MESSAGE FROM THE PROGRAM DIRECTOR

On behalf of the faculty and staff of Winona State University, College of Nursing and Health Sciences, welcome you to the Graduate Programs in Nursing. We are all very pleased that you have chosen Winona State University to further your education and follow your dreams. You are entering programs with a rich reputation for excellence and innovation. We all have a great deal of pride our programs and the graduates that have preceded you. They are the nursing leaders of today.

We are committed to your learning and to help you prepare for advanced nursing practice and education. If we can do anything to make your experience at Winona State a better one, please let us know.

Best wishes for an exciting and fulfilling educational experience.

Sincerely,

Sonja J. Meiers, PhD, RN
Professor and Director, Graduate Programs in Nursing

e-mail: smeiers@winona.edu
Phone: (507) 536-5671

Administrative Assistants:

Carolyn Ryno is the Administrative Assistant to the Graduate Programs in Nursing. Documents relative to advisors; progression through the program; application to candidacy; research forms; and graduation are accessed/processed by her.

Sara Bass is the Office Assistant to the Graduate Programs in Nursing. Documents related to applications, clinical paperwork, and Typhon are processed by her. If you have questions about any of the above, Sara or Carolyn can often help you. Their office is located in CF211 & CF215 (Rochester), (507) 285-7473, Fax: 507/292-5127, Email: sbass@winona.edu or cryno@winona.edu.

This handbook has been prepared especially to highlight information that will be useful to you during your graduate education at the WSU College of Nursing. Most of the information is unique to the Graduate Programs in Nursing.

The handbook should be used in conjunction with the Winona State University Graduate Catalog and Academic Calendar.

Winona State University reserves the right to change information, requirements, and regulations published in this Handbook. It is not to be regarded as a contract.
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Milestones in Graduate Education

Below is a general outline of forms or events that are important to remember. The forms/events are listed in the chronological order in which they usually occur. Please pay attention to these milestones as they will help you reach your goal. Students are responsible for submitting these items.

1. **Application to Candidacy/Program Contract** on-line form must be on file with the School of Graduate Studies before completing 16 credits. Please see your advisor for more information.

   If you drop/add courses after approval of your Program Contract, you will need to revise the on-line Form and resubmit to your advisor for approval. If you change programs, fill out a new Program Contract.


   Doctor of Nursing Practice (DNP) Students - **DNP Project:** Using the DNP Project Guidelines, submit the dissemination product to the Graduate Programs in Nursing Office to show completion of the DNP Project.

3. **Application for Graduation:** An “Application for Graduation” (MS, GC, DNP) or “Certificate Program Plan” (Nursing) (GC) must be submitted to the School of Graduate Studies by midterm of the term prior to graduation (see academic calendar for official due date). Please see your advisor for more information.

4. **HOODING & GRADUATION!** You have achieved your goal. Congratulations!

   Order Cap and Gown. The Winona State Bookstore sells these items. Please visit www.wsubookstore.com for information on ordering Caps and Gowns.

If you have ANY questions about these milestones or about the program, please make an appointment to speak with your academic advisor.

*Links to the forms listed above can be found on the Graduate Programs in Nursing website at:* [www.winona.edu/graduatenu...](www.winona.edu/graduatenu...)
1. Wabasha Hall and John Nett Recreation Center — at 101 E. Wabasha Street, houses Student Health Services, Fitness Center, Student Counseling Center, Child Care Center, and art studios, and Athletic Dept., gymnasium
2. Maxwell Hall — Integrated Academic Services (“One Stop”) including Admissions, Advising Services, Cashier, Career Services, Disability Services, Financial Aid, Registrar, Parking Services & Student Support Services. Maxwell also houses the National Child Protection Center, Institutional Research & Health, Exercise, and Rehabilitative Sciences
3. Stark Hall — houses the College of Nursing and Health Sciences, the College of Science and Engineering, the Departments of Nursing & Engineering, as well as the Composite Materials Technology Center
4. Alumni House and Redstone Center
5. Memorial Hall — houses the Physical Education and Sport Science Department, the Recreation Program, Tourism and Therapeutic Recreation and the facilities for the university's indoor athletic activities and events
6. Somsen Hall — houses the College of Business, the Departments of Accounting, Management Information Systems, Business Administration, Economics and Finance, Marketing, Foreign Language and most administrative offices, including the Offices of the President, Academic Affairs, Administrative Affairs, Outreach and Continuing Education, Human Resources, Development and University Advancement, Alumni Relations, Business Office, Academic and Administrative Computer Centers, Publications Office, and the Print Shop
7. Phelps Hall — houses the Mass Communication and Psychology Departments, News Service
8. Pasteur Hall — houses the Departments of Biology, Chemistry, Physics, and Geoscience
9. Watkins Hall — houses the Departments of Computer Science and Art, including a gallery for student and professional art shows and the Watkins Art Collection
10. Conway Hall — women's residence hall
11. Shepard Hall — co-ed residence hall
12. Moray Hall — co-ed residence hall
13. Richards Hall — co-ed residence hall
14. Performing Arts Center — houses the Departments of Music, Communication Studies, Theatre Arts and Dance; facilities for university-sponsored cultural events; and KQAL, the campus radio station
15. Gildemeister Hall — houses the College of Education including the Departments of Education, Special Education, Counselor Education, Educational Administration, and the Department of Mathematics and Statistics
16. Pentas Hall — men's residence hall
17. Lucas Hall — women's residence hall
18. Krysztof Commons and University Center — houses the university food service, recreational facilities and lounges, conference rooms, the "Smug" snack bar, the Campus Book Store, and the Alumni Lounge, as well as the offices for Inclusion and Diversity, the International Student Program, Housing, and Student Life & Development
19. Minne Hall — houses the College of Liberal Arts, Departments of English, History, Paralegal, Political Science, Sociology and Social Work, Philosophy, the Women's Studies Program, and the Global Studies program
20. Sheehan Hall — women's residence hall and security services
21. Heating Plant and Facilities Management
22. Maintenance Building
23. Darrell W. Krueger Library — contains the university's library holdings
24. Science Laboratory Center — provides labs and classrooms for biology, chemistry, physics, geosciences and science education majors
25. Lourdes Hall — co-ed residence hall, houses the Residential College program
26. Tau Center — residence hall and conference facilities
27. Alltel Stadium and Athletic Complex — press box, luxury suites and classrooms
28. East Lake Apartments

All buildings and parking lots accessible to the handicapped - all buildings equipped with elevators
I. INTRODUCTION

A. This handbook contains information helpful to you as a graduate student as you progress through the Graduate Programs in Nursing at WSU. It is intended to provide a collection of information in one place. It is not intended to duplicate information available elsewhere. Students must also refer to the Winona State University Graduate Catalog, which contains regulations, course listings, and degree programs. You should read it carefully and be familiar with the TIMELINES for admission to candidacy, research presentation, and graduation. To access the Graduate Catalog on-line, please visit http://www.winona.edu/registrar/catalog.asp.

B. WSU Nursing Department Addresses

Department of Nursing
Winona State University
PO Box 5838 - 303 Stark
Winona, MN 55987
Phone: (507) 457-5120
1-800-342-5978
Fax: (507) 457-5550

Graduate Programs in Nursing
WSU - Rochester
859 30th Avenue SE
Rochester, MN 55904
Phone: (507) 285-7473
1-800-366-5418
Fax: (507) 292-5127

C. WSU Nursing Department Faculty

William J. McBreen, PhD, RN, Professor
Dean, College of Nursing and Health Sciences
Winona: 301A Stark Hall
(507) 457-5122
Rochester: HS 105
(507) 285-7489
Email: wmcbreen@winona.edu

Jane Foote, EdD, MSN, RN, Associate Professor
Chairperson, Department of Nursing
Winona: 303G Stark Hall
(507) 457-5127
Rochester: HS106
507.280.2818
Email: jfoote@winona.edu

Sonja J. Meiers, PhD, RN
Professor and Director, Graduate Programs in Nursing
Rochester: CF213
(507) 536-5671
Email: smeiers@winona.edu

(See Appendix D for full faculty listing)

Office hours are 8:00 a.m. to 4:30 p.m., Monday through Friday during the academic year.
II. HISTORICAL DEVELOPMENT OF THE NURSING DEPARTMENT

A. President Minne first presented the proposal for a baccalaureate program to the legislature in 1960. The move to phase out the hospital programs and add four-year baccalaureate programs on college campuses was well underway by 1964, the year Winona State established its new nursing curriculum. In the spring of 1968, Winona State College graduated its first class of baccalaureate nursing majors. From the first small class of 16, the program increased to 48 graduates by 1973. It expanded to Rochester the following year where it quickly grew to meet the needs of the nursing community here. In Rochester the students were predominantly RN's until 1980 when generic nursing students also studied at WSU Rochester.

In the late seventies the nursing faculty made developing a master’s program one of their long-range goals. A feasibility study was conducted in 1985-86 by Dr. Marjorie Smith and Dr. Rosemary Langston. It supported the need for a master’s program in nursing. Local advisors and consultants were gathered to plan the curriculum based on area needs and survey results. Approval for the program was received from the Nursing Department, Graduate Council, University, State University System and the Higher Education Coordinating Board. The next step involved writing an “Advanced Nurse Education Training Grant” for the Department of Health and Human Services, Bureau of Health Professions. This required a rigorous review process of need and program quality before the grant was approved. The project was funded from July 1, 1987, to June 30, 1990, for more than $600,000 over three years. Dr. Smith, Director of the Master’s Program, was the project director. The Master’s Program began in the fall of 1987 when 21 students were admitted part-time to the program. The Master’s Program received NLN accreditation in 1991. In 1994 another Advanced Nurse Education Training grant was received to develop and implement the Adult Nurse Practitioner focus. A third three-year grant for over $700,000 was received in 1997 to implement the family nurse practitioner focus and develop distance learning courses within the master’s program. In 2011, in partnership with the Mayo Clinic School of Health Sciences, the adult-gerontology acute care nurse practitioner program was added. Students in that program participate with health professionals in other disciplines throughout simulation and clinical course work. The first cohort of Psychiatric-mental Health Nurse Practitioner (PMHNP) Graduate Certificate students enrolled in WSU’s newest program in May 2017. Development of this curriculum and program was funded by a grant from HealthForce Minnesota through a Minnesota State Centers for Excellence initiative. The PMHNP program was informed by community members in Winona and Rochester, MN and LaCrosse, WI in response to the need for PMHNP providers and program delivery is primarily online.

In 2007, the Winona State University graduate nursing faculty began participation in the Minnesota State Colleges and Universities (MnSCU) Consortium post-nursing master’s Doctor of Nursing Practice (DNP) program. This Consortium program was a fully online program taught by the graduate nursing faculties at four home universities: Metropolitan University; Minnesota State University, Moorhead; Minnesota State University, Mankato and Winona State University. Didactic courses were taught by faculty members from the four universities in teaching teams. Clinical project and capstone courses were taught by the graduate faculty members at each of the four home universities; students officially graduate from their home University with the DNP. The first Consortium DNP class was admitted in fall 2007. The first Winona State University DNP students graduated in the spring semester of 2009 and the last WSU DNP students graduated from the Consortium DNP program in May 2013. These students also received federal traineeship funds. Graduates are practicing in leadership roles in service, education and clinical scholarship. In 2012, the ability to offer the DNP as a stand-alone degree program at WSU was granted to the Department of Nursing, College of Nursing and Health Sciences by Minnesota State Colleges and Universities and the Higher Learning Commission. The first students were admitted to the WSU DNP program in spring 2013 and initial enrollment in the WSU DNP program began in fall 2013 and initial accreditation of the DNP program was granted by the Commission for Collegiate Nursing Education (CCNE) in 2015.
III. THE NURSING FACULTY ORGANIZATION (NFO)

A. The philosophy of the Nursing Department provides for a faculty organization with student participation that enables ongoing evaluation of the curriculum and establishes educational policy. The organization delegates responsibility to the appropriate standing committee and may establish Ad Hoc Committees to facilitate faculty business. All committee recommendations return to the faculty organization of the whole for final approval.

The Graduate Committee, a committee of the NFO, consists of graduate faculty, the department chair, and at least one graduate student. It is designed to give direction to the graduate programs. The functions of the committee are:

1. Program development, implementation, revision, and evaluation.
2. Development and implementation of policies and procedures for admission, progression, retention, dismissal, and graduation of graduate students.
3. Development of students and faculty.
4. Promotion of a scholarly environment for faculty and students.
5. Identification and competition for local and national resources.
6. Recruitment of qualified faculty and students.
7. Promotion of WSU’s nursing programs.
8. Preparation of program documentation as required.

Each fall graduate students are selected to represent the graduate students on the Graduate Committee.

IV. WINONA STATE UNIVERSITY DEPARTMENT OF NURSING MISSION AND PHILOSOPHY

A. MISSION

Grounded in an environment of scholarship, the mission of the WSU Department of Nursing is to educate knowledgeable Caring, Ethical, Creative, and Accountable nurse leaders who provide person- and relationship-centered care for individuals, families, groups, communities and populations in a diverse society. This mission is based on the beliefs that:

- a caring, diverse, and respectful community provides the best environment for students to learn how to care for themselves and others;
- optimal learning to care for self and others occurs in a caring, diverse and respectful community;
- faculty and students are accountable for maintaining and modeling professional standards of moral, ethical, and legal conduct;
- recognizing and valuing human diversity is essential to person- and relationship-centered care;
- individuals have different ways of knowing and learning about the world;
- creativity and innovation contribute to continuous quality improvement and sustainability;
- an enriched learning environment is the responsibility of faculty, staff, and students;
- effective nurse leaders engage in continuous professional development and lifelong learning;
The undergraduate and graduate curricula are based on a shared philosophy that views the professional nurse as an individual with a minimum of a baccalaureate degree in nursing who may also possess a master’s degree or a doctorate.

The philosophy of the Department of Nursing states that the professional nurse provides care that is:

- **Person-Centered.** Person-centered care is an approach in which individuals are viewed as whole persons. It involves advocacy, empowerment, and respecting the person’s autonomy, voice, self-determination, and participation in decision-making. Persons are defined as the participants in nursing care or services. They may be individuals, families, groups, communities, aggregates, organizations, systems, and populations. Persons may seek or receive nursing interventions related to health promotion, health maintenance, disease prevention, illness management, and end-of-life care. Depending on the context or setting, persons may be referred to as patients, clients, residents, consumers, customers and/or organizations of nursing care or services.

- **Relationship-Centered.** Relationship-centered care values and attends to the relationships that form the context of compassionate care, including those among and between:
  - practitioners and recipients of care
  - individuals as they care for themselves and others
  - practitioners and communities in which they practice
  - healthcare practitioners across various professions
  - administrators and managers as they set the environment and resources for care

- **Evidence-Based.** Evidence includes research findings and their interpretation, practitioner and consumer expertise and preferences. The nurse draws upon these types of evidence to inform critical thinking and decision-making.

- **Respectful.** Respectful care is based upon mutual relationships that embrace diversity, and promote dignity and choice. Diversity includes the range of human variation that professional nurses encounter. Age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background are included.

The professional nurse achieves the following educational outcomes in relation to seven key characteristics:

- **Critical Thinker:** Integrates questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity to aid in clinical reasoning and to make appropriate clinical judgments.

- **Culturally Sensitive Practitioner:** Demonstrates knowledge, understanding, and skill in providing culturally sensitive care to diverse individuals, families, and populations.

- **Effective Communicator:** Demonstrates effective professional communication with persons, members of their support system, and interdisciplinary team members to build relationships that promote person- and relationship-centered care and improve outcomes.

- **Excellent Provider of Care:** Provides safe, compassionate, person-centered, relationship-centered, evidenced-based, and respectful care to individuals, families, and populations across the lifespan and continuum of care.

- **Ethical Decision Maker:** Demonstrates moral, ethical and legal conduct in practice.
- **Facilitator of Learning**: Implements teaching and learning strategies to ensure the development of attitudes, knowledge and skills to maximize health outcomes. Promotes lifelong learning for self and others.
- **Organizational and Systems Leader**: Applies leadership skills to manage environmental and system resources, within and across health care systems, to provide evidence-based nursing care that contributes to safe, high quality, patient outcomes and improvements in healthcare delivery.
V. GRADUATE PROGRAMS IN NURSING

A. Graduate Education

Graduate education in nursing builds upon and extends the knowledge base acquired in the baccalaureate program. Because nursing is a scholarly discipline, the advanced practice nurse must expand the theoretical body of knowledge and framework that provides a base for practice. Faculty believe that clinical study in advanced nursing should reflect societal needs for nursing services and be sufficiently broad in scope to enable graduates to practice in a variety of settings and locales. Sound, clinically-based learning experiences are central to advanced nursing and the advanced nurse clinician must be able to facilitate complex health care in a variety of settings.

The nurse who is educated at the master's level must assume responsibility for continued scholarship and possess skills in the reordering and synthesizing of knowledge essential to scholarly inquiry. The nurse who is educated at the doctoral level must assume leadership roles in clinical scholarship and analytical methods to improve health outcomes in complex situations and settings through understandings of clinical prevention and population health strategies; information systems and patient care technologies; health policy and advocacy; and interprofessional collaboration. Faculty believe that graduate students should be involved in choosing their learning goals, the means of achieving them, and be active participants in their own learning. Graduate study fosters collegiality in the student-teacher relationship. It is within a climate of mutual respect and caring that students and faculty share in a cooperative enterprise of learning, inquiry and teaching.

B. The Essentials of Graduate Education in Nursing (AACN)

The Winona State University's Master's Programs in Nursing’s curriculum is based on “The Essentials of Master's Education in Nursing” from the American Association of Colleges of Nursing (AACN). This document may be found on-line by visiting: [http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf](http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf).

The Winona State University’s Doctoral Programs in Nursing’s curriculum is based on “The Essentials of Doctoral Education for Advanced Nursing Practice” from the American Association of Colleges of Nursing (AACN). This document may be found on-line by visiting: [http://www.aacn.nche.edu/dnp/Essentials.pdf](http://www.aacn.nche.edu/dnp/Essentials.pdf).

C. A Guide to Professional Nursing Standards, Competencies, and Guidelines

The American Nurses Association (ANA) and other professional nursing organizations have created a myriad of scope and standards for practice. Some also include advance practice scope and standards.

This link shows most of the Specialty ANA Scope and Standards (do not purchase, the link is for information; the libraries have many of these, if needed): [http://www.nursesbooks.org/Main-Menu/Standards.aspx](http://www.nursesbooks.org/Main-Menu/Standards.aspx)
This ANA link shows affiliated organizations, many of which have specialty standards, guidelines, and/or competencies. Some are in collaboration with ANA or other organizations:

http://nursingworld.org/FunctionalMenuCategories/AboutANA/WhoWeAre/AffiliatedOrganizations

As you learn more about your advanced professional role, there are several documents specific to each role/population area. The WSU Graduate Programs in Nursing uses the following standards or competencies for each role/population:

AGACNP = American Association of Colleges of Nursing [AACN]. (2012). Adult-Gerontology Acute Care Nurse Practitioner Competencies
http://www.aacn.nche.edu/geriatric-nursing/Adult-Gero-ACNP-Competencies.pdf

AGPCNP = AACN. (2010). Adult-Gerontology Primary Care Nurse Practitioner Competencies
http://www.aacn.nche.edu/geriatric-nursing/adultgeroprimcareNPcomp.pdf

AGCNS = AACN. (2010). Adult-Gerontology Clinical Nurse Specialist Competencies

http://www.nacns.org/docs/CNSCoreCompetenciesBroch.pdf


Population-focused Nurse Practitioner Competencies: Family/Across the Lifespan Competencies (pgs 9-21)

PMHNP = Population-focused Nurse Practitioner competencies (pg 63-77).


Leadership = ANA. (2009). Nursing Administration: Scope and Standards
The ANA does not have an electronic document for this but the book is available at Goddard library: https://mplus.mnpals.net/vufind/Record/007300318

AND

AONE. (2005). The AONE Nurse Executive Competencies
http://www.aone.org/resources/leadership%20tools/PDFs/AONE_NEC.pdf

Nursing Education = National League for Nursing. (2005). Core Competencies of Nurse Educators

D. Description of the Programs

Master of Science (MS) and Graduate Certificate (GC) students select from the programs of:

- Adult-Gerontology Clinical Nurse Specialist
- Nurse Educator
- Adult-Gerontology Acute Care Nurse Practitioner
- Psychiatric-mental Health Nurse Practitioner (GC Only)
- Nursing Leadership: Nursing and Organizational Leadership

The master’s programs are designed so that each student will be able to*:

1. Employ evidence-based practice when planning, implementing, and evaluating health care for individuals, families, aggregates, systems, and organizations;
2. Integrate nursing theory, research, ethics and related sciences into the delivery of culturally competent advanced nursing care for diverse populations and health care systems;
3. Demonstrate professionalism within an advanced nursing role;
4. Demonstrate leadership with inter-professional teams to analyze complex practice and organizational issues; and
5. Apply knowledge and skills to enhance the quality and safety of health care in a variety of settings and for a variety of populations.

* Approved March 2011 and implemented August 2011.

Doctor of Nursing Practice (DNP) students select from the programs of:

- Adult-Gerontology Clinical Nurse Specialist
- Family Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Nursing Leadership: Nursing and Organizational Leadership
- Nursing Leadership: Practice and Leadership Innovations

The DNP programs are designed so that each student will be able to*:

1. Employ evidence-based practice when planning, implementing, and evaluating health care for individuals, families, aggregates, systems, and organizations;
2. Integrate nursing theory, research, ethics and related sciences into the delivery of culturally competent advanced nursing care for diverse populations and health care systems;
3. Demonstrate professionalism within an advanced nursing role;
4. Demonstrate leadership with inter-professional teams to analyze complex practice and organizational issues; and
5. Apply knowledge and skills to enhance the quality and safety of health care in a variety of settings and for a variety of populations.
6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
E. Curriculum Structure

Graduates of the MS programs are prepared for a variety of advanced nursing roles (e.g. nurse educators, nurse leaders, nurse practitioners, clinical nurse specialists). These graduates also have the foundation for continued graduate studies (i.e. DNP or PhD). Graduates of the DNP program are prepared for the highest level of clinical nursing practice.

Nursing science core courses, taken by all graduate students, build on students' baccalaureate nursing knowledge to integrate scientific underpinnings for practice, understand nursing information management and decision-making, and advocate for health promotion. Students develop evidence-based knowledge and skills to enhance the quality and safety of health care while demonstrating leadership and professionalism. Courses within the selected programs of Adult-Gerontology Clinical Nurse Specialist, Nurse Educator, Family Nurse Practitioner, Psychiatric-mental Health Nurse Practitioner (GC), Adult-Gerontology Acute Care Nurse Practitioner, Nursing and Organizational Leadership or Practice and Leadership Innovations provide specialized knowledge and practice opportunities in each advanced nursing role. A unique feature of the programs is the targeted emphasis on the nurse's use of advanced knowledge and skills of health promotion with individuals and families in diverse populations to address health care needs within complex environments.

The DNP program of study builds upon previous baccalaureate or master's degrees in nursing. Students begin the DNP program at one of two entry points, either as a post-baccalaureate nursing applicant or a post-master’s degree in nursing applicant. The post-baccalaureate DNP program is built upon the baccalaureate in nursing and is grounded in nursing theory, research, ethics and related sciences to prepare graduates for the highest level of nursing practice through use of advanced clinical judgment informed by sound evidence. The post-master’s DNP program is built upon the master’s degree in nursing that has prepared students according to the essentials of master’s education (AACN, 2011), for direct or indirect care, and in a functional role for master’s level nursing practice. The post-master’s DNP in all areas also builds upon the functional role and adds content and experience in population-based health, evidence-based practice, clinical scholarship, and system level interprofessional leadership of practice change to improve patient health and system outcomes.

F. Program: Adult-Gerontology Clinical Nurse Specialist (AGCNS)

Students in the Adult-Gerontology Clinical Nurse Specialist (AGCNS) program are prepared for the multi-faceted role of clinical nurse specialist with the adult-gerontology population. AGCNS students will demonstrate direct care (including prescriptive authority), consultation, systems leadership, collaboration, coaching, and research competencies and influence direct patient / client care, the practice of other nurses and nursing personnel, and healthcare systems / organization outcomes. The AGCNS program is available within a Master’s or Doctor of Nursing Practice (DNP) degree or Post-Master’s Certificate program. Students who choose the AGCNS DNP degree program complete additional coursework in the areas of applied biostatistics, epidemiological approaches population health, select electives, and additional clinical learning outcomes within a clinical setting. The Graduate Certificate (GC) program is for nurses who have completed a previous graduate degree in nursing from a nationally accredited graduate nursing program and desire academic preparation as an AGCNS. AGCNS graduates are prepared for eligibility for the American Nurses Credentialing Center (ANCC) Adult-Gerontology Clinical Nurse Specialist certification examination.
G. **Program: Nurse Educator (NE)**

Students who elect the Nurse Educator (NE) program are prepared to teach in an academic or health care setting. In addition to the nursing science core and direct care core courses, content is offered in knowledge and skills related to the teaching/learning process in nursing, as well as curriculum and program design, instruction, assessment, and evaluation. Students practice teaching under the guidance of preceptors in academic and health care settings. Graduates with the MS award are eligible to take the National League for Nursing Certified Nurse EducatorSM (CNE) Examination after two years of full-time employment in the academic faculty role. The Graduate Certificate (GC) is for nurses who have completed a previous graduate degree in nursing from a nationally accredited graduate nursing program and desire to prepare for certification as an NE; GC graduates are prepared for eligibility to sit for the National League for Nursing Certified Nurse EducatorSM (CNE) Examination after two years of full-time employment in the academic faculty role.

H. **Nursing Leadership Program: Nursing and Organizational Leadership (NOL)**

Students who elect the Nursing and Organizational Leadership (NOL) program are prepared for administrative and leadership positions in a health care setting. In addition to the core courses, content focuses on elements of a nursing care system; the responsibilities of the Nursing and Organizational Leader in research, education, and clinical practice; human resource management; fiscal accountability; information and project management; the functions of the Nursing and Organizational Leader in the organization and system; and on issues and trends in nursing organizational management. Clinical practicums in advanced nursing for the Nursing and Organizational Leader emphasize management of clients, nurses, other health care personnel and resources. The Nursing Leadership Practicums offer students the opportunity to apply nursing leadership and administrative principles under the guidance of a qualified preceptor. Students who choose the Doctor of Nursing Practice (DNP) degree program in this area complete additional coursework in the areas of applied biostatistics, epidemiological approaches population health, select electives, and a clinical project conducted within the clinical setting. Graduates with the MS and DNP award are prepared for eligibility to take the American Organization of Nurse Executives exam to become certified as an Executive in Nursing Practice (CENP) exam after two years of practice as a nurse executive. The Graduate Certificate (GC) is for nurses who have completed a previous graduate degree in nursing from a nationally accredited graduate nursing program and are prepared for eligibility to take the American Organization of Nurse Executives Certified in Executive in Nursing Practice (CENP) exam after two years of practice as a nurse executive.

I. **Nursing Leadership Program: Practice and Leadership Innovations (PLI)**

Students who elect the Practice and Leadership Innovations (PLI) emphasis are prepared to develop innovations in practice and leadership. In addition to core courses, content focuses on leadership in practice, organizational leadership, and the development, implementation, and evaluation of innovations. Students will be allowed to tailor their program with electives that advance their knowledge of practice, innovations, and/or leadership. Students will be prepared to lead innovations, advance practice, and improve healthcare outcomes. Clinical practicums in advanced nursing for the Practice leadership Innovations emphasis enable students to develop and lead a practice and/or leadership innovation project with attention to the impact on the organization and human/financial implications. The Nursing Leadership Practicums offer the students the opportunity to apply nursing practice, leadership, and innovation principles under the guidance of a qualified preceptor.
J. Program: Family Nurse Practitioner (FNP)

Students who elect the Family Nurse Practitioner (FNP) program are prepared to perform an expanded role in the delivery of primary health care. In addition to the nursing science core courses and the direct care core courses, content includes comprehensive assessment of the health status of individuals across the lifespan and families; management of common acute and chronic health problems; provision of counseling and teaching in areas of health promotion and disease prevention; and collaboration with other health professionals. Clinical practicums under the supervision of qualified nurse practitioner and physician preceptors will focus on primary health care in a variety of settings with emphasis on rural and underserved communities. Family Nurse Practitioner students also have theory and clinical content related to the care of children. All Doctor of Nursing Practice (DNP) students complete a clinical project within the clinical setting. Graduates are prepared for eligibility to take the American Nursing Credentialing Center’s FNP exam or the American Academy of Nurse Practitioner Certification Program’s (AANPCP) national board certification exam (FNP). The Graduate Certificate (GC) is for nurses who have completed a previous graduate degree in nursing from a nationally accredited graduate nursing program and desire to prepare for certification as an FNP; GC graduates are also prepared for eligibility to sit for the American Nurses Credentialing Center’s FNP exam or the American Academy of Nurse Practitioner Certification Program’s (AANPCP) national board certification exam (FNP).

In 2007, WSU was selected for the “Outstanding Faculty Practice Award” from the National Organization of Nurse Practitioner Faculties (NONPF).

K. Program: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Students choosing the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) program are prepared to provide and manage health care of the acutely ill and the critically or chronically ill adult patient in a wide range of settings. AGACNP practice includes decision-making, both independently and interdependently; and is directly accountable for clinical judgments. In addition to the nursing science core and direct care core courses, content includes differential diagnosis and disease management; diagnostic and therapeutic interventions to manage acute and critical health problems; participation in and use of research; development and implementation of health policy, leadership, education, case management; and consultation with emphasis on interdisciplinary therapeutics. Clinical practicums under the supervision of qualified nurse practitioner, physician assistant, and physician preceptors will focus on acute care in a variety of specialty areas. Students who choose the Doctor of Nursing Practice (DNP) degree program in this area complete additional coursework in the areas of applied biostatistics, epidemiological approaches to population health, select electives, and a clinical project conducted within the clinical setting. Graduates with the MS and DNP awards are prepared for eligibility to take the American Nurses Credentialing Center’s (ANCC) Acute Care NP exam or the American Academy of Critical Care Nurses (AACN) exam. The Graduate Certificate (GC) is for nurses who have completed a previous graduate degree in nursing from a nationally accredited graduate nursing program and desire to prepare for certification as an ACNP; GC graduates are also prepared for eligibility to sit for the American Nurses Credentialing Center’s Acute Care NP exam or the American Academy of Critical Care Nurses (AACN) exam.
L. Program: Psychiatric-mental Health Nurse Practitioner (PMHNP)

Students choosing the Psychiatric-mental Health Nurse Practitioner (PMHNP) program are prepared with specialized knowledge, skills, and abilities to provide care across the lifespan to individuals, families, groups, and communities with behavioral and mental health problems/disorders or the potential for such problems. Clinical practicums under the supervision of qualified preceptors will focus on psychiatric-mental health care in a variety of specialty areas with a rural emphasis. The Graduate Certificate (GC) is for nurses who have completed a previous graduate degree in nursing from a nationally accredited graduate nursing program and desire to prepare for certification as a PMHNP. Students are prepared for eligibility to sit for the American Nurses Credentialing Center's PMHNP examination upon completion of this graduate certificate program.

