptor from a co-worker who is an NP."
- "I got names from friends, former instructors, and preceptors."
- "I found my preceptor through those who work at my hospital."
- "Ask your preceptor for names of friends who are also NPs."
- "Connection. I knew the preceptor from a previous job."
- "I found my preceptors from previous students."
- "I looked in the phone book and did cold calls."
- "I looked for preceptors who were associated with the hospital I work at and those who were close to home and work. I reviewed their qualifications to try to find a fit."

Nurse Practitioner Preceptor Selection Guidelines And Approval Process

See Appendix F

1. The student contacts the willing preceptor.
2. The student performs a license search on the willing preceptor from the appropriate board website and downloads a copy of the preceptor's license verification information and the disciplinary report showing that license is free of encumbrances. Verify license and check for any disciplinary action or encumbrances.
   a. For Nurse Preceptors, go to: **https://www.ncsbn.org/license-verification.htm**

b. For non- nurse preceptors (MD, DO, mental health professions), go to the appropriate website. For Missouri providers, go to: **http://pr.mo.gov/healingarts-public-information.asp**
3. The student **types** the information on the preceptor information form and verifies the accuracy of the information. The student is responsible for obtaining any missing information. This step is always necessary, even if the preceptor has taken SLU students in the past.
4. The student submits the preceptor form according to the appropriate Canvas preceptor approval course.
5. The course coordinator will review the preceptor information and give approval if the preceptor is appropriate for the course by placing the grade of 50. If the preceptor form or license verification is missing information the grade will be posted as zero and the student will be asked to resubmit the proper information.
6. The student verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient.
7. If an affiliation agreement is required, the student submits Facility Contract Request form to **Kari Elbe**.
8. When the legal arrangement is negotiated, the Canvas approval course grade will change to 100 and the student is approved to start the clinical rotation with that specific preceptor once the school semester has begun.

Clinical hours must be performed in the admitted (or permitted) state, and it is the student's responsibility to notify the school and their advisor about moving to a different state.

Electronic Clinical Log (Typhon Log)

Typhon log has been adopted for use at VSON. Overall, the goal is to simplify the process of logging your patients. Each NP certifying body requires a minimum of clinical hours and types of patients pertinent to the specialty. We have selected Typhon Group to handle this electronic log. SLU has purchased use of the program. An individual student pays a one-time fee ($100) that covers you until your graduation. Because the application is hosted at Typhon Group's offices, users can login from anywhere.

You can quickly and easily enter all patient encounter information from one page, including demographics, clinical information, diagnosis and procedure codes, medications, and clinical notes. In addition, eventually you will learn how to document your work using ICD-10 and CPT codes. This system allows students to develop a portfolio of their work that can be used when seeking employment. The e-log also allows faculty to follow the progress of each student. Faculty can track whether students are satisfactorily progressing in their clinical experiences, thereby meeting the objectives of the course. Demographic information will indicate whether students are

caring for patients within the assigned specialty area as well as what types of procedures students are asked to perform. Overall, faculty can compare what students are being taught and how that compares to actual performance in the clinical arena. As a result, the program will be able to assess what areas need to be changed so that students continue to meet nationally established clinical competencies.

Nurse Practitioner Residency – NURS 5900-20 (0 Credit Hours)

The concept of residency is an on-campus/live course requirement for all master's/postmaster's nurse practitioner students. This requirement is met by attending the residency session placed before the start of the Advanced Clinical Studies I Course. The student should refer to the specific program plan for the specialty.

Purposes of the Residency

- Validation of specialty-specific competencies.
- Validation of assessment skills.
- Socialization of the student into the professional role.
- Introduction of Saint Louis University milieu on-site.
- Offer opportunity for practice of specialty skills.

If the student does not satisfactorily complete the residency, the student may be asked to return to campus for another evaluation.

Clinical Incident Reporting Procedures

(Student Needle Stick, Blood Borne Pathogen Exposure, and Injury Protocol)

Policy

Exposure to blood-borne pathogens or injury requires completing the **Non-Employee Injury Report** online within 48 hours of the incident.

Procedure

1. Students who sustain an injury or exposure should report to their preceptor of the clinical site and supervising SLU clinical faculty to notify them of exposure/injury as soon as possible.
2. The Non-Employee Injury Report should be completed online within 48 hours of the incident.
3. Students should first follow protocol of the clinical location for initial laboratory workup, source testing, treatment, and/or imaging.

4. If the clinical site does not have an affiliated Emergency Department (ED) or Employee Health, the student should go through SSM-Saint Louis University Hospital (SLUH) ED. If a clinical site is out of state or not within reasonable distance to SLUH, student should go to the nearest ED and follow their protocol for blood borne pathogen exposure and/or traumatic injury work up including but not limited to imaging recommendations.
5. Nonclinical/research students should report to SLUH ED. If clinical research is being done in a different state or beyond a reasonable distance to SLUH, students should proceed to the nearest ED and guidelines followed according to their protocol for blood borne pathogen exposure and/or traumatic injury work up including but not limited to imaging recommendations.
6. If a traumatic injury or exposure occurs and assistance is not sought immediately following the injury, St. Louis students may come to the SLU Student Health Center (SHC) for work up if not in immediate urgent distress. Student will be assessed by the Registered Nurse (RN) to determine emergent need and will make recommendations based on this assessment (ED vs SHC)
7. All follow up laboratory work and imaging can be managed through SLU SHC and recommendations from the initial evaluating site will be followed if available, if not, standard protocol will be followed.
8. Students and source patients are required to obtain their own transportation to the testing/treatment site, if emergency transportation is not required. Students may utilize SLU DPS for transportation if the incident occurred on SLU campus and treatment is sought at SLUH or SHC.
9. Any student medical expenses incurred related to the incident will be the responsibility of the student and/or the student's health insurance plan. Expense assistance may be available at the discretion of the individual department or school.

Libraries

There are two main libraries at SLU: Medical Center Library and Pius XII Memorial Library. Their Web sites and other University Libraries are excellent avenues to explore what is available online. **Saint Louis University Libraries**

Free interlibrary loan electronic document delivery is available online through **ILLiad** for students for references not held by the HSC Library. All interlibrary requests should be made at the Medical Center Library. Plan ahead of time for all requests because it may take some time to receive materials, even with **ILLiad.** The Pius XII Library usually will not perform an interlibrary loan for nursing students (check with reference librarian). Operating hours vary depending on the library and the time of year.

Study rooms, available on a first come-first serve basis, are in both libraries. The Medical Center Library allows large groups to have precedence over smaller groups. Consult with the main desk if you have any questions.

For psychiatric mental-health nursing topics, the Missouri Institute for Mental Health Library (on Arsenal Street just west of Kingshighway at the State Hospital) has a large collection of bound volumes and current literature. **UMSL Missouri Institute of Mental Health**

Tests And Measures Resources

The Guide prepared by Pius Library identifies resources on tests and measures found in the Reference Department and general collections of Pius XII Memorial Library and on the Internet. It will be useful for anyone seeking to identify instruments on a topic, find information about specific instruments (often including reviews and psychometric properties), and/or locate instruments. Also, see the Health and Psychosocial Instruments (HAPI) database in OVID; this provides ready access to information on various types of measurement instruments (e.g., questionnaires, interview schedules, checklists, coding schemes, and rating scales) in the health fields and psychosocial sciences. The HAPI assists in identifying measures needed for research studies, grant proposals, patient assessment, class papers/projects, theses/Capstones, and program evaluation. **Tests and Measures Resources**

Bookstore And Book Lists

There is one commercial bookstore on campus in Busch Student Center at the corner of Grand Boulevard and Laclede Avenue. They carry required texts and a limited selection of other texts. Nursing course books may be purchased there. **Saint Louis University Bookstore**

University Support Centers

- **Campus Ministry**
- SLU **Information Technology Services** for MySLU, Self Service Banner (314-977-4000).
- Canvas and software questions, contact Cynthia Rubbelke, e-Technology Coordinator **(Cynthia Rubbelke)**
- Typhon Log (Electronic Clinical Log) questions contact **Etta Madura**
- **Registrar's Office**, DuBourg Hall Room Rm. 22, 314-977-2269
- **Student Health Center** and Counseling Services, Marchetti Towers East 1st Floor (314-977-2323)
- **Student Success Center** is in Busch Student Center, Suite 331
- **University Writing Services**

Certificate Program In University Teaching Skills

The **Reinert Center for Transformative Teaching and Learning** (CTTL) is devoted to promoting quality teaching at Saint Louis University in the Jesuit tradition. The CTTL is a place where graduate students who are interested in academic careers can engage in stimulating dialogue about timely pedagogical issues. Individuals may choose to pursue the CTTL Certificate in University Teaching Skills by attending seminars and completing additional requirements. The Certificate program is available online.

Advancement To Candidacy

If you are planning on graduating, you must complete the Application for Degree. The **Application for Degree** is ONLINE through Banner Self-Serve.