M. Clinical Experiences

Faculty and graduate students in collaboration with the Clinical Placement Coordinator select preceptors in healthcare settings and areas of nursing to meet the students' individual learning needs. Student experiences commonly occur in hospitals and clinics affiliated with the Mayo Medical Center/Mayo Clinic Health System, North Iowa Mercy Health Center/System in Mason City; Gundersen Health System, and Mayo Clinic Health System Franciscan Healthcare in La Crosse; several Minneapolis/St. Paul facilities such as Fairview Health Systems and Allina Health Systems, and other hospitals, clinics, county public health agencies, senior citizen centers, schools of nursing, community settings, and health care agencies across a three-state area.
N. DESCRIPTION OF CURRICULUM

Graduate Programs in Nursing - Winona State University
Major: Nursing
Degree Award: MASTER OF SCIENCE

NURSING SCIENCE CORE COURSES (Semester Hours)

STATS 601 - Statistical Methods (3)
NURS 600 - Scientific & Ethical Foundations (4)
NURS 604 - Health Care Policy/Quality Health Care Delivery (3)
NURS 606 - Nursing Information Management & Decision-Making (3)
NURS 608 - Organizational & Systems Leadership (3)
NURS 612 - Advanced Health Promotion for Families (3)
NURS 613 - Advanced Health Promotion for Families Clinical (1)
NURS 614 - Evidence-Based Practice (3)
NURS 615 - Scholarly Inquiry Paper/Thesis Seminar (2)

Total Credits: 25 S.H.

PROGRAM – Adult-Gerontology Clinical Nurse Specialist (AGCNS)

NURS 616 - Molecular/Genetics & Immune Mechanisms (3)
NURS 617 - Advanced Clinical Pharmacology (3)
NURS 618 - Advanced Pathophysiology (2)
NURS 619 - Advanced Health Assessment (3) (1 clinical)
NURS 620 - Adult-Gerontology CNS Role Foundations Seminar (2)
NURS 624 - Adult-Gerontology CNS Role Development Seminar (3)
NURS 625 - Adult-Gerontology CNS Role Development Clinical (1-4)
NURS 630 - Adult-Gerontology CNS Role Synthesis Seminar (3)
NURS 631 - Adult-Gerontology CNS Role Synthesis Clinical (1-4)

Total Credits: 52 S.H.

PROGRAM – Nurse Educator (NE)

NURS 616 - Molecular, Genetics & Immune Mechanisms (3)
NURS 617 - Advanced Clinical Pharmacology (3)
NURS 618 - Advanced Pathophysiology (2)
NURS 619 - Advanced Health Assessment (3)
NURS 669 - Nursing Education: Theory & Research (3)
NURS 670 - Nursing Education Curriculum & Program Design (3)
NURS 671 - Nursing Education: Instruction & Evaluation (3)
NURS 672 - Nursing Education Practicum* (2 - 3 clinical; 1 - seminar teaching; and 1-2 - clinical teaching)

Total Credits: 48 S.H.
PROGRAM – Nursing and Organizational Leadership (NOL)

NURS 651 - Information & Project Management (3)
NURS 652 - Financial Resource Management in Nursing Service (3)
NURS 653 - Human Resource Management (3)
NURS 654 - Structure & Design of Nursing Services in Health Care Organizations (3)
NURS 655 - Nursing Leadership Practicum I (3 clinical)
NURS 657 - Nursing Leadership Practicum II (3 clinical)

Total credits: 43 S.H.

PROGRAM – Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

NURS 616 - Molecular, Genetics & Immune Mechanisms (3)
NURS 617 - Advanced Clinical Pharmacology (3)
NURS 618 - Advanced Pathophysiology (2)
NURS 619 - Advanced Health Assessment (3)
NURS 673 - Advanced Diagnostics and Therapeutics for Adult-Gerontology Acute Care NPs (3) (1 clinical)
NURS 674 - Acute Care of Adults Seminar I (3)
NURS 675 - Acute Care of Adults Clinical I (4)
NURS 676 - Acute Care of Adults Seminar II (3)
NURS 677 - Acute Care of the Adults Clinical II (5)

Total credits: 54 S.H.

Clinical Hours by Program Focus: (1 Credit = 60 Clinical Hours)

Adult-Gerontology Clinical Nurse Specialist: 600
Nurse Educator: 300
Nursing and Organizational Leadership: 420
Adult-Gerontology Acute Care Nurse Practitioner: 720
Psychiatric-mental Health Nurse Practitioner (GC): 600
Graduate Programs in Nursing - Winona State University  
Major: Nursing  
Degree Award: DOCTOR OF NURSING PRACTICE

NURSING SCIENCE CORE COURSES (Semester Hours)

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<td>STATS 601</td>
<td>Statistical Methods</td>
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<td>NURS 604</td>
<td>Health Care Policy/Quality Health Care Delivery</td>
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<tr>
<td>NURS 606</td>
<td>Nursing Information Management &amp; Decision-Making</td>
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<td>NURS 614</td>
<td>Evidence-Based Practice</td>
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<td>NURS 701</td>
<td>Applied Biostatistics</td>
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<td>NURS 703</td>
<td>Epidemiological Approaches to Population Health</td>
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<td>NURS 775</td>
<td>Clinical Scholarship</td>
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Total Credits: 39 S.H.

PROGRAM – Adult-Gerontology Clinical Nurse Specialist (AGCNS)

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<td>Molecular/Genetics &amp; Immune Mechanisms</td>
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<tr>
<td>NURS 617</td>
<td>Advanced Clinical Pharmacology</td>
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<tr>
<td>NURS 618</td>
<td>Advanced Pathophysiology</td>
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<td>NURS 619</td>
<td>Advanced Health Assessment</td>
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<tr>
<td>NURS 620</td>
<td>Adult-Gerontology CNS Role Foundations Seminar</td>
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<td>NURS 624</td>
<td>Adult-Gerontology CNS Role Development Seminar</td>
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<td>NURS 625</td>
<td>Adult-Gerontology CNS Role Development Clinical</td>
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<tr>
<td>NURS 630</td>
<td>Adult-Gerontology CNS Role Synthesis Seminar</td>
<td>3</td>
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<tr>
<td>NURS 631</td>
<td>Adult-Gerontology CNS Role Synthesis Clinical</td>
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<td>DNP Electives</td>
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Total Credits: 72 S.H.

PROGRAM – Nursing Leadership: Nursing and Organizational Leadership (NOL)

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<th>Course</th>
<th>Title</th>
<th>Semester Hours</th>
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<tr>
<td>NURS 651</td>
<td>Information &amp; Project Management</td>
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<tr>
<td>NURS 652</td>
<td>Financial Resource Management in Nursing Service</td>
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<td>NURS 653</td>
<td>Human Resource Management</td>
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<td>NURS 654</td>
<td>Structure &amp; Design of Nursing Services in Health Care Organizations</td>
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<td>NURS 655</td>
<td>Nursing Leadership Practicum I</td>
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<td>NURS 657</td>
<td>Nursing Leadership Practicum II</td>
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<td>NURS 738</td>
<td>Contemporary Topics in Leadership</td>
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<td>NURS 755</td>
<td>Nursing Leadership Seminar/Practicum III</td>
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Total credits: 72 S.H.
PROGRAM – Nursing Leadership: Practice and Leadership Innovations (PLI)

NURS651 - Information & Project Management (3)
NURS655 - Nursing Leadership Practicum I (3)
NURS657 - Nursing Leadership Practicum II (3)
NURS669 - Nursing Education: theory & Research (3)
NURS705 - Practice Innovations Seminar (3)
NURS738 - Contemporary Topics in Leadership (3)
NURS756 - Innovations in Practice & Leadership Practicum (3)
DNP Electives - Electives (total of 12 credits)
Total credits: 72 S.H.

PROGRAM – Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

NURS 616 - Molecular, Genetics & Immune Mechanisms (3)
NURS 617 - Advanced Clinical Pharmacology (3)
NURS 618 - Advanced Pathophysiology (2)
NURS 619 - Advanced Health Assessment (3)
NURS 673 - Advanced Diagnostics and Therapeutics for Adult-Gerontology Acute Care NPs (3) (1 clinical)
NURS 674 - Acute Care of Adults Seminar I (3)
NURS 675 - Acute Care of Adults Clinical I (4)
NURS 676 - Acute Care of Adults Seminar II (3)
NURS 677 - Acute Care of the Adults Clinical II (5)
DNP Electives - Electives (total of 6 credits)
Total credits: 74 S.H.

PROGRAM – Family Nurse Practitioner (FNP)

NURS 616 - Molecular/Genetics & Immune Mechanisms (3)
NURS 617 - Advanced Clinical Pharmacology (3)
NURS 618 - Advanced Pathophysiology (2)
NURS 619 - Advanced Health Assessment (3)
NURS 640 - Primary Care of Adult and Gerontology Clients I (3)
NURS 641 - Primary Care Clinical I (5 FNP)
NURS 642 - Primary Care of Children I (2)
NURS 643 - Primary Care Clinical II (5)
NURS 644 - Primary Care Adult and Gerontology Clients II (3)
NURS 646 - Primary Care of Children II (FNP only) (2)
DNP Electives - Electives (3 credits)
Total Credits: FNP: 73 S.H.

Clinical Hours by Program Focus: (1 Credit = 60 Clinical Hours)

- Adult-Gerontology Clinical Nurse Specialist: 1140
- Nursing and Organizational Leadership: 1020
- Practice and Leadership Innovations: 1020
- Family Nurse Practitioner: 1260
- Adult-Gerontology Acute Care Nurse Practitioner: 1260

16
O. Plans of Study

Master of Science Degrees

2 Year
(Full-time)
Master of Science (MS) Plan of Study (2 year) **:
Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program

<table>
<thead>
<tr>
<th>SUMMER 1</th>
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<tbody>
<tr>
<td>STAT 601: Statistical Methods for Health Care Research (3) <em>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</em></td>
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<tr>
<td>NURS 600: Scientific &amp; Ethical Foundations (4)</td>
<td>NURS 612/419: Advanced Health Promotion for Families (3)</td>
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<td>NURS 606: Nursing Information Management &amp; Decision Making (3)</td>
<td>NURS 613/499: Advanced Health Promotion for Families Clinical (1) <em>(1 clinical)</em></td>
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<td>NURS 608: Organizational &amp; Systems Leadership (3)</td>
<td>NURS 618: Advanced Pathophysiology (2)</td>
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<td>NURS 616: Molecular/Genetics &amp; Immune Mechanisms (3)</td>
<td>NURS 619: Advanced Health Assessment (3) <em>(1 clinical)</em></td>
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<tr>
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<tr>
<td>NURS 617: Advanced Clinical Pharmacology (3) <em>(May also be taken Spring Semester of each academic year)</em></td>
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<tr>
<td>NURS 604: Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td>NURS 615: Scholarly Inquiry Paper (SIP)/Thesis Seminar (2) ***</td>
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<td>NURS 614: Evidence-Based Project (3)</td>
<td>NURS 630: Adult-Gerontology CNS Role Synthesis Seminar (3)</td>
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<td>NURS 624: Adult-Gerontology CNS Role Development Seminar (3)</td>
<td>NURS 631: Adult-Gerontology CNS Role Synthesis Clinical (4)</td>
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<tr>
<td>NURS 625: Adult-Gerontology CNS Role Development Clinical (4) <em>(4 clinical)</em></td>
<td>TOTAL: 9 credits <em>(4 clinical credits)</em></td>
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<td>TOTAL: 13 credits <em>(4 clinical credits)</em></td>
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**TOTAL: 52 credits; *(10 role/population clinical credits; 600 total clinical hours)* *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.
*** A minimum of two (2) credits of this course is required for graduation. This course may be taken for on (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis advisor and the student.

*Revised: 1/26/15*
# Master of Science (MS) Plan of Study (2 year)**:
## Nurse Educator (NE) Program

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<td><strong>NURS 606</strong>: Nursing Information Management &amp; Decision Making (3)</td>
<td><strong>NURS 614</strong>: Evidence-Base Practice (3)</td>
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<td><strong>NURS 616</strong>: Molecular/Genetics &amp; Immune Mechanisms (3)</td>
<td><strong>NURS 618</strong>: Advanced Pathophysiology (2)</td>
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<td><strong>NURS 619</strong>: Advanced Health Assessment (3) <em>(1clinical)</em></td>
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<td><strong>TOTAL</strong>: 10 credits <em>(0 clinical credits)</em></td>
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<tr>
<td><strong>NURS 617</strong>: Advanced Clinical Pharmacology (3) <em>(May also be taken Spring Semester of each academic year)</em></td>
<td><strong>NURS 608/409</strong>: Organizational &amp; Systems Leadership (3)</td>
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<tbody>
<tr>
<td><strong>NURS 612</strong>: Advanced Health Promotion for Families (3)</td>
<td><strong>NURS 608/409</strong>: Organizational &amp; Systems Leadership (3)</td>
</tr>
<tr>
<td><strong>NURS 613</strong>: Advanced Health Promotion for Families Clinical (1) <em>(1 clinical)</em></td>
<td><strong>NURS 670</strong>: Nursing Education: Curriculum &amp; Program Design (3)</td>
</tr>
<tr>
<td><strong>NURS 615</strong>: Scholarly Inquiry Paper (SIP)/Thesis Seminar (2) ***</td>
<td><strong>NURS 671</strong>: Nursing Education: Instruction &amp; Evaluation (3)</td>
</tr>
<tr>
<td><strong>NURS 669</strong>: Nursing Education: Theory &amp; Research (3)</td>
<td><strong>NURS 672</strong>: Nursing Education: Practicum (3) <em>(3 clinical: 1-didactic teaching, 2-clinical teaching)</em></td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 9 credits <em>(1 clinical credit)</em></td>
<td><strong>TOTAL</strong>: 12 credits <em>(3 clinical credits)</em></td>
</tr>
</tbody>
</table>

**TOTAL**: 48 credits; *(2 role/population clinical credits, 120 hours, 1 didactic teaching clinical credit, 60 hours, and 2 clinical teaching credits, 120 hours; 300 total clinical hours)*

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.*

***A minimum of two (2) credits of this course is required for graduation. This course may be taken for one (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis Advisor and the student.*

*Revised: 01/26/15*
Master of Science (MS) Plan of Study (2 year)**:
Nursing and Organizational Leadership (NOL) Program

**SUMMER 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 601</td>
<td>Statistical Methods for Health Care Research (3)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year.*

**TOTAL:** 3 credits *(0 clinical credits)*

**FALL 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Scientific &amp; Ethical Foundations (4)</td>
<td>(4)</td>
</tr>
<tr>
<td>NURS 604</td>
<td>Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 606</td>
<td>Nursing Information Management &amp; Decision Making (3)</td>
<td>(3)</td>
</tr>
</tbody>
</table>

**SPRING 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 608/409</td>
<td>Organizational &amp; Systems Leadership (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 612/419</td>
<td>Advanced Health Promotion for Families (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 604</td>
<td>Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 612/419</td>
<td>Advanced Health Promotion for Families Clinical (1) <em>(1 clinical)</em></td>
<td>(1)</td>
</tr>
</tbody>
</table>

**TOTAL:** 10 credits *(0 clinical credits)*

**FALL 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 615</td>
<td>Scholarly Inquiry Paper (SIP)/Thesis Seminar (2) ***</td>
<td>(2)</td>
</tr>
<tr>
<td>NURS 652</td>
<td>Financial Resource Management in Nursing Service (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 653</td>
<td>Human Resource Management (3)</td>
<td>(3)</td>
</tr>
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**SPRING 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 651</td>
<td>Information &amp; Project Management (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 654</td>
<td>Structure &amp; Design of Nursing Services (3)</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 655</td>
<td>Nursing Leadership Practicum I (3) <em>(3 clinical)</em></td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Nursing Leadership Practicum II (3) <em>(3 clinical)</em></td>
<td>(3)</td>
</tr>
</tbody>
</table>

**TOTAL:** 11 credits *(3 clinical credits)*

**TOTAL:** 43 credits; *(7 role/population clinical credits, 420 total clinical hours)* *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

*** A minimum of two (2) credits of this course is required for graduation. This course may be taken for one (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis advisor and the student.

Revised: 01/26/15
# Master of Science (MS) Plan of Study (2 year)**:
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program

<table>
<thead>
<tr>
<th>SUMMER 1</th>
<th>SPRING 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAT 601</strong>: Statistical Methods for Health Care Research (3) <em>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</em></td>
<td><strong>NURS 612/419</strong>: Advanced Health Promotion for Families (3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 3 credits (0 clinical credits)</td>
<td><strong>NURS 613/499</strong>: Advanced Health Promotion for Families Clinical (1) <em>(1 clinical)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 600</strong>: Scientific and Ethical Foundations (4)</td>
<td><strong>NURS 612/419</strong>: Advanced Health Promotion for Families (3)</td>
</tr>
<tr>
<td><strong>NURS 606</strong>: Nursing Information Management &amp; Decision Making (3)</td>
<td><strong>NURS 613/499</strong>: Advanced Health Promotion for Families Clinical (1) <em>(1 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 608</strong>: Organizational &amp; Systems Leadership (3)</td>
<td><strong>NURS 614</strong>: Evidence-Based Practice (3)</td>
</tr>
<tr>
<td><strong>NURS 616</strong>: Molecular/Genetics &amp; Immune Mechanisms (3)</td>
<td><strong>NURS 618</strong>: Advanced Pathophysiology (2)</td>
</tr>
<tr>
<td><strong>NURS 604/414</strong>: Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td><strong>NURS 619</strong>: Advanced Health Assessment <em>(3)</em> <em>(1 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 615</strong>: Scholarly Inquiry Paper (SIP)/Thesis Seminar (2) ***</td>
<td><strong>NURS 676</strong>: Acute Care of Adults Seminar II (3)</td>
</tr>
<tr>
<td><strong>NURS 674</strong>: Acute Care of Adults Seminar I (3)</td>
<td><strong>NURS 677</strong>: Acute Care of the Adults Clinical II (5) <em>(5 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 675</strong>: Acute Care of Adults Clinical I (4) <em>(4 clinical)</em></td>
<td><strong>NURS 677</strong>: Acute Care of the Adults Clinical II (5) <em>(5 clinical)</em></td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 9 credits <em>(4 clinical credits)</em></td>
<td><strong>TOTAL</strong>: 11 credits <em>(5 clinical credits)</em></td>
</tr>
</tbody>
</table>

**TOTAL**: 54 credits; *(12 role/population clinical credits, 720 total clinical hours)* *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

***A minimum of two (2) credits of this course is required for graduation. This course may be taken for one (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis advisor and the student.

*Updated: 02/23/15*
Plans of Study

Master of Science Degrees

3 Year

(Part-time)
### Master of Science (MS) Plan of Study (3 year) **:
Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program

| SUMMER 1 |
|------------------|------------------|
| **STAT 601:** Statistical Methods for Health Care Research (3) *(This course must be taken pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)* | |
| **TOTAL:** 3 credits *(0 clinical credits)* | |

<table>
<thead>
<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 600:</strong> Scientific &amp; Ethical Foundations (4)</td>
<td><strong>NURS 608/409:</strong> Organizational &amp; Systems Leadership (3)</td>
</tr>
<tr>
<td><strong>NURS 606:</strong> Nursing Information Management &amp; Decision Making (3)</td>
<td><strong>NURS 614:</strong> Evidence-Based Practice (3)</td>
</tr>
<tr>
<td><strong>NURS 616:</strong> Molecular/Genetics &amp; Immune Mechanisms (3)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 10 credits <em>(0 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 6 credits <em>(0 clinical credits)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL 2</th>
<th>SPRING 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 612:</strong> Advanced Health Promotion for Families (3)</td>
<td><strong>NURS 604/414:</strong> Health Care Policy &amp; Quality Health Care Delivery (3)</td>
</tr>
<tr>
<td><strong>NURS 613:</strong> Advanced Health Promotion for Families Clinical (1) <em>(1 clinical)</em></td>
<td><strong>NURS 619:</strong> Advanced Health Assessment (3) <em>(1 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 615:</strong> Scholarly Inquiry Paper (SIP)/Thesis Seminar (2) ***</td>
<td><strong>NURS 620:</strong> Adult-Gerontology CNS Role Foundations Seminar (2)</td>
</tr>
<tr>
<td><strong>NURS 618:</strong> Advanced Pathophysiology (2)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 8 credits <em>(1 clinical credit)</em></td>
<td><strong>TOTAL:</strong> 8 credits <em>(1 clinical credit)</em></td>
</tr>
</tbody>
</table>

| SUMMER 3 |
|------------------|------------------|
| **NURS 617:** Advanced Clinical Pharmacology (3) *(May also be taken spring Semester of each academic year)* | |
| **TOTAL:** 3 credits *(0 clinical credits)* | |

<table>
<thead>
<tr>
<th>FALL 3</th>
<th>SPRING 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 624:</strong> Adult-Gerontology CNS Role Development Seminar (3)</td>
<td><strong>NURS 630:</strong> Adult-Gerontology CNS Role Synthesis Seminar (3)</td>
</tr>
<tr>
<td><strong>NURS 625:</strong> Adult-Gerontology CNS Role Development Clinical (4) <em>(4 clinical)</em></td>
<td><strong>NURS 631:</strong> Adult-Gerontology CNS Role Synthesis Clinical (4) <em>(4 clinical)</em></td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 7 credits <em>(4 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 7 credits <em>(4 clinical credits)</em></td>
</tr>
</tbody>
</table>

**TOTAL:** 52 credits; *(10 role/population clinical credits, 600 hours total clinical hours)* *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

***A minimum of two (2) credits of this course is required for graduation. This course may be taken for one (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis advisor and the student.

Updated: 01/26/15
**Master of Science (MS) Plan of Study (Distance Option) (3 year)**:

**Nurse Educator (NE) Program**

### SUMMER 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 601</td>
<td>Statistical Methods for Health Care Research</td>
<td>3</td>
<td>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</td>
</tr>
</tbody>
</table>

**TOTAL:** 3 credits (0 clinical credits)

### FALL 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 604</td>
<td>Health Care Policy &amp; Quality Health Care Delivery</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 608</td>
<td>Organizational &amp; Systems Leadership</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** 6 credits (0 clinical credits)

### SPRING 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Scientific &amp; Ethical Foundations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>NURS 606</td>
<td>Nursing Information Management &amp; Decision Making</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 616</td>
<td>Molecular/Genetics &amp; Immune Mechanisms</td>
<td>3</td>
<td></td>
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</table>

**TOTAL:** 10 credits (0 clinical credits)

### SUMMER 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 617</td>
<td>Advanced Clinical Pharmacology</td>
<td>3</td>
<td>(May also be taken spring Semester of each academic year)</td>
</tr>
</tbody>
</table>

**TOTAL:** 3 credits (0 clinical credits)

### FALL 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 614</td>
<td>Evidence-Based Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 618</td>
<td>Advanced Pathophysiology</td>
<td>2</td>
<td></td>
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</table>

**TOTAL:** 5 credits (0 clinical credits)

### SPRING 2

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 612/419</td>
<td>Advanced Health Promotion for Families</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 613/499</td>
<td>Advanced Health Promotion for Families Clinical</td>
<td>1</td>
<td>(1 clinical)</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Scholarly Inquiry Paper (SIP)/Thesis Seminar</td>
<td>2</td>
<td>***</td>
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</table>

**TOTAL:** 6 credits (1 clinical credit)

### FALL 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 619</td>
<td>Advanced Health Assessment</td>
<td>1</td>
<td>(1 clinical)</td>
</tr>
<tr>
<td>NURS 669</td>
<td>Nursing Education: Theory &amp; Research</td>
<td>3</td>
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</table>

**TOTAL:** 6 credits (1 clinical credit)

### SPRING 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 670</td>
<td>Nursing Education: Curriculum &amp; Program Design</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 671</td>
<td>Nursing Education: Instruction &amp; Evaluation</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 672</td>
<td>Nursing Education: Practicum</td>
<td>3</td>
<td>(3 clinical; 1 - didactic teaching and 2 - clinical teaching)</td>
</tr>
</tbody>
</table>

**TOTAL:** 9 credits (3 clinical credits)

**TOTAL:** 48 credits; (2 role/population clinical credits, 120 hours, 1 didactic teaching clinical credit, 60 hours, and 2 clinical teaching credits, 120 hours; 300 total clinical hours) *

* Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

** A minimum of two (2) credits of this course is required for graduation. This course may be taken for one (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis advisor and the student.

** Indicates course is taught via distance education.

*Updated: 01/26/15*
### SUMMER 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 601</td>
<td>Statistical Methods for Health Care Research (3) **</td>
<td>(3) **</td>
<td>(0 clinical credits)</td>
</tr>
</tbody>
</table>

**TOTAL:** 3 credits (0 clinical credits)

### FALL 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 604</td>
<td>Health Care Policy &amp; Quality Health Care Delivery (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
</tr>
<tr>
<td>NURS 608/409</td>
<td>Organizational &amp; Systems Leadership (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
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</tbody>
</table>

**TOTAL:** 6 credits (0 clinical credits)

### SPRING 1

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<th>Course Code</th>
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<tbody>
<tr>
<td>NURS 600</td>
<td>Scientific &amp; Ethical Foundations (4) ##</td>
<td>(4) ##</td>
<td>(0 clinical credits)</td>
</tr>
<tr>
<td>NURS 606</td>
<td>Nursing Information Management &amp; Decision Making (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
</tr>
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</table>

**TOTAL:** 7 credits (0 clinical credits)

### FALL 2

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 614</td>
<td>Evidence-Based Practice (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
</tr>
<tr>
<td>NURS 653</td>
<td>Human Resource Management (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
</tr>
</tbody>
</table>

**TOTAL:** 6 credits (0 clinical credits)

### SPRING 2

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Clinical Credits</th>
</tr>
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<tbody>
<tr>
<td>NURS 612/419</td>
<td>Advanced Health Promotion for Families (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
</tr>
<tr>
<td>NURS 613/499</td>
<td>Advanced Health Promotion for Families Clinical (1) ## (1 clinical)</td>
<td>(1) ## (1 clinical)</td>
<td>(1 clinical credit)</td>
</tr>
<tr>
<td>NURS 615</td>
<td>Scholarly Inquiry Paper (SIP)/Thesis Seminar (2) ## ***</td>
<td>(2) ## ***</td>
<td>(0 clinical credits)</td>
</tr>
<tr>
<td>NURS 651</td>
<td>Information &amp; Project Management (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
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</table>

**TOTAL:** 9 credits (1 clinical credit)

### FALL 3

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 652</td>
<td>Financial Resource Management in Nursing Service (3) ##</td>
<td>(3) ##</td>
<td>(0 clinical credits)</td>
</tr>
<tr>
<td>NURS 655</td>
<td>Nursing Leadership Practicum I (3 clinical) ##</td>
<td>(3 clinical) ##</td>
<td>(3 clinical credits)</td>
</tr>
</tbody>
</table>

**TOTAL:** 6 credits (3 clinical credits)

### SPRING 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 654</td>
<td>Structure and Design of Nursing Services in Health Care Organizations (3) ##</td>
<td>(3) ##</td>
<td>(3 clinical credits)</td>
</tr>
<tr>
<td>NURS 657</td>
<td>Nursing Leadership Practicum II (3 clinical) ##</td>
<td>(3 clinical) ##</td>
<td>(3 clinical credits)</td>
</tr>
</tbody>
</table>

**TOTAL:** 6 credits (3 clinical credits)

**TOTAL:** 43 credits; (7 role/population clinical credits, 420 total clinical hours) *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

*** A minimum of two (2) credits of this course is required for graduation. This course may be taken for one (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis advisor and the student.

## Indicates course is taught via distance education.

Updated: 01/26/15
## Master of Science (MS) Plan of Study (3 year) **:
### Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program

### SUMMER 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 601</td>
<td>Statistical Methods for Health Care Research</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3 credits (0 clinical credits)</td>
</tr>
</tbody>
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### FALL 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 600</td>
<td>Scientific &amp; Ethical Foundations</td>
<td>(4)</td>
</tr>
<tr>
<td>NURS 606</td>
<td>Nursing Information Management &amp; Decision Making</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Organizational &amp; Systems Leadership</td>
<td>(3)</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>10 credits (0 clinical credits)</td>
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### SPRING 1

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>NURS 604/414</td>
<td>Health Care Policy &amp; Quality Health Care Delivery</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 614</td>
<td>Evidence-Based Practice</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 608</td>
<td>Molecular/Genetics &amp; Immune Mechanisms</td>
<td>(3)</td>
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### FALL 2

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<tbody>
<tr>
<td>NURS 612</td>
<td>Advanced Health Promotion for Families</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 613</td>
<td>Advanced Health Promotion for Families Clinical (1)</td>
<td>(1 clinical)</td>
</tr>
<tr>
<td>NURS 618</td>
<td>Advanced Pathophysiology</td>
<td>(2)</td>
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### SPRING 2

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<tbody>
<tr>
<td>NURS 615</td>
<td>Scholarly Inquiry Paper (SIP)/Thesis Seminar</td>
<td>(2) ***</td>
</tr>
<tr>
<td>NURS 617</td>
<td>Advanced Clinical Pharmacology</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 619</td>
<td>Advanced Health Assessment</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(1 clinical)</td>
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### SUMMER 3

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 673</td>
<td>Advanced Diagnostics &amp; Therapeutics for Adult-Gerontology Acute Care NPs</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>(1 clinical)</td>
<td></td>
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### FALL 3

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 674</td>
<td>Acute Care of Adults Seminar I</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 675</td>
<td>Acute Care of Adults Clinical I</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>(4 clinical)</td>
<td></td>
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### SPRING 3

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 676</td>
<td>Acute Care of Adults Seminar II</td>
<td>(3)</td>
</tr>
<tr>
<td>NURS 677</td>
<td>Acute Care of Adults Clinical II</td>
<td>(5)</td>
</tr>
<tr>
<td></td>
<td>(5 clinical)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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<td>8 credits (5 clinical credits)</td>
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</table>

**TOTAL: 54 credits; (12 role/population clinical credits, 720 total clinical hours) **

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

*** A minimum of two (2) credits of this course is required for graduation. This course may be taken for one (1) or two (2) credits per semester. Placement of this course will be determined between the SIP/Thesis advisor and the student.

Updated: 02/23/15
Plans of Study

Graduate Certificate Degrees
Graduate Certificate (GC) Plan of Study **:
Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program

**YEAR 1**

<table>
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<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
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<tbody>
<tr>
<td></td>
<td><strong>NURS 620</strong>: Adult-Gerontology CNS Role</td>
</tr>
<tr>
<td></td>
<td>Foundations (2)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 0 credits</td>
<td><strong>TOTAL</strong>: 2 credits (<strong>0 clinical credits</strong>)</td>
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**YEAR 2**

<table>
<thead>
<tr>
<th>FALL 2</th>
<th>SPRING 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 624</strong>: Adult-Gerontology CNS Role</td>
<td><strong>NURS 630</strong>: Adult-Gerontology CNS Role</td>
</tr>
<tr>
<td>Development Seminar (3)</td>
<td>Synthesis Seminar (3)</td>
</tr>
<tr>
<td><strong>NURS 625</strong>: Adult-Gerontology CNS Role</td>
<td><strong>NURS 631</strong>: Adult-Gerontology CNS Role</td>
</tr>
<tr>
<td>Development Clinical (4) (<strong>4 clinical</strong>)</td>
<td>Synthesis Clinical (4) (<strong>4 clinical</strong>)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 7 credits (<strong>4 clinical credits</strong>)</td>
<td><strong>TOTAL</strong>: 7 credits (<strong>4 clinical credits</strong>)</td>
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</table>

**TOTAL CERTIFICATE**: 16 credits (**8 clinical credits, 480 hours**) ****assumes 60 hours transferred in with advanced health assessment/advanced health promotion

****Prerequisite to admission: Graduation from a nationally accredited graduate program in nursing and evidence of completion of advanced pathophysiology, advanced health assessment (60 hours faculty supervised and including diagnostic reasoning), advanced health promotion and advanced pharmacology (within last three years required in some states for credentialing).

*Updated: 1/15/15*
Winona State University
Graduate Programs in Nursing

Post-Master’s Prescriptive Authority Plan of Study
Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program

Will need to show evidence of this content from Master’s program, otherwise these courses will need to be taken:

**NURS 617:** Clinical Pharmacology (3)
**NURS 618:** Advanced Pathophysiology (2)
**NURS 619:** Advanced Health Assessment (3)

<table>
<thead>
<tr>
<th>FALL or SPRING SEMESTER</th>
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<tbody>
<tr>
<td><strong>NURS 629:</strong> Adult-Gerontology Clinical Nurse Specialist Prescription (1) <em>(1 clinical)</em></td>
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**TOTAL:** 1 credit *(1 clinical credit, 60 hours of contact time)*
Graduate Certificate (GC) Plan of Study **:
Nurse Educator (NE) Program

YEAR 1

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<tr>
<th>FALL 1</th>
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<tbody>
<tr>
<td></td>
<td>NURS 669: Nursing Education: Theory and Research (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 670: Nursing Education: Curriculum &amp; Program Design (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 671: Nursing Education: Instruction &amp; Evaluation (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 672: Nursing Education: Instruction &amp; Evaluation Practicum/Clinical (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 0 credits</td>
<td><strong>TOTAL:</strong> 12 credits (3 clinical credits)</td>
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</table>

**TOTAL CERTIFICATE:** 12 credits****; (3 Instruction and Evaluation clinical credits, 180 total clinical hours) *

****Prerequisite to admission: Graduation from a nationally accredited graduate program in nursing. If not a graduate from a nationally accredited nursing program, then some MS core courses may need to be taken to fulfill MS content areas.

**NE Graduate Certificate:** Students who have obtained an MS, Graduate Certificate or DNP in a non-NE focus area or completed a DNP program could obtain an NE certificate in 1 additional semester. NURS 669 would be offered during spring semester along with NURS 670, NURS 671, and NURS 672 to complete the needed 12 credits for an NE certificate. These courses are designed to provide foundation to allow those with an NE program to complete the NLN Certification for Nurse Educator (following 2 years of full time educational experience. See these NLN requirements at: www.nln.org/facultycertification/information/eligibility.htm).

*Updated: 10/24/12*
Graduate Certificate (GC) Plan of Study **:
Nursing and Organizational Leadership (NOL) Program

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<tr>
<th>YEAR 1</th>
<th>FALL 1</th>
<th>SPRING 1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>NURS 608: Organizational &amp; Systems Leadership (3)</td>
<td>NURS 651: Information &amp; Project Management (3)</td>
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<tr>
<td></td>
<td>NURS 606: Nursing Information Management &amp; Decision Making (3)</td>
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<td>TOTAL:</td>
<td>6 credits (0 clinical credits)</td>
<td>3 credits (0 clinical credits)</td>
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<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>FALL 2</th>
<th>SPRING 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 653: Human Resource Management (3)</td>
<td>NURS 657: Nursing Leadership Practicum II (3) (3 clinical)</td>
</tr>
<tr>
<td></td>
<td>NURS 655: Nursing Leadership Practicum I (3) (3 clinical)</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>9 credits (3 clinical credits)</td>
<td>6 credits (3 clinical credits)</td>
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</tbody>
</table>

TOTAL CERTIFICATE: 24 credits****; (6 Practicum clinical credits, 360 total clinical hours) *

****Prerequisite to admission: Graduation from a nationally accredited graduate program in nursing. If not a graduate from a nationally accredited nursing program, then some MS core courses may need to be taken to fulfill MS content areas.

Revised: 2/19/13
Winona State University
Graduate Programs in Nursing

One-Year Graduate Certificate (GC) Plan of Study **:
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program

(Students may enroll in a traditional block class delivery model where student meet on campus in Rochester for didactic courses at the beginning of each semester and then for clinical seminars bi-weekly. Or, students may enroll in an online/immersion class delivery model where students take didactic courses online, a summer immersion for NURS 673, and clinical seminars online.)

YEAR 1 – Immersion

<table>
<thead>
<tr>
<th>SUMMER 1</th>
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</thead>
<tbody>
<tr>
<td><strong>NURS 673</strong>: Advanced Diagnostics and Therapeutics for Adult-Gerontology Acute Care NPs (3)</td>
</tr>
<tr>
<td><em>(1 clinical credit = 60 hours)</em>****</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 3 credits <em>(1 clinical hour = 60 hours)</em></td>
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YEAR 2 – Didactic and Clinical

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<thead>
<tr>
<th>FALL 2</th>
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<tbody>
<tr>
<td><strong>NURS 674</strong>: Acute Care of Adults I Seminar (3)</td>
<td></td>
</tr>
<tr>
<td><em>(0 clinical credits)</em></td>
<td></td>
</tr>
<tr>
<td><strong>NURS 675</strong>: Acute Care of Adults Clinical I (4)</td>
<td></td>
</tr>
<tr>
<td><em>(4 clinical credits = 240 clinical hours)</em>****</td>
<td></td>
</tr>
<tr>
<td><strong>NURS 676</strong>: Acute Care Adults Seminar II (3)</td>
<td></td>
</tr>
<tr>
<td><em>(0 clinical credits)</em></td>
<td></td>
</tr>
<tr>
<td><strong>NURS 677</strong>: Acute Care of Adults Clinical II (5)</td>
<td></td>
</tr>
<tr>
<td><em>(5 clinical hours = 300 hours)</em>****</td>
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</tr>
<tr>
<td><strong>TOTAL</strong>: 7 credits <em>(4 clinical hours = 240 hours)</em></td>
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</tr>
<tr>
<td><strong>TOTAL</strong>: 8 credits <em>(5 clinical hours = 300 hours)</em></td>
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</table>

**TOTAL CERTIFICATE**: 18 credits; *(10 role/population clinical credits; 600 hours)* *

* Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

** One-Year Graduate Certificate Recommended Plan of Study

*** Prerequisite to admission: Graduation from a nationally accredited graduate program in nursing and evidence of completion of advanced pathophysiology, advanced health assessment (including diagnostic reasoning), advanced health promotion and advanced pharmacology (within last three years required in some states for credentialing).

**** Faculty will review the academic background to determine how many clinical hours will be needed. Program completion will typically require 300-600 clinical hours that can be completed on a flexible schedule.

*Updated: 9/8/14*
Graduate Certificate (GC) Plan of Study ****:  
Family Nurse Practitioner (FNP) Program

**YEAR 1**

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<tbody>
<tr>
<td><strong>NURS 640</strong>: Primary Care of Adults &amp; Gerontology</td>
<td><strong>NURS 643</strong>: Primary Care Adult-Gerontology</td>
</tr>
<tr>
<td>Clients I: Seminar (3)</td>
<td>Clients II: Clinical (5)* (5 clinical)</td>
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<tr>
<td><strong>NURS 641</strong>: Primary Care Clinical I (5)* *(5 clinical)</td>
<td><strong>NURS 644</strong>: Primary Care of Adult-Gerontology</td>
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<td>Clients II: Seminar (3)</td>
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<tr>
<td><strong>NURS 642</strong>: Primary Care of Children I: Seminar (2)</td>
<td><strong>NURS 646</strong>: Primary Care of Children II (2)</td>
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<td><strong>TOTAL:</strong> 10 credits <em>(5 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 10 credits <em>(5 clinical credits)</em></td>
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</table>

**TOTAL CERTIFICATE:** 20 credits**** *(10 role/population clinical credits, 600 hours total clinical hours)* *

* Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

****Prerequisite to admission: Graduation from a nationally accredited graduate program in nursing and evidence of completion of advanced pathophysiology, advanced health assessment (including diagnostic reasoning), advanced health promotion and advanced pharmacology (within last three years required in some states for credentialing).

* Updated: 1/26/15
Winona State University  
Graduate Programs in Nursing

Graduate Certificate (GC) Plan of Study **:
Psychiatric-mental Health Nurse Practitioner (PMHNP) Program

**GC Psychiatric-mental Health Nurse Practitioner Plan of Study
Approval Pending: 2-22-17

<table>
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<tbody>
<tr>
<td><strong>SUMMER 1</strong></td>
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<tr>
<td><strong>NURS 679</strong>: Psychopathologic Disorders across the Lifespan: Neurobiology, Psychiatric-mental Health Assessment and Essentials Features, and Evidence-based Treatments (5) <em>(0 clinical hours)</em></td>
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<tr>
<td><strong>NURS 609</strong>: Psychopharmacology (2) <em>(0 clinical hours)</em></td>
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<td><strong>TOTAL</strong>: 7 credits <em>(0 clinical hours)</em></td>
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<tr>
<td><strong>NURS 680</strong>: Psychiatric-mental Health NP Role I (3) <em>(0 clinical hours)</em></td>
<td><strong>NURS 682</strong>: Psychiatric-mental Health NP Role II (3) <em>(0 clinical hours)</em></td>
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<tr>
<td><strong>NURS 681</strong>: Psychiatric-mental Health NP Role I CLINICAL (4) <em>(240 clinical hours)</em></td>
<td><strong>NURS 683</strong>: Psychiatric-mental Health NP Role II CLINICAL (4) <em>(240 clinical hours)</em></td>
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<td><strong>TOTAL</strong>: 7 credits <em>(240 clinical hours)</em></td>
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<tbody>
<tr>
<td><strong>SUMMER II</strong></td>
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<tr>
<td><strong>NURS 686</strong>: Psychiatric-mental Health NP Role Synthesis Seminar (1) <em>(0 clinical hours)</em></td>
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<td><strong>NURS 687</strong>: Psychiatric-mental Health NP Role Synthesis CLINICAL (2) <em>(120 clinical hours)</em></td>
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<td><strong>TOTAL</strong>: 3 credits <em>(120 clinical hours)</em></td>
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**TOTAL CERTIFICATE**: 24 credits; *(10 role/populations clinical hours; 600 hours)* *

* Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

** GC Psychiatric-mental Health Nurse Practitioner Plan of Study
Approval Pending: 2-22-17
Plans of Study

Doctor of Nursing Practice Degrees

3 Year

(*Full-time*)
Three-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study **:  
Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program

<table>
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<th>Term</th>
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<th>Credits</th>
<th>Clinical Credits</th>
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<tr>
<td><strong>SUMMER I</strong></td>
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<tr>
<td></td>
<td>STAT 601: Statistical Methods for Health Care Research (3) <em>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</em></td>
<td>3</td>
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<td><strong>TOTAL:</strong> 3 credits (0 clinical credits)</td>
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<tr>
<td><strong>FALL 1</strong></td>
<td>NURS 600: Scientific &amp; Ethical Foundations (4)</td>
<td>4</td>
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<td>NURS 606: Nursing Information Management &amp; Decision Making (3)</td>
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<td>0</td>
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<td></td>
<td>NURS 616: Molecular/Genetics &amp; Immune Mechanisms (3)</td>
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<tr>
<td></td>
<td>NURS 701: Applied Biostatistics (4)</td>
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<td>NURS 608: Organizational &amp; Systems Leadership (3)</td>
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<td>NURS 612: Advanced Health Promotion for Families (3)</td>
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<tr>
<td></td>
<td>NURS 613: Advanced Health Promotion Clinical (1) <em>(1 clinical)</em></td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td>NURS 614: Evidence-Based Practice (3)</td>
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<td>0</td>
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<tr>
<td></td>
<td><strong>TOTAL:</strong> 10 credits <em>(1 clinical credit)</em></td>
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<thead>
<tr>
<th>Term</th>
<th>Courses</th>
<th>Credits</th>
<th>Clinical Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>FALL 2</strong></td>
<td>NURS 604: Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>NURS 618: Advanced Pathophysiology (2)</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>DNP Elective (3)</td>
<td>3</td>
<td>0</td>
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<td><strong>TOTAL:</strong> 11 credits <em>(0 clinical credits)</em></td>
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<tr>
<td><strong>SPRING 2</strong></td>
<td>NURS 619: Advanced Health Assessment (3) <em>(1 clinical)</em></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NURS 620: Adult-Gerontology CNS Role Foundations (2)</td>
<td>2</td>
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<td></td>
<td>NURS 703: Epidemiological Approaches to Population Health (3)</td>
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<td></td>
<td>DNP Elective (3)</td>
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<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMER 2</strong></td>
<td>NURS 617: Advanced Clinical Pharmacology (3)</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL:</strong> 3 credits <em>(0 clinical credits)</em></td>
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<tr>
<td><strong>FALL 3</strong></td>
<td>NURS 624: Adult-Gerontology CNS Role Development Seminar (3)</td>
<td>3</td>
<td>0</td>
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<tr>
<td></td>
<td>NURS 625: Adult-Gerontology CNS Role Development Clinical (4) <em>(4 clinical)</em></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
<td>3</td>
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<td></td>
<td><strong>TOTAL:</strong> 10 credits <em>(7 clinical credits)</em></td>
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</tr>
<tr>
<td><strong>SPRING 3</strong></td>
<td>NURS 630: Adult-Gerontology CNS Role Synthesis Seminar (3)</td>
<td>3</td>
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<tr>
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<td>NURS 631: Adult-Gerontology CNS Role Synthesis Clinical (4) <em>(4 clinical)</em></td>
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<tr>
<td></td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
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<td></td>
<td><strong>TOTAL:</strong> 10 credits <em>(7 clinical credits)</em></td>
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</table>

**TOTAL:** 72 credits; *(10 role/population clinical credits, 600 hours, 9 clinical scholarship credits, 540 hours; 1140 total clinical hours [faculty supervised]*) *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

Revised: 6/11/14
Three-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study **:
Nursing Leadership Program:
Nursing and Organizational Leadership (NOL) Emphasis

<table>
<thead>
<tr>
<th>SUMMER 1</th>
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<tbody>
<tr>
<td>STAT 601: Statistical Methods for Health Care Research (3) <em>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</em></td>
<td></td>
</tr>
<tr>
<td>TOTAL: 3 credits <em>(0 clinical credits)</em></td>
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</table>

<table>
<thead>
<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 604: Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td>NURS 600: Scientific &amp; Ethical Foundations (4)</td>
</tr>
<tr>
<td>NURS 608: Organizational &amp; Systems Leadership (3)</td>
<td>NURS 606: Nursing Information Management &amp; Decision Making (3)</td>
</tr>
<tr>
<td>NURS 701: Applied Biostatistics (4)</td>
<td>NURS 612: Advanced Health Promotion for Families (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 613: Advanced Health Promotion Clinical (1) <em>(1 clinical)</em></td>
</tr>
<tr>
<td></td>
<td>NURS 703: Epidemiological Approaches to Population Health (3)</td>
</tr>
<tr>
<td>TOTAL: 10 credits <em>(0 clinical credits)</em></td>
<td>TOTAL: 14 credits <em>(1 clinical credit)</em></td>
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<thead>
<tr>
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<tbody>
<tr>
<td>NURS 614: Evidence-Based Practice (3)</td>
<td>NURS 651: Information &amp; Project Management (3)</td>
</tr>
<tr>
<td>NURS 653: Human Resource Management (3)</td>
<td>NURS 657: Nursing Leadership Practicum II <em>(3 clinical)</em></td>
</tr>
<tr>
<td>NURS 655: Nursing Leadership Practicum I (3) <em>(3 clinical)</em></td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
</tr>
<tr>
<td>TOTAL: 12 credits <em>(3 clinical credits)</em></td>
<td>TOTAL: 12 credits <em>(6 clinical credits)</em></td>
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<thead>
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<th>SPRING 3</th>
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</thead>
<tbody>
<tr>
<td>NURS 738: Contemporary Topics in Leadership (3)</td>
<td>DNP Elective (3)</td>
</tr>
<tr>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
</tr>
<tr>
<td>NURS 755: Nursing Leadership Seminar/Practicum III (3) <em>(1 credit clinical)</em></td>
<td>DNP Elective (3)</td>
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<td>DNP Elective (3)</td>
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<tr>
<td>TOTAL: 12 credits <em>(4 clinical credits)</em></td>
<td>TOTAL: 9 credits <em>(3 clinical credits)</em></td>
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</table>

TOTAL: 72 credits; *(8 role/population clinical credits, 480 hours, 9 clinical scholarship credits, 540; 1020 total clinical hours)* *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.
Revised: 04/01/14
### Three-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study **:

**Nursing Leadership Program:**

*Practice and Leadership Innovations (PLI) Emphasis*

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<tr>
<th>SUMMER 1</th>
<th>Possible Electives:</th>
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<tbody>
<tr>
<td>STAT 601: Statistical Methods for Health Care Research (3) <em>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</em></td>
<td>NURS 616: Molecular Genetics &amp; Immune Mechanisms (3)</td>
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<td>NURS 618: Advanced Pathophysiology (2)</td>
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<td>NURS 652: Financial Resource Management in Nursing Service (3)</td>
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<td></td>
<td>NURS 653: Human Resource Management (3)</td>
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<td>DNP Electives</td>
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<td>Other</td>
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<th>SPRING 1</th>
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<tbody>
<tr>
<td>NURS 604: Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td>NURS 600: Scientific &amp; Ethical Foundations (4)</td>
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<tr>
<td>NURS 608: Organizational &amp; Systems Leadership (3)</td>
<td>NURS 606: Nursing Information Management &amp; Decision Making (3)</td>
</tr>
<tr>
<td>NURS 701: Applied Biostatistics (4)</td>
<td>NURS 612: Advanced Health Promotion for Families (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 613: Advanced Health Promotion Clinical (1) <em>(1 clinical)</em></td>
</tr>
<tr>
<td></td>
<td>NURS 703: Epidemiological Approaches to Population Health (3)</td>
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<tr>
<td>TOTAL: 10 credits (0 clinical credits)</td>
<td>TOTAL: 14 credits (1 clinical credit)</td>
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<thead>
<tr>
<th>FALL 2</th>
<th>SPRING 2</th>
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<tbody>
<tr>
<td>NURS 614: Evidence-Based Practice (3)</td>
<td>DNP Elective (3)</td>
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<tr>
<td>NURS 669: Nursing Education: Theory &amp; Research (3)</td>
<td>DNP Elective (3)</td>
</tr>
<tr>
<td>DNP Elective (3)</td>
<td>NURS 657: Nursing Leadership Practicum II (3) <em>(3 clinical)</em></td>
</tr>
<tr>
<td>NURS 655: Nursing Leadership Practicum I (3) <em>(3 clinical)</em></td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
</tr>
<tr>
<td>TOTAL: 12 credits <em>(3 clinical credits)</em></td>
<td>TOTAL: 12 credits <em>(6 clinical credits)</em></td>
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<thead>
<tr>
<th>FALL 3</th>
<th>SPRING 3</th>
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<tbody>
<tr>
<td>NURS 738: Contemporary Topics in Leadership (3)</td>
<td>NURS 651: Information &amp; Project Management (3)</td>
</tr>
<tr>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
</tr>
<tr>
<td>DNP Elective (3)</td>
<td>NURS 756: Innovations in Practice &amp; Leadership Practicum (3) <em>(1 credit clinical)</em></td>
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<tr>
<td>NURS 705: Practice Innovations Seminar (3)</td>
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<td>TOTAL: 12 credits <em>(3 clinical credits)</em></td>
<td>TOTAL: 9 credits <em>(4 clinical credits)</em></td>
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**TOTAL: 72 credits; (8 role/population clinical credits, 480 hours, 9 clinical scholarship credits, 540; 1020 total clinical hours) **

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.*

**Update: 09/09/14**
<table>
<thead>
<tr>
<th>SUMMER 1</th>
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<tbody>
<tr>
<td>STAT 601: Statistical Methods for Health Care Research (3) (This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</td>
<td></td>
</tr>
<tr>
<td>TOTAL: 3 credits (0 clinical credits)</td>
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</tr>
<tr>
<td>FALL 1</td>
<td>SPRING 1</td>
</tr>
<tr>
<td>NURS 600: Scientific &amp; Ethical Foundations (4)</td>
<td>NURS 606: Nursing Information Management &amp; Decision Making (3)</td>
</tr>
<tr>
<td>NURS 616: Molecular/Genetics &amp; Immune Mechanisms (3)</td>
<td>NURS 614: Evidence-Based Practice (3)</td>
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<tr>
<td>NURS 701: Applied Biostatistics (4)</td>
<td>NURS 618: Advanced Pathophysiology (2)</td>
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<tr>
<td>TOTAL: 11 credits (0 clinical credits)</td>
<td>NURS 703: Epidemiological Approaches to Population Health (3)</td>
</tr>
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<td></td>
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</tr>
<tr>
<td>FALL 2</td>
<td>SPRING 2</td>
</tr>
<tr>
<td>NURS 608: Organizational &amp; Systems Leadership (3)</td>
<td>NURS 604: Health Care Policy &amp; Quality Health Care Delivery (3)</td>
</tr>
<tr>
<td>NURS 612: Advanced Health Promotion for Families (3)</td>
<td>NURS 619: Advanced Health Assessment (3) (1 clinical)</td>
</tr>
<tr>
<td>NURS 613: Advanced Health Promotion for Families Clinical (1) (1 clinical)</td>
<td>NURS 775: Clinical Scholarship (3) (3 clinical)</td>
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<tr>
<td>NURS 775: Clinical Scholarship (3) (3 clinical)</td>
<td>DNP Elective (3)</td>
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<td>TOTAL: 10 credits (4 clinical credits)</td>
<td>TOTAL: 12 credits (4 clinical credits)</td>
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<tr>
<td>SUMMER 2</td>
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</tr>
<tr>
<td>NURS 617: Advanced Clinical Pharmacology (3)</td>
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<td>TOTAL: 3 credits (0 clinical credits)</td>
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<tr>
<td>FALL 3</td>
<td>SPRING 3</td>
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<tr>
<td>NURS 640: Primary Care of Adults I (3)</td>
<td>NURS 643: Primary Care Clinical II (5) (5 clinical)</td>
</tr>
<tr>
<td>NURS 641: Primary Care Clinical I (5) (5 clinical)</td>
<td>NURS 644: Primary Care of Adult &amp; Gerontology Clients II (3)</td>
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<td>NURS 642: Primary Care of Children I (2)</td>
<td>NURS 646: Primary Care of Children II (2)</td>
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<td>NURS 775: Clinical Scholarship (3) (3 clinical)</td>
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<tr>
<td>TOTAL: 13 credits (8 clinical credits)</td>
<td>TOTAL: 10 credits (5 clinical credits)</td>
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<tr>
<td>TOTAL: 73 credits; (12 role/population clinical credits, 720 hours; 9 clinical scholarship credits, 540 hours; 1260 total clinical hours)*</td>
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</tr>
<tr>
<td>*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.</td>
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<td>Revised: 1/26/15.</td>
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</table>
### Three-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study **:
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program

<table>
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<tr>
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<tbody>
<tr>
<td><strong>STAT 601</strong></td>
<td>Statistical Methods for Health Care Research (3) (This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3 credits (0 clinical credits)</td>
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<tbody>
<tr>
<td><strong>NURS 600</strong></td>
<td>Scientific &amp; Ethical Foundations (4)</td>
</tr>
<tr>
<td><strong>NURS 616</strong></td>
<td>Molecular/Genetics &amp; Immune Mechanisms (3)</td>
</tr>
<tr>
<td><strong>NURS 701</strong></td>
<td>Applied Biostatistics (4)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11 credits (0 clinical credits)</td>
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<tbody>
<tr>
<td><strong>NURS 606</strong></td>
<td>Nsg. Information Management &amp; Decision Making (3)</td>
</tr>
<tr>
<td><strong>NURS 614</strong></td>
<td>Evidence-Based Practice (3)</td>
</tr>
<tr>
<td><strong>NURS 618</strong></td>
<td>Advanced Pathophysiology (2)</td>
</tr>
<tr>
<td><strong>NURS 703</strong></td>
<td>Epidemiological Approaches to Population Health (3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11 credits (0 clinical credits)</td>
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<tbody>
<tr>
<td><strong>NURS 608</strong></td>
<td>Organizational &amp; Systems Leadership (3)</td>
</tr>
<tr>
<td><strong>NURS 612</strong></td>
<td>Advanced Health Promotion for Families (3)</td>
</tr>
<tr>
<td><strong>NURS 613</strong></td>
<td>Advanced Health Promotion for Families Clinical (1) (1 clinical)</td>
</tr>
<tr>
<td><strong>DNP Elective</strong></td>
<td>(3)</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<tbody>
<tr>
<td><strong>NURS 604</strong></td>
<td>Health Care Policy/Quality Health Care Delivery (3)</td>
</tr>
<tr>
<td><strong>NURS 619</strong></td>
<td>Advanced Health Assessment (3) (1 clinical)</td>
</tr>
<tr>
<td><strong>DNP Elective</strong></td>
<td>(3)</td>
</tr>
<tr>
<td><strong>NURS 775</strong></td>
<td>Clinical Scholarship (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12 credits (4 clinical credits)</td>
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<tr>
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<tbody>
<tr>
<td><strong>NURS 617</strong></td>
<td>Advanced Clinical Pharmacology (3)</td>
</tr>
<tr>
<td><strong>NURS 673</strong></td>
<td>Advanced Diagnostics &amp; Therapeutics for Adult/Gerontology Acute Care NPs (3) (1 clinical)</td>
</tr>
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<td><strong>TOTAL</strong></td>
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<tbody>
<tr>
<td><strong>NURS 674</strong></td>
<td>Acute Care of the Adult I Seminar (3)</td>
</tr>
<tr>
<td><strong>NURS 675</strong></td>
<td>Acute Care of the Adult I Clinical (4) (4 clinical)</td>
</tr>
<tr>
<td><strong>NURS 775</strong></td>
<td>Clinical Scholarship (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>10 credits (7 clinical credits)</td>
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<tbody>
<tr>
<td><strong>NURS 676</strong></td>
<td>Acute Care of the Adult II Seminar (3)</td>
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<td>Acute Care of the Adult II Clinical (5) (5 clinical)</td>
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<td><strong>NURS 775</strong></td>
<td>Clinical Scholarship (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11 credits (8 clinical credits)</td>
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**TOTAL:** 74 credits; (12 role/population clinical credits, 720 hours, 9 clinical scholarship credits, 540 hours; 1260 total clinical hours) *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.  
Approved: 2-23-15
Plans of Study

Doctor of Nursing Practice Degrees

4 Year
### Four-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study **:
#### Adult-Gerontology Clinical Nurse Specialist (AGCNS) Program

<table>
<thead>
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<tbody>
<tr>
<td><strong>STAT 601:</strong> Statistical Methods for Health Care Research (3) <em>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</em></td>
<td></td>
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<tr>
<td><strong>TOTAL:</strong> 3 credits <em>(0 clinical credits)</em></td>
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<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
</tr>
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<tbody>
<tr>
<td><strong>NURS 600:</strong> Scientific &amp; Ethical Foundations (4)</td>
<td><strong>NURS 612:</strong> Advanced Health Promotion for Families (3)</td>
</tr>
<tr>
<td><strong>NURS 608:</strong> Organizational &amp; Systems Leadership (3)</td>
<td><strong>NURS 613:</strong> Advanced Health Promotion Clinical (1) <em>(1 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 616:</strong> Molecular/Genetics &amp; Immune Mechanisms (3)</td>
<td><strong>NURS 614:</strong> Evidence-Based Practice (3)</td>
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<tr>
<td><strong>NURS 608:</strong> Organizational &amp; Systems Leadership (3)</td>
<td><strong>NURS 616:</strong> Molecular/Genetics &amp; Immune Mechanisms (3)</td>
</tr>
<tr>
<td><strong>NURS 618:</strong> Advanced Pathophysiology (2)</td>
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</tr>
<tr>
<td><strong>TOTAL:</strong> 10 credits <em>(0 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 9 credits <em>(1 clinical credit)</em></td>
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<thead>
<tr>
<th>FALL 2</th>
<th>SPRING 2</th>
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</thead>
<tbody>
<tr>
<td><strong>NURS 604:</strong> Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td><strong>NURS 619:</strong> Advanced Health Assessment (3) <em>(1 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 606:</strong> Nursing Information Management &amp; Decision Making (3)</td>
<td><strong>NURS 620:</strong> Adult-Gerontology CNS Role Foundations (2)</td>
</tr>
<tr>
<td><strong>NURS 701:</strong> Applied Biostatistics (4)</td>
<td><strong>NURS 703:</strong> Epidemiological Approaches to Population Health (3)</td>
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<td><strong>TOTAL:</strong> 10 credits <em>(0 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 8 credits <em>(1 clinical credit)</em></td>
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<tbody>
<tr>
<td><strong>NURS 617:</strong> Advanced Clinical Pharmacology (3)</td>
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<td><strong>TOTAL:</strong> 3 credits <em>(0 clinical credits)</em></td>
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<tr>
<th>FALL 3</th>
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<tbody>
<tr>
<td><strong>NURS 624:</strong> Adult-Gerontology CNS Role Development Seminar (3)</td>
<td><strong>NURS 630:</strong> Adult-Gerontology CNS Role Synthesis Seminar (3)</td>
</tr>
<tr>
<td><strong>NURS 625:</strong> Adult-Gerontology CNS Role Development Clinical (4) <em>(4 clinical)</em></td>
<td><strong>NURS 631:</strong> Adult-Gerontology CNS Role Synthesis Clinical (4) <em>(4 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 625:</strong> Adult-Gerontology CNS Role Development Clinical (4) <em>(4 clinical)</em></td>
<td><strong>NURS 775:</strong> Clinical Scholarship (3) <em>(3 clinical)</em></td>
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<td><strong>TOTAL:</strong> 7 credits <em>(4 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 10 credits <em>(7 clinical credits)</em></td>
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<tr>
<td><strong>NURS 775:</strong> Clinical Scholarship (3) <em>(3 clinical)</em></td>
<td><strong>NURS 775:</strong> Clinical Scholarship (3) <em>(3 clinical)</em></td>
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<tr>
<td>DNP Elective (3)</td>
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<td><strong>TOTAL:</strong> 6 credits <em>(3 clinical credits)</em></td>
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</tbody>
</table>