All students must file an application to graduate through **MySLU** up to a year before graduation, or before the end of the Add/Drop (two weeks from the beginning of the semester) period of the semester in which graduation is intended. After the Add/Drop period, students must complete the **Petition for Late Graduation Application** and a non-refundable $50 late graduation application fee will be assessed.

The application must be completed by a set date in that final term. In addition, there will be an exit questionnaire sent by VSON during the final semester. The student is also responsible for reviewing their Degree Works to make sure all degree requirements have been completed. Following filing of the cited materials and favorable action by the Dean for Academic Affairs, the student in good academic standing becomes a Candidate for the Master's or DNP degree. The Candidacy Papers deadline is around mid-semester. Specific deadline dates are listed in the graduate education link below. Be sure to look them up because there is a non-refundable $50.00 late registration graduation fee. Visit the **Office of Graduate Education** website for a more detailed explanation of the steps in the entire candidacy process.

A student will not be advanced to Candidate status while on academic probation.

All nurse practitioner students in NURS 5810 will take a written comprehensive exam in the final semester of course work. The student must pass the exam to complete the program of study. If the student fails the exam, the student is required to take the exam a second time during the semester. If the student fails on the second attempt, the student will be required to take NURS 5810 for a minimum of one credit the following semester on a remediation plan.

The MSN student completes the Application for Degree form and Exit Questionnaire which is sent to them via email from:

Janie Henderson, M.A.
Master's Candidacy Specialist Graduate Education
DuBourg Hall, Room 420C
(314) 977-2245
janie.henderson@slu.edu

The DNP student completes the Application for Degree form and Exit Questionnaire which is sent to them via email from:

Christine Harper, PhD
Doctoral Candidacy Specialist
DuBourg Hall, Room 420D
christine.harper@slu.edu
314-977-2243

Graduation

Graduate students will receive their diploma by mail within a few weeks of graduation. Each student's transcript is reviewed by the Master's/Doctoral Candidacy Specialist. PMC students will receive a certificate from Saint Louis University. The certificate is sent after the completion date is posted on the transcript.

Graduate students are invited to participate in Graduation ceremonies. The faculty will be there in academic regalia. In the Pre-Commencement ceremony, all students are called by name and walk across the stage, however, MSN and DNP students carry their hood up on stage and their Coordinator of their specialty places the hood over their head. Awards are presented; students inducted into Sigma Theta Tau are recognized, etc.

The University Commencement occurs in Chaffetz Arena—either on that day or within 2 days. In the December ceremony (about 1 hour in length), students are recognized individually. In the May ceremony (about 1 hour in length) students are recognized individually, but rather, each school's graduates stand as they are presented to the University President who declares you graduates and "sons and daughters of Saint Louis University forever." There is a nationally known speaker and a lot of "pomp and circumstance." The student is encouraged to try to make at least one or the other. After all your hard work, you deserve recognition! Do it for yourself as well as your family.

Certification Exams

Certification Exams (Clinical Nurse Leader)

Upon completion of the requirements for the CNL option, you qualify to take the CNL certification exam. Preparation for this exam occurs in NURS 5605. The course faculty will assist your registration for the exam, and you will test at a National Testing Center. CNL Certification – **American Association of Colleges of Nursing Transcripts Request Form**

Certification Exams (Nurse Practitioner)

Upon completion of the requirements for the MSN-NP or PMC program, you qualify to take the American Nurses Credentialing Center's (ANCC) certification examination, the American Association of Critical-Care Nurses, the American Academy of Nurse Practitioner (AANP) exam, or the Pediatric Nursing Certification Board (PNCB) Exam. All students are required to send in the Program Summary Log (See appendix G) to their advisor.

- **American Association of Critical-Care Nurses**
- **American Nurses Credentialing Center**
- **American Academy of Nurse Practitioner**
- **Pediatric Nursing Certification Board**

You will need to contact the Registrar Office and complete a transcript request form to be sent to the certification examination office. Plan to visit the respective web sites for these certification exams and analyze the different requirements. All exams are recognized in all fifty (50) states. You should anticipate filling out the Verification of Education (VOE) application and then email it to **Etta Madura**. If you have transferred credit or are a PMC student, the Associate Dean for Graduate Nursing Education then writes a "gap analysis" to inform the certification body about the coursework that was accepted in transfer and clinical hours that were recognized from the original MSN program. This information is emailed to the Certification Office. **Transcripts Request Form**

You may email your VOE request to **Etta Madura** prior to graduation. The forms will be sent after the degree is posted (conferred) to the SLU transcript. Most graduates sit for the exam in late February or early March. When you get your results, please send us an email notifying us.

Section III

Doctor Of Nursing Practice Project Overview

The DNP student must design and complete a DNP project that presents evidence of the student's ability to extend the evidence base in nursing through original work that focuses on a practice change initiative in risk reduction. Examples include: a program evaluation, a quality improvement project, evaluation of a new practice model, a consulting project, systematic review, or a pilot study (See **DNP Student Capstone Projects** for sample titles of DNP projects).

The DNP curriculum is designed to prepare advanced practice nurses and nurse executive leaders to evaluate evidence to improve patient outcomes and all course work builds the skills and knowledge needed to move the student toward the DNP Project. As described below, students will complete the following steps to successful project completion and publication:

1. After consultation with the DNP Director, the student will select a DNP project committee who will oversee the project, including a chair and a reader that are both faculty in the VSON.
2. The student should have the DNP Project topic and approach identified no later than the end of the first year.
3. Once the DNP project design is determined and approved by the chair and reader, a letter of intent should be sent to the **DNP Director** (see Appendix J).
4. IRB approval may be required for the student's project. While some quality improvement projects may not require IRB oversight, consultation with the DNP Chair and DNP Director will be required to determine the proper format for submission and determination of IRB consultation.
5. The student will then implement the project, collect data, complete analysis of findings, and identify the implications of these findings.
6. The final product for completion of the project and program is a written publishable paper that describes the project and is ready for submission to an appropriate peer reviewed journal.
7. At the completion of the program each student will also present their project in an open forum on SLU campus.

DNP Project Committee

The DNP Project committee will provide guidance on the design and conduct of the project and feedback on the written proposal and final paper. The committee chair and reader should be selected by the end of the second semester. The DNP Project Chair and Reader must be on the faculty at the VSON and agree to attend the student's final project presentation. Together, they should fulfill the functions listed below. Students will also have access to a statistician to consult on design and analysis methods as well as presentation of results for the DNP project.

DNP Committee Chair

The committee chairperson leads the committee members as they work with students on their DNP projects. Students should select someone with expertise related to their project. The chair must have a full-time faculty appointment with graduate faculty status at the VSON. Students will consult with the DNP Director prior to selection to determine eligibility and availability of the individual faculty members.

The chair is primarily responsible for ensuring that such projects meet all of SLU requirements including those pertaining to content coverage, methodology, research ethics, and form and style. The chair leads, monitors, coordinates, and assesses the progress of the DNP project from start to finish. The chair reads the initial work and gives permission for the draft (when ready) to be sent to the second reader. The student is responsible for updating their chair on their progress and discussing issues that arise during the project.

Reader (Second Committee Member)

The reader collaborates with the chair throughout DNP project completion process to provide overall guidance about the acceptability of the DNP project. Students usually choose someone with different expertise from the chairperson. The reader must have a full-time faculty appointment with graduate faculty status at the VSON. The student will coordinate the selection of their reader with the DNP Director and DNP Project Chair. A second reader could be included if there is a need.

A student may choose an academically credentialed and doctorally prepared person from his/her content or specialty area or from the community to serve on the committee, but this person may not be the chairperson or reader. If you would like to include a person from your content area that is not on the VSON faculty, you must make sure there is no conflict of interest. For example, you cannot have someone you work for, or someone who evaluates you on your committee.

Statistician

The statistician assists with determining appropriate statistical tests for the DNP project and assists with data analysis. Dr. John Taylor is the VSON statistician for all DNP projects.

Timeline (Presentation of DNP Project)

See appendix H

Two months prior to your presentation date, the following requirements must be met:

- All data must be collected and submitted to the statistician.
- The manuscript is written and in final submission format (according to author guidelines for targeted journal) and submitted to your chairperson.

One month prior to your presentation date, the following requirement must be met:

- PowerPoint presentation must be in final submission format and submitted to your chairperson.
- Failure to meet these requirements will result in a delay in graduation.

Courses And the DNP Project

NURS 6160 Evidence Based Practice I (3 credits)

During this course you will learn about quality improvement methods, and how to review and critique the literature on your topic to identify the best evidence for your potential project.

NURS 6170 Evidence Based Practice II (3 credits)

During this course you will work on the design of the DNP project, complete IRB training, and write a pre-proposal.

NOTE: If the student changes their topic, they must complete a full review of the literature on the new topic and develop a new proposal to be presented to the chair before proceeding.

NURS 6960 Project Management (3 credits)

You are allotted 3 credits of course work to work with your committee and a statistician to turn your pre-proposal into a finished product and submit it to the IRB. This is typically completed in the spring, summer, and fall following NURS 6170. Most projects take about six (6) months to complete after IRB approval so plan your timeline for your project with your chair early in this process.