**TOTAL:** 72 credits; *(10 role/population clinical credits, 600 hours, 9 clinical scholarship credits, 540 hours; 1140 total clinical hours [faculty supervised]) *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.
Updated: 06/11/14
**Four-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study **:
Nursing Leadership Program: *Nursing and Organizational Leadership (NOL) Emphasis*

<table>
<thead>
<tr>
<th>SUMMER 1</th>
<th></th>
</tr>
</thead>
</table>
| **STAT 601**: Statistical Methods for Health Care Research (3)  
(This course must be taken as a pre- or co-requisite to **NURS 600**; may also be taken Spring Semester of each academic year) |  |
| **TOTAL**: 3 credits (0 clinical credits) |  |

<table>
<thead>
<tr>
<th>FALL 1</th>
<th>SPRING 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 604</strong>: Health Care Policy &amp; Quality Health Delivery (3)</td>
<td><strong>NURS 600</strong>: Scientific &amp; Ethical Foundations (4)</td>
</tr>
<tr>
<td><strong>NURS 608</strong>: Organizational &amp; Systems Leadership (3)</td>
<td><strong>NURS 606</strong>: Nursing Information Management &amp; Decision Making (3)</td>
</tr>
<tr>
<td><strong>NURS 701</strong>: Applied Biostatistics (4)</td>
<td><strong>NURS 703</strong>: Epidemiological Approaches to Population Health (3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 10 credits (0 clinical credits)</td>
<td><strong>TOTAL</strong>: 10 credits (0 clinical credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL 2</th>
<th>SPRING 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 614</strong>: Evidence-Based Practice (3)</td>
<td><strong>NURS 651</strong>: Information &amp; Project Management (3)</td>
</tr>
<tr>
<td><strong>NURS 652</strong>: Financial Resource Management in Nursing Service (3)</td>
<td><strong>NURS 612</strong>: Advanced Health Promotion for Families (3)</td>
</tr>
<tr>
<td><strong>NURS 653</strong>: Human Resource Management (3)</td>
<td><strong>NURS 613</strong>: Advanced Health Promotion Clinical (1) (1 clinical)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 9 credits (0 clinical credits)</td>
<td><strong>TOTAL</strong>: 7 credits (1 clinical credit)</td>
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</table>

<table>
<thead>
<tr>
<th>FALL 3</th>
<th>SPRING 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 655</strong>: Nursing Leadership Practicum I (3) (3 clinical)</td>
<td><strong>NURS 654</strong>: Structure and Design of Nursing Services in Health Care Organizations (3)</td>
</tr>
<tr>
<td><strong>NURS 738</strong>: Contemporary Topics in Leadership (3)</td>
<td><strong>NURS 657</strong>: Nursing Leadership Practicum II (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>DNP Elective</strong>: (3)</td>
<td><strong>NURS 775</strong>: Clinical Scholarship (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 9 credits (3 clinical credits)</td>
<td><strong>TOTAL</strong>: 9 credits (6 clinical credits)</td>
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</table>

<table>
<thead>
<tr>
<th>FALL 4</th>
<th>SPRING 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 775</strong>: Clinical Scholarship (3) (3 clinical)</td>
<td><strong>DNP Elective</strong>: (3)</td>
</tr>
<tr>
<td><strong>NURS 755</strong>: Nursing Leadership Seminar/Practicum III (3) (2 credit seminar/1 credit clinical)</td>
<td><strong>NURS 775</strong>: Clinical Scholarship (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 6 credits (4 clinical credits)</td>
<td><strong>TOTAL</strong>: 9 credits (3 clinical credits)</td>
</tr>
</tbody>
</table>

**TOTAL**: 72 credits; (8 role/population clinical credits, 480 hours, 9 clinical scholarship credits, 540 hours; 1020 total clinical hours)

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

Revised: 04/01/14
Winona State University  
Graduate Programs in Nursing  
Four-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study **:  
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program

<table>
<thead>
<tr>
<th>SUMMER 1</th>
<th></th>
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</thead>
</table>
| **STAT 601**: Statistical Methods for Health Care Research  
(3)  
(This course must be taken as a pre- or co-requisite to  
NURS 600; may also be taken Spring Semester of each  
an academic year) | **TOTAL**: 3 credits (0 clinical credits) |

<table>
<thead>
<tr>
<th>FALL 1</th>
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</tr>
</thead>
</table>
| **NURS 616**: Molecular/Genetics & Immune Mechanisms  
(3) | **NURS 600**: Scientific & Ethical Foundations (4) |
| **NURS 701**: Applied Biostatistics (4) | **NURS 618**: Advanced Pathophysiology (2) |
| **NURS 604**: Health Care Policy & Quality Health Care  
Delivery (3) | **NURS 603**: Epidemiological Approaches to  
Population Health (3) |
| **NURS 701**: Applied Biostatistics (4) | **NURS 618**: Advanced Pathophysiology (2) |
| **NURS XXX**: DNP Elective (3) | **NURS 703**: Epidemiological Approaches to  
Population Health (3) |
| **TOTAL**: 7 credits (0 clinical credits) | **TOTAL**: 9 credits (0 clinical credits) |

<table>
<thead>
<tr>
<th>FALL 2</th>
<th>SPRING 2</th>
</tr>
</thead>
</table>
| **NURS 612**: Advanced Health Promotion for Families (3) | **NURS 606**: Nursing Information Management &  
Decision Making (3) |
| **NURS 613**: Advanced Health Promotion for Families  
Clinical (1) (1 clinical) | **NURS 608**: Organizational & Systems Leadership  
(3) |
| **NURS 775**: Clinical Scholarship (3) (3 clinical) | **NURS XXX**: DNP Elective (3) |
| **NURS 604**: Health Care Policy & Quality Health Care  
Delivery (3) | **NURS 606**: Nursing Information Management &  
Decision Making (3) |
| **NURS 775**: Clinical Scholarship (3) (3 clinical) | **NURS 618**: Advanced Pathophysiology (2) |
| **TOTAL**: 9 credits (0 clinical credits) | **TOTAL**: 9 credits (3 clinical credits) |

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<thead>
<tr>
<th>FALL 3</th>
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</thead>
<tbody>
<tr>
<td><strong>NURS 617</strong>: Advanced Clinical Pharmacology (3)</td>
<td><strong>NURS 619</strong>: Advanced Health Assessment (3) (1 clinical)</td>
</tr>
</tbody>
</table>
| **NURS 673**: Advanced Diagnostics & Therapeutics for  
AGACNP’s (3) (1 clinical credit) | **NURS 613**: Advanced Health Promotion for Families  
Clinical (1) (1 clinical) |
| **NURS 775**: Clinical Scholarship (3) (3 clinical) | **NURS 775**: Clinical Scholarship (3) (3 clinical) |
| **NURS 775**: Clinical Scholarship (3) (3 clinical) | **NURS XXX**: DNP Elective (3) |
| **TOTAL**: 7 credits (4 clinical credits) | **TOTAL**: 9 credits (4 clinical credits) |

<table>
<thead>
<tr>
<th>SUMMER 4</th>
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</thead>
<tbody>
<tr>
<td><strong>NURS 617</strong>: Advanced Clinical Pharmacology (3)</td>
<td></td>
</tr>
</tbody>
</table>
| **NURS 673**: Advanced Diagnostics & Therapeutics for  
AGACNP’s (3) (1 clinical credit) | |
| **TOTAL**: 6 credits (1 clinical credit) | |

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<tbody>
<tr>
<td><strong>NURS 674</strong>: Acute Care of the Adult Seminar (3)</td>
<td><strong>NURS 676</strong>: Acute Care Adults Seminar II (3)</td>
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</table>
| **NURS 675**: Acute Care of the Adult I Clinical (4)  
(4 clinical) | **NURS 677**: Acute Care of Adults Clinical II (5) (5 clinical) |
| **TOTAL**: 7 credits (4 clinical credits) | **TOTAL**: 8 credits (5 clinical credits) |

**TOTAL**: 74 credits; (12 role/population clinical credits, 720 hours, 9 clinical scholarship credits, 540 hours; 1260 total clinical hours) *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.  
Approved: 1/25/16
Four-Year Post-Baccalaureate Doctor of Nursing Practice (DNP) Plan of Study**:
Family Nurse Practitioner (FNP) Program

### SUMMER 1

<table>
<thead>
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<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>STAT 601</td>
<td>Statistical Methods for Health Care Research (3)</td>
<td></td>
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<tr>
<td></td>
<td><em>(This course must be taken as a pre- or co-requisite to NURS 600; may also be taken Spring Semester of each academic year)</em></td>
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<tr>
<td>TOTAL:</td>
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### FALL 1

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 616</td>
<td>Molecular/Genetics &amp; Immune Mechanisms (3)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Applied Biostatistics (4)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>7 credits (0 clinical credits)</td>
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### SPRING 1

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NURS 600</td>
<td>Scientific &amp; Ethical Foundations (4)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 618</td>
<td>Advanced Pathophysiology (2)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 703</td>
<td>Epidemiological Approaches to Population Health (3)</td>
<td></td>
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<td>TOTAL:</td>
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### FALL 2

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<tbody>
<tr>
<td>NURS 604</td>
<td>Health Care Policy &amp; Quality Health Care Delivery (3)</td>
<td></td>
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</tr>
<tr>
<td>NURS 614</td>
<td>Evidence-Based Practice (3)</td>
<td></td>
<td>0</td>
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<tr>
<td>DNP Elective(3)</td>
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<tr>
<td>TOTAL:</td>
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### SPRING 2

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</thead>
<tbody>
<tr>
<td>NURS 606</td>
<td>Nursing Information Management &amp; Decision-Making (3)</td>
<td></td>
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<tr>
<td>NURS 608</td>
<td>Organizational &amp; Systems Leadership (3)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 775</td>
<td>Clinical Scholarship (3) (3 clinical)</td>
<td></td>
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<tr>
<td>TOTAL:</td>
<td>9 credits (3 clinical credits)</td>
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### FALL 3

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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Clinical Credits</th>
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<tbody>
<tr>
<td>NURS 612</td>
<td>Advanced Health Promotion for Families (3)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 613</td>
<td>Advanced Health Promotion for Families Clinical (1) (1 clinical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 775</td>
<td>Clinical Scholarship (3) (3 clinical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>7 credits (4 clinical credits)</td>
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### SPRING 3

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<tbody>
<tr>
<td>NURS 619</td>
<td>Advanced Health Assessment (3) (1 clinical)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 775</td>
<td>Clinical Scholarship (3) (3 clinical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>6 credits (4 clinical credits)</td>
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### SUMMER 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 617</td>
<td>Advanced Clinical Pharmacology (3)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>3 credits (0 clinical credits)</td>
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### FALL 4

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 640</td>
<td>Primary Care of Adults I (3)</td>
<td></td>
<td>0</td>
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<tr>
<td>NURS 641</td>
<td>Primary Care Clinical I (5) (5 clinical)</td>
<td></td>
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<tr>
<td>NURS 642</td>
<td>Primary Care of Children I (2)</td>
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<tr>
<td>TOTAL:</td>
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### SPRING 4

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clinical Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 643</td>
<td>Primary Care Clinical II (5) (5 clinical)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 644</td>
<td>Primary Care of Adults Seminar II (3)</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>NURS 646</td>
<td>Primary Care of Children II (2)</td>
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</tr>
<tr>
<td>TOTAL:</td>
<td>10 credits (5 clinical credits)</td>
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</tbody>
</table>

TOTAL: 73 credits; (12 role/population clinical credits, 720 hours, 9 clinical scholarship credits, 540 hours; 1260 total clinical hours)*

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

Updated: 1/26/15
Plans of Study

Post-Master’s DNP Plans of Study
Applicants for this program must have completed a master’s in nursing with a focus in Adult-Gerontology Clinical Nurse Specialist.

**Applicants will need to show evidence of the following content from the Master’s program, otherwise these courses will need to be taken:**

**STAT 601:** Statistical Methods for Health Care Professionals (3) *(prerequisite to STAT 701)*
**NURS 606:** Nursing Information Management & Decision Making (3) *(prerequisite to 1st Clinical Scholarship course)*
**NURS 608:** Organizational & Systems Leadership (3) *(prerequisite to 1st Clinical Scholarship course)*

*Optional:*
Nursing Research Review (modules) *(not required)*
Other reviews (e.g., Theory, Stats) as needed *(not required)*

<table>
<thead>
<tr>
<th>FALL 1</th>
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<tbody>
<tr>
<td>NURS 701: Applied Biostatistics (4)</td>
<td>NURS 703: Epidemiological Approaches to Population Health (3)</td>
</tr>
<tr>
<td>NURS 714: Evidence-Based Practice Seminar (3)</td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
</tr>
<tr>
<td>DNP Elective (3)</td>
<td>DNP Elective (3)</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 10 credits <em>(0 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 9 credits <em>(3 clinical credits)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL 2</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
<td>NURS 775: Clinical Scholarship (3) <em>(3 clinical)</em></td>
</tr>
<tr>
<td>DNP Elective (3)</td>
<td>DNP Elective (3)</td>
</tr>
<tr>
<td><strong>TOTAL:</strong> 6 credits <em>(3 clinical credits)</em></td>
<td><strong>TOTAL:</strong> 6 credits <em>(3 clinical credits)</em></td>
</tr>
</tbody>
</table>

**TOTAL:** 31 credits; *(includes 9 clinical scholarship credits, 540 total clinical hours)* *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

A total of 1,000 clinical/practicum hours are required for all graduates of a DNP program. This program provides 540 hours. The remaining 460 clinical/practicum hours may come from a previous master’s degree (appropriateness will be determined by faculty). Additional clinical/practicum courses may be necessary to achieve this requirement of 460 hours.

*Approved: 4/1/14*
Post-Master’s Doctor of Nursing Practice Plan of Study **:
Nursing Leadership Program:
Nursing and Organizational Leadership (NOL) Emphasis
2-Year Plan for Post-Master’s DNP Students

Applicants for this program must have completed a master’s in nursing with a focus in Nursing and Organization Leadership.

**Applicants will need to show evidence of the following content from the Master’s program, otherwise these courses will need to be taken:**

- **STAT 601**: Statistical Methods for Health Care Professionals (3) *(prerequisite to STAT 701)*
- **NURS 606**: Nursing Information Management & Decision Making (3) *(prerequisite to 1st Clinical Scholarship course)*
- **NURS 608**: Organizational & Systems Leadership (3) *(prerequisite to 1st Clinical Scholarship course)*

**Optional:**
- Nursing Research Review (modules) *(not required)*
- Other reviews (e.g., Theory, Stats) as needed *(not required)*

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<td><strong>NURS 703</strong>: Epidemiological Approaches to Population Health (3)</td>
</tr>
<tr>
<td><strong>NURS 714</strong>: Evidence-Based Practice Seminar (3)</td>
<td><strong>DNP Elective</strong> (3)</td>
</tr>
<tr>
<td><strong>NURS 738</strong>: Contemporary Topics in Leadership (3)</td>
<td><strong>NURS 775</strong>: Clinical Scholarship (3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 10 credits <em>(0 clinical credits)</em></td>
<td><strong>TOTAL</strong>: 9 credits <em>(3 clinical credits)</em></td>
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<tbody>
<tr>
<td><strong>NURS 775</strong>: Clinical Scholarship (3)</td>
<td><strong>NURS 775</strong>: Clinical Scholarship (3)</td>
</tr>
<tr>
<td><em>(3 clinical)</em></td>
<td><em>(3 clinical)</em></td>
</tr>
<tr>
<td><strong>NURS 755</strong>: Nursing Leadership Seminar/Practicum III (3) <em>(2 credit seminar/1 credit clinical)</em></td>
<td><strong>DNP Elective</strong> (3)</td>
</tr>
<tr>
<td><strong>TOTAL</strong>: 6 credits <em>(4 clinical credits)</em></td>
<td><strong>TOTAL</strong>: 6 credits <em>(3 clinical credits)</em></td>
</tr>
</tbody>
</table>

**TOTAL**: 31 credits; *(1 role/population clinical credit, 60 hours, 9 clinical scholarship credits 540; 600 total clinical hours)* *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.*

A total of 1,000 clinical/practicum hours are required for all graduates of a DNP program. This program provides 600 hours. The remaining 400 clinical/practicum hours may come from a previous master’s degree (appropriateness will be determined by faculty). Additional clinical/practicum courses may be necessary to achieve this requirement of 400 hours.

Revised: 4/1/14
Post-Master’s Doctor of Nursing Practice Plan of Study**:
Nursing Leadership Program:
Practice and Leadership Innovations (PLI) Emphasis

Applicants for this program must have completed a master’s in nursing.

Applicants will need to show evidence of the following content from the Master’s program, otherwise these courses will need to be taken:

STAT 601: Statistical Methods for Health Care Professionals (3) (prerequisite to STAT 701)
NURS 606: Nursing Information Management & Decision Making (3) (prerequisite to 1st Clinical Scholarship course)
NURS 608: Organizational & Systems Leadership (3) (prerequisite to 1st Clinical Scholarship course)

Optional:
Nursing Research Review (modules) (not required)
Other reviews (e.g., Theory, Stats) as needed (not required)

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<td>NURS 701: Applied Biostatistics (4)</td>
<td>NURS 703: Epidemiological Approaches to Population Health (3)</td>
</tr>
<tr>
<td>NURS 714: Evidence-Based Practice Seminar (3)</td>
<td>NURS 705: Practice Innovations Seminar (3)</td>
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<tr>
<td>NURS 738: Contemporary Topics in Leadership (3)</td>
<td>NURS 775: Clinical Scholarship (3) (3 clinical)</td>
</tr>
<tr>
<td><strong>Total: 10 credits (0 clinical credits)</strong></td>
<td>Total: 9 credits (3 clinical credits)</td>
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<tr>
<th>FALL 2</th>
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<tr>
<td>NURS 775: Clinical Scholarship (3) (3 clinical)</td>
<td>NURS 775: Clinical Scholarship (3) (3 clinical)</td>
</tr>
<tr>
<td>NURS 756: Innovations in Practice &amp; Leadership Practicum (3) (1 credit clinical)</td>
<td>DNP Elective (3)</td>
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<tr>
<td><strong>Total: 6 credits (4 clinical credits)</strong></td>
<td>Total: 6 credits (3 clinical credits)</td>
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TOTAL: 31 credits; (1 role/population clinical credit, 60 hours, 9 clinical scholarship credits 540 hours; 600 total clinical hours) *

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours.

A total of 1,000 clinical/practicum hours are required for all graduates of a DNP program. This program provides 600 hours. The remaining 400 clinical/practicum hours may come from a previous master’s degree (appropriateness will be determined by faculty). Additional clinical/practicum courses may be necessary to achieve this requirement of 400 hours.

Approved: 4/1/14
Post-Master’s Doctor of Nursing Practice Plan of Study **:

Family Nurse Practitioner (FNP) Programs

Applicants for this program must have completed a master’s in nursing with a Family Nurse Practitioner curriculum.

Applications will need to show evidence of the following content from the Master’s program, otherwise these courses will need to be taken:

**STAT 601:** Statistical Methods for Health Care Professionals (3) *(prerequisite to STAT 701)*

**NURS 606:** Nursing Information Management & Decision Making (3) *(prerequisite to 1st Clinical Scholarship course)*

**NURS 608:** Organizational & Systems Leadership (3) *(prerequisite to 1st Clinical Scholarship course)*

**Optional:**
Nursing Research Review (modules) *(not required)*
Other reviews (e.g., Theory, Stats) as needed *(not required)*

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<td><strong>NURS 714:</strong> Evidence-Based Practice Seminar (3)</td>
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**TOTAL:** 31 credits; *(9 scholarship credits, 540 total clinical hours)*

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours*

A total of 1,000 clinical/practicum hours are required for all graduates of a DNP program. This program provides 540 hours. The remaining 460 clinical/practicum hours may come from a previous master’s degree (appropriateness will be determined by faculty). Additional clinical/practicum courses may be necessary to achieve this requirement of 460 hours.

Revised: 07/30/17
Post-Master’s Doctor of Nursing Practice Plan of Study **:
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) Program

Applicants for this program must have completed a master’s in nursing with a focus in Adult-Gerontology Acute Care Nurse Practitioner.

**Applicants will need to show evidence of the following content from the Master’s program, otherwise these courses will need to be taken:**

**STAT 601**: Statistical Methods for Health Care Professionals (3) *(prerequisite to STAT 701)*

**NURS 606**: Nursing Information Management & Decision Making (3) *(prerequisite to 1st Clinical Scholarship course)*

**NURS 608**: Organizational & Systems Leadership (3) *(prerequisite to 1st Clinical Scholarship course)*

*Optional:*

Nursing Research Review (modules) *(not required)*

Other reviews (e.g., Theory, Stats) as needed *(not required)*

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**TOTAL**: 31 credits; *(9 clinical scholarship credits, 540 total clinical hours)* *

A total of 1,000 clinical/practicum hours are required for all graduates of a DNP program. This program provides 540 hours. The remaining 460 clinical/practicum hours may come from a previous master’s degree (appropriateness will be determined by faculty). Additional clinical/practicum courses may be necessary to achieve this requirement of 460 hours.

*Clinical/practicum hour ratio is 1 credit hour to 60 clinical/practice hours

Revised: 4/1/14
I. POLICIES AND REQUIREMENTS

A. Admissions

1. Admission Forms

To apply for acceptance into a Graduate Nursing Program, students need to complete two separate applications:

1. Depending on the degree you are pursuing, submit either: 1) “BSN-DNP or MS or Graduate Certificate Application” or 2) “Post-Master’s DNP Application” to the Graduate Programs in Nursing in Rochester.
2. Submit the “WSU Graduate Studies Online Application” For consideration to be admitted into Winona State University. This application can be found at [http://www.winona.edu/gradstudies/how-to-apply.asp](http://www.winona.edu/gradstudies/how-to-apply.asp).

Applications, reference forms, and application deadline dates are available in the Graduate Programs in Nursing Office (CF205) or can be accessed from the Internet at [www.winona.edu/graduatenursing](http://www.winona.edu/graduatenursing).

Practicum/clinical placement is arranged for all students admitted to the programs. Placement occurs in designated regional clinical affiliate sites. Admission to the Nurse Practitioner programs is considered on a regional basis, contingent upon the availability of regional clinical affiliate sites.

**RN to MS Professional Pathway Program**: Only students currently attending WSU’s RN program are eligible for this pathway. Students who are interested in the RN to MS Professional Pathway Program must first contact the WSU Undergraduate Nursing program at 507.285.7349 to determine eligibility. If eligible, the advisor in the Undergraduate Nursing program will provide guidance on registering for the accelerated pathway. Additional information can be found at [http://www.winona.edu/graduatenursing/rntoms.asp](http://www.winona.edu/graduatenursing/rntoms.asp).
2. **Admission Requirements for the MS and BSN-DNP Programs in Nursing** include:

1. Baccalaureate degree in nursing from a nationally accredited program in nursing;
2. Undergraduate coursework in physical assessment;
3. Undergraduate courses in nursing research and statistics required;
4. Computer literacy with knowledge of word processing, spreadsheet, and data base programs;
5. Transcripts of past education with GPA of 3.0 or greater on a 4.0 scale *(1 official transcript from each institution attended)*;
6. Applicants with GPA less than 3.0, but are otherwise competitive in the applicant pool, will be considered for provisional admission on an individual basis; *
7. Applicants whose first language is not English must take the Test of English as a Foreign Language *(TOEFL)* or the International English Language Testing System *(IELTS)*;
8. Minimum of one year clinical nursing experience *(recommended)*;
9. Adult-Gerontology Acute Care Nurse Practitioner *(AGACNP)* applicants need to meet additional requirements:
   a. One year critical care experience strongly preferred *(e.g., ICU, ER, ICU/CUU, unit providing high acuity care with fast-paced decision making and complex procedures)*,
   b. ACLS *(Advanced Cardiac Life Support)* certification,
   c. ECG interpretation course required prior to beginning clinical courses;
10. Evidence of current, unencumbered license as a Registered Nurse. Minnesota licensure typically required for all clinical courses. Other state license may also be required for clinical experiences in those states, according to state statute;
11. Applicants submit three (3) references from persons who can comment competently on the applicant’s background and suitability for nursing masters/doctoral study. At least one professional reference from a professional who occupies the student’s chosen advanced practice nursing role *(e.g., nurse practitioner, clinical nurse specialist, nurse educator, nurse administrator/leader)*; one professional reference; and one academic or professional reference;
12. Statement of professional goals;
13. Clinical paperwork including a background check required after admission *(clinical requirement, fees assessed)*;
14. Applicants seeking admission to the Graduate Programs in Nursing may be required to have a personal interview with program faculty;
15. Graduate Programs in Nursing tuition rates apply;
16. **BSN-DNP Applicants Only:**
   a. Professional resume;
   b. Applicants are asked to provide clinical practice question that you are most interested in studying in your clinical scholarship courses. Applicants should provide background for why this clinical question is important for clinical nurse scholars to answer and the question should be formatted in the PICO or PICOT style. In addition, the applicant may provide ideas for the most appropriate clinical setting within which this question can be answered.**

**Provisional Admittance** - Provisional admittance may be granted to applicants who have an Undergraduate Grade Point Average (GPA) below 3.0, but are otherwise competitive in the applicant pool. Students accepted provisionally must maintain a 3.0 graduate GPA for their first 12 semester credits, during which time they must take at least one of the following courses: NURS 600 - Scientific and Ethical Foundations; NURS 606 - Nursing Information Management and Decision Making; or STATS 601 - Statistical Methods

**A recommended resource book for those considering the DNP is: The Doctor of Nursing Practice: A Guidebook for Role Development and Professional Issues by Lisa Astalos Chism (2015). It offers a background for why the DNP is important for practice; differences between the DNP and Ph.D.; expectations for possible coursework in a DNP program; and hints for transitioning into one’s role with a DNP degree. It may answer questions for anyone pondering a DNP program. (Jones and Bartlett Publishers; ISBN# 978-1284066258).**

Approved: 2/12/16 SJM
3. Admission criteria for the Graduate Certificate Programs in Nursing include:

1. Graduate degree from a nationally accredited graduate program in nursing;
2. Computer literacy with knowledge of word processing, spreadsheet, and data base programs; Ability to meet minimum computer hardware and software for accessing coursework;
3. Transcripts of past education with GPA of 3.0 or greater on a 4.0 scale (1 official transcript from each institution attended);
4. Applicants with GPA less than 3.0, but are otherwise competitive in the applicant pool, will be considered for provisional admission on an individual basis; **
5. Applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS);
6. Minimum of one year clinical nursing experience (recommended);
7. Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) applicants need to meet additional requirements:
   1. One year critical care experience strongly preferred (e.g., ICU, ER, ICU/CUU, unit providing high acuity care with fast-paced decision making and complex procedures),
   2. ACLS (Advanced Cardiac Life Support) certification,
   3. ECG interpretation course required prior to beginning clinical courses;
8. Psychiatric-mental Health Nurse Practitioner (PMHNP) applicants in 2017 need to meet additional requirements:
   1. Evidence of national credentialing as a nurse practitioner or board eligibility for certification as a nurse practitioner;
9. Evidence of current, unencumbered license as a Registered Nurse. Minnesota licensure typically required for all clinical courses. Other state license also required for clinical experiences in those states according to state statute;
10. Applicants submit three (3) references from persons who can comment competently on the applicant’s background and suitability for nursing masters/doctoral study. At least one professional reference from a professional who occupies the student’s chosen advanced practice nursing role (e.g., nurse practitioner, clinical nurse specialist, nurse educator, nurse administrator/leader); one professional reference; and one academic or professional reference;
11. Statement of professional goals;
12. Clinical paperwork including a background check required after admission (clinical requirement, fees assessed);
13. Applicants seeking admission to the Graduate Programs in Nursing may be required to have a personal interview with program faculty;
14. Applicants for Adult-Gerontology Clinical Nurse Specialist (AGCNS), Nurse Educator (NE); and Psychiatric-Mental Health Nurse Practitioner (PMHNP) programs must have evidence of completion of advanced pathophysiology, advanced health assessment (60 hours faculty supervised and includes diagnostic reasoning), advanced health promotion and advanced pharmacology (within last three years required in some states for credentialing);
15. Any applicant seeking to change or add a different population focus, who has graduated from an accredited MS-NP program and is in active practice, will be presumed to have met all post MS certificate prerequisites (advanced assessment and diagnostic reasoning, advanced health promotion, advanced pathophysiology, and advanced pharmacology);
16. Graduate Programs in Nursing tuition rates apply;
17. Admission may be conditional based upon Minnesota State Board of Nursing and Department of Education Higher Education regulations.

**Provisional Admittance** - Provisional admittance may be granted to applicants who have an Undergraduate Grade Point Average (GPA) below 3.0, but are otherwise competitive in the applicant pool. Students accepted provisionally must maintain a 3.0 graduate GPA for their first 12 semester credits, during which time they must take at least one of the following courses: NURS 600 - Scientific and Ethical Foundations; NURS 606 - Nursing Information Management and Decision Making; or STATS 601 - Statistical Methods.

Approved: 2/12/17
4. Admission Requirements for the Post-Master’s DNP Programs include:

1. Master’s degree from a nationally accredited graduate program in nursing;
2. Master’s coursework in organizational and systems leadership and nursing information management and decision-making;
3. Master’s courses in nursing research and statistics required;
4. Computer literacy with knowledge of word processing, spreadsheet, and data base programs;
5. Transcripts of past education with GPA of 3.0 or greater on a 4.0 scale (1 official transcript from each institution attended);
6. Applicants with GPA less than 3.0, but are otherwise competitive in the applicant pool, will be considered for provisional admission on an individual basis;*
7. Applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS);
8. Minimum one year clinical nursing experience in functional master’s level role (recommended);
9. Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) applicants need to meet additional requirements:
   a. One year critical care experience strongly preferred (e.g., ICU, ER, ICU/CCU, unit providing high acuity care with fast-paced decision making and complex procedures),
   b. ACLS (Advanced Cardiac Life Support) certification,
   c. ECG interpretation course required prior to beginning clinical courses;
10. Evidence of current, unencumbered license as a Registered Nurse. Minnesota licensure typically required for all clinical courses. Other state license also required for clinical experiences in those states according to state statute;
11. Evidence of national certification as an APRN for NP and AGCNS applicants. Applicants for the NOL/PLI program must have completed a master’s in nursing with a focus in administration/leadership;
12. Applicants submit three (3) references from persons who can comment competently on the applicant’s background and suitability for doctoral study. At least one professional reference from a professional who occupies the student’s chosen advanced practice nursing role (e.g., nurse practitioner, clinical nurse specialist, nurse administrator/leader); one professional reference; and one academic or professional reference;
13. Professional resume;
14. Statement of professional goals;
15. Clinical paperwork including a background check required after admission (clinical requirement, fees assessed);
16. Applicants seeking admission to the Graduate Programs may be required to have a personal interview with Program faculty;
17. Graduate Programs in Nursing tuition rates apply;
18. Applicants are asked to provide clinical practice question that you are most interested in studying in your clinical scholarship courses. Applicants should provide background for why this clinical question is important for clinical nurse scholars to answer and be formatted in the PICO or PICOT style. In addition, the applicant may provide ideas for the most appropriate clinical setting within which this question can be answered;**
19. An evaluation of newly admitted student clinical hours will be conducted to determine whether the student meets the credit/clinical hours requirements for the program and whether additional credit/clinical hours are necessary to meet graduation requirements.

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**A recommended resource book for those considering the DNP is: The Doctor of Nursing Practice: A Guidebook for Role Development and Professional Issues by Lisa Astalos Chism (2015). It offers a background for why the DNP is important for practice; differences between the DNP and Ph.D.; expectations for possible coursework in a DNP program; and hints for transitioning into one’s role with a DNP degree. It may answer questions for anyone pondering a DNP program. (Jones and Bartlett Publishers; ISBN# 978-1284066258).

Approved: 2/12/2016 (SJM)
Applications may be obtained from:

Graduate Programs in Nursing
Winona State University - Rochester
859 30th Avenue SE
Rochester, MN 55904
(507) 285-7473 or (800) 366-5418 x7473
http://www.winona.edu/graduatenu rsing/for ms.asp

School of Graduate Studies
Winona State University
PO Box 5838
Winona, MN 55987
(507) 457-5038 or (800) 342-5978 x5038
http://www.winona.edu/gradstud ies/how-to-apply.asp

International students must also contact the International Services office at 507.457.5303.

Program Requirements
Graduate Programs in Nursing Program Requirements:
1. General requirements of the University
2. Successful completion of all required coursework required within the program in which the student is enrolled
3. Completed Thesis or Scholarly Inquiry Paper (SIP) for master's programs students
4. Completed DNP Project for doctoral program students.

5. Graduate Special Students

Students who have completed a baccalaureate degree in nursing and who wish to enroll in further undergraduate courses, graduate courses, or a combination of both but do not intend to pursue a Master’s degree may register as Graduate Special students and take courses at the 600 level. Students who have completed a master’s degree in nursing and a graduate statistics course may register as Graduate Special students and take courses at the 600 and 700 level.

Students may apply as a Graduate Special student to the Graduate Programs in Nursing. Students may take up to 12 credits as a Graduate Special student before acceptance into the program. Credits earned as a Graduate Special student can be applied toward graduation requirements as outlined in the Graduate Catalog. Courses open to Graduate Special Students include:

- STATS 601 - Statistical Methods for Health Care Research (3)
- NURS 604 - Health Care Policy/Quality Health Care Delivery (3)
- NURS 606 - Nursing Info Management & Decision-Making (3)
- NURS 608 - Organizational & Systems Leadership (3)
- NURS 616 - Molecular, Genetics & Immune Mechanisms in Disease (3)
- NURS 617 - Advanced Clinical Pharmacology (3)
- NURS 618 - Advanced Pathophysiology (2)
- NURS 701 - Applied Biostatistics (4)
- NURS 738 - Contemporary Topics in Leadership (3)
- Other Electives - By Consent of Instructor

Information on applying to Winona State University as a Graduate Special student can be found on-line at: http://www.winona.edu/gradstudies/how-to-apply.asp.
B. Academic Advising and Academic Policies

1. Advising

You will be assigned an academic advisor after admission into the program. It is your responsibility to contact your academic advisor during your first semester of coursework. The academic advisor is a member of the graduate nursing faculty. If you are a newly admitted student or a Graduate Special student, please contact the Graduate Programs of Nursing Office for Academic Advising (507.285.7473).

FUNCTIONS OF THE ACADEMIC ADVISOR INCLUDE:

1. Long range planning for the program of studies;
2. Short range planning, independent study, defining clinical and academic needs, transfer of credit;
3. Support or referral for special services, including financial aid;
4. Aware of honors, awards, or financial assistance;
5. The academic advisor may be a member of the student’s thesis / scholarly inquiry/ DNP project committee and may serve as major thesis / scholarly inquiry/ DNP Project advisor.

If you wish to change academic advisors, you may do so by obtaining the consent of the faculty member chosen and reporting the request to the Administrative Assistant of the Graduate Programs in Nursing. Access to advisors may be limited in the summer months. Please plan accordingly.

2. Admission to Online Graduate Program Contract / Candidacy

Before completing 16 graduate credits (with a grade point of at least 3.0) and in consultation with your advisor, MS, GC and DNP students must complete an on-line Graduate Studies Program Contract (may also be referred as a Candidacy Form or Plan of Study). The online Program Contract can be found at https://w3.winona.edu/gs/Student. Any courses taken beyond 16 credits may not count toward degree requirements if they are not part of the approved plan of study. Students are responsible for initiating this procedure by meeting with their advisor.

THE PROGRAM CONTRACT MUST INCLUDE:

1. All courses already completed (including transfer courses);
2. Those courses needed to complete requirements for the degree and the proposed semester they will be taken;
3. Approval signatures from advisor and Program Director.

Any drop/add changes in the Plan of Study must be endorsed by your Academic Advisor, the Director of the Program, and the Director of Graduate Studies. If a course is dropped or added, students must update their Program Contract form during the semester before graduation with the School of Graduate Studies. The Program Contract must match your WSU graduate transcript. If a student changes the semester/year the course is taken, the Program Contract DOES NOT need to be adjusted.

The Online Graduate Studies Program Contract can be found at: https://w3.winona.edu/gs/Student.
3. **Intent to Return**

WSU students who have not attended the University for one semester or more (summer excluded) are classified as "returning" students. Returning student must speak with their advisor and complete an "Intent to Return" form with the Registrar’s Office the semester before planning to return.

A copy of the Intent to Return form may be found by visiting the School of Graduate Studies at: [http://www.winona.edu/gradstudies/forms.asp?i=1](http://www.winona.edu/gradstudies/forms.asp?i=1) (found under “Application Forms”).

4. **Admission Deferral Policy**

The College of Nursing and Health Sciences, Graduate Programs in Nursing does not allow accepted applicants to defer admission. Applicants who have accepted admission (via letter of intent) but do not enroll in courses the subsequent semester as planned, will be removed from the admitted students list. Admittance to the upcoming academic year is not automatically granted. Applicants who have been removed from the admitted student list must reapply in order to be considered for admission in the future.

5. **Change of Program/Degree Focus**

1. **Change of Program Focus**: When admitted to the Graduate Programs in Nursing, students are admitted to a specific program. If the student wants to change programs, they must complete a new application and be reviewed for admission to the new program by graduate nursing faculty. Students submitting a new application will be considered along with the pool of all applicants to the new program.

2. **Change of Degree**: Students currently admitted to one of the MS programs who would like to transition to the BSN-DNP program will need to use the following process:

   a. Applicant will submit the following materials to the Graduate Nursing Office by October 1.
      i. Letter to Graduate Nursing Faculty requesting admission to DNP program
      ii. Professional resume’
      iii. Revised goal statement including section H (clinical practice question)
      iv. Completed WSU Graduate Studies Online Application for BSN-DNP.

   b. Applications will be reviewed by Graduate Nursing Faculty Admission Subcommittee.
      i. An interview may be required.

   Students should apply to transition to BSN-DNP program as early in their program as possible as early transition will facilitate the most efficient plan of study.

*Graduate Nursing Committee Approval: 09/23/13*
6. **Grades**

   Please view the "Grade Point Average (GPA)" and "In Progress (IP) Grades" section of the Graduate Catalog for the grading method at Winona State University.

   **Grading Scale:** 92-100 = A; 83-91 = B; 74-82 = C; 65-73 = D; \(< 65 = F \)

   No course will be counted toward the degree if the grade is below C, the student will not be allowed to progress to subsequent courses for which that course is a prerequisite until the course is repeated and completed with a minimum grade of C. Students who receive a D or F in a course are allowed to repeat the course once. Only one course can be repeated in this manner, and students are allowed to repeat a course only once during the academic program. If a student is required to repeat a course for academic reasons, a formal request to repeat the course and to continue the program must be submitted to the School of Graduate Studies. A grade of C or better must be obtained to remain in the program. Failure to do so results in dismissal from the program.

   *Graduate Nursing Committee Approval: 2/11/13*

   **In Progress Grades:** An In Progress (IP) is permitted by the instructor for special cases when circumstances prevent the student from completing course requirements by the end of the semester, although the student is passing the course in all other respects.

   A grade of In Progress (IP) may be granted at the discretion of the course instructor and by request of the student consistent with the institutional grade policy. Students must submit a request for a grade of In Progress prior to the end of the respective course. The student may not progress into a subsequent course for which the course in which the student receives an IP grade is prerequisite. The student may not progress into a subsequent course until the lead instructor has submitted a satisfactory grade. In rare situations, a student might receive an IP grade for a clinical course due to delays resulting from the clinical environment. These situations will be negotiated between the student and their advisor. The student may register for subsequent courses and must complete the requirements for all courses within the semester. All IP grades for course work must be removed before a graduate degree is granted.

   *Completion of IP Courses Policy:* Students unable to complete course work in a given semester may request an IP grade from the course faculty. Students are expected to negotiate a contract with the course faculty that allows for the expeditious completion of the IP grade. All incomplete requirements for the course must be completed and submitted to the course faculty no later than the fifth week of the semester before the IP grade converts to a failing grade. If incomplete requirements for the course are not completed and submitted by this deadline, the course grade will be recorded as a F.

   **Rationale:** The purpose of this policy is to encourage timely student progression. The policy allows for remediation as necessary. Faculty will have time to adequately review, grade, and provide feedback to the students.

   *Graduate Nursing Committee Approval: 5/13/13*
7. **Registration**

Students are expected to register each fall and spring semester unless a leave of absence has been approved by the advisor and the Director of the Graduate Programs in Nursing. Students who do not enroll in graduate nursing courses for one semester will be classified as “Inactive.”

**Dropping Courses and Withdrawal:** Dropping courses in the graduate programs is not encouraged since the progression will be delayed and the degree completion rate is affected. Degree completion rates are monitored and considered in degree progression rates and financial aid award calculations (see [www.winona.edu/advising/academicstatus.asp](http://www.winona.edu/advising/academicstatus.asp) for more information). If a student must drop a course, it is important that the student officially drops the course in the course registration system. Otherwise, the course will appear on the student transcript and students will be billed. Any course not officially dropped will be subject to institutional scholastic standards policies, and the student may receive an F for the course. Each class dropped after the fifth class day will result in a grade of withdrawal or W, which will appear on the student transcript. Please see WSU Academic Calendar for deadlines on dropping courses with refund.

8. **Graduate Credit, Full-Time Status, and Credit Overload**

All degree requirements including credits to be earned or transferred, final examinations, thesis/scholarly inquiry or DNP project; and all other program requirements must be completed within seven years of initial graduate enrollment. Under exceptional extenuating circumstances, a student may submit a petition through their advisor and to the School of Graduate Studies requesting an extension of the time limitation.

Six credits or more per semester is considered full-time for financial aid purposes. No graduate student is permitted to enroll for more than 12 credits per academic semester or during summer session unless permission is received from the School of Graduate Studies.

To request permission to enroll in more than 12 credits, a “Credit Overload Request” form needs to be submitted. The request needs advisor and department approval before submitting to the School of Graduate Studies for approval. Forms can be found at [www.winona.edu/gradstudies/forms.asp?i=1](http://www.winona.edu/gradstudies/forms.asp?i=1).

9. **Independent Study**

NURS 685 Individual Study in Nursing provides an opportunity for students to work independently under the direction of an advisor. Often students will do a special project to enable them to register for a full load of credits. Students need to have permission from the faculty person who will be working with them before registration. The student also needs to develop a contract that includes learning objectives, plan for accomplishing learning objectives, and state criteria for the project’s evaluation. Individual Study may be repeated for a total of nine (9) credit hours. See the Graduate Catalog for the policy on arranged classes [http://www.winona.edu/registrar/catalog.asp](http://www.winona.edu/registrar/catalog.asp).
10. **Audited Courses**

The course audit procedure permits a student to attend classes but not receive credit. Courses pursued on an audit basis must be declared and processed prior to completing the student’s registration. Regular tuition charges apply. Students may not use audit credits to satisfy graduation, certification, or licensure requirements. For information on Academic Policies please visit [http://www.winona.edu/gradstudies/academicpolicies.asp](http://www.winona.edu/gradstudies/academicpolicies.asp).

11. **Credit By Portfolio**

Portfolio Review Process for Course Substitution

**Portfolio Purpose:** The portfolio review process is available to all MS, DNP and Graduate Certificate program students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study without taking and completing the course in the traditional manner. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired the content and skills through prior learning and/or practice experiences. The decision to accept the documentation provided is based on determination of the equivalency of this prior knowledge and skills that the student would be expected to demonstrate at the completion of a specific course.

**Portfolio Policy:**
1. The portfolio review option does not take the place of course transfer credit.
2. Students may exercise the portfolio option for a course or courses as long as it does not interfere with other standing university or school course/credit hour policies related to progression or graduation.
3. Graduate students seeking an MS or DNP degree in nursing must complete the number of graduate credit hours identified in the WSU Graduate Catalog for each focus area. Graduate students are allowed to earn up to 15% of their program credits by Portfolio Review. Graduate Certificate program students may not portfolio out of more than one-half of the credits for an individual program of study.
4. Portfolio policy and procedure applies to all MS and DNP nursing courses listed for the degree.
5. Students wishing to apply for portfolio credit for a course must:
   - Be admitted to the graduate program.
   - Be in good academic standing.
   - Demonstrate satisfactory progression toward degree or certificate program requirements.
6. Students pursuing the portfolio option must complete the portfolio the semester before the course is to be taken for normal progression toward the degree. Students will work with the academic advisor to initiate the process (see section below on “Course with Portfolio Options”) and then negotiate with the specific course graduate faculty the plans and a deadline for submission of the portfolio to assure sufficient time for the faculty to review prior to enrolling in the course.
7. Once the course faculty has reviewed the portfolio, the following decisions are possible:

- Award credit for the course petitioned based on the evidence provided. The faculty must assign a grade for the course. A pass/fail option is not available for graduate credit.
- Request additional requirements before deciding the disposition of the portfolio.
- Deny the granting of credit because the evidence presented was not strong enough to validate the consistency of prior learning with course expectations (i.e., the materials do not provide evidence that the student can meet the course objectives for the course for which the student is applying for portfolio credit). The student must then register for and successfully complete the designated course.
- Require the student to register for the course and complete some but not all of the requirements. This option is for students who met some, but not the majority of the course requirements.

8. Portfolio Review decisions are forwarded by the faculty to the student's academic advisor for appropriate action relative to program planning. The review outcome is also forwarded to the Director of the Graduate Programs in Nursing.

9. Students enroll in and pay for the course for which the portfolio is approved and the faculty submits the grade assigned to the portfolio at the end of the semester. If credit by portfolio is denied, students enroll in the course and complete the course requirements.

Course with Portfolio Options:

These procedures apply for MS and DNP graduate nursing courses only.

1. Graduate students have the responsibility for contacting their academic faculty advisor who will assist the student in determining: (1) the feasibility of undergoing a portfolio review; (2) the appropriateness of the portfolio option for the respective course work; (3) faculty role in assisting the student through the portfolio review process; (4) student role and responsibility in completing the portfolio review; (5) the time frame for completing the portfolio, conducting the review, and making the decision to accept or deny the portfolio.

2. If the student and advisor feel that portfolio is a viable option, the faculty advisor will review with and seek approval from the Graduate Faculty Committee. The faculty advisor will then work with the student to contact the corresponding course faculty member to establish the plan for the portfolio.

3. The course faculty member will assign a grade for the portfolio.

4. Students prepare the portfolio materials the semester before the course is required to be taken for normal progression toward the chosen degree.
5. Students constructing a portfolio for review must put together a comprehensive document that clearly shows how the course objectives/critical learning experiences and student learning outcomes have been achieved through prior alternative experiences. This requires the preparation of a persuasive personal statement and an explanation of the written documents and evidence submitted for portfolio review. Portfolios must include:

- A statement about how the alternative experiences contribute to their professional and personal development.
- A statement explaining how prior learning and experience supports achievement of learning outcomes for the course for which portfolio credit is being sought.
- A current resume or curriculum vita.

Additional documentation that may be included to provide persuasive evidence includes but is not limited to:

- Job descriptions.
- Performance evaluations.
- Documentation of participation in professionally sanctioned continuing educational programs.
- Other recognized educational programs or offerings.
- Government service (Military, foreign, other).
- Course syllabi/outlines that address similar content. Only those courses that have not been applied to the fulfillment of the requirements for a previously awarded degree may be considered.
- Published or presented scholarship related to course content and skills.
- Summary of funded and unfunded professional investigative projects.
- Evidence of professional activities and how activities developed/refined skills and knowledge required in course being reviewed for portfolio credit. Examples may include designing patient-teaching information packets, producing a video tape, public speaking opportunities, participation in peer mentoring, designing a special project for nursing unit, assisting with health fair projects, working on a volunteer basis with the homeless or other groups.
- Documentation of leadership/management skills.
- Documentation of nursing practice skills consistent with those expected in course being reviewed for portfolio credit.
- Letters of testimony to the acquisition of knowledge and skills required in courses being challenged.
- Copies of certifications received and criteria met for certification.

PLEASE NOTE THE ABOVE DOES NOT REPRESENT AN EXHAUSTIVE LIST OF ACCEPTABLE DOCUMENTS. Students are invited to submit other supporting evidence validating the meeting of course objectives and learning outcomes through prior learning experiences.

6. Submit the portfolio and portfolio review form to the faculty member of record for the course for which credit is desired, according to the negotiated submission date. The degree of completeness and explicitness of the portfolio reviewed will affect the time taken to complete the review process and reach a decision.
12. **Portfolio Option for Practicum Courses for NOL Program**  
*(Graduate Nursing Committee Approval 3/30/15)*

The portfolio option is available for the NURS 655 and 657 practicum courses for students enrolled in the Master’s, BSN-DNP, or Graduate Certificate Nursing and Organizational Leadership (NOL) emphasis. Students who are currently in formal leadership positions (e.g., Nurse Manager, Director of Nursing, Nurse Administrator, Chief Nurse Executive) may choose to exercise the portfolio option. Generally, students in the position of nurse manager are only able to portfolio one of the three practicum credits. Students in the position of Director of Nursing, Nurse Administrator, and Chief Nurse Executive may be able to portfolio two of the three credits. The final decision of how many practicum hours a student may portfolio will be made by the course faculty.

The rationale for this guideline is to acknowledge the previous nursing leadership experience and knowledge that students who enter this program may already possess and which may demonstrate competence and expertise in the American Organization of Nurse Executives (2011) Nurse Executive Competencies and the Nursing Administration Scope and Standards of Practice (American Nurses Association, 2009). Through additional practicum experience, the student will have the opportunity to work with leaders who will assist them in any areas that may need further growth.

Throughout the didactic portions of this program, the student will have been exposed to new knowledge and a different way of thinking. The practicum will allow the student to put into practice those ideas and skills under the mentoring of an experienced preceptor. The practicum will also allow the student to experience leadership at a level higher than their current role, unless the student is already a Chief Nurse Executive (CNE), and then the student will be asked to complete the practicum with a CNE from another organization. These practicum experiences will also allow the student to network with leaders from other organizations and gain a broader perspective of the nursing leadership role.

**References:**


13. **Transfer Credit/Waiver Policies (See Graduate Catalog for more information)**

A maximum of **10 graduate credits of A, B, or pass grades** may be transferred from regionally accredited graduate institutions and used to meet the requirements for graduate degrees in Nursing. However, **16 graduate credits** may be transferred from other Minnesota State Universities or the U of Minnesota. Acceptance of the credits is contingent upon approval of the advisor, Program Director, and the Director of Graduate Studies. Requests for transfer credits must be accompanied by an official transcript. Transfer credits must also be earned within the **seven (7) year time limit** for completion of the degree. Please see the WSU Graduate Catalog for further information on transfer credits.

Selected courses may be waived based on individual considerations. Such requests are reviewed by the Graduate Nursing Committee. Need for waiver often arises when students who are certified as Nurse Practitioners return to earn a master’s degree or to add additional preparation for another certification. A plan is developed for each student. The student must satisfy degree credit number requirements even if a course for DNP electives is waived.

14. **Transfer of Graduate Credits**

Students will request approval from their Academic Advisor, who may obtain additional input regarding approval. Appropriateness of electives taken outside the WSU Graduate Programs in Nursing will be based on:

1. Relevance to DNP Essentials
2. Contribution to the student’s graduate nursing knowledge and experience

The student will submit a letter of request addressing the following:

1. Accreditation status of the Institution (name of accrediting body and date/currency of accreditation)
2. Number of credits requested
3. Course outline including student learning outcomes, syllabus/course overview and assignments, if possible
4. How the course relates to DNP Essentials
5. How the course will contribute to the student’s graduate nursing knowledge and experience

*Students may need to communicate with the faculty of the proposed elective to obtain the necessary information

Graduate Committee Approval: 09/26/15
15. Process for International Graduate Students Requesting Individual Study for Purpose of Curricular Practical Training in Nursing

1. The student submits a letter of request, in writing/email, to register for an Independent Study (NURS 685 Individual Study in Nursing) to the office of the Graduate Programs in Nursing for the purpose of Curricular Training in Nursing (CPT). Potential rationale statement for this experience could be one of the following:

   a. “Please consider this request to register for NURS 685 Individual Study in Nursing for the purpose of an internship during which professional nursing practice will occur in the clinical setting [name and address of clinical institution]. Ongoing professional nursing practice is required to provide sufficient experience to meet the requirements for admission to a graduate program.” OR

   b. “Please consider this request to register for NURS 685 Individual Study in Nursing for the purpose of an internship during which professional nursing practice will occur in the clinical setting [name and address of clinical institution]. Ongoing professional nursing practice is required to provide sufficient experience to allow ongoing professional nursing practice while enrolled in the graduate nursing program. Professional nursing practice is essential for ongoing development of assessment and clinical reasoning skills needed for employment following graduation from one of the Graduate Nursing Programs at Winona State University.”

2. If the Graduate Programs in Nursing Director (or other graduate faculty member) agrees to supervise the NURS 685 Individual Study in Nursing:

   a. The student completes the Independent Study Application form (available in the Graduate Programs in Nursing Office [Rochester] or the Dean of Nursing and Health Sciences Office [Winona]) including:
      - course title
      - the project outline
      - the bibliography, and
      - the method of instruction and evaluation of the learning experience

   b. Planning for the focus of the NURS 685 is done between the student and the Director (or other graduate faculty member).

   c. The student also seeks the Director’s (or the graduate faculty member’s) course verification and signature on the “Student Request for Curricular Training (CPT)” form

3. Simultaneous with the creation of the Independent Study Application, the student seeks a Letter of Verification from the Director (or other graduate faculty member), on letterhead, verifying that the student is:

   a. registered for NURS 685 Individual Study in Nursing and will be completing curricular training in NURS 685 Individual Study in Nursing :[title of course appropriate to experience] during the [X] Semester, [Academic Year] through [X] Semester, [Academic Year], and

   b. clinical practice is a required part of sufficient preparation for further graduate work in nursing.
4. The student signs the Independent Study Application form, obtains the Graduate Programs in Nursing) Director’s (or graduate faculty member’s) signature as instructor, and transmits the request form to the Chairperson, the Dean, and the Graduate Director for signatures and routing to the Registrar’s Office.

5. The student then submits the Letter of Verification and the completed “Student Request for Curricular Practical Training (CPT)” form to the International Services Office.

6. The Dean’s Office staff receives the completed Independent Study Application form, and enters the Independent Study into the Term Course registration system.

7. Once the Dean’s Office staff has completed the entry of the Independent Study into the Term Course system, an email will be sent to the student and the Graduate Programs in Nursing giving the Course Identification Number and giving the student permission to register for the NURS 685 Individual Study.

8. The student registers for the identified NURS 685 course section.

9. The student records a log of clinical activities throughout the CPT experience and maintains contact with the Director (or designee) for supervisory reasons.

10. Upon completion of the NURS 685 course, the student completes the evaluation of each of the learning experience objectives and submits this evaluation along with the log of clinical activities to the Director (or other graduate faculty member).

11. The Director (or other graduate faculty member) submits the appropriate grade into the records system.

Approved: 8/26/13 (Graduate Nursing Committee Meeting)
C. Clinical Requirements

1. Clinical Practicum Requirements

a. Background Checks

An integral part of the Nursing Program is the clinical experience program. To provide this experience, the College/University contracts with local health care facilities. State law requires that any person who provides services, which involve direct contact with patients and residents of a health care facility, have a yearly background study conducted by the State.

Students will not be allowed to participate in clinical experiences until a Minnesota Department of Human Services background study is completed with approval for the student to have direct patient contact. If the background study is not approved, the student has the right to appeal the decision. The appeal guidelines will be provided to the student by the Department of Human Services. No student can be allowed in clinical without an approved background study. Students who fail and do not receive a ‘set aside’ from the Department of Human Services will be terminated from the Graduate Nursing program. Some clinical sites also require a National Background Check. When required, this would be done IN ADDITION TO the Minnesota background study.

The Nursing Program does not guarantee an alternative facility placement.

Fees are assessed to students to cover costs of Background Checks. The fee is paid online with a credit/debit card, and after you receive your Fingerprint Authorization form you will be required to pay a fingerprint fee either online as a prepay or at the fingerprint site.

Once your application is submitted, you will have 14 days to get your fingerprints and photo identification taken. Please open the link below to review the Minnesota fingerprint locations available and items to bring (e.g., identification, etc.). Please be prepared to get to one of the locations listed during the 14-day authorization period: https://cogentid.3m.com/mn/Maps/MNFingerprintLocations.htm.

If you do not complete the fingerprints and photo identification during the 14-day authorization, you will be required by the State of MN to submit another application and pay the fee again. If you have questions regarding the MN Background Study or Fingerprinting process, please contact the Dean of Nursing Administrative Assistant at 507.457.5122.

Employer Background Check verifications are marked “Non-Transferrable.” Therefore, cannot be used by Winona State University.

Students who perform clinical outside of Minnesota may need to submit a background check for that state. These forms can usually be found on that State’s Board of Nursing webpage. Contact your clinical faculty for more information or assistance with this process.
b. **Immunizations**

Proof of current immunizations is required by clinical agencies. All students born in 1957 or later must be in compliance with the Minnesota College Immunization Law (Minnesota Statute 138A.14). You are expected to be up-to-date with tetanus, diphtheria and pertussis boosters (within last 10 years) and that measles, mumps, and rubella shots have been given after the first birthday. A completed health form must be on file. This form can be found at [http://www.winona.edu/healthservices/](http://www.winona.edu/healthservices/) and selecting the “Student Immunization Requirement” form.”

For clinical experiences, students are expected to be in compliance with the vaccines required by the clinical facility/agency. Clinical agencies usually require the following immunizations:

1. Verification of Rubella Immunity by:
   a. Titer
   b. Vaccine
   c. Disease
   d. Conscientious objection
2. Verification of Polio (three doses)
3. Verification of Rubeola Vaccine (two doses)
4. Verification of Mumps Vaccine (two doses)
5. Verification of Chicken Pox (documented disease, titer or 2 vaccines)
6. Evidence within the last year of freedom from tuberculosis. Date and result of last PPD. If PPD is positive the date and result of last chest x-ray.
7. Date(s) of Hepatitis B Vaccine
8. Diphtheria/Tetanus/Pertussis (Tdap) Booster Date (within last 10 years).
9. Date of Flu Shot (needed yearly)

Some facilities also impose certain requirements regarding the health of persons working in their facilities and may require that health information and partial Social Security Number of students in clinical site programs be made available to them. The College/University may ask you to provide health information and partial Social Security Number which will be used to determine whether you meet a clinical site’s health requirements for care providers. Health information collected is private data on you. A clinical site may refuse to allow you to participate based on data provided by you. The information provided will be disclosed, as needed, to the College/University Dean, College of Nursing and Health Sciences and, should any clinical site request the data, to any clinical site where you are placed as a student. You are not legally required to provide this information to the College/University. However, refusal to provide the information requested could mean that a clinical site may refuse to accept you at its facility. The Nursing Program does not guarantee an alternative facility placement. If no alternative facility placement is available, you will be terminated from the Nursing Program.

c. **Bloodborne Pathogens**

The Winona State University College of Nursing recognizes that all students, faculty, staff, and lab personnel within the College of Nursing have the potential to be exposed to bloodborne pathogens or OPIM in laboratory and/or clinical settings.
College of Nursing students are educated on bloodborne pathogens and the use of Standard Precautions. “Standard Precautions represent the minimum infection prevention measures that apply to all patient care, regardless of suspected or confirmed infection status of the patient, in any setting where healthcare is delivered. These evidence-based practices are designed to both protect healthcare personnel and prevent the spread of infections among patients. Standard Precautions replaces earlier guidance relating to Universal Precautions and Body Substance Isolation. Standard Precautions include: 1) hand hygiene, 2) use of personal protective equipment (e.g., gloves, gowns, facemasks), depending on the anticipated exposure, 3) respiratory hygiene and cough etiquette, 4) safe injection practices, and 5) safe handling of potentially contaminated equipment or surfaces in the patient environment.” (CDC, 2011).

Students are responsible for immediately reporting all sharps injuries and suspected exposures to bloodborne pathogens and/or OPIM to their clinical or lab instructor/faculty and the proper persons within the clinical agency.

d. **Student Clinical Tracking System (Typhon)**

Graduate Nursing Programs use a software program called Typhon Student Tracking System for all students during their clinical rotation. Typhon is a repository for clinical records. Clinical preceptors and clinical faculty use the system to evaluate students, provide feedback on their students’ experiences, and keep their contact information up-to-date. Students will use Typhon to report their clinical experiences, take evaluations, and build a portfolio to use when job hunting after graduation.