NURS 6961 DNP Project (3 credits)

The student must be continuously enrolled as they work on their DNP project. NURS 6961 has variable credit hours (0-3), which provides time and flexibility for the student to work on their project. For example, a student with good academic standing can register for one (1) credit in the spring, one (1) credit in the summer and one (1) credit in the fall. The student is to register under the committee chair's number with the assistance of **Etta Madura** (the student may not self-

register). In the event the student has not completed their DNP project after registering for three (3) credits hours of NURS 6961, he/she may enroll in zero credit hours. All course work must be completed before the final semester of the DNP Project.

- Students cannot register for project hours without a designated chairperson for the DNP project committee. The chairperson will discuss the number of project hours in which to enroll. **Etta Madura** will enroll the student at the chairperson's direction. Students may not self-enroll for the DNP Project.
- Students may enroll in the course for variable credit but must total three (3) credits to complete the program. A grade of "IP" or "in progress" is frequently given but in the last semester of DNP project and a grade of "S" must be assigned as the final grade.
- A student may register for the DNP Project (NURS 6961) during the Spring semester prior to coursework completion if approved by the DNP Director.

DNP Project Process

For more information(see appendix H)

Letter of Intent

Once the project idea is well-formed, the student writes a letter of intent for the proposed project (See Appendix J).

If the project is a Quality Improvement Project, then the student should use the **SQUIRE Guidelines** for the DNP project proposal format.

Once the letter is written, the student submits it to the DNP project chair for review. Once the chair is satisfied with the letter of intent, it is submitted to the committee reader. After approval is obtained from each of the committee members, they sign the form, and it is submitted to the DNP Director for signature. Once the student and chair get approval, the student may proceed with the IRB process.

Institutional Review Board (IRB) Process

IRB approval/determination will be required for every DNP project. ***This means that no data may be collected prior to the protocol document receiving an official determination by SLU's IRB.**

The procedure for obtaining an IRB determination is as follows:

- IRB approval/determination will be required for every DNP project.
  - ***This means that no data may be collected prior to the protocol document receiving DNP Project approval from the project chair and DNP Director and official determination by SLU's IRB, as appropriate.***
- Sections of the written proposal can be pasted directly into the IRB form. NOTE: PI (student) must be the one who checks the responsibilities/signature box on the PI Obligations page. Once completed, the protocol document can be sent to chair and reader for final approval.
- After all VSON pre-approvals have been completed, the student will load the information into the ARCH-IRB system for review by the IRB. **Note that the IRB may want a letter of approval from any sites where the study will be conducted.**
- Students will be notified when the IRB review is complete. The IRB may request some additional changes. Once these are completed and checked by the IRB, the student will get final approval and only then may they begin data collection.

VSON

	Personnel Information Page		Pre-review Assignment(s)	
	Administrative Contact	Department Chair/Advisor	Department Chair/Advisor	Scientific/PPC Review
Faculty Proposals		Dr. Michelle Papachrisanthou	Dr. Michelle Papachrisanthou	Dr. Helen Lach
DNP Student Project Proposals		Dr. Karen Moore See below*	Project Chair*	Dr. Joanne Schneider See below**

*Personnel Information Page For DNP Projects: Enter Dr. Karen Moore as Department Chair on the personnel page and the DNP Project Chair as Department Chair/Advisor when you assign pre-reviewers.

**Pre-review Assignments For DNP Projects: Select the DNP Project Chair as Department Chair/Advisor and Dr. Schneider as the Scientific/PPC Reviewer on the pre-review assignment page.

Once the entire protocol document has been completed, email the protocol document to the person indicated for PPC/Scientific Review in the table above. The PPC/Scientific Reviewer will instruct you on how to proceed.

Finally, at graduation, **student PIs who have an open IRB must close them**. If in the rare case the student PI wishes to transfer the study to a new PI (such as their committee chair) for additional work after graduation, the student should contact the IRB for instructions on how to do so.

Institutional Review Board (IRB) Policies and Procedures

"All faculty and students at Saint Louis University conducting research involving human subjects... must submit their research protocol to an Institutional Review Board (IRB) for review.... In order to assist investigators in deciding whether a planned activity constitutes research involving human subjects, the following federal definitions of research and human subjects are provided:

- "Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.
- "Human subject means a living individual about whom an investigator (whether professional or student) conducting research obtains data through intervention or interaction with the individual, or (2) identifiable private information." [**IRB**]

IRB Certification

Documentation of an approved educational program on the protection of human research subjects must be on file with the Office of Nursing Research and the University IRB Office before any research on human subjects can be conducted.

IRB Guidelines

DNP students should become familiar with the Guidelines for Investigators in Preparation of Human Research Protocol and other relevant guidelines for your anticipated research. Students should also have completed HIPPA training (In NURS 6170) and should review deadline dates for review by the IRB. IRB instructions, Forms to Request Full or Expedited Review (IRB face sheet) or to Request Exempt Status on the human subject protocol are available online (**IRB**). Dates for IRB review are also posted at this site.

Students should anticipate **HIPAA training** dates and all deadline dates for reviews by the IRB. Citi training modules for the ethical conduct of biomedical/social and behavioral research must be completed in advance of IRB submission.

Initial submission of the human subjects' protocol should be sent to the chair of your DNP research committee. This committee acts as the Protocol Preparation Committee (PPC). After students have responded to the recommendations of the committee, the protocol is forwarded to the DNP Director for approval and signature. The student is responsible for forwarding the protocol to the scientific pre-reviewer (Dr. Schneider; see instructions above).

Requests for changes in protocol or continuing review and reports of study completion are submitted directly to the University IRB Office with a copy to the Associate Dean for Research Administration.

Proposal Preparation Committee (Required by the IRB)

From the SLU IRB:

Q: What is a Protocol Preparation Committee (PPC)? Does my department have one? Do I need to submit my application to a PPC?

"A: In some departments/schools (VSON), there is a Protocol Preparation Committee (PPC). A list of PPC contacts is available on our website by going to the BSS or Biomedical tab and clicking Contacts & PPC. If your department or school has a PPC, you must submit your protocol to the PPC for review prior to submitting it to the IRB. The PPC will review your protocol for scientific merit and adherence to IRB instructions. Once your protocol has been reviewed by the PPC, it must be forwarded to the appropriate IRB office."

Overview of Process:

The PPC process is the quality control mechanism for the DNP project at VSON. The goal of PPC is to facilitate quality student research through a supportive environment of committee members dedicated to a collaborative enterprise. The DNP project committee is the PPC Committee. The IRB proposal must be signed by an external person as the scientific pre-reviewer to the research process, i.e., not listed on the protocol (Dr Joanne Schneider).

In Brief:

At VSON, you must submit your proposal to your Chair, then to the second member. The proposal is then submitted to Dr. Karen Moore for approval. After Dr. Moore signs the proposal then you can submit it to the IRB. The proposal is then reviewed by Dr. Joanne Schneider, the scientific pre-reviewer. She will make recommendations before it goes for formal IRB review.

DNP Project Clinical Hours

A minimum of 225 clinical (clock) hours are required for the project and must be documented in a clinical log (see Appendix K). Activities that may be counted in the clinical hours for the DNP project may include but are not limited to:

- CITI training.
- Developing the IRB proposal (up to 8 hours).
- Data collection (interviewing patients, reviewing charts).
- Team meetings related to the implementation of the project.
- Implementation of the project at the site.
- Data analysis.
- Dissemination of findings at the site.

Completing the Publishable Paper

The student will write up the findings from their DNP Project as a paper that is to be submitted for publication. The paper should be in acceptable form before the student makes their final presentation, as the presentation should cover this information.

- The student should begin to look at possible journals to submit their manuscript describing their project. The DNP chair approves the final journal selection.
- Once a journal is selected, author guidelines will provide the format for the final DNP project product. For example, the journal will dictate the manuscript style (i.e. reference format, line spacing, margins, figures and/or tables, and length of the manuscript).
- The student is ordinarily the first author on the DNP paper. The chair, reader, and statistician may be co-authors. Journals have guidelines for who qualifies for authorship which generally includes participation in design, conduct, or analysis of the project as well as participation in the writing and/or editing. Students should discuss authorship with their committee as the project plan is finalized.
- Resources on writing up the project as a journal article are available and are in your course materials. Talk to your chairperson if you need any additional resources. The writing center provides editorial assistance and should be considered.
- The chair will review the manuscript and determine when it is ready for the reader to review, and when it is completed and ready for journal submission.

DNP Project Presentation

The final step is for the student to present their completed DNP Project at sessions scheduled typically at the end of the spring and fall semesters.

- The student should plan a 20-minute presentation of the project and findings.
- A slide presentation should be designed to support the oral presentation. The student can anticipate approximately 1 slide per minute for presentation.
- The presentation is public and other students, faculty, or other visitors may be invited to attend the presentation and ask questions.
- Dates for presentations are generally scheduled in the spring and fall so students can also attend graduation.

Health Insurance and Portability and Accountability Act (HIPAA)

Under HIPAA, certain identifying pieces of health information are protected from casual scrutiny or use by unauthorized personnel. HIPAA regulations govern the circumstances of collection, access to and use of this Protected Health Information (PHI): names, postal addresses, telephone numbers, fax numbers, e-mail addresses, dates (including birth dates), social security numbers, medical record, and health plan numbers, account numbers, certificate/license numbers, vehicle identifiers including license plate numbers, device identifiers, names of relatives, Web URLs, IP address numbers, biometric identifiers, photographs and comparable images, and any other unique identifying number, characteristic, or code. Saint Louis University faculty and student researchers submitting Institutional Review Board protocols for review (see below) must have completed HIPAA training and incorporated the most recent applicable HIPAA assurances with or in their IRB protocol. For guidance see **Institutional Review Board (IRB)**

Appendices

Appendix A: CNL Courses & Pre and Co Requisites

Course	Pre-requisite	Pre/Co-requisite
HCE 5500 Health Care Ethics (2)	None	None
NURS 5080 Advanced Pharmacology (3)	None	NURS 5170
NURS 5110 Advanced Health Assessment (3)	None	None
NURS 5140 Health Promotion (3)	None	None
NURS 5170 Advanced Pathophysiology (3)	None	None
NURS 5200 General Research Methods (3)	None	None
NURS 5045 Role Acquisition for the Clinical Nurse Leader (3)	None	None
NURS5020 Health Care Systems and Policy (3)	None	None
NURS 5025 Informatics and Quality Improvement (3)	NURS 5020	None
NURS 5604 Advanced Clinical Studies (3)	NURS 5020	NURS 5025
NURS 5605 Practicum in Clinical Leadership (3)	NURS 5604	None

Appendix B: Nurse Practitioner & Pre and Co Requisites

Course	Pre-requisite	Pre/Co-requisite
NURS 5040 Role Acquisition (1)	None	None
NURS 5080 Advanced Pharmacology (3)	None	None
NURS 5110 Advanced Health Assessment (3)	None	None
NURS 5140 Health Promotion (3)	None	None
NURS 5160 Principles of Practice Mgmt. (2)	Advanced CL Studies I	Advanced CL Studies II
NURS 5170 Advanced Pathophysiology (3)	None	None
NURS 5200 General Research Methods (3)	None	None
Advanced CL Studies I (4-5) Adult/Gero Acute Care: NURS 5260 Family: NURS 5280 Primary Care Pediatric: NURS 5320 Psych-Mental Health: NURS 5340	NURS 5080 NURS 5110 NURS 5170 NURS 5400 (3) (PMHNP only)	None
Advanced Cl. Studies II (5) Adult/Gero Acute Care: NURS 5270 Family: NURS 5290 Pediatric: NURS 5330 Family Psych-Mental Health: NURS 5350	Advanced CL Studies I	NURS 5160
NURS 5430 Psychopharmacology (3) (PMHNP Program only)	NURS 5080	None
NURS 5900 Residency (0)	NURS 5110	Advanced CL Studies I
NURS 5810 Summer 2 credits (150 CL Hours) Fall 4 credits (300 CL Hours)	Advanced Cl Studies I & II	None
COGNATES FNP: NURS 5510 (2 credits) PMHNP: NURS 5400 (3 credits)	None	None

Appendix C: Course Descriptions

NURS 5000 Principles of Epidemiology

Credit Hours: 3. An overview of epidemiological investigation, including introduction to the tools of descriptive and basic analytical epidemiology, and basic sociodemographic concepts. Basic concepts in statistical inference are discussed as they relate to epidemiological applications. (Offered summer only).

NURS 5020 Healthcare Systems and Policy

Credit Hours: 3. This course examines the environment in which nursing and health care is provided. Health care delivery systems and the organizational theories and behaviors involved in those systems will be introduced. The effect of health care policy in determining accessibility, accountability, and affordability will be investigated. Financing of health care will be discussed, and basic business principles will be introduced. The role of the advanced generalist nurse in the provision of quality cost- effective care in a variety of health care systems will be emphasized. (Offered summer only).

NURS 5025 Quality Improvement and Informatics

Credit Hour: 3. This course examines the process for reviewing, monitoring, improving, and evaluating health care services. Health services accreditation standards will be explored. The role of information technology in providing data for the documentation and evaluation of client outcomes will be emphasized. Basic principles of epidemiology will be introduced. Quality improvement models will be described. The role of the advanced generalist nurse in developing and implementing performance improvement plans will be examined. (Offered fall only).

NURS 5040 Role Acquisition

Credit Hour: 1. This course examines the history and development of the advanced practice nursing (APN) role, responsibilities, and specialty areas in advanced practice. Capabilities and competencies relevant to advanced practice are explored. Professionalism and commitment to life-long learning are reaffirmed. (Offered every fall and spring).

NURS 5045 Role Acquisition for the Clinical Nurse Leader

Credit Hour: 3 (75 Clinical Hours). This course examines the roles that master's educated nurses assume in both healthcare and educational settings with the focus on the history and development of the Clinical Nurse Leader (CNL) role. Fundamental aspects of CNL practice will be explored. Competencies relevant to CNL education and practice are discussed. Certification for advanced nursing roles is examined. Professionalism and commitment to life-long learning are reaffirmed. Clinical experiences will provide the student with opportunities to further investigate implementation of the CNL role. (Offered spring only).

NURS 5080 Advanced Pharmacology

Credit Hour: 3. This course focuses on concepts, principles, and application of pharmacology and relevant pharmacotherapeutics used by advanced practice nurses and other healthcare providers in the management of common disease states. Emphasis is placed on the action, absorption, metabolism, excretion, and adverse reactions of the major classes of medications used in clinical practice. Considerations that affect disease state management across the lifespan (i.e., pediatrics, adolescents, young adults, pregnant women, breastfeeding women, and older adults) are included. (Offered every fall and spring).

NURS 5110 Advanced Health Assessment and Clinical Decision-Making

Credit Hour: 3 . This course builds on the basic physical assessment skills of registered nurses. Concepts of diagnostic reasoning and clinical decision-making are presented as integral components of the advanced health assessment of individuals and families across the lifespan. Students apply theoretical knowledge and advanced practice nursing skills to perform health assessments on clients/patients. The synthesis and application of anatomical-physiological, psychosocial, cultural, spiritual health concepts, growth and development, aging process, and ethical practice are emphasized to achieve competence in comprehensive health assessment as an advanced practice nurse or other healthcare providers. (Offered every fall and spring).

NURS 5140 Health Promotion

Credit Hour: 3. This course uses selected models, mid-range theories, and tools are to understand behavior and to identify risks to health. Evidence- based clinical prevention activities are analyzed for their use to improve the health of individuals, families, and populations. Methods for providing leadership in the conceptualization and implementation of clinical prevention and population health for individuals and populations are explored. The impact of lifestyle, genetics, cultural, and environmental factors on health, and/or health disparities are discussed. Students will implement and evaluate health promotion/disease prevention interventions with individuals and/or groups. (Offered every fall and spring).

NURS 5160 Principles of Practice Management

Credit Hour: 2; Pre-requisite: NURS 5xxx Advanced Clinical Studies I. This course explores the professional and business aspects of advanced practice nursing (APN). Evidence-based principles, patient advocacy, outcomes of care, systems of payment, and quality of care are addressed. Leadership in advanced practice is fostered and strategies for personal and professional development are learned. (Offered every fall and spring).

NURS 5170 Advanced Pathophysiology

Credit Hour: 3. This course provides an in-depth study of the physiological changes and responses to altered health states and their impact on the functional status of clients/patients for advanced practice nurses and other healthcare providers. Emphasis is placed upon homeostatic mechanisms and etiologies of disease. A systems approach is utilized to understand the interrelationships of function and dysfunction at the cellular and tissue level (pathology), the organ and system level (alterations), and the total human body (functional limitations). Lifespan and vulnerable population considerations are integrated and addressed. (Offered every fall and spring).

NURS 5200 General Research Methods

Credit Hour: 3. This course surveys the techniques, methods, and tools of research in the behavioral sciences and social sciences. General discussion of the research process followed by examination of several different study designs such as observational, experimental, descriptive, and sample survey. Overview of different methods of data collection and analysis frequently used in research literature. This course is an introduction to the general knowledge and basic skills of conducting scientific research. (Offered every fall and spring).

NURS 5260 Advanced Clinical Studies I: Acute Care

Credit Hour: 5 (150 Clinical Hours); Prerequisites: NURS 5080, NURS 5110, NURS 5170. This course addresses short-term goals including minimizing or preventing complications, attending to co-morbidities, and promoting physical and psychological well-being. Discussion will relate to palliative care, end-of-life care, and evaluation of risk factors to address maximizing health outcomes. Specific skill sets for the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) are developed dependent on the client/patient population and specialty-based area of practice. The practicum component of this course provides the nurse practitioner student the opportunity to master and apply the theory, knowledge, and skills in a variety of acute care settings in young adults, adults, and older adults. (Offered fall only).