All new graduate students and continuing nurse practitioner students will use Typhon Student Tracking System beginning fall 2017 to maintain electronic tracking of clinical information and experiences.

e. **Insurance, CPR, Licensure**

You are expected to carry liability and health insurance while you are enrolled in clinical classes. CPR, liability and health insurance are required before beginning any clinical/practica experience. Liability insurance of $2,000,000 each claim and $3,000,000 in aggregate is required for enrollment in all clinical courses. Verification is required. Liability insurance for the Masters, BSN-DNP, and Graduate Certificate programs who are not APRNs may be purchased individually or through the University. More information is available from the Administrative Assistant of the Graduate Programs in Nursing. Post-master's DNP and APRN students are not eligible to purchase the University-available liability insurance and must purchase liability insurance individually.

**Licensure:** States regulate licensure requirements for graduate nursing students. A student who has clinicals in Minnesota need only have an unencumbered RN license from any state. In contrast, a student who has clinicals in Wisconsin must obtain a Wisconsin RN license if they will be having > 72 hours of clinical time. Students whose licensure is part of the Nursing Licensure Compact must refer to their state of residence’s requirements regarding license portability as a graduate nursing student. Obtaining a RN license is the financial responsibility of the student, may take several weeks to months, and must be done prior to beginning clinicals.
Contact the Clinical Placement Coordinator for the Graduate Programs in Nursing for special circumstances and additional information. Below are links to Minnesota and Wisconsin statutes and the Nursing Licensure Compact:


Wisconsin:  
Statute under 441.115 (2) (b) Exceptions; temporary practice:  http://docs.legis.wisconsin.gov/statutes/statutes/441.pdf

Nursing Licensure Compact:  https://www.ncsbn.org/nlc.htm

2. Preceptored Learning Experiences (Clinical/Practicum Courses)

Several of the courses in the Graduate Programs in Nursing use preceptored learning experiences. These clinical or educational experiences often are designed by you, the preceptor, the Clinical Placement Coordinator and faculty member to meet your specific needs. These practicums allow you to focus on the particular population, age group, or setting of interest within advanced practice nursing. It is most preferred that preceptors for master’s students and for clinical specialty courses have at minimum a master’s degree in nursing. There are times, however, when a preceptor with a master’s degree in a related field or specialty experience in the desired role will be the preferred professional to guide the student learning experience. Credentials of all clinical preceptors will be approved by the coordinator of the student’s program in consultation with the Clinical Placement Coordinator. Generally you should not do clinical/practica experiences in the setting where you are employed.

All clinical experiences are in development 6-12 months in advance in order to secure preceptors/mentors. The clinical placement process is highly competitive due to the shortage of preceptors/mentors, and each clinical agency has its own policies for handling students. WSU students must not contact potential preceptors/mentors until after meeting with WSU’s Clinical Placement Coordinator to determine next steps. Your clinicals may be delayed or denied by the agency if you are not compliant with their policies. Clinical placements are based upon availability and are not guaranteed. However, we do work closely with each student to secure the best learning experiences available. Please contact the Clinical Placement Coordinator with any questions.

3. DNP Clinical Scholarship Courses and Learning Experiences

The clinical scholarship courses in the DNP Programs are a sequence of three courses designed to provide DNP students with clinical experience with a DNP Mentor and in a setting for development and implementation of the DNP Project.

DNP Mentor: Each DNP student will select, with the input of their advisor and the Clinical Placement Coordinator, a mentor for their clinical experience. The mentor must be an expert in the clinical, educational, or administrative area in which the DNP student wishes to develop expertise. When possible, the DNP Mentor shall possess the DNP degree. However, the DNP Mentor will not always be a DNP-prepared advanced practice nurse. Examples of persons who might fill the position of DNP Mentor include an advanced practice nurse or
other professional with a doctoral degree; an advanced practice nurse with considerable experience and scholarship in the field; a physician with specialized training and experience; a nurse with an administrative position as the Director, Vice President, President, or CEO within a health care organization; a doctorally prepared nurse educator; a nurse with a business or other degree; an advanced practice nurse in private practice; and/or other doctorally prepared professions. The DNP Mentor must hold a position in the organization where he/she can facilitate the DNP student’s access to organizational information, decision makers, and other personnel in order to complete the development and implementation of the DNP student’s clinical project over a year practicum within the organization.

When possible and practical, the DNP student is encouraged to select a DNP Mentor outside of their current work setting. In large organizations, for example, the DNP student would be placed for the clinical scholarship courses with a DNP Mentor outside the department or unit where they are employed. The line between current employment and clinical scholarship hours and project(s) must be clear to the organization, the DNP Mentor, the DNP Project Committee, and the DNP student.

Clinical Site: The clinical site for the clinical scholarship courses is important to the development and implementation of the DNP Project. DNP students are encouraged to select a clinical site that can provide the facilities and expertise for their growth. The clinical site may be a hospital, a health care system, an insurance company, a public health agency, a school/college of nursing, a research institute, a nonprofit agency, or other organization. The University must have a clinical affiliation agreement with the clinical site, and students are responsible to complete all clinical agency requirements before starting clinical experiences. The DNP student should begin discussing possible clinical sites early in the DNP program with the advisor and Clinical Placement Coordinator so that the contract can be in place before the student begins the second semester of study. Following completion of each clinical scholarship course, a student evaluation will be completed by both the mentor and the clinical faculty. Additional descriptions of the clinical project are available in the DNP Project Guidelines.

All clinical experience placements are in development 6-12 months in advance in order to secure mentors. The clinical placement process is highly competitive, and each clinical agency has its own policies for handling students. WSU students must NOT contact potential mentors until after meeting with WSU’s Clinical Placement Coordinator to determine next steps. Your clinical experiences may be delayed or denied by the agency if you are not compliant with their policies. Clinical placements are based upon availability & are not guaranteed. However, we do work closely with each student to secure the best learning experiences available. Please contact the Clinical Placement Coordinator with any questions.

4. **Graduate Nurse Clinical Practicums at Mayo and other Facilities**

AGCNS, NE, and NOL students who complete a clinical practicum anywhere within the Mayo Clinic system and other clinical facilities, are required to complete special Mayo Clinic or other clinical facility application forms. If students complete another preceptored experience, the student will complete addendum forms. Please be aware that WSU clinical forms must be completed IN ADDITION to clinical site forms.
Nurse Practitioner students seeking to complete clinical practicums anywhere within the Mayo Clinic system are required to complete special Mayo Clinic application forms. These positions are open only to Mayo Clinic Rochester and Mayo Clinic Health System (MCHS) employees. Students must first apply to Mayo School of Health Sciences’ Nurse Practitioner Clinical Residency Program. Applications and selections begin 8-10 months prior to the start of clinical rotations. WSU students who are not accepted or are not employed by Mayo will have clinical experiences elsewhere.

Adult-Gerontology Acute Care Nurse Practitioner students seeking to complete clinical practicums anywhere within the Mayo Clinic system are required to complete special Mayo Clinic application forms. These positions are open only to Mayo Clinic Rochester and MCHS employees. In addition, those students can only be accepted to WSU’s AGACNP program if they are ALSO accepted to Mayo’s program. This is to ensure appropriate clinical experiences. AGACNP students who are not employed by Mayo Clinic have clinicals arranged at their respective employers’ clinical facilities and may need to complete special Mayo Clinic application forms for simulation experiences within the curriculum.

Feel free to direct any questions to WSU’s Clinical Placement Coordinator, as the process may change during the course of your program.

Please be aware that students who are or have been involuntarily terminated from Mayo Clinic are no longer considered to be in good standing. Access to Mayo Clinic’s patient care records and to the buildings for clinical experiences will be terminated immediately. Involuntarily terminated students will not be allowed to do their clinical, project or any other school activities at Mayo Clinic.

5. Involuntary Termination from Employment and Student Experiences

Certain health care facilities do not allow former employees who have been involuntarily terminated to have student experiences in their facility. This includes clinicals, projects, or any other school activities within the health care system.

If you have ever been involuntarily terminated from an agency, you must notify the Winona State University Graduate Programs in Nursing before beginning coursework. Such status does not necessarily preclude you from acceptance into the program.

D. Academic and Clinical Progression

All members of the WSU community must adhere to the University Academic Policy as well as this Graduate Nursing Academic and Behavioral Policy. Please refer to http://www.winona.edu/sld/academicintegrity.asp for the University Academic Policy and for the due process rights of students.

The following policies are specific to the Graduate Programs in Nursing that have implications for academic and clinical program progression. All members of the WSU community are responsible for adherence to the university and graduate student policies at Winona State University and the policies specific to the Graduate Programs in Nursing.
1. Academic and Behavioral Integrity

Academic and Behavioral Integrity is based on the premise that each student has the responsibility:

1. To uphold the highest standards of academic and behavioral integrity in the student's own work;
2. To refuse to tolerate violations of academic and behavioral integrity; and
3. To foster a high sense of integrity and social responsibility in the graduate nursing program and professional nursing.

In order to protect the integrity of the teaching, learning, and evaluation process, all members of the academic community must respect the principle of academic freedom and to behave with academic and behavioral integrity. Briefly stated, academic misconduct shall consist of any attempt to misrepresent one's performance on any exercise submitted for evaluation.

Behavioral integrity shall consist of demonstrating behaviors that are consistent with expected professional behaviors in the classroom and clinical setting.

The primary responsibility for ensuring adherence to the principle of academic and behavioral integrity rests with students and faculty. Any infraction that comes to the attention of any member of the WSU community should be brought to the attention of the faculty member of the course to which it pertains.

Students are expected to demonstrate and maintain the following standards of integrity in relation to professional and academic activities:

1. **ADHERENCE TO PATIENT CONFIDENTIALITY**: Patient confidentiality is to be maintained at all times.

2. **PROFESSIONAL & APPROPRIATE PERSONAL BEHAVIOR**: Mutual respect, kindness, and authenticity are trademark qualities of the professional nurse and are expected of every Winona State University graduate student in academic and clinical settings. All persons in the WSU graduate programs have the right to pursue her/his education and career free from harassment, coercion, or disruptive conduct from student colleagues, staff, or faculty. WSU Graduate Programs in Nursing will not tolerate disrespectful or disruptive behavior of any kind, ranging from inappropriate humor and subtle hints to overt acts of threat, whether in person or in electronic form.

Possible faculty actions in a case of alleged academic and behavioral integrity misconduct include:

1. **For events in which the behavior is determined to be isolated or the result of the student not understanding the specific situation, the student will be advised and/or referred to an appropriate academic resource for remediation or assistance.**

2. **For incidents where there is evidence that the student intentionally and knowingly violated the academic or behavioral integrity policy, the faculty member will refer the charges to the Director of the Graduate Programs in**
Nursing at Winona State University with a recommendation for one of the following: academic advisement and/or Reprimand; a grade of F or reduction of grade on the specific piece of work; probation, suspension, or dismissal from the program. The final decision regarding action will be made by the Graduate Committee.

3. Possible student actions in case of intimidation or harassment

Students who experience intimidation or harassment should report these matters to the most directly responsible faculty member or advisor. If the student is uncomfortable reporting to any of these persons, the student may take the concern directly to the Director of Graduate Programs in Nursing. The student may also contact Student Support Services. Supervising faculty are required to report such incidents immediately when brought to their attention. Such reports can be directed toward the Director of Graduate Programs in Nursing, the Chair of the Department, or the Dean of the College of Nursing and Health Sciences for further investigation. Under no circumstance will retaliation or intimidation of a complainant be tolerated and may be subject to corrective action. Please visit the Academic Integrity website at http://www.winona.edu/academic/academic-integrity.asp.

2. WSU Student Conduct Code

Winona State University (WSU) is an academic community committed to providing an environment of learning. It has a vested interest in the safety and well-being of members of the University community, and in the promotion and protection of the University’s educational mission. Students are members of both WSU and the local community and are expected to be respectful citizens who are responsible for their behavior.

The University’s Student Conduct Code is designed to promote attitudes conducive to learning; hold students accountable for violating University standards; and protect the due process rights of those charged with Student Conduct Code violations. All students are expected to comply with the Student Conduct Code. The University has an obligation to investigate conduct that interferes with the rights of others, threatens University property, or interferes with the University’s educational mission. The University also supports local, state, and federal laws.

This policy applies to all conduct that occurs on University premises; at University-sponsored activities whether on or off-campus and to certain off-campus conduct, identified in the website below. Consequences for failing to comply with the Student Conduct Code could result in sanctions from the University.

The Conduct Code is based on mutual respect and understanding. In this community of learners, student conduct issues will be addressed with an educational approach. Sanctions will be designed as educational opportunities which promote personal responsibility.

PROFESSIONAL ETHICS AND CONFIDENTIALITY

a. **Honesty**: Personal and professional honesty is expected in all academic and clinical work. The following behaviors are examples of violating academic honesty and include, but are not limited to: stealing, lying, false documentation, abuse of library resources and plagiarism. If a student demonstrates dishonest behavior, the faculty is obligated to follow university procedure as printed in the current undergraduate and graduate catalog under Academic and Behavioral Integrity Policy.

b. **Patient's Rights**: As stated in the Patient's Bill of Rights, the client's right to safe and quality nursing care must be protected. Any clinical behavior by a student that threatens the health or safety of the client is a breach of this responsibility.

The student will:
1. Refer situations beyond own capabilities to appropriate personnel.
2. Recognize, correct and report own errors (e.g., isolation, surgical asepsis, medications, etc.).
3. Report incidents and accidents that endanger the patient.
4. Carry out nursing functions only when practice is unimpaired by alcohol, drugs, physical disability or emotional disability.
5. Maintain the confidentiality of information or knowledge concerning the client unless obligated by law to disclose the information.
6. Practice without discrimination on the basis of age, race, religion, sex, sexual orientation, national origin, or disability.
7. Respect the dignity and rights of clients regardless of social or economic status, personal attributes or nature of health problems.
8. Protect the property of the client and the health agency by not acquiring or soliciting equipment, possessions, money, services or drugs from the employer or client.
9. Obtain, possess, furnish or administer alcohol and/or drugs only when legally authorized.

c. **Student's Rights**: The student has rights which must be protected. These include, but are not limited to: fair evaluations, advisement and academic counseling, assistance in identifying and meeting learning goals. Each nursing student is assigned a nursing advisor. The student is expected to use his/her advisor as a resource person. The student is free to select a different advisor in the event that he/she does not wish to meet with the assigned advisor. This intent should be made known to the faculty advisor being requested and Administrative Assistant of the Graduate Nursing Programs.

d. **Student grievance procedure**: The purpose of this procedure is to provide a method of processing a student grievance. A grievance is a dispute or disagreement between a student and an employee in the university. Grievances related to nursing faculty action should be initiated within two weeks of occurrence. The "Student Grievance Procedure" can be found in the current WSU Graduate Catalog.
3. Conditions Leading to Dismissal from the Program

a. Students who are admitted on probation and who do not achieve a cumulative GPA of 3.00 on the first 12 credits, may be dismissed.
b. Students whose cumulative GPA falls below 3.00 will be placed on probation. Students will be given one semester to raise their GPA to 3.00. If students are placed on probation for a second time, their status will be reviewed regarding continuation in the program.
c. Violation of academic or behavioral integrity policies, is grounds for dismissal (http://www.winona.edu/advising/academicstatus.asp.)
d. Inability to provide safe patient care in clinical experiences, is grounds for dismissal. (See VI. D.6 Clinical Progression Guidelines)
e. Two or more failing course grades, is grounds for dismissal.
f. Students who do not take classes for two (2) or more semesters and who do not notify the Graduate Programs in Nursing department of their intent to return to the program, may be dismissed.
g. A grade of C or better must be obtained to remain in the program. Failure to do so results in dismissal from the program. (See VI. B.6. Grades.)
h. Chemical Use and Abuse. (See VI D.4 Chemical Use and Abuse.)
i. Not meeting WSU requirements/policies

4. Chemical Use and Abuse

1. Chemical abuse shall be defined as the misuse of alcohol and other drugs which impair the individual's ability to meet standards of performance in classroom and clinical settings or contribute to inappropriate interpersonal interactions. Chemical dependency is defined as a state of chemical abuse in which there is a compulsion to take a drug, either continuously or periodically, in order to experience its psychic effects or to avoid the discomfort of its absence. Chemical abuse is viewed as a controllable disease that alters the student’s level of health and ability to perform his/her duties and responsibilities.

2. No student shall come to class or clinical settings under the influence of alcohol, marijuana, controlled substances, or other drugs that affect his/her alertness, coordination, reaction, response, judgment, decision-making, or safety.

3. When a student is taking medically authorized drugs or other substances that may alter clinical judgment or performance, the student has the ethical responsibility to notify the clinical instructor of the potential or actual alteration.

If a student violates any of these policies, the student will be removed from the current clinical or classroom setting and will be referred to the appropriate source for drug and/or alcohol abuse treatment/assistance. Students in violation of these policies will also be referred to the Graduate Nursing Committee who will determine the most appropriate course of action for progression in the program which may include dismissal from the program. In all instances state regulations regarding nursing practice and reporting of chemical use and abuse will be complied with.

All Winona State University students must adhere to the University Alcohol and Other Drug Policy. This policy can be found on-line on the Student Life and Development site: http://www.winona.edu/sld/alcoholdrugpolicies.asp.
5. Exceptions to Policy or Requirement

Students may request an exception to a policy or requirement. Students are advised to meet with their advisor and complete the “Request for Exception to Graduate Programs in Nursing Policy or Requirement” form (http://www.winona.edu/graduatenursing/forms.asp).

6. Clinical Progression Guidelines

A passing grade must be achieved in all clinical coursework prior to progressing to the successive clinical course. It is the responsibility of both the student and faculty member to become aware of and attempt to address any difficulties that arise in the clinical setting that would prevent the student from progressing. Every attempt should be made by both parties address difficulties in clinical prior to the end of the semester. Faculty members are responsible for documenting problem areas and notifying students. Students are responsible for acknowledging problem areas and committing to plan for improvement. Together faculty and students will develop a plan to address the problem areas and maximize learning.

When clinical courses are offered with required concurrent didactic courses, it is necessary for the student to maintain a passing grade in both the concurrent didactic and clinical courses in order to progress to successive courses. Students are expected to attend class and clinical seminar time and are also required to pass each course at a C level or above. If a student should fail either the didactic or clinical course, progression within the program will not be allowed until the student successfully completes the failed course(s). Students may also be required to repeat selected components of the didactic or clinical course that are considered concurrent with the failed course.

Faculty members evaluate the ability of students to deliver safe advanced nursing care and to meet course and program outcomes. While evaluating a student’s performance in clinical settings, faculty members understand and support the development of student skills as the student progresses through a course and a focus area.

If a student’s performance in a single or in multiple clinical experiences indicate(s) that a student will not be able to safely meet the course outcomes, the faculty member may remove the student from the clinical setting and will give a non-passing grade for the clinical component of the course. If a student’s performance indicates that the student will not be able to successfully meet the program outcomes and safely deliver advanced nursing care by the time of completion of the program, the student will receive a failing grade in the respective clinical course; be removed from the clinical setting; and referred to the Graduate Nursing Committee for a possible recommendation for dismissal from the focus and/or program.

To appeal the grade received in any graduate course, the student should follow the grade appeal process outlined in the graduate catalog. Appeal of all other policies and decisions made by the Graduate Nursing Committee must be first made in writing to the Graduate Nursing Committee with a statement of the circumstances and supporting rationale for the appeal. If the appeal is not approved by the Graduate Nursing Committee, the student may continue the appeal by contacting the Dean of the College of Nursing and Health Sciences.
7. Grievance Procedure

You have the right to appeal any decision that may affect your status within the program. See University policies as stated in Graduate Catalog. Student grievance procedure information can also be found by visiting http://www.winona.edu/sld/studentgrievance.asp. Please also read and become familiar with the "Complaint Policy for the WSU Department of Nursing." (Appendix N of the Graduate Student Handbook.)

8. Cell Phones, Pagers, and Texting

Students with pagers are asked to set them on vibrate mode or silent mode during class or clinical experiences. Cell phones should be set to the silence option; or turned off and set to the messaging option during class or clinical experiences. Texting during class demonstrates a lack of mutual respect for student colleagues and faculty.

If you have an extenuating circumstance where you need to keep your pager or cell phone on or text, please inform the instructor and seat yourself close to the door so you can leave without disrupting the discussion.

If your use of cell phones, pagers, or texting is considered disruptive to the faculty member or your student colleagues, the faculty member may address the disruption generally in the class. If the disruptive behavior continues, you may be addressed individually and privately. Course instructors may choose to designate consequences for such disruption on a course-by-course basis.

9. Program Evaluation

Evaluation of courses, faculty teaching effectiveness, practica experiences, and the graduate program itself is an important part of quality improvement for all programs. Continuous quality improvement and attention to student perceptions of their learning are important aspects of our national accreditation processes, as well. WSU has a required program of evaluation that begins the first semester after admission, continues with a major portion at graduation, and includes follow-up after graduation at 1 and 5 years. Both formative and summative evaluations are incorporated in the program’s evaluation plan. Students are asked to evaluate courses each semester as well as facilities and learning tools once a year. A student representative, who serves on the Graduate Nursing Committee, also provides evaluation input. Alumni evaluations include, but are not limited to, periodic surveys on employment, job responsibilities, and other activities in nursing. Please keep the school informed of job and address changes after graduation so the evaluation process can continue smoothly.

You are encouraged to serve as a member of the Graduate Nursing Faculty Committee--while enrolled in the program. In this role, you will be an integral agent within the evaluation processes and provide a liaison between faculty and students on curricular and program issues.
10. Student Use of Work Related Projects to Satisfy Academic Requirements

Every student comes to the graduate nursing program with a variety of experiences. Some of these prior experiences may include having worked on/completed a project that is similar to a class assignment in the graduate program. If a project completed within the last six months in your work environment fits the criteria for the class assignment, you may consider using this prior project as a basis for your class assignment. The intention of most course assignments is to reflect individual student’s thought, creativity, and work. Thus, prior work must have been completed by you alone. A prior project that includes the work/contribution of others is not acceptable to be submitted as a class assignment. Your prior project may not encompass the entire objectives and criteria of the class assignment, so you may need to add to this prior work for submission as a class assignment. You will be expected to follow the criteria set forward in the class assignment and to submit the assignment in the format outlined by the course instructor. If you desire to use a prior project or a portion of a prior project, please discuss the specifics with your course faculty. Additional documentation/clarification/submitting prior project may be required at the discretion of the faculty.

11. Graduation Requirements

A STUDENT IS ELIGIBLE FOR GRADUATION UPON:

1. Completion of required courses found on the officially approved Online Graduate Studies Program Contract.
2. Completion of the thesis, scholarly inquiry paper (SIP), or DNP Project a minimum of two weeks before intended date of graduation.
3. Oral Presentation of the thesis, SIP, or DNP Project at least two weeks before intended date of graduation.
4. Evidence that all college policies and general requirements of the University for graduation are met.

The "Application for Graduation" form (MS & DNP degree); “Certificate Program Completion” form (GC) must be submitted at least one semester prior to graduation (may be found by visiting the Office of Graduate Study website at: www.winona.edu/gradstudies/forms.asp or from the Graduate Programs in Nursing Office in Rochester). Students who graduate spring semester must participate in commencement exercises unless excused by the Dean of Nursing on presentation of proof that attendance at commencement will cause undue hardship.

PLEASE NOTE: The Master of Science or the DNP degree will not be posted on your WSU transcript until your Thesis/Scholarly Inquiry Paper Binding Certificate (master’s students) or evidence of successful completion of the Report of DNP Final Examination form (DNP students) has been received by the School of Graduate Studies.

Please NOTE THE DEADLINES in the WSU Graduate Catalog for Application for Graduation and M.S. and M.A. Degree Requirements.

Note: All students are required to review these and all other academic policies included in the Winona State University Graduate Catalog.
**E. General Support**

1. **School of Graduate Studies**

The center of information and assistance for graduate students is the School of Graduate Studies, Somsen 210C (Winona Campus). The School of Graduate Studies Office reviews applications for admission, program contract, graduation, graduate assistantships, and maintains graduate student records.

The School of Graduate Studies coordinates graduate programs. The Graduate Council (an advisory group of graduate faculty) provides guidance and recommendations on graduate programs. Inquiries on specific program requirements should be addressed to the department chairperson or program director of the degree-sponsoring department.

Graduate Office Contact Information:

Jeanine E. Gangeness, PhD
Dean, School of Graduate Studies and
Associate Vice President-Rochester Academic Affairs
Director of Graduate School
859 30th Avenue SE
Rochester, MN 55904
Phone: (507) 285-7134
Fax: (507) 285-7175
jgangeness@winona.edu

Pat Cichosz, Office Manager
WSU Graduate Studies
Somsen 210C
PO Box 5838, 175 W Mark Street
Winona, MN 55987
Phone: (507) 457-5038
Fax: (507) 457-5571
pcichosz@winona.edu

2. **Computer Lab Services / Graduate Study Lab**

Graduate Nursing students have access to computer labs on both campuses of Winona State University. Students are expected to be computer literate upon entrance into the program. Several different kinds of computer programs are available for word processing, project planning, manuscript preparation, spreadsheets, databases, and research. Location of the computers and software varies with the campus and the needs of students. A schedule of lab hours is available in each computer lab.

Information on the computer labs and services on the Rochester campus, can be found at: [http://www.winona.edu/rochester/technology/computer-labs.asp](http://www.winona.edu/rochester/technology/computer-labs.asp).

User Services (Technical Support Center), including information regarding printing, can be found at: [http://www.winona.edu/it/tsc.asp](http://www.winona.edu/it/tsc.asp)

WSU-Rochester has a Graduate Student Study Lab located in Endicott Hall 108. The Graduate Study Lab is exclusively for the use for WSU-Rochester graduate students. The lab contains computers and a printer. The Study Lab is a shared resource with other WSU-Rochester graduate programs. Please be courteous to others by keeping the area clean and by sharing the resources available in the lab.
3. **Computer Requirements for the Graduate Programs in Nursing**

The computer requirements for graduate students change from year to year. **Students are required to have WSU e-mail and access to the Internet (access is available on-campus).** These two capabilities are very important to your progression in the program. All program notices and updates will be sent via WSU e-mail. Additionally, many Graduate Nursing courses include learning experiences on the Internet or are delivered completely via the Internet. Students are required to have web camera capabilities on their computers when taking web-based, web-enhanced, hybrid and on-line courses. In addition, sufficient bandwidth is necessary for reliable synchronous and asynchronous required connection within the class. If you have any questions regarding the computer requirements or questions on minimum system requirements to run D2L Brightspace, please contact Tech Support at 1-800-657-3870 or visit their website at [http://www.winona.edu/technology/](http://www.winona.edu/technology/).

WSU Graduate students are not required to lease University laptop computers; however, they may do so if they choose. If you are interested in learning more about the University’s laptop program, please visit [www.winona.edu/IT/e-warrior.asp](http://www.winona.edu/IT/e-warrior.asp).

**The WSU IT department would never ask you to reveal private information in an email.** We consider passwords as private information. WSU has a very good knowledgebase wiki page on Phishing: [http://learn.winona.edu/Phishing](http://learn.winona.edu/Phishing)

4. **Technology Guide for Graduate Students**

Many WSU graduate students have unique technology needs. The Graduate Students’ Technology Survival Guide will help you find the tools and services you need for your graduate studies. The guide can be found at [http://learn.winona.edu/Grad_Student_Technology_Survival_Guide](http://learn.winona.edu/Grad_Student_Technology_Survival_Guide) and includes answers to the most commonly asked technology questions, including connecting to your WSU email, laptop support, and printing on campus. Please bookmark the guide’s webpage for easy reference.

If you cannot find an answer to your technology question in the guide, contact the technology Support Center at 507.457.5240, email [AskTech@winona.edu](mailto:AskTech@winona.edu) or stop in at Somsen 207 in Winona or GL118 in Rochester. They are there to help you succeed!

5. **Online Learning Information (D2L Brightspace)**

Most graduate faculty members use Desire2Learn (D2L) Brightspace to support their courses. In addition, many graduate nursing courses are taught by either hybrid (3-4 on campus or synchronous web-based meetings per semester with the remainder of the course online via D2L) or fully online. Please visit [http://elearning.winona.edu/wiki/Softchalk/D2L_Overview/index.html](http://elearning.winona.edu/wiki/Softchalk/D2L_Overview/index.html) and [www.winona.edu/wsuonline/default.asp](http://www.winona.edu/wsuonline/default.asp) for more D2L Brightspace information.
6. Interactive Television (ITV) Services

Winona State University-Rochester offers many classes to students via Interactive Television (ITV). ITV entails two-way audio-visual communication between an instructor at one site and students at one or more sites who can interact with each other in "real time."

If you are interested in setting up a remote ITV connection (outside of WSU-Rochester or WSU-Winona), you will need to follow these steps:

a. Students must first ask their instructor for permission to ITV a class to a remote site.
b. If approved, the student will need to initiate the setup by speaking to the remote site to determine if they are able to accommodate the request.
c. The student is responsible for any costs incurred with the ITV meeting(s).
d. The student must oversee the process to make sure the remote ITV site is compatible with WSU’s ITV Department. Both sites will need the class name/number, meeting dates, and meeting times.
e. WSU needs at least one week in advance to set up the meeting.

7. Use of Remote Student Connection to the ITV Classroom (Jabbber/Acano)

Students may request remote individual computer (such as Jabber or Acano) connections to the Rochester – Winona ITV connection for hybrid courses on a space available basis with the number of remote links at the faculty member’s discretion. This request for remote connection can be made by the student once the student is registered for the course. Please check with the course faculty for permission regarding the use of other computer technology. The student must work with the Graduate Programs in Nursing Administrative Assistants and with ITV personnel to load necessary software and establish a link well in advance of the course as set up is required.

8. Learning/Proctoring Center (Rochester)

The Rochester Learning Center works in collaboration with the WSU Tutoring Center (located in Winona). The Rochester Learning Center provides support to students from entry level to doctorate level in many disciplines. They promote academic success and the highest levels of academic, personal and professional achievement. WSU students have found value in assistance with computer applications, statistics, writing and APA format, science, psychology, accounting/finance and oral presentation. Contact 507.285.7182 or visit http://www.roch.edu/learningcenter/ for information.

Students who are interested in using the Exam Proctoring services must consult with their instructor to set up a test time with the Proctoring Center at least 24 hours prior to taking an exam. Drop in testing will not be accommodated.
9. **Student Expectations**

   The nature of graduate study necessitates that students take responsibility for their own learning. Many hours per week are devoted to reading, writing, and assignment preparations.

   Coursework in the Graduate Programs in Nursing builds on knowledge from the undergraduate nursing program and from the beginning to the end of the program. Therefore, students must apply information learned in their previous and early program, such as how to read research, levels of evidence for research, basic statistics, and clinical expertise.

   Timeliness of coursework and class presence is also essential. Instructors may deduct points for late assignments or lack of presence. Students may also do self-grading or self-reflection as a part of coursework; if there is a discrepancy between the student’s self-evaluation and the instructor’s evaluation, the instructor may override this score (and will notify the student).

   Writing is an important skill in the graduate programs, as well. If students need a review of writing skills (and APA style), there are available resources, such as a learning center or writing lab. All students are encouraged to use these resources as needed.