NURS 5270 Advanced Clinical Studies II: Acute Care

Credit Hour: 5 (150 Clinical Hours); Prerequisite: NURS 5260. This course addresses the management of the adult gerontology client/patient who are physiologically unstable and that are at risk for potential life-threatening conditions. Discussion will relate to the utilization of invasive interventions and procedures that promote physiologic stability in acute and life-threatening conditions. In caring for clients/patients and their families' strategies in the physiological, psychological, sociocultural, and spiritual dimensions will be implemented. The practicum component of this course provides the nurse practitioner student the opportunity to master and apply the knowledge and skills in a diverse population including the Intensive Care Unit. (Offered spring only).

NURS 5280 Advanced Clinical Studies I: Adult and Older Adult

Credit Hour: 5 (150 Clinical Hours); Prerequisites: NURS 5080, NURS 5110, NURS 5170. This course discusses relevant theories applied in the nursing management clients/patients with primary health care needs and/or acute or chronic illness. By using research and evidence-based practice guidelines students implement strategies in the physiological, psychosocial, cultural, and spiritual dimensions in caring for clients/patients and their families. The practicum component provides for the integration of the nurse practitioner role in primary care setting for clients/patients 13 years and older. (Offered fall only).

NURS 5290 Advanced Clinical Studies II: Women and Children

Credit Hour: 5 (150 Clinical Hours); Prerequisite: NURS 5280. This course focuses on the theoretical and scientific bases for health promotion, maintenance, and management in the primary care of women, expectant families, and children (ages 0-18 years). Well women care, family planning, and reproductive tract disorders commonly seen in primary care will be studied. Care of children with minor acute and selected stable chronic health problems will also be addressed. Trends in health care, ethical issues, and the socioeconomic and political environment of women, expectant families, and children will be analyzed to optimize the management of care. A practicum component is required. The course is designed for the family nurse practitioner role in the primary care setting. (Offered spring only).

NURS 5320 Advanced Clinical Studies I: Nursing of Children

Credit Hour: 5 (150 Clinical Hours); Prerequisites: NURS 5080, NURS 5110, NURS 5170. This course provides the student with the opportunity to apply knowledge and skills in the clinical management of children birth to 21 years of age who are healthy or who are experiencing selected health problems. Emphasis is placed on using evidence-based guidelines, models, and theories that guide advanced nursing practice. The focus is on the assessment and diagnosis of health risks and health problems. Therapeutic interventions will be designed to promote health for well childcare and to restore health for children who have common childhood illnesses. (Offered fall only).

NURS 5330 Advanced Clinical Studies II: Nursing of Children

Credit Hour: 5 (150 Clinical Hours); Prerequisite: NURS 5320. This course provides the student with the opportunity to apply knowledge and skills in the clinical management of children birth to 21 years of age who are experiencing selected acute and chronic health problems. Emphasis is placed on using models and theories that guide advanced nursing practice. The focus is on the assessment, diagnosis, and therapeutic interventions for children with acute and chronic illness and their families. (Offered spring only).

NURS 5340 Advanced Clinical Studies I: Therapies

Credit Hour: 4 (150 Clinical Hours); Prerequisites: NURS 5080, NURS 5110, NURS 5170, NURS 5400. This course focuses on the role of the advanced practice nurse as a psychotherapeutic agent in holistically treating clients across the lifespan with acute and chronic mental health needs. Psychotherapy theories and psychiatric mental health related concepts and diagnoses are examined. Students use research findings and evidence-based clinical practice guidelines to implement patient care strategies as part of the interprofessional team. The practicum component of this course focuses on individual and group psychotherapy. (Offered fall only).

NURS 5350 Advanced Clinical Studies II: Medication Management

Credit Hour: 5 (150 Clinical Hours); Prerequisites: NURS 5340. This course focuses on the role of the advanced practice nurse as a psychotherapeutic agent in holistically treating clients across the lifespan with acute and chronic mental health needs. Psychotherapy theories and psychiatric mental health related concepts and diagnoses are examined. Students use research findings and evidence-based clinical guidelines to implement patient care strategies as part of the interprofessional team. The practicum component of this course focuses on psychopharmacological medication management and supportive psychotherapy. (Offered spring only).

NURS 5400 Ecological Approach to Human Behavior

Credit Hour: 3. This asynchronous course focuses on content that facilitates the development of the psychotherapist role of a psychiatric mental health advanced practice nurse or the counseling role of advanced practice nurses in other specialties when taken as elective. Psychological theories, models, therapies, and treatment strategies that address the requisite knowledge and skills needed to foster therapeutic advanced practice nurse-client relationships across the lifespan are examined with emphasis on target populations. Analyses of treatment/intervention strategies within various theories and models that may be used with particular clients, families, and groups are explored. Personal and professional orientations, values, and behavioral insights are examined throughout the course to promote increasing depth and breadth of understanding of using oneself as a therapeutic tool. (Offered spring only).

NURS 5430 Psychopharmacology

Credit Hour: 2; Prerequisites: NURS 5080. This course focuses on concepts, principles, and application of psychopharmacotherapeutics used in the management of individuals across the lifespan at risk for developing and/or having mental health needs/problems or diagnoses of psychiatric disorders. Emphasis is placed on the proposed mechanism of action, metabolism, excretion, and adverse reactions of the major classes of psychopharmacological agents used in a wide range of clinical settings. (Offered summer only).

NURS 5510 Mental Health of the Family in the Primary Care Setting

Credit hour: 2. This course explores multicultural individuals and families at risk for mental and psychosocial problems are considered within the context of primary care practice. Nurse practitioner students will use evidence-based practice to integrate behavioral, substance abuse, and primary care services for individuals across the lifespan. Students will learn methods of intervention using cognitive-behavioral, psychopharmacological, and non-traditional approaches to psychosocial and related chronic illness and physical problems.

Research related to environmental, psychosocial, genetic, economic, family systems developmental risk factors, drug efficacy, and non-pharmacological approaches for individuals with mental and psychosocial illness is investigated. The impact of contemporary health care policy, and other legislative proposals regarding quality, cost, and access to care will be integrated. (Offered spring only).

NURS 5560 Evidence Based Approaches for the Nurse Educator

Credit Hour: 2; Prerequisite NURS 5200. This course is designed to help students develop the role and responsibilities of an evidence-based nurse educator. Students develop skills in locating, analyzing, integrating, and sharing evidence, and explore different models for promoting evidence-based practice. An emphasis on using best practices to create classroom, laboratory, and clinical teaching environments that facilitate learning, and the achievement of desired cognitive, affective, and psychomotor outcomes is promoted. Strategies for teaching undergraduate/pre- licensure students to address quality safety guidelines in nursing are highlighted. Reflective practice, the spirit of inquiry, and continuous quality improvement, is fostered. Students plan for continuing their own professional development as nurse educators, and to address the scholarships of academia. (Offered summer only).

NURS 5570 Curriculum Development in Nursing Education

Credit Hour: 2-3. This online course provides learning opportunities for students to explore theories, logical processes, standards, evidence, and strategies to design, deliver, and evaluate nursing curriculum and learner outcomes, and to explore the practicalities of curriculum work included in the faculty role. Attention is also given to interpersonal issues which can influence curriculum development and curriculum work. Core processes associated with faculty development, ongoing appraisal, leadership, and scholarship are explored as the essential components of all curriculum work. (Offered spring only).

NURS 5580 Instructional Strategies and Evaluation for Nurse Educators

Credit Hour: 2. This online course provides students a variety of innovative teaching strategies and learning theories which promote experiential learning and a learner centered classroom. The use of multi-media, social media and technology is explored. Characteristics of the learner, including cultural diversity, learning style, and generational perspectives are considered as they influence the teaching-learning process. Strategies for teaching in unstructured (clinical, practice, community) settings, and guided structured settings (traditional, online, collaborative, inter-professional, and simulation-skills lab) are presented and analyzed. A variety of strategies to assess and evaluate student learning are explored. Challenges and opportunities facing nursing education are discussed and new ideas to improve teaching in nursing education are explored. (Offered fall only).

NURS 5590 Practicum in Nursing Education

Credit Hour: 2; Prerequisite: NURS 5110; Co-requisite: NURS 5260, 5280, 5320, 5340. This course facilitates the student's integration of educational theory and nursing knowledge. The student participates in a teaching practicum under the guidance of an experienced nurse educator. Concurrent seminars address topics promoting the student's role socialization as an educator. (Offered every fall and spring).

NURS 5604 Advanced Clinical Studies (CNL)

Credit Hour: 3 (225 Clinical Hours). This course focuses on the application of evidence-based nursing care to promote safety and quality care outcomes in a specific clinical population. Emphasis will be placed on the assessment of risk and the development of risk reduction strategies in the selected patient population. Key issues in the management of acute and chronic illness and the promotion of health will be explored. (Offered fall only).

NURS 5605 Practicum in Clinical Leadership (CNL)

Credit Hour: 3 (225 Clinical Hours). The student will design, implement, and evaluate care during an immersion experience in a designated health care setting. The experience will foster leadership and role acquisition with emphasis on quality improvement, interprofessional team care, patient-centered care, evidence-based practice, and utilization of informatics and technology. The culmination of the experience will be a professional paper and presentation in which students communicate their project design and results. (Offered spring only).

NURS 5810 Advanced Practice Nursing Practicum

Credit Hour: 2 (summer) (150 Clinical Hours), Credit Hour: 4 (fall) (300 Clinical Hours); Prerequisite: NURS 5XXX (Advanced Clinical Studies I & II in area of specialization). This course provides the student with a practicum experience that includes concentrated time in the role of the advanced practice nurse. The student assumes responsibility for the provision of health care services to selected populations under the supervision of appropriately qualified preceptors. The student assumes increasing independence and competency in assessing, planning, implementing, and evaluating health care. This course includes seminar discussions exploring the implementation of the role and functions of the advanced practice nurse. (Offered every summer and fall).

NURS 5900 Residency

Credit Hour: 0. This occurs in the spring semester during Advanced Clinical Studies II. The student is required to come to the SLU campus for onsite instruction in skills not amenable to online learning, such as suturing, office procedures, invasive procedures, etc. The purpose of the residency is to evaluate the student's progress in the program. Depending upon the specialty, the experience is two to three days in length. (Offered fall only).

Purposes of the Residency:

- Validation of the student's identity.
- Validation of specialty-specific competencies.
- Validation of assessment skills.
- Socialization of the student into the professional role.
- Introduction of Saint Louis University milieu on-site.
- Offer opportunity for practice of specialty skills.

HCE 5500 Health Care Ethics

Credit Hour: 2. This course offers an overview of ethical theory, principles, and norms that should inform professional nursing practice. It explores ethical issues and challenges commonly faced by nurses. Cases that arise in the practice of nursing are systematically analyzed. (Offered spring only).

NURS 6110 Health Care Policy & Delivery Systems

Credit Hours: 3. This course focuses on the assessment and analysis of health care policy, selected policy models, health care delivery systems and the organizational theories and behavior involved in those systems. Ethical, legal, economic, and social factors impacting policy development and healthcare delivery are addressed. The policy making processes at the organizational system, local, state, national, and international level are explored. The role of advanced practice nurses / nurse leaders on policy, health care delivery, and health outcomes are emphasized. Current trends and alternate health care delivery models are explored. (Offered fall only).

NURS 6130 Interprofessional Collaboration

Credit Hours: 3 (75 clinical hours). This course utilizes an interprofessional framework to guide the exploration of complex patient-centered care of individuals, families, communities, and vulnerable populations. Course topics include: the history of interprofessional practice, its philosophic principles, terminology, current research, team competencies, and frameworks of practice. This course consists of one 2-hour seminar each week and 1 credit hour of interprofessional clinical practice that is equal to 75 clock hours. (Offered spring only).

NURS 6140 Leadership in Health Care

Credit Hours: 3 (75 Clinical Hours). This course analyzes leadership theories and spheres of influence of the advanced practice nurse in the delivery of health care. Change theory and the process of making change at an organizational/system level are examined.

Students will focus on the assessment and enhancement of their leadership skills and career development. Effective leadership strategies within an organization are analyzed. The course requires 75 hours of clinical. (Offered spring only).

NURS 6150 Clinical Informatics

Credit Hours: 3. Information literacy and the use of computers in health care are explored. Students learn the processes for selection and evaluation of information systems. Patient care technology is studied. Use of technology to analyze outcomes and examine patterns is emphasized. Information systems/decision supports and web-based learning or clinical tools are discussed to support or improve patient care. (Offered fall only).

NURS 6160 Evidence Based Practice I

Credit Hours: 3 (75 Clinical Hours). This course provides the theoretical and clinical knowledge needed to prepare the advanced practice nurse to lead the implementation of evidence-based practice as a standard of care in a variety of health care settings. Students will enhance their skills in translating research findings into practice and critically evaluate information available from professional consensus statements and evidence-based guidelines. Formulating a clinically relevant question and summarizing the current literature on this topic serves as the foundational basis for the initial draft of a proposed DNP project. Students are expected to integrate this information into their DNP. (Offered fall only)

NURS 6170 Evidence Based Practice II

Credit Hours: 3; Pre-requisite: EBP I. This course builds on the student's understanding of scholarly inquiry, research designs, methods, and research translation as best practices in health care. Topics include theoretical underpinnings for translational research design, needs assessment, program planning and evaluation, and application of quantitative and qualitative methods in the study of practice related phenomena. Cultural, political, and ethical issues related to translational research are addressed are consistent with Jesuit values. (Offered spring only).

NURS 6805 Introduction to Applied Statistics for Healthcare Research

Credit Hours: 3. This course strengthens students' knowledge of the application and analysis of univariate statistics for generating nursing knowledge. Topics include a review of probability theory, sampling theory and distributions, hypothesis testing, tests of association and independence with emphasis on univariate parametric and nonparametric statistics. Practical application is given to the use of statistical software, graphing data, coding, data management, and conducting nursing research. (Offered summer only).

NURS 6888 DNP-NEL Practicum

Credit Hours (variable). This course is designed to provide shortfall hours for DNP-NEL who need additional hours of practicum to achieve the 1000 required hours to obtain a DNP degree. Students may request hours after their first two semesters in the program. Clinical hours should focus on an area of interest and requires both a faculty member and a preceptor. (Offered fall, spring, and summer semesters).

NURS 6960 DNP Project Management

Credit Hours 3. This course is designed to assist the student in refining the DNP project regarding the clinical research question, statistical analysis, writing the interpretation and discussion of results. The course is offered as a variable credit. (Offered fall, spring, and summer semesters).

NURS 6961 Doctor of Nursing Practice Clinical and Capstone Project

Credit Hours: 3. This course includes 3 credit hours of clinical. The clinical requirement includes 225 hours of experience culminating in a publishable paper. This clinical experience will provide the student with the opportunity to integrate and synthesize knowledge gained throughout the program. The student's project will focus on a practice change initiative in risk reduction. Examples include: a program evaluation, a quality improvement project, evaluation of a new practice model, a consulting project, or a pilot study. (Offered fall, spring, and summer semesters).

Appendix D: Resources for Graduate Students

- Internal Funding: Niedert Scholarship
- External Funding: External funding refers to all sources of funding outside SLU. Both the TBSON and the Medical Center require the completion of transmittal forms that track the process of review and approval of applications for external funding. **[Research Planning Committee](#)**
  - School of Nursing Forms for Application for External Funding: See the Grants Management Specialist
  - **Medical Center Forms for Application for External Funding:** The Grants and Contracts Transmittal Form and Research Lay Summary and other relevant information may be found on the following Web site: **[Research Planning Committee](#)**
  - **Individual National Research Service Awards (NRSA) (F31):** These are individual pre-doctoral ("pre-doc") training awards that are available competitively through the National Institutes of Health (NIH) and similar agencies. Full-time Doctor of Nursing Practice students are strongly encouraged to make NRSA application early in their Doctor of Nursing Practice program. Contact your advisor and see Appendix L for the process). Check the NIH Forms and Applications page for updates, information, and help.
  - **[American Association of Colleges of Nursing](#)** (AACN): The AACN maintains an excellent database of sources for financial aid and scholarships for graduate and post-graduate students. Be sure to search for the various awards to determine eligibility criteria.
  - **[American Psychiatric Nurses Association](#)** (APNA): APNA was founded in 1986. In the ensuing years, APNA has grown to be the largest professional membership organization committed to the specialty practice of psychiatric-mental health nursing and wellness promotion, prevention of mental health problems, and the care and treatment of persons with psychiatric disorders.
  - **[The National Organization of Nurse Practitioner](#)** (NONPF): NONPF is the only organization specifically devoted to promoting quality nurse practitioner education at the national and international levels. Starting in 1974 as a small group of educators meeting to develop the first NP curriculum guidelines, NONPF has evolved as the leading organization for NP faculty sharing the commitment of excellence in NP education. Today, the organization represents a global network of NP educators.
  - **[U. S. Government National Health Service Corps (NHSC) Scholarship Program](#)** (DHHS, Bureau of Health Professions, Health Resources and Services Administration): Master's students, depending on their career goals, may find this an attractive option. The NHSC has several opportunities available for health professions students. NHSC

scholarships are available to students dedicated to practicing primary care in communities of greatest need. In return for scholarship support, students agree to practice in communities across the Nation where the need is the greatest. In cooperation with regional and state partners, NHSC offers students the opportunity to serve on interdisciplinary teams in medically underserved areas. The NHSC also offers a loan repayment program for those dedicated to serving the underserved and who have qualifying educational loans. See the NHSC Web site for detailed information.

- **National Institutes of Health (NIH) Graduate Partnership Program**: The Fellowship Advising Office (FAO) helps NC State's undergraduate students, graduate students, and alums learn of and apply for nationally competitive and prestigious awards. These awards fund a wide range of opportunities, and many are connected to undergraduate and graduate degree programs or internships, overseas opportunities, and independent projects.