10. **Preparing for Distance Delivered Courses**

   Being prepared for the start of class is essential in distance delivered courses where technical issues can prevent you from participating and cause you to fall behind. Identifying and fixing technical problems ahead of time can help you get off to a good start. There are a number of basic technical tasks that should be mastered by all students before their distance class begins. There are also some course-specific tasks that may or may not apply to you. Your instructor will inform you of course-specific tasks that need to be completed prior to the start date.

   It is especially imperative that students in distance delivered classes prepare with being proficient in technology (e.g. completing the set-up wizard prior to synchronous classes, monitoring discussions on-line). Since synchronous on-line course meeting times are less frequent, it is important, and may be a course requirement, that students attend and prepare in advance for these classes.

   Once you have finished the basics, you may want to complete some of the course-specific tasks listed under “Learn More.” Not all courses use these tools, but they are common enough that we listed them here for your convenience. Consult your course information (e.g., in D2L Brightspace) and contact your instructor for additional instructions related to course-specific tools.
F. Assignments

1. Oral Presentations

Throughout graduate study you will be required to give a variety of oral presentations, either in person or online. These will vary in length, style, and content depending upon the objectives of the course and presentation. Generally it is advantageous to prepare well for such presentations. The following points will be helpful as you prepare.

a. If there is a time constraint (e.g., 10 minutes, 30 minutes, etc.), be certain that your report fits into that time frame. Generally it is better to stop a few minutes earlier rather than later.

b. Oral presentations are scholarly. Watch your grammar; cite sources appropriately and CORRECTLY according to the most current edition of the APA Manual. For example: “Harris, reporting in the July-August 1996 Volume of Nursing Research, cited the therapeutic benefits of massage to include...”

c. Write out your presentations and rehearse them.

d. If you are given an outline to follow in the presentation, refer to each item on the outline. Try not to spend an inordinately long time on one item to the neglect of others.

e. Visual aids are helpful in conveying ideas. Power Point presentations, voice-over Power Point presentations, and other technologies are helpful in oral presentations. For technical assistance, students may contact Teaching, Learning & Technology Services (TLT) at (507) 457-5240. Data projectors and computers are available for all students to use to prepare visual aids and handouts.

f. PRACTICE YOUR PRESENTATION. Have a friend or spouse listen to you. Time yourself. Videotaping your presentation will provide valuable feedback and is encouraged.

g. Seek honest feedback from your peers.

h. For most presentations, you are expected to dress as professionally as you would at a public presentation.

2. Written Assignments

It is expected that all written assignments reflect consistent use of the most current edition of the APA Manual. The manual is available for purchase in the Rochester Bookstore fall semester. Students whose written assignments indicate difficulty with sentence structure, punctuation, language, or spelling will be encouraged to seek help from a tutor. Tutoring is available from the Writing Center. For information on the Writing Center in Winona, visit http://www.winona.edu/english/writingcenter.asp or call (507) 457-5505. For information on the Learning Center in Rochester, visit http://www.roch.edu/learningcenter/ or call (507) 285-7182.

Always make two copies of any major paper so one will be returned to you. Check with your instructor, he/she may ask for two copies. Always put your name legibly on the paper, as well as the course and instructor's name.

It is wise to outline any paper before beginning it. Organize your thoughts and develop a system of logically organized arguments. When reporting a literature review that supports the argument or research question, draw a model of the theoretical or conceptual framework. This will help you organize the literature review and make it clear for the reader. Using outlines and diagrams will help you test the logic of your arguments or conclusions as well as make sure you have covered all relevant parts of the whole. (See Appendices for tips for writing effectively and for time management.)
You are strongly encouraged to use Microsoft Office Word software for word processing. All papers submitted for nursing courses must be typed; papers need to be legible (check printer toner cartridges for ink supply). The thesis/scholarly inquiry paper must be letter quality printing.

3. Plagiarism

Students are expected to use professional standards of academic honesty, scientific integrity, and ethics including those in the WSU Student Handbook, the MNRS Guide to Scientific Integrity, and the APA Manual (6th edition). Faculty reserves the right to use a web-based plagiarism checking system on any work turned into a course.

You are responsible and accountable for your own written work. Any act of plagiarism or cheating will constitute an "F" in the course. Please see the previous Academic and Behavioral Integrity section for detail regarding University policy and consequences for cheating by plagiarism.

Copying another student's paper or any portion of it is plagiarism. Additionally, copying any portion of published material (e.g. books or journals) without adequately documenting the source is plagiarism. If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication and page number of publication. If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication. If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph. Authors, whose words or ideas have been used in the preparation of a paper, must be listed in the references cited at the end of the paper. Usually permission from the author is required to quote more than 350 words in a printed document.

Please use the APA Publication Manual as a reference guide for writing scholarly papers.

4. Paperwork Pickup

Please check with the instructor of your class to determine when and how student papers will be distributed. If papers are left with the Graduate Programs in Nursing Office for students to pick up, the papers will be kept for one semester and then disposed of. It is the student's responsibility to pick up their papers in a timely manner. Papers will not be mailed to student's homes unless the student provides a postage paid envelope to the Department. Students may request their paper be sent to the Winona Campus Nursing Department to pick up if this is a more convenient location. Due to confidentiality, students may not pick up papers for another student.

G. Master of Science Graduate Nursing Student Scholarship Requirement

Please see the current version of the Thesis/Scholarly Inquiry Paper Guidelines for information specific to the Master of Science Graduate Nursing student scholarship requirement at Winona State University.
H. Doctor of Nursing Practice Graduate Nursing Student Scholarship Requirement

Please see the current version of the Doctor of Nursing Practice (DNP) Project Guidelines for information specific to the DNP Project at Winona State University.

I. Institutional Review Board (IRB)

For information regarding IRB Policies, please visit http://www.winona.edu/grants/irb.asp

VII. GENERAL INFORMATION

A. Accreditation

Winona State University is accredited for Undergraduate and Graduate programs by the North Central Association of Colleges and Secondary Schools. The Undergraduate, Master of Science, and Doctor of Nursing Practice Programs are accredited by:

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW, Suite 530
Washington, DC 20036-1120
Phone: (202) 887-6791
http://www.aacn.nche.edu/

B. Alumni Activities

As a graduate of Winona State University’s nursing program, you will be eligible to be involved in nursing alumni activities. The WSU Nursing Alumni Chapter was organized in 1988.

The Alumni Chapter provides an opportunity for you to keep in contact with one another and the nursing department. It will also provide social activities associated with continuing education programs. The first such event was held in June, 1989, with the theme: “CELEBRATION OF THE 25TH YEAR OF THE FOUNDING OF THE NURSING PROGRAM AT WSU.” The first graduating nursing class at WSU was recognized at this event. Keeping the school informed of your address changes after graduation will make sure you know about alumni activities (www.winona.edu/registrar/default.asp).

C. Bookstore (Rochester)

The Rochester Bookstore is located in the Hill Theater Building in room HT100. Students may purchase textbooks in person or on-line at http://bookstore.roch.edu. If you have questions regarding textbook listing for a class please contact the Rochester bookstore at 507.285.7202 or visit http://bookstore.roch.edu/SelectTermDept.aspx. (Please note that Textbooks for WSU-R classes typically are not offered for sale in the WSU-Winona Bookstore.)

D. Car Starting

Students may contact Rochester Security at 507.285.7262 regarding the need to have their vehicle jump-started. Rochester Security will contact a towing service and request they respond to the designated parking lot where the vehicle is located. Currently, there is no charge for this service. This service is provided by RCTC Student Senate.
E. Counseling Services

WSU Counseling & Wellness Services provides students with personal, confidential counseling services. If you would like to set up an appointment to see a counselor, please contact Student Services in SS128 (507.285.7100) or visit the Counseling & Wellness Services website at: http://www.winona.edu/counselingservices/

F. Access Services

WSU Access Services has many academic accommodations to provide students with disabilities with equal access to their education. Some of these academic accommodations include: extended time on tests, low distraction, quiet test location, exams in auditory format, tests in alternative format, disability advising, sign language interpreters, a scribe and/or accessible classrooms and labs.

For more information on these and other academic accommodations, please contact Access Services at access@winona.edu or call 507.457.5878. Information can also be found by visiting their website at http://www.winona.edu/acessservices/ or visit the WSU-Rochester Student Services Department in Student Services (SS) 127 or 507.285.7100.

G. Graduate Assistantships

Graduate Assistants are graduate students, enrolled in the graduate programs, who are hired to assist in research, instruction, or similar professional activities to which their status as graduate students brings special expertise and experience. Specific responsibilities will be negotiated between the student and faculty member based on mutual goals. Full-time graduate assistants work approximately 20 hours per week and register for at least 6 credits each semester. The allocation for a graduate assistantship is made by the Vice President for Academic Affairs on the recommendation of the Dean of the College of Nursing. Part-time graduate assistants work approximately 8-10 hours per week and register for at least 3 credits each semester. Graduate assistants are granted resident tuition for the period of time they hold the appointment. Appointment is usually for one academic year. Application forms are available from the Graduate Programs in Nursing Office in CF205, Rochester, or on-line. Applications should be completed in the spring for the coming school year. For more information, please visit the Graduate Studies website at www.winona.edu/gradstudies/assistants.asp or Graduate Catalog.

H. Student Health Services (Rochester)

Treatment of minor illnesses, emergency first aid, non-prescription medications, referrals, health counseling and diagnostic tests are available for students through Student Health Services. The Student Health Service office is located in the Health Science Building (HS) 140. Students can stop in or reach them by phone at 507.285.7261. A registered nurse is available every day during the academic year, and a physician or nurse practitioner is on campus weekly. Because these services are financed by the health services fee, there is usually no additional cost to students for Student Health Services visits. Student health insurance information is available through this office. For more information, please visit their website at: http://www.rctc.edu/services/health/provided_health_services.html.
I. Graduate Programs in Nursing Helpful Resources and Information

The Graduate Programs in Nursing Helpful Resources and Info D2L Brightspace site, it is a newly formed site for graduate nursing students that students are able to join by self-registering on the D2L home page. To self-register, go to the D2L Brightspace home page (https://winona.ims.mnscu.edu/), log-in, click on self-registration at the top of the page, locate this course, and then enroll.

J. Job Postings

Job Postings are available at Winona State University's Career Services Center. Information on Career Services can be found at www.winona.edu/career/. For more information please contact the Student and Campus Support Office at (507) 285-7100.

Another job search resource for nursing students can be found at www.liquidcompass.com/winona. This website is free to WSU students and provides job listings for Graduate Students with MSN degrees and higher.

K. Library Resources

WSU-Rochester students have access to books and databases at the Goddard Library in Rochester and the Darrell W. Krueger Library on the Winona campus, but Goddard Library is your "home" library. WSU-Rochester's library holdings are integrated into Goddard Library's holdings of over 57,000 volumes. This arrangement provides students with an extensive resource of reference and research material on the WSU-Rochester campus. In addition, students may request books and articles from Krueger Library and elsewhere using the Goddard Library interlibrary loan system. Most course article assignments may be on e-reserve at the Krueger Library web site. There is an N600 course specific link on the Krueger Library which has helpful information for this course: http://libguides.winona.edu/NURS600

   The Goddard Library has a large quantity of nursing materials in both book and journal form. The library subscribes to various indexes to nursing journals to assist students in finding journal materials. The PALS computerized card catalog helps students locate book materials available at Goddard. PALS also accesses library collections at thirty plus other colleges, universities (including WSU), and state government libraries on the PALS system. Any materials unavailable at Goddard may be borrowed from another library — at no cost to the student. Searches through First Search, which includes ERIC, Medline, CINAHL, and other databases are possible. Students may get a library card at the Checkout Desk. Remember, students must go to the Goddard Library to get a library card and password. This will allow access to search the online catalog and databases.

   The librarians at Goddard are happy to help students find materials/ information, performs searches, and is available during all library hours, except Sundays. To get help, stop at the Information Desk. Students may also phone the library at (507) 285-7233. Students are encouraged to stop in the library and look around.

   The Goddard Library has seven small study rooms (up to 6 users max) available to current UCR students, faculty and staff. These rooms are for small group discussion and quiet study. Uses of these rooms must be related to legitimate class assignments and projects. No food allowed. To find out more information, visit http://www.roch.edu/library/reservations/intro.php.
WSU Graduate Nursing students may have access to both Goddard Library (located on the University Center Rochester campus [UCR]) and Darrell Krueger Library (located on the Winona campus). Students will need to apply for ID/library cards at the respective campus to check-out library materials. WSU ID cards are available from the Winona Campus Card Office, Maxwell 227. Library ID cards are available from Goddard Library. Rochester students may borrow books from Krueger Library via inter-library loan from Goddard Library using their Rochester ID card.

**Krueger Library Remote Access:** WSU students will need to contact WSU Information Technology Services at (507) 457-5240 to receive their user name and password for network, email, D2L, and WSU Krueger Library remote access (databases and on-line resources). Access to scholarly library databases is necessary in all graduate courses.

**Goddard Library Remote Access:** For WSU-R students to remotely access Goddard Library in Rochester you will use the Rochester ID card barcode and password for access to Goddard Library databases and on-line resources.

The Goddard Library is located on the second and third floors of the Goddard Building in Rochester.

Please visit [http://www.winona.edu/rochester/library.asp](http://www.winona.edu/rochester/library.asp) or call 507/285-7233 to contact the Library.

2. **Darrell W. Krueger Library (Winona) (507/457-5140)**

The Darrell W. Krueger Library contains over 320,000 volumes and more than one million units of microfilm documents. The library houses an electronic classroom, which is used to teach students how to navigate the Internet and how to use the library’s catalogs and indexes. The WSU library is state-of-the-art; it is one of the first laptop libraries in the world and is one of the three libraries featured in Academic Libraries as Hi-Tech Gateways, 2nd edition, a book published by the American Library Association.

The Darrell W. Krueger Library also serves as a gateway to information tools and resources throughout Minnesota and worldwide. The statewide MN LINK catalog allows campus community members to search the catalogs of and borrow materials from many other state libraries. The library also subscribes to many online full text databases and has access to over 14,000 periodicals. To check out materials, members will need their valid WSU ID. If you need assistance finding the information, visit the Reference Desk in the library, call us at (507) 457-5146, or email us at Refdesk@winona.edu. Library hours can be obtained by calling (507) 457-2455. Please visit the WSU Darrell W. Krueger Library’s web site at [http://www.winona.edu/library/](http://www.winona.edu/library/).

3. **Mayo Clinic Library (507/284-2061)**

You are able to use the library from 8:00 am-5:30 pm, Monday through Friday, with your WSU student ID but are not allowed to check out books unless you are a Mayo Medical Center employee.

4. **Area Libraries**

Other area libraries include: Rochester Methodist Hospital; St. Mary’s Hospital in Rochester; Viterbo College; St. Francis and Gundersen Health Systems in LaCrosse; and public libraries.
L. Lost and Found

Items found on the WSU-Rochester campus should be turned in to the Security Office. The Security Office is located in Atrium, AT201 (507/285-7262).

M. Nursing Organizations

1. Midwest Nursing Research Society (MNRS)

Each fall, faculty selects graduate students to present their research via posters at the spring (March/April) Meeting of the MNRS. Students are required to be members of MNRS and pay registration fees. To help with expenses, Winona State University Nursing Research Fund usually contributes to each student who presents a poster. The amount contributed will depend upon available funds and the number of students attending. If you anticipate your research will be ready for this meeting, contact your thesis advisor/DNP project advisor or the Program Director for application materials or to get your name “on the list” of potential presenters. WSU thesis and DNP project posters have received awards in the poster competition. If your application is accepted, you should identify yourself on the poster as a WSU Graduate Student and list your advisor as co-author. Please visit http://www.mnrs.org/ for more information.

2. Sigma Theta Tau

The KAPPA MU Chapter of Sigma Theta Tau was chartered April 29, 1988, at Winona State University. Graduate students must have a 3.5 GPA on existing grades, meet integrity criteria, and have completed one-fourth of program to be recommended by graduate faculty. Contact the Graduate Nursing Office if you are interested in learning more about membership. Induction occurs during the spring semester. For more information on Sigma Theta Tau, please visit their website at www.nursingsociety.org/default.aspx.

N. Parking

Parking fees are included in the tuition/fees on the WSU-Rochester campus. Parking is available in designated student lots.

Parking permits are required in order to park in any of the lots on the Winona Campus. Parking along the streets is free. For more information, contact WSU main campus Parking Services at 507/457-5062 or visit their website at www.winona.edu/parking/.

O. Program Announcements

Program announcements and updates are made via the Winona State University e-mail system. Students should check their Winona State University e-mail regularly for program and course information. If students have any difficulties accessing their Winona State University email, they should contact the Technical Support Center at (507) 457-5240 or (800) 657-3870.
P. Registration Information

Students should become familiar with the WSU Academic Calendar to view registration deadlines, including drop/add deadline dates. To view the Academic Calendar, please visit http://www.winona.edu/registrar/academiccalendar.asp.

Students accepted into a program within the Graduate Programs in Nursing have a three-week window to register before classes are opened to Graduate Special Students. Please pay attention to registration dates listed on courses and register early before classes fill up.

To view the on-line WSU course schedule, students should visit www.winona.edu/ – click on the “Resources” tab – “Find a Course” – under the “Course Search” tab select the highlighted fields. The “Campus” field tab defaults to show only classes held on the Winona campus. If you want to register for Rochester courses, please change this field.

To view detailed course information, double click on the class title. If interested in registering for the class, click on “Add to Cart.” Once you are ready to register, click on “Continue to Registration” under the picture to the right of the screen.

If you have any questions on the registration process, please contact the Student and Campus Support office at 507.285.7100. Please also visit www.winona.edu/wsuonline/registration.asp and http://www.winona.edu/registrar/registration-information.asp.
Q. Security Information

1. **Star Alert** - The Winona State University and University Center in Rochester strive to make the campus as safe of an environment as possible. As part of the safety measures, students are encouraged to sign up for Star Alert™ which is a wireless emergency notification system,

Star Alert emergency messages are sent to students through text mail and e-mail during emergencies that threaten life or safety and/or severely impact standard campus operations. The Star Alert system will only be used in emergency situations. Please visit the following websites for more information and to sign up for this service:

Rochester:  http://www.rctc.edu/safety/
Winona:     http://www.winona.edu/staralert.asp

Students may sign up for emergency alerts at each specific campus, or both campuses if they so choose.

The Security Office in Rochester is located in the Atrium Building in AT201. The Campus Security Office may be reached at 507.280.3175 (office) or 507.285.7262 (radio).

The WSU Security Office in Winona is located in Sheehan Hall 264. The Campus Security Office may be reached at 507.457.5555.

2. **Security Escort** – The Rochester campus has made every effort to illuminate its parking lots at night. However, caution should be used when leaving an evening class or event. Anyone wishing an escort to their car should call Campus Security at 507.285.7262.

3. **General Security** – Students are strongly encouraged to report crimes immediately. To report a crime or suspicious circumstance in progress or medical emergencies, call 911. Otherwise, contact campus security at 507.285.7262. The Student Health Service, (which operates for limited hours at the Rochester campus), may be contacted for assistance at 507.285.7261. Student Health Service is not an emergency care provider.

4. “**Emergency Code Blue Light Button Poles**” can be used in an emergency to contact Rochester campus Security. The emergency poles are intercom connections activated by pushing a button. “**Emergency Code Blue Light Button Poles**” are located in these areas: East Parking lot, West Parking lot, North Parking lot.
R. Severe Weather Information

1. Winona State University:

Since winter weather conditions can vary greatly from community to community, students are encouraged to use discretion when traveling. The Winona State University Severe Weather web page will be updated with specific information about severe weather closing or class cancellation on days when such events occur. **Bookmark this page for easy access:**

http://www.winona.edu/communications/severeweatherinfo.asp

In case of a weather emergency, the following radio stations in the area will be notified as soon as possible of any cancellations at WSU.

<table>
<thead>
<tr>
<th>Winona</th>
<th>Rochester</th>
<th>Red Wing</th>
<th>La Crosse</th>
<th>Twin Cities</th>
</tr>
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<tbody>
<tr>
<td>KQAL 89.5-FM</td>
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<td>KCUE 1250-AM</td>
<td>WIZM 1410-AM</td>
<td>WCCO 830-AM</td>
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<tr>
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<td>KVNG 105.9-FM</td>
<td>WIZM 93.3-FM</td>
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<tr>
<td>KWWNO 1230-AM</td>
<td>KYBA 105.3</td>
<td></td>
<td>WKBH 100.1-FM</td>
<td></td>
</tr>
<tr>
<td>KWNO 99.3-FM</td>
<td>KWWK 96.5</td>
<td></td>
<td>WKTY 580-AM</td>
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<tr>
<td>KHME 101.1-FM</td>
<td>KLCX 103.9</td>
<td></td>
<td>CC106.3-FM</td>
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<td></td>
<td>KWEB 1270-AM</td>
<td></td>
<td>Magic 105 (104.9-FM)</td>
<td></td>
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<tr>
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<td>KRCH 101.7-FM</td>
<td></td>
<td>Eagle 102.7-FM</td>
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Television:

<table>
<thead>
<tr>
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<th>La Crosse</th>
<th>Twin Cities</th>
<th>Eau Claire</th>
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<tbody>
<tr>
<td>HBC Cable 20 and 25</td>
<td>KTTC - 10</td>
<td>WKBT - 8 (7) [7]</td>
<td>KSTP - 5</td>
<td>WEAU - 13</td>
</tr>
<tr>
<td></td>
<td>KXTL - 47</td>
<td>WXOW - 19 (11) [18]</td>
<td>WCCO - 4</td>
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</tr>
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</table>

(The number in parentheses is Winona Charter Cable system's channel designation for La Crosse stations.)

[The number in brackets is Winona HBC Cable system's channel designation for La Crosse stations.]

Internet:

In the event of Severe Weather related class cancellations, the WSU Communications office posts a list of canceled classes in an orange “Severe Weather Alert” section on WSU’s Home Page. The posting contains specific information about severe weather closing or class cancellations on days when such events occur.
2. **Graduate Programs in Nursing:**

In cases of inclement weather, students and faculty should use their best judgment as to the safety of travel. If a student or faculty member believes travel would be dangerous, they should call 507.285.7473 and report that they will not be able to attend class. The Administrative Assistant will then report the person's absence to appropriate students and/or faculty members via e-mail or phone if possible. **It is important the current phone numbers, addresses, and email addresses are on file with the Graduate Programs in Nursing and with the Registrar's office.**

In instances where driving conditions are acceptable at the traveling student's or faculty member's home yet inclement weather or poor driving conditions are suspected in the Rochester area, students and faculty should check the appropriate road condition reports. They should also check the main WSU Home Page. When faculty members cancel classes due to severe weather, the cancellations are noted. As a last resort, call the WSU Switchboard but realize that this line is hard to reach on snow days and is not staffed until 8:00 am. Please visit [http://www.winona.edu/communications/severeweatherinfo.asp](http://www.winona.edu/communications/severeweatherinfo.asp) for full policy.

**S. Scholarships / Financial Aid**

A limited number of scholarships are available to graduate students. WSU Graduate Nursing students are advised to check with the WSU Financial Aid Office at [www.winona.edu/financialaid/typesofaid.asp](http://www.winona.edu/financialaid/typesofaid.asp); WSU Foundation Office at [http://www.winona.edu/foundation/scholarships.asp](http://www.winona.edu/foundation/scholarships.asp); employers; or with such organizations as the American Cancer Society, Minnesota Nurses Association or the Veteran’s Administration for funding support of their education. Nurse Practitioner students are also eligible for the National Health Service Corps (NHSC) Scholarship program. The Kubrick Scholarship is available for Iowa NP students.

Questions about financial aid can be directed to 507.457.2800.

**T. WSU-R Student and Campus Services Office and Communications**

A. The WSU-Rochester Student and Campus Services Office are located in the Student Services building in room SS128. This office provides students with assistance in registration, ordering transcripts, and name/address changes, general questions regarding WSU and career services. WSU Student Services advisors from Admissions, Personal Counseling, Financial Aid and International Student Services are also available for consultation throughout the semester. Appointments for all advisors can be made via email at rochscs@winona.edu, by phone at 507.285.7100, or in person at the WSU-R Student and Campus Services office, SS128.
B. Campus Communication

The WSU-Rochester Student & Campus Services Office uses the official WSU email address for students to communicate important campus and university information. Specific email messages will be sent to students from time to time for important issues and opportunities. Please make a point to regularly check your WSU email box for messages and information and watch for the WSU-Rochester student email newsletter each week.

Students can also provide feedback to campus administration via a comment box on the wall in the corridor outside the WSU-Rochester Student & Campus Services Office in SS128. If you have a question, problem or suggestion on how we can improve our services, please use the box to submit a question or concern for our review.

U. Facebook

WSU-Rochester has a Facebook page. Please “like” the WSU-Rochester Facebook Page to view photos, win trivia contests, and connect with your classmates. The Facebook page can be found at https://www.facebook.com/pages/Winona-State-University-Rochester/169518217578?fref=ts

V. Student Life

The WSU-Rochester campus provides student life activities in collaboration with the WSU-Winona campus, RCTC Student Life and community organizations to enrich our students' experiences. All current WSU-R students can use the Rochester campus Fitness Center in the Sports Center. All Student Life sponsored activities on the Winona campus are available to current WSU-R students. Past activities have included bus trips to the Twin Cities for sports and cultural events, campus cookouts, and campus “Comedy Nights.” In addition, WSU-R students have access to one (1) free movie ticket per month for a Rochester movie theater. During the course of the year, information on Rochester campus events will be emailed to WSU-Rochester student email accounts, included on the WSU-Rochester Student Life and Events webpage, posted on WSU-Rochester Facebook page, and information will be posted on WSU bulletin boards throughout campus. The WSU-R student activities are provided through funds from the WSU-R Student Life fees each semester. All on-campus sponsored events are alcohol and drug free. For more information, please contact the WSU-R Student and Campus Services Offices at SS128 or 507.285.7100 or email at rochscs@winona.edu; or visit www.winona.edu/rochester/studentlife.asp.
W. Student Senate (WSU); WSU Graduate Student Experience Committee; and Graduate Student Organization (GSO) Club

Student Senate: The WSU Student Senate is the governing body of the Winona State University Student Association. In its capacity, Student Senate acts as the recognized voice and bargaining unit for all students at Winona State University. This is done through the process of consultation and student government.

Student Senate also is responsible, through the Student Activity Fee Committee (SAFC), for appropriating budgets to student clubs and organizations and granting special requests.

WSU-Rochester graduate students are eligible and encouraged to serve on Student Senate. Interested individuals should review the Student Senate website or contact Student Senate officers for more information (http://www.winona.edu/Studentsenate/).

Graduate Student Experience Committee: Graduate nursing students are also invited to serve on the WSU Graduate Student Experience committee to provide consultation regarding experiences unique to the graduate student at WSU. More information on the Graduate Student Experience Committee can be found by visiting their website at: www.winona.edu/alluniversitycommittees/gradexperience.asp.

Graduate Student Organization Club (GSO): Winona State University has a variety of clubs and organizations available for students to participate. One of the clubs associated with Graduate students is the “Graduate Student Organization” club. The purpose of this club serves to discuss the unique academic and support needs of graduate students and undergraduate students on campus and to form connections between graduate students, undergraduate students, educational programs, the campus, and the community. Information on the GSO can be found by visiting: http://www.winona.edu/sal/clubs.asp - Academic Clubs/Organizations - Winona State Graduate Student Organization. The Club has a Facebook page that students may join. This page can be found at: https://www.facebook.com/pages/Winona-State-University-Graduate-Student-Organization/722659431093230

X. Transcript Ordering

There is no charge for WSU transcripts. WSU may withhold official records and documents such as transcripts, diplomas, and enrollment/degree certifications for individuals with outstanding financial obligations to the University. Please visit: http://www.winona.edu/registrar/transcriptsrequests.asp for more information regarding ordering transcripts, or contact the WSU-R Student and Campus Services office at 507.285.7100.