- **National Institutes of Health Loan Repayment Programs**
  - The NIH Loan Repayment Programs (LRP) are a vital component of our nation's efforts to attract health professionals to research careers in areas of national need. The programs are the Clinical Research LRP, Pediatric Research LRP, Contraception and Infertility Research LRP, Clinical Research for Individuals from Disadvantaged Backgrounds LRP, and Health Disparities Research LRP. National Institutes of Health Loan Repayment Programs (LRPs) can repay up to $35,000 a year of qualified educational debt for health professionals pursuing careers in clinical, pediatric, contraception and infertility, or health disparities research. The programs also provide coverage for Federal and state tax liabilities.
  - Applicants must have a doctoral-level degree, devote 50% or more of their time (20 hours per week based on a 40-hour work week) to nonprofit- or government-funded research, and have educational debt equaling at least 20% of their institutional base salary. U.S. citizens, permanent residents, or U.S. nationals may apply.

- **Nurse Reinvestment Act: Nursing Scholarships**: In exchange for at least two years of service at a health care facility with a critical shortage of nurses, the Nursing Scholarship Program pays tuition, etc.

- **Nursing Incentive Scholarship Fund** (Kentucky Residents): The Nursing Incentive Scholarship Fund (NISF) provides scholarships to Kentucky residents who will be attending graduate nursing programs. NISF recipients are selected individually by the Board, using specified criteria. The amount of each scholarship is $3,000 per year. NISF scholarships may be used for cost-of-living expenses, as well as school expenses.

- **American Assembly for Men in Nursing (AAMN)**: AAMN Foundation and Johnson & Johnson's Campaign for Nursing's Future have partnered to offer this new $1,000 scholarship program for male students pursuing professional nursing education

programs. Established in 2004, these scholarships are intended to support male students who are seeking a pre-RN licensure or graduate degree in nursing. Applicants must submit an application and all supporting documentation. The more complete the application, the stronger consideration your application will receive. Applicants must already be enrolled (not just accepted) at an accredited institution.

- **American Association of Critical Care Nurses (AACN)**: The AACN awards grants for research that is relevant to acute critical care nursing practice. Interdisciplinary projects are especially invited. Funds will be awarded for projects that address one or more AACN research priorities and link with AACN's vision. The AACN research priority areas include effective and appropriate use of technology to achieve optimal patient assessment, management, and/or outcomes; creating a healing, humane environment; processes and systems that foster the optimal contribution of critical care nurses; effective approaches to symptom management; and prevention and management of complications.

- **American Association of Retired People**: In 2005, the Office of Academic Affairs provided financial assistance for graduate students committed to studying aging or public policy and working in aging-related careers. The Web site should be checked for similar offers in the future.

- **American Cancer Society American Cancer Society Research**: The American Cancer Society is the largest non-government funder of cancer research in the United States. The Society's research program focuses on beginning investigators, a program of targeted research, and an enhanced commitment to psychosocial and behavioral, health services, health policy, epidemiological, clinical and cancer control research. These scholarship grants may provide $15,000 per year for up to four years of support. Visit the Society's Web site above.

- **American Lung Association**: The American Lung Association promotes research by direct grants for research and training of scientists, through a vigorous advocacy program designed to optimize federal support of lung research.

- **American Nurses Foundation Research (ANF) Grants Program**: Through the Nursing Research Grants program, ANF provides funds to beginner and experienced nurse researchers to conduct studies that contribute toward the advancement of nursing science and the enhancement of patient care. Awards are given in all areas of nursing, including healthy patient outcomes, health care policy development, critical care, gerontology, women's health, community, and family intervention.

- **American Society of Health-System Pharmacists**: The ASHP Research and Education Foundation offers a research grant program custom-designed to meet the needs of junior investigators or practitioners new to research in the federal health services sector. This grant is sponsored by Abbot Laboratories. The program will support

research efforts critical to the study of medication adherence and persistence in older patients who receive care through the Veterans Administration, the Department of Defense, and the Public Health Service. Studies should focus on individuals with either HIV/AIDS, auto-immune diseases, psychiatric disorders, or stages 3 and 4 renal diseases. A secondary goal of the program is to develop and strengthen the skills of newer researchers in the federal services and foster mentoring of these researchers by more experienced senior investigators. Four grants of $25,000 each will be awarded. Pharmacists, physicians, and nurses interested in applying for funding should refer to the Request for Proposals and application instructions on the ASHP Foundation Web site.

- **AORN Foundation (Association of Perioperative Registered Nurses)**: The AORN Foundation Scholarship Program offers financial support to students enrolled in nursing schools and to perioperative nurses pursuing bachelors, masters, or doctoral degrees.

- **March of Dimes**: March of Dimes programs fund several different types of research; all aimed at preventing birth defects and infant mortality. These programs include basic research into life processes, such as genetics and development; clinical research applied to prevention and treatment of specific birth defects and prematurity; the study of environmental hazards; and research in social and behavioral sciences relevant to our mission.

- **Minority Nurse Magazine**: Minority Nurse Magazine is a valuable resource for scholarship information specifically for minority nursing students. Master's nursing students should search the various awards to determine eligibility criteria including financial need, academic achievement, and involvement in community activities. In addition, some may require payment of an application fee. Contact the sponsoring organizations for specific information and deadlines. Visit the Web site for detailed information.

- **National Black Nurses Association Women's Health Research Grant Program**: NBNA Women's Health Grant Program supports research which will address the deficit of data available on improving the health status of minority women. Information from this effort will provide population specific data to guide health practice in the promotion, prevention and education of peri-menopausal women and their unique health concerns. The amount of funding available for this research grant in direct cost is $20,000.00. Funding for this project is contributed by Wyeth Pharmaceuticals.

- **National Student Nurses' Association Foundation**: The Foundation of the National Student Nurses' Association will award Promise of Nursing fellowships to registered nurses enrolled in post-graduate education programs in preparation for a nurse

educator role. Students may be eligible for awards to support tuition, academic fees, and books. Eligibility is also related to your ZIP CODE.

- **Nurse Educational Funds, Inc.:** The National Educational Funds, Inc., is a not-for-profit organization which seeks and distributes funds to baccalaureate- prepared RNs who need scholarship assistance for graduate study. Visit the Web site for detailed information and eligibility.
- **Nurse Practitioner Healthcare Foundation Scholarship and Awards Program**: This scholarship program includes 2 scholarships and 15 awards for practicing nurse practitioners or nurse practitioners currently enrolled in an accredited master's or doctoral degree program. Awards range from $1,000 to $5,000.
- **Oncology Nursing Society**: The Oncology Nursing Society has multiple funding opportunities for conducting research. Visit the Web site to see the organization's research agenda.
- **P.E.O. Educational Loan Fund**: The fund was established in 1907 to make loans available to qualified women who desire higher education and are in need of financial assistance. Students must be recommended by a local chapter of the P.E.O. Sisterhood and within two years of completing her course of study.
- **Sigma Theta Tau International (STTI) Research Grants**: Explore the site for STTI grants and joint partner grants with other organizations. Small grants will support research activities but not tuition.
- **Women's Research & Education Institute**: The Women's Research & Education Institute fellowships are designed to train potential leaders in public policy formation to examine issues from the perspective, experiences, and needs of women. Students who are currently enrolled in a master's or doctoral program at an accredited institution in the U.S. are eligible.
- **Service Organizations:** Many service organizations have scholarships and grants set aside. Contact local chapters and ask about the availability of student assistance. These are often not advertised, so asking about opportunities may be the only way to discover what is available. Examples of service organizations include American Legion, Eagles, Rotary, Lions, etc.
- Other
  - **Grant Forward**
  - **Nursing Scholarships**

Appendix E: Facility Contract Request Form

SAINT LOUIS UNIVERSITY
—
TRUDY BUSCH VALENTINE
SCHOOL OF NURSING

FACILITY CONTRACT REQUEST FORM

Not all agencies require a full contract for you to participate in clinicals. In lieu of a contract, some agencies are satisfied with a letter of good standing and a copy of our liability insurance which covers you while you are at their facility. It is your responsibility to clarify with the facility IF an agreement is required.

Feel free to contact Kari Elbe to verify if an affiliation agreement already exists with your potential agency.

If your clinical site requires a full contract with the University in order for you to precept there, YOU- THE STUDENT must complete this form and submit prior to starting the clinical experience.

Depending on an array of variables, the contracting period can take anywhere from a couple of weeks to a couple of months.

Complete and return to: Kari Elbe Phone: 314-977-8904
Clinical Contract Coordinator
Saint Louis University School of Nursing

==For clarity, I prefer to receive this form TYPED and submitted via EMAIL to Kari.Elbe@slu.edu==

Student Name			Today's Date	
Email address			Phone number	
Specialty Option		Are you earning a post master's certificate?	Yes No	
Clinical Course	NURS:	Course Coordinator		

Facility Name	
Street address	
City, State & Zip	

Facility Contact*		Contact's Title	
Email Address		Phone No.	

==*Facility Contact is NOT the preceptor. This is the person who will help facilitate a contract at the clinical agency*==

Name of Potential Preceptor			
Dates you need this clinical site	Month/Year	TO	Month/Year

This form does not constitute an agreement. This form is used only to gather information from a student to be used to contact a prospective clinical site for an affiliation agreement.

Appendix F: Preceptor Form

Instructions for Preceptor Approval Process

1. The student contacts the willing preceptor.
2. The student performs a license search on the willing preceptor from the appropriate board website and downloads a copy of the preceptor's license verification information and the disciplinary report showing that license is free of encumbrances.
   a. Verify license and check for any disciplinary action or encumbrances.
      i. For Nurse Preceptors, go to: **https://www.ncsbn.org/license-verification.htm**
      ii. For non- nurse preceptors (MD, DO, mental health professions), go to the appropriate website. For Missouri providers, go to: **http://pr.mo.gov/healingarts-public-information.asp**
3. The student types the information on the preceptor information form and verifies the accuracy of the information. The student is responsible for obtaining any missing information. This step is always necessary, even if the preceptor has taken SLU students in the past.
4. The student submits the preceptor form according to the appropriate Canvas preceptor approval course.
5. The course coordinator will review the preceptor information and give approval if the preceptor is appropriate for the course by placing the grade of 50. If the preceptor form or license verification is missing information the grade will be posted as zero and the student will be asked to resubmit the proper information.
6. The student verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient.
7. If an affiliation agreement is required, the student submits Facility Contract Request form to **Kari Elbe**.
8. When the legal arrangement is negotiated, the Canvas approval course grade will change to 100 and the student is approved to start the clinical rotation with that specific preceptor once the school semester has begun.

Saint Louis University
Trudy Busch Valentine School of Nursing
Preceptor Information Form

Student Name	
Student Cell Number	
Student SLU.EDU Email address	
Specialty Track (e.g., AGACNP, FNP)	**[Specialty Program Name Here]**
Course Number	**NURS XXXX**
Course Coordinator	**[Course Coordinator Name Here]**
Semester and Year (Fall, Spring, Summer)	**[Semester 20XX]**
PRECEPTOR CONTACT INFORMATION	
Full Name of Preceptor	
Name of Clinical Site/Medical Group	
Street Address	
Suite No., Department, Mail-Stop, Etc.	
City, State, Zip	
Office Phone	
Cell Phone (please provide)	
E-mail Address	
Best Time & Preferred Method of Contact	
LICENSURE – SPECIALTY INFORMATION	
*Provide copies of license and other recognition documents. You must notify the School of any encumbrances or changes of status in the preceptor's licensure or certification.	
Degree (s)	
Specialty (e.g. Cardiology, FNP, LCSW)	
*If CNS or other please specify	
Subspecialty (if applicable)	
Certifying Body (e.g. ANCC, NCBPNP)	
Experience/students	Yrs experience: Current # of students:
CLINICAL SETTING	
Clinical Setting Type (Hospital, Outpatient Clinic, please specify)	
Patient Population (e.g. Pediatric, Adult, etc.)	
CLINICAL DATES / HOURS	
Anticipated Dates of Clinical	Start Date: End Date:
Anticipated Number of Clock Hours	
Are you employed by this clinical site or its organization?	YES NO

Appendix G: Program Summary Log

Saint Louis University Trudy Busch Valentine School of Nursing

Program Clinical Hour Summary Log

Name of Student_____ Specialty_____

Instructions: This form must be presented to your Program Specialty Coordinator upon completion of your clinical hours in NURS 5810. This form reflects a running total of clinical hours completed in the clinical setting for each preceptor. Add lines to the table below as needed. Use complete names and credentials. Use more than one page if necessary.

Today's date: _____

Course Number	Dates	Site (full name, city, state)	Preceptor/s (with Credentials) (one line per preceptor)	Email address	# Clock Hours

Appendix H: DNP Checklist

Student Name:	
DNP Project Title:	

DNP Project Committee Names	
Chair	
Reader	
Member (optional)	

Project Progression	Date
Project Committee Chosen	
IRB training completion date	
Letter of intent signed by committee and Associate Dean of Graduate Education	
IRB proposal approved by Chairperson and Reader	
IRB proposal approved by School of Nursing Pre-Reviewer	
SLU IRB approval obtained	
Other approvals completed (i.e. agency IRB approval)	
Data Collection Plan Timeline Start: Completion:	
Data Entry competed	
Data analysis completed	
Journal selected	
Anticipated date of manuscript draft completion	
Graduation Plan	
Expected date of Graduation	
Application for Degree Form completed and sent to Associate Dean of Graduate Education at beginning of semester	
Presentation Commitment form signed by Chair and sent to Associate Dean of Graduate Education at beginning of semester	
Manuscript completed	
Manuscript approved (manuscript must be ready for submission prior form prior to presentation)	
PowerPoint slides developed for 20-minute presentation (25 slides max)	
Presentation completed	
Submission of paper sent to Chair	

Appendix I: NURS 6961 DNP Project Presentation Faculty Scoring Rubric

NURS 6961 DNP Project Presentation Faculty Scoring Rubric

STUDENT NAME_____

RATE THE STUDENT'S PRESENTATION ON EVIDENCE OF DNP PROGRAM OUTCOMES AS FOLLOWS:
5= STRONGLY AGREE; 4= AGREE; 3= NEITHER AGREE OR DISAGREE; 2= DISAGREE; 1= STRONGLY DISAGREE

Program Outcome	5	4	3	2	1	Comments/examples to support your score
1.Uses advanced knowledge of mid-range and translational theories from nursing and other disciplines as a framework for advanced nursing practice						
2. Critically examines research and scholarship to support evidence-based clinical practice						
3. Applies principles of epidemiology to populations at risk						
4. Applies principles of biostatistics to populations at risk						
5. Applies principles of environmental justice and environmental science to populations at risk*						
6. Applies knowledge of patterns of disease to populations at risk						
7. Applies principles of prevention and intervention to populations at risk						
8.Designs and implements processes to evaluate outcomes & systems for health care delivery						

Environmental justice (EJ) is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

Environmental science is an interdisciplinary academic field that integrates physical, biological, and geography to the study of the environment, and the solution of environmental problems.

Appendix J: Sample Letter of Intent

To: DNP Director

From:_____   Subject: DNP Project Letter of Intent

Date: _____

- I have chosen a DNP Project (describe below): Background: state the reason for selecting the topic: (use Squires Guidelines for Quality Improvement Project)
    - What is the importance of the study?
    - What is the gap in the knowledge base or unmet need that will drive your project?

- Problem statement or aims that will guide the project:
    - What problem does this work attempt to solve?
    - What is the scope of the project?

- Methodology:
    - What specific conceptual model or approaches will be used?
    - What types of evidence (data), tools and/or instruments will be used?

- Clinical Implications (expected outcomes):
    - What clinical improvements are anticipated?
    - What patient improvements are anticipated?

Format: Margins: 1 inch, Arial or Times New Roman 12 point, Double-spaced. I will begin initial work on my DNP Project in _____ and I plan to complete the work _____. Issues such as IRB approval and data collection may affect this timeline. I will   participate in the SLU SON DNP Symposium with a satisfactory presentation of the DNP Project (graduation requirement).

Dr. _____will serve as my DNP project Committee Chairperson. By her/his signature below, Dr. _____has agreed to serve as a Committee member.

_____   _____
Student's Name, degree   Date

Doctor of Nursing Practice student the signatures below indicate the committee members who have agreed to serve **and** who have approved the document.

_____   _____
Name of Chairperson   Date
DNP Project Committee

_____   _____
Name of Member (Reader)   Date
DNP Project Committee

_____   _____
DNP Director   Date

Appendix K: DNP Project Log

Name of Student_____

Instructions: A DNP Project clinical hour log must be submitted to your Committee Chair prior to your
DNP project **presentation**. This form reflects a running total of actual clock hours of time completed. Add lines
to the table below as needed. Use additional pages as necessary.

Activities that may be counted in the clinical hours for the DNP project may include but are not limited to:
- Developing the IRB proposal (up to 8 hours)
- Data collection (interviewing patients, reviewing charts)
- Data analysis
- Team meeting related to the implementation of the project (getting a firm commitment from a clinical site)
- Transferring a skill to a clinical area such as educating staff or community members (preparation time not to exceed 3:1 ratio)

Manuscript preparation is NOT included in the approved activities.

Date	Hours today	Running total	Activity
m/dd/yr	1.0	1.0	Mtg with DON - teaching points/assessments
	2.5	3.5	Revision of collection tools

Appendix L: Pre-Requisites to Graduation Checklist

If you are planning on finishing this semester, you must complete the application for a degree. The Application for Degree is online. The instructions to complete the **Application for Degree**.

Before you apply for graduation you must have completed the following:

- Completion of the DNP Project
  - Approval of project form submitted and signed by committee members, DNP Director and Association Dean for Graduate Nursing Education
  - IRB approvals by SLU and your agency (as appropriate). This is required in a prior semester.
- Requirements to Present at DNP Project Presentation
  - Data Collection must be complete.
  - Data Analysis must be complete.
  - Manuscript must be in submissible form prior to presentation (as approved by Committee Chair).
  - DNP project Log must be submitted by the day of presentation (see Appendix I).
  - A slide presentation of no more than 20 minutes; plan for 10-15 minutes of questions (as one would prepare for a conference presentation).