If you have a name or address change, please be sure to contact both the Graduate Programs in Nursing office (507.285.7473) and the Warrior Hub at 507.457.2800 (www.winona.edu/warriorhub/) Change of name/address can be submitted on-line at www.winona.edu/registrar/.
VIII. APPENDICES
APPENDIX A

THE TEN MOST COMMON "BAD HABITS" OF INEFFECTIVE TIME MANAGEMENT

1. WORKING WITHOUT A DAILY PLAN.

2. WORKING ON LOW PRIORITY ITEMS WHILE HIGH PRIORITY ITEMS ARE DEFERRED.

3. TRYING TO DO "EVERYTHING."
   (Non-delegation -- aversion to asking for help).

4. UNCONSCIOUSLY TRYING TO DO EVERYTHING EQUALLY WELL.
   No discrimination (Perfectionism).

5. NOT DISTINGUISHING BETWEEN URGENT AND IMPORTANT.

6. INTERRUPTIONS -- (FAILURE TO CONTROL).
   A. Telephone interruptions
   B. Drop-in visitors
   C. Self-originated
   D. Social Media

7. DOING WORK MORE APPROPRIATE TO ANOTHER CO-WORKER.

8. GREAT DIFFICULTY IN, OR FEAR OF, SAYING "NO."

9. PERSONAL INEFFICIENCY
   A. Habits
   B. Not using "tools"
   C. Not thinking ahead

10. WORKING WITHOUT A LONG-RANGE PLAN.
APPENDIX B

Important Phone Numbers

WSU (Rochester) ................................................................. 1-800-366-5418
WSU (Winona) ................................................................. 1-800-342-5978

Bookstore (Rochester) .......................................................... 507/285-7202
Computer Help Desk ............................................................. 800/657-3870
Financial Aid (Winona) ......................................................... 507/457-2800
Goddard Library (Rochester) .................................................. 507/285-7233
Graduate Studies (Winona) ...................................................... 507/457-5038

Graduate Programs in Nursing Office (Rochester) ............... 507/285-7473

Graduate Programs in Nursing Office – Fax (Rochester) ........ 507/292-5127
Krueger Library (Winona) ......................................................... 507/457-5146
Lost and Found (Rochester) ...................................................... 507/280-3175
Nursing Lab (Rochester) .......................................................... 507/285-7252
Registrar’s Office (Winona) ...................................................... 507/457-2800

Security (Rochester) .............................................................. 507/280-3175
Security (Rochester) (Radio) .................................................... 507/285-7262
Security (Winona) ................................................................. 507/457-5555

Student Campus Services (Rochester) ..................................... 507/285-7100

Registration questions – contact the WSU-Rochester Student Support Office at (507) 285-7100.
## APPENDIX C

### Graduate Nursing Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliations</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Susan Davies, PhD, MSc, BSc, RGN, RHV</strong>, Professor</td>
<td></td>
<td>507.285.7140</td>
<td>HS113</td>
<td><a href="mailto:sdavies@winona.edu">sdavies@winona.edu</a></td>
</tr>
<tr>
<td><strong>Julie Ponto, PhD, APRN, CNS, AGCNS-BC, AOCNS®, Professor</strong></td>
<td>Adult-Gerontology Clinical Nurse Specialist</td>
<td>507.285.7135</td>
<td>CF125</td>
<td><a href="mailto:jponto@winona.edu">jponto@winona.edu</a></td>
</tr>
<tr>
<td><strong>Jane Foote, EdD, MSN RN, Associate Professor</strong></td>
<td>Department Chairperson</td>
<td>507.280.2818</td>
<td>HS106</td>
<td><a href="mailto:jfoote@winona.edu">jfoote@winona.edu</a></td>
</tr>
<tr>
<td><strong>Jenny A. Prochnow, DNP, MBA, RN, NEA-BC, Associate Professor</strong></td>
<td></td>
<td>507.285.7185</td>
<td>CF132</td>
<td><a href="mailto:jprochnow@winona.edu">jprochnow@winona.edu</a></td>
</tr>
<tr>
<td><strong>Diane M. Forsyth, PhD, RN, Professor</strong></td>
<td></td>
<td>507.280.5036</td>
<td>CF129</td>
<td><a href="mailto:dforsyth@winona.edu">dforsyth@winona.edu</a></td>
</tr>
<tr>
<td><strong>Lisa L. Schnepper, PhD, APRN, CNP, FNP-BC, Professor (Certified Family Nurse Practitioner)</strong></td>
<td></td>
<td>507.285.7478</td>
<td>CF131</td>
<td><a href="mailto:lschnepper@winona.edu">lschnepper@winona.edu</a></td>
</tr>
<tr>
<td><strong>Amy E. Harter, RN, MSN, GNP-BC, PMHNP-BC, Adjunct Faculty</strong></td>
<td></td>
<td>507.535.3992</td>
<td>CF207</td>
<td><a href="mailto:aharter@winona.edu">aharter@winona.edu</a></td>
</tr>
<tr>
<td><strong>Elizabeth A. Schossow, APRN, PMHNP-BC, Adjunct Professor</strong></td>
<td></td>
<td>507.535.3992</td>
<td>CF207</td>
<td><a href="mailto:eschossow@winona.edu">eschossow@winona.edu</a></td>
</tr>
<tr>
<td><strong>Carole Jenson, DNP, APRN, CNS, ACNS-BC, CME, CCRN-K, Associate Professor</strong></td>
<td></td>
<td>507.285.7341</td>
<td>CF123</td>
<td><a href="mailto:cjenson@winona.edu">cjenson@winona.edu</a></td>
</tr>
<tr>
<td><strong>Jami Starling, MS, RN, Associate Professor</strong></td>
<td></td>
<td>507.280.5565</td>
<td>CF126</td>
<td><a href="mailto:jstarling@winona.edu">jstarling@winona.edu</a></td>
</tr>
<tr>
<td><strong>Kimberly Langer, DNP, APRN, CNP, ACNP-BC, Assistant Professor</strong></td>
<td></td>
<td>507.285.7168</td>
<td>CF127</td>
<td><a href="mailto:klanger@winona.edu">klanger@winona.edu</a></td>
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<tr>
<td><strong>David A. Steele, DNP, APRN, FNP-C, AGACNP-BC, ENP-C, Assistant Professor</strong></td>
<td></td>
<td>507.536.5300</td>
<td>CF207</td>
<td><a href="mailto:dsteele@winona.edu">dsteele@winona.edu</a></td>
</tr>
<tr>
<td><strong>William J. McBreen, PhD, RN, Professor</strong></td>
<td>Dean, College of Nursing &amp; Health Sciences</td>
<td>507.457.5122</td>
<td>Stark 301A (Winona)</td>
<td><a href="mailto:wmbreen@winona.edu">wmbreen@winona.edu</a></td>
</tr>
<tr>
<td><strong>Mieca S. Valen, DNP, APRN, CNP, FNP-BC Professor (Certified Family Nurse Practitioner)</strong></td>
<td></td>
<td>507.285.7588</td>
<td>CF124</td>
<td><a href="mailto:mvalen@winona.edu">mvalen@winona.edu</a></td>
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<tr>
<td><strong>Sonja J. Meiers, PhD, RN, Professor and Director, Graduate Programs in Nursing</strong></td>
<td></td>
<td>507.536.5671</td>
<td>CF213</td>
<td><a href="mailto:smeiers@winona.edu">smeiers@winona.edu</a></td>
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<tr>
<td><strong>Dawn Van Ruler, MS, APRN, FNP-BC, FMHNP-BC, Assistant Professor</strong></td>
<td></td>
<td>507.535.3992</td>
<td>CF207</td>
<td><a href="mailto:dvanruler@winona.edu">dvanruler@winona.edu</a></td>
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<tr>
<td><strong>Sandra Paddock, DNP, APRN, CNP, FNP-BC, Associate Professor</strong></td>
<td></td>
<td>507.285.7208</td>
<td>CF128</td>
<td><a href="mailto:spaddock@winona.edu">spaddock@winona.edu</a></td>
</tr>
</tbody>
</table>

### Graduate Adjunct Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Affiliations</th>
<th>Phone</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kim Dowat, PhD, APRN, CNM, Adjunct Faculty</strong></td>
<td></td>
<td>507.285.7473</td>
<td></td>
<td><a href="mailto:kdowat@winona.edu">kdowat@winona.edu</a></td>
</tr>
</tbody>
</table>
APPENDIX D

SOME LATINISMS

cf. confer, compare

e.g. exempli gratia, for example

et al. et alii, and others

etc. et cetera, and so forth

et seq. et sequentes, and the following

ibid. ibidem, in the same place

id. idem, the same

i.e. id est, that is

inf. infra, below

loc. cit. loco citato, in the place cited

op. cit. opere citato, in the work cited

pass. passim, throughout

q.v. quod vide, which see

sup. supra, above

viz. videlicet, namely

WORD CONFUSIONS

affect/effect disinterested/uninterested
disinterested/uninterested
doubtful/dubious
due to/because of
e.g./i.e.
doubtful/dubious
due to/because of
e.g./i.e.

all ready/already
doubtful/dubious
due to/because of
e.g./i.e.

all together/altogether
doubtful/dubious
due to/because of
e.g./i.e.

as/like
doubtful/dubious
due to/because of
e.g./i.e.

alternate/alternative
doubtful/dubious
due to/because of
e.g./i.e.

alternately/alternatively
doubtful/dubious
due to/because of
e.g./i.e.

appraise/apprise
doubtful/dubious
due to/because of
e.g./i.e.

capital/capitol
doubtful/dubious
due to/because of
e.g./i.e.

comprise/constitute

doubtful/dubious
due to/because of
e.g./i.e.

compare to/compare with

doubtful/dubious
due to/because of
e.g./i.e.

compliment/complement

doubtful/dubious
due to/because of
e.g./i.e.

connote/denote

doubtful/dubious
due to/because of
e.g./i.e.

continuous/continually

doubtful/dubious
due to/because of
e.g./i.e.

criterion/criteria

doubtful/dubious
due to/because of
e.g./i.e.

council/counsel

doubtful/dubious
due to/because of
e.g./i.e.

deprecate/depreciate

doubtful/dubious
due to/because of
e.g./i.e.

discreet/discrete

doubtful/dubious
due to/because of
e.g./i.e.
APPENDIX E

REDUNDANCIES

adequate enough  general public
advance planning  in order to
all-time record  in the immediate vicinity of
and also  in view of the fact that
any and all  might perhaps
basic fundamentals  more preferable
but however  new innovation
but nevertheless  outside of
cause is due to  past experience
close proximity  past record
collaborate together  period of time
consensus of opinion  possibly may
continue on  question as to whether
cooperate together  reason why
currently living  repeat again
during the course of  revert back
each and every  serious crisis
false illusion  still continues
few (fewer) in number  still persists
first of all  sufficient number of
from whence  the reason is because
future plans  unless and until
general consensus

(A triple redundancy (from Sacramento State University): "A new change is to be initiated for the first time this fall.")

BARBARISMS

and / or (?)  for you to (after a verb)
as to whether  hadn't ought
being as  hopefully (dangling)
being as how  irregardless
being that  kind of
be sure and  like for instance
could of  seeing as how
different than  sort of
TIPS ON WRITING EFFECTIVELY

WRITING

A semi-colon = a longer stop than a comma; separates a sentence into 2 parts that relate to each other.

Colon brings to a dead stop.

Use semi-colons after a colon when you have a longer phrase, use commas with single items.

With 6-8 things after a colon, list with numbers and no punctuation; numbers in a paragraph clutter it up.

Hyphens = very few terms are hyphens today. (Well, no longer hyphenated). Check these in a dictionary.

Dash = good word = a bridge, keep to a minimum, minimal emphasis.

Should not use the slash, do not use and/or

Nursing is 95% women, so using she is correct

Parenthesis = (separate a thought out that belongs to a sentence) not preceded by punctuation, may be followed by a comma.

Brackets = [sic] way the person wrote or spoke it, that I'm quoting after 10 sentences put in name to remind someone who is being quoted.

Number 1-9 write out, from 10 on use numbers unless starting a sentence.

Apostrophe indicates verb to be.

Exclamation point - reserve! It’s used too often.

i.e., in essence or that is preceded and followed by a comma.

e.g., example, examples are given; not inclusive list

Always, none, and never: indicate omnipotence
QUALIFIERS

Dangling participles -- I saw lots of deer driving over.

Unique -- one of a kind in the whole world.

Hopefully = hopelessly beaten to death.

Lay or place on the table -- but Alice lies on the couch. (laying eggs, lying down).

Within means = in a circumscribed area or piece of time.

Bernstein: atomic fly swatters -- fantastic, superb, earthshaking, very.

Effect = something has been done: But I was affected by it.

That which -- go on a which hunt, if the word which is going to be used, precede it by a comma.

On -- (seldom up on).

Etc. (etcetera) = no-never and so forth, and so on.

Avoid using ly on numbers.

Punctuation goes inside quotes unless it is a semicolon.

Quoting within a quote, use single quote marks.

References -- direct quote from a book (according to Wolfe--)

reference follows 1st period. (1st sentence).

Publishers have a guide, review that journal, look at their style.

Dots . . . . leaving something out . . . 3 dots.

Three dots and period at end. No difference in space . . . at beginning.

m/s underlined translated to italics,

underline foreign terms = don't use

slang used by everyone doesn't need to be in quotes.

Footnote - Smith, Marjorie J. Working with Students. Philadelphia, J.P. Lippincott, 8th ed. page X.

Abbreviation for a text - or American Nurses Association (ANA).

Abbreviation SGOT (write out first time and after 4-5 paragraphs)

Ex. has been put under pressure.
MAKING YOURSELF WRITE

Gather all the facts; who, what, where, when, why, how.
   Put all those down in facts.

Read and interview: get facts, contact people who are involved
   (points on sitting down and doing it)

Sort out ideas--put them in order.

Forget grammar, spelling, etc. Insert anecdotes, illustrations when appropriate. Anecdotes relieve
   the reader, relate it to real life, unless formal--throw a few in.

DO A FORMAL OUTLINE

Need to decide where to start, sometimes that changes.

Two things grab the reader:
   1. TITLE
   2. LEAD PARAGRAPH

START WRITING

Select a time of day, every day, write for a minimum of one hour the word MUST is a NO, NO --
   USE SHOULD WRITE

Rewrite, cut, and paste. Put it away for a few days to a week, and then get it out for content,
   interest to someone who can be objective.

Use plain, ordinary bond paper, 20#

Jargon = crisis intervention, do something about mess, impacting.

   Utilize (made to work for you, not for use)
   Behavioral objectives -- what you are expected to do
   Cognitive objectives -- why you are doing it

Concept model -- picture of idea

Ombudsman -- patient's friend and advocate
Logistics -- systems model, diagram an idea systematically

Glamour words: clout
   accountability = responsibility with feeling
   confrontation
   facilitator
Impact on, impacted on -- defies definition, sometimes title comes later?

Impulse book = 6 pages, 19 references, is there anything original

Reference reading should put you in the mood

**Style** -- read good authors: Mary Marg McNally - Humanist
        Morane Green-Columbia
        Tenn. Williams, F. Scott Fitzgerald

Doing beginning, middle, end: makes sense

**Conclusion** -- must make sense, reader needs to know he's finished.

**Copyright** -- get permission
        Publisher owns copyright
        Sometimes write to author, though not legally necessary
        Law = 500
        Otherwise = 350
        When you write for permission, send exactly the quote you're using.
A QUICK COURSE IN TIME MANAGEMENT

1. Always be working with a "TO-DO" LIST.
2. Assign and work according to PRIORITIES.
3. PLAN EVERY DAY -- Before you get into action.
4. DELEGATE -- Whenever possible.
5. Try to work out "TIME BLOCKS."
6. Avoid or CONTROL INTERRUPTIONS.
7. Learn to say "NO" ("I can't").
8. Manage to get a "QUIET TIME" EVERY DAY.
9. Keep (and save) your DAILY RECORDS (Plans, to-do lists, etc.).
10. DIVIDE "BIG" TASKS -- Accomplish small segments.
11. Become aware of and FIGHT PERFECTIONISM.
12. Always look for the "EASY WAY."
13. ASK FOR HELP.
14. Increase TIME AWARENESS.
   A. Time increment thinking.
   B. Your time horizon.
   C. "Backward thinking" then/now.
15. AVOID CLUTTER.
16. Set up REMINDER SYSTEMS.
17. Have a PAPERWORK SYSTEM.
18. For PROCRASTINATION
   A. "Chaining" -- start LEADING tasks -- Ziegarnki effect.
   B. Don't wait for "right mood" or "inspiration."
   C. Set up self-imposed deadlines.
   D. Look for hidden "fear of failure."
19. Write down fleeting ideas on 3" x 5" cards or journal.
20. Have a personal goals plan.
APPENDIX H

TRANSITIONAL WORDS, PHRASES, SENTENCES

To Show Sequence:
First, Second, Third
Primarily
Logically
Chronologically

To Show Time-Relationship:
Next
Later on
Then
Moments later
A year later
The next day
At present
Meanwhile
Earlier
At the same time

To Show Consequence:
Therefore
Consequently
As a result
For this reason
Accordingly

To Make Additions:
Moreover
Furthermore
Also
Besides
In addition

To Show Comparison:
In the same manner
Similarly
In the same way
By comparison

To Sum Up:
In conclusion
In sum
Finally
In other words
In short
To summarize

To Illustrate:
For example
For instance
Take the case of
To illustrate

Transitional Sentence:
Here is the reason we favor this procedure:

Transitional Paragraph:
We have been discussing methods of getting cohesiveness in our writing. Let us turn now to the methods and techniques used to tie together our sequences of thought.

(Reproduced from Editor's Manual of Editorial, Production and Publishing Procedures, American Journal of Nursing Company, with permission of the Author, Professor Julian Elfenbein.)
APPENDIX I

WRITER'S CHECKLIST

When you have a definite idea for your project, go over it with the following questions in mind:

1. What message are you trying to get across? Check your lead paragraph and if it doesn't tell the reader your main idea and purpose, rewrite it.

2. Is your material organized? Does it flow smoothly? Did you follow your outline? Are your points well developed? Have you used transitional phrases to help the reader along?

3. Have you kept your readers in mind? Will the majority be able to understand and appreciate your message? If you’ve described how to do something, can your reader do it?

4. Have you documented, footnoted, or referenced the material where necessary? If the project has been accepted for publication, have you gotten written permission(s) for direct quotes for more than 350 words, or tables, graphs, charts, and illustrations?

5. Have you checked your spelling, particularly of proper names?

6. Have you checked tenses, punctuation, and grammar? Have you conducted a careful "which" hunt?

7. Have you kept your language simple, and avoided clichés, jargon, "cuteness," and other pitfalls?

8. Does your manuscript lead to a logical conclusion and not leave the reader hanging?

9. Have you made a copy for your own files?
APPENDIX J

APA Manual (6th ed.) Hints and Helps

How to use this book:

- Review the Table of Contents to become familiar with various sections.
- Use the index to look up specific items.
- Note the sample papers (chapter 2).
- Refer to types and variations of referencing, starting on p. 193.
- The general APA rules apply to graduate papers, unless otherwise specified by the instructor. For example, your faculty may not require that you use the title page formatting, but that you have the title of the paper and your name on the first page. Generally, papers for in-class are not as formal as for your thesis/evidence-based practice project papers or for publication.

Helpful sections for improving writing style:

- Chapter 3 (especially 3.11)
- Guidelines for reducing bias in language (pp.70-77)
- Grammar (pp. 77-86)
- Punctuation (chapter 4, especially where to put commas between several elements, spacing twice after punctuation marks at the end of a sentence, p 88)
- Pages 11+ for Ethical and Legal Standards in Publishing
- Avoiding plagiarism (p. 15 & p. 169+)
- Constructing an abstract (pp. 25-27)
- Structuring a paper (chapter 2, especially pp. 27-40)

APA “rules” for manuscript design:

- Levels of headings (pp. 62, 63)
- Quotations (p. 170+ & p. 92)
- Citing sources within the text (p. 174+)
- Displaying data (chapter. 4)
- Tables and figures (chapter. 5)
- Correct style (chapter 4, especially pp. 87-94)
- Correct font, spacing, margins, etc. (pp. 228-230)
- Pagination upper right (See sample papers p 41+)
- Seriation (pp. 63-65)

Citations and referencing:

- Direct quotes within text (pp. 170-172), including block quotes (40+words)
- Citations within the text (p. 174+)
- Reference list basics (pp. 181+)
- Reference examples are in chapter 7
- More than eight authors/editors (p. 184 for in text and p. 198 for reference listing)
Common errors in student papers to avoid:

- Too few commas, especially in seriation – comma before “and” (p. 88).
- Using “&” with more than one author (VS ‘and’) within the text (p. 175). This might occur with Endnotes, RefWorks, or other such programs. It’s OK to use “&” when authors are in parenthesis and in the reference list, but not when in the text.
- Incorrect listing of several items; generally use (a), (b), (c) - NOT 1, 2, 3 unless separate paragraphs (pp. 63, 64).
- Not using page numbers with the citation for direct quotes (p. 170).
- Using numbers incorrectly (when to write out and when to use numbers (generally, under 10 write out, see pp. 112-113).
- Incorrect or NO headings!! See examples beginning on page 62. For example, if you have 2 levels of headings in your paper, use levels 1 and 2. Headings and sub-headings are helpful for organization of your papers.
- Using abbreviations without fully writing out the words initially (p. 107).
- Incorrect and/or inaccurate references and formatting.
- Failure to correctly cite sources or quotes (this is plagiarism and may cause probation or expulsion from the graduate program!)
- Failure to proof read and/or spell check.
- No page numbers.
- Lacking a name on the paper.

Additional sources of information:

- [http://www.apastyle.org/learn/faqs/](http://www.apastyle.org/learn/faqs/)
- [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/)
- D2L Course: Graduate Programs in Nursing Helpful Resources and Info
  - Basic Formatting Info
    - PowerPoint: Formatting APA and Scholarly Papers

Reference:

Updated: 8/27/13
APPENDIX K

Inclusive Excellence
(http://www.winona.edu/diversity/estatement.asp)

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Campus Resources

- WSU-Rochester Student & Campus Services, Room SS128, 285-7100, Email: rochsss@winona.edu (www.winona.edu/rochester/)
  - WSU Inclusion and Diversity Office, Kryzsko Commons Room 122, Winona Campus, 507-457-5595 (http://www.winona.edu/inclusion-diversity/)
  - WSU Access Services, Maxwell 314, 457-5878 (http://www.winona.edu/accessservices/)
- RCTC Counseling Center, Rochester, Room SS 133, 285-7260 (www.rctc.edu/counseling_career_center/)
- Rochester campus Learning Center, Room AT306, 285-7182
- GLBTA Advocate, contact Counseling and Wellness Services in the Integrated Wellness Center on Winona’s campus (457-5330) for the name and number of the current Advocate
- Advising Services, Maxwell 314, 507-457-5878 (www.winona.edu/advising/)

Details about Campus Resources

- Two good places to help you find resources of all kinds are the WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office. Both offices are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They can facilitate tutoring and point you to a wide range of resources. The WSU-R Student & Campus Services Office is located in Room SS128 on the Rochester campus and can be reached at 285-7100. The WSU Inclusion and Diversity Office is in Kryzsko Commons Room 122, and they can be reached at 457-5595.
- If you have a disability, WSU Access Services can document it for your professors and facilitate accommodation. Their office is on the Winona campus in Maxwell Hall and they can be reached at 457-5878. If you have a documented disability that requires accommodation, please let me know as soon as possible. If you suspect you may have a disability, you are encouraged to contact the Access Services as soon as possible.
- College can be very stressful. Counselors are available in Winona and through partnership with RCTC on the Rochester campus to help you with a wide range of difficulties, ranging from sexual assault, depression, and grief after the loss of a loved one to stress management, anxiety, general adjustment to college, and many others. WSU counselors in Winona are located in the Integrated Wellness Center (room 222) and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.
- For help with writing and the development of papers on the WSU-Rochester campus, contact the Learning Center in AT306 or call 285-7182.
- The GLBTA Advocate is responsible for documenting homophobic and transphobic incidents on campus and working with the appropriate channels to get these incidents resolved. In addition, the advocate can direct people to GLBT resources on and off campus.
APPENDIX L

Advising Tips for Students

- Schedule a meeting and get to know your advisor(s).
- Bring your Graduate Catalog and other helpful materials to your appointment.
- Email is the most effective way to set up an appointment or communicate with your advisor. Please allow at least 48 hours during the business week for your advisor to respond to your message. Please take into consideration holidays and breaks when contacting your advisor.
- Have questions ready for your advisor.
- Turn off your cell phone before entering the advising appointment.
- Talk with your advisor regarding your individual Plan of Study. Begin completing your Candidacy Form (in pencil) and bring along to your advisor appointment.
- Course delivery methods may change from semester to semester. When developing your Plan of Study, keep in mind the delivery method of the courses (e.g., face-to-face, hybrid, on-line, etc.). (See Course Delivery Methods Table for guidance.)
- Talk with your advisor regarding planning your clinical courses (e.g., possible clinical site(s), potential preceptor(s), timing, etc.).
- Follow-up on any suggestions your advisor may make.
- Use and become familiar with your WSU Graduate Student Handbook and Graduate Catalog.
- Talk with your advisor regarding planning for how much study time is needed for each course.
- Assignment deadlines in graduate courses may conflict. If this is the case and you find it to be problematic, you may need to negotiate deadlines with the course faculty.
- Keep your advisor apprised when there is a change in your academic status (e.g., extended illness, difficulty in a course, etc.).
# Winona State University

## Graduate Programs in Nursing

### 2017 - 2018 Course Delivery Method (Tentative)

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>Frequency of Synchronous Mts.</th>
<th>Site</th>
<th>Fall</th>
<th>Spring</th>
<th>May Session / Summer</th>
</tr>
</thead>
</table>
| **Classroom**          | One day per week (Wednesday or Thursday) | WSU-Rochester Campus with ITV to Winona Campus | NURS 600 - Scientific & Ethical Foundations  
NURS 609 - Adv. Health Promotion for Families  
NURS 649 - Clinical Teaching in Nursing Services  
NURS 664 - Evidence-Based Practice  
NURS 666 - NE: Theory Research  
NURS 720 - Topics in Palliative Care (Elective)  
NURS 738 - Contemporary Topics in Leadership | NURS 414/4604 - Health Care Policy, Quality Health Care Del.  
NURS 614 - Evidence-Based Practice  
NURS 619 - Advanced Health Assessment  
NURS 620 - AGCNs Role Development Seminar  
NURS 630 - AGCNs Role Synthesis Seminar | NURS 731 - Statistical Biostatistics |
| **Hybrid Distance with Course Primarily Online via Web Platform (D2L) (Synchronous Meetings)** | 3-4 times per semester (Tuesday or Wednesday) | WSU-Rochester with ITV to Winona or Webinars | NURS 609 - HCCP with ITV to Winona Campus  
NURS 600 - Scientific & Ethical Foundations  
NURS 609 - Organizational & Systems Leadership  
NURS 610 - NCCN Practice Development  
NURS 611 - NE: Theory Research  
NURS 720 - Topics in Palliative Care (Elective)  
NURS 738 - Contemporary Topics in Leadership | NURS 414/4604 - Health Care Policy, Quality Health Care Del.  
NURS 614 - Evidence-Based Practice  
NURS 619 - Advanced Health Assessment  
NURS 620 - AGCNs Role Development Seminar  
NURS 630 - AGCNs Role Synthesis Seminar | NURS 731 - Statistical Biostatistics |
| **Executive**          | Two days every other week (Monday & Tuesday) | WSU-Rochester | NURS 600 - Scientific & Ethical Foundations  
NURS 609 - Organizational & Systems Leadership  
NURS 610 - NCCN Practice Development  
NURS 611 - NE: Theory Research  
NURS 720 - Topics in Palliative Care (Elective)  
NURS 738 - Contemporary Topics in Leadership | NURS 414/4604 - Health Care Policy, Quality Health Care Del.  
NURS 614 - Evidence-Based Practice  
NURS 619 - Advanced Health Assessment  
NURS 620 - AGCNs Role Development Seminar  
NURS 630 - AGCNs Role Synthesis Seminar | NURS 731 - Statistical Biostatistics |
| **Online**             | As scheduled by Faculty | WSU-Rochester | NURS 600 - Scientific & Ethical Foundations  
NURS 609 - Organizational & Systems Leadership  
NURS 610 - NCCN Practice Development  
NURS 611 - NE: Theory Research  
NURS 720 - Topics in Palliative Care (Elective)  
NURS 738 - Contemporary Topics in Leadership | NURS 414/4604 - Health Care Policy, Quality Health Care Del.  
NURS 614 - Evidence-Based Practice  
NURS 619 - Advanced Health Assessment  
NURS 620 - AGCNs Role Development Seminar  
NURS 630 - AGCNs Role Synthesis Seminar | NURS 501 - Applied Biostatistics |
| **As Arranged with Faculty** | 1-2 hours per week between Faculty & Students | As Arranged between Faculty & Students | NURS 615 - SIP Project/Thesis Seminar  
NURS 685 - Individual Study  
NURS 690 - Continuing SIP Project/Thesis  
NURS 720 - Topics in Therapeutic Family Care & Family Health  
NURS 775 - Clinical Scholarship  
NURS 790 - Continuing Clinical Scholarship | NURS 615 - SIP Project/Thesis Seminar  
NURS 685 - Individual Study  
NURS 690 - Continuing SIP Project/Thesis  
NURS 717 - Integrative Therapies  
NURS 756 - Innovations in Practice & Leadership Pract.  
NURS 775 - Clinical Scholarship  
NURS 790 - Continuing Clinical Scholarship | NURS 685 - Indiv. Study  
NURS 690 - Continuing SIP Project/Thesis  
NURS 739 - Learning about Teaching: Application of NE  
NURS 790 - Continuing Clinical Scholarship |
| **Clinical Practicum Experiences** | Clinical Seminars as arranged by Faculty | Clinical Site with Preceptor & Sem.: WSU-Rochester Classroom Campus, Mayo Campus or Webinars | NURS 613 - Adv. Health Promotion for Families Clinical  
NURS 625 - AGCNs Role Development Clinical  
NURS 629 - AGCNs Prescription  
NURS 641 - Primary Care: Clinical (see Executive model below)  
NURS 655 - NCCN Practice Development Clinical  
NURS 673 - Acute Care of the Adult I: Clinical  
NURS 672 - NE: Instruction & Evaluation  
NURS 681 - Psychiatric-Mental Health NP Role I Clinical  
NURS 629 - AGCNs Prescription  
NURS 631 - AGCNs Role Synthesis Clinical  
NURS 643 - Prim. Care Adult/Gero. Clients I: Clinical  
NURS 657 - NE: Leadership Practicum II  
NURS 672 - NE: Instruction & Evaluation Pract.  
NURS 677 - Acute Care of Adults Clinical II  
NURS 683 - Psychiatric-Mental Health NP Role II | NURS 673 - Advanced Diagnostics & Therapeutics for AGCNPs  
NURS 747 - Procedures for APRNs (May Term) |
| **Classroom**          | Daily for blocks of time TBD at beg. of sem. & occasionally through sem. | Mayo Campus or WSU-Rochester Campus | NURS 674 - Acute Care of the Adult Seminar | NURS 676 - Acute Care of Adults Seminar | NURS 676 - Acute Care of Adults Seminar II |
Introduction:

The Department of Nursing strives to provide an environment of mutual respect, cooperation, fair treatment, stewardship of resources, integrity, and quality education and services. Even with this commitment, problems and concerns sometimes occur. Resources and procedures are available to students and other parties for appealing decisions or policies, addressing concerns, resolving grievances and complaints, and dealing with retaliation.

Students, faculty, staff or other constituents who have a concern are expected to follow established policies and procedures for a concern or complaint which are listed as follows in 1. Current Policies and 2. General Complaint Resolution Process. When these processes are exhausted and the person believes he/she has been unfairly treated by or have concerns about Department of Nursing students, faculty, staff, administration, or the department as a whole, the person may file a Formal Complaint. The definition and process are listed as follows in 3. Formal Complaints.

1. Current Policies:

Concerns that are violations of Minnesota State Colleges and Universities (MnSCU) or Winona State University (WSU) policies are addressed through existing MnSCU and WSU policies and procedures, including but not limited to:

MnSCU Board Policies 3.8 and 3.81 Student Complaints and Grievances and Procedures
http://www.mnscu.edu/board/policy/308.html
http://www.mnscu.edu/board/procedure/308p1.html

WSU Student Grievance Procedure
http://www.winona.edu/sld/studentgrievance.asp

WSU Academic Integrity Policy
http://www.winona.edu/sld/academicintegrity.asp

WSU Suspension Appeal Process
http://www.winona.edu/advising/appeals.asp

WSU Grade Appeal Policy - Academic Policies and University Requirements
http://www.winona.edu/gradcatalog/policies.asp

WSU Graduate Student Appeals Process - Graduate Catalog
http://catalog.winona.edu/index.php

Master Agreement between the Minnesota State Colleges and Universities Board of Trustees and the Inter Faculty Organization Article 28 Grievance Procedure

“The IFO and the Employer agree that they will use their best efforts to encourage an informal and prompt settlement of any complaint …”
http://www.ifo.org/
2. General Complaint Resolution Process:

Concerns or complaints about the Department of Nursing are addressed in the following general process.

a. The Dean will recommend that the person filing the concern, grievance, or complaint discuss the matter directly with the party(ies) involved and seek resolution to the problem.

b. If the matter remains unresolved for the person filing the concern, grievance, or complaint, the Dean will work with the person filing such to continue the process for seeking a resolution to the problem. If the complaint is against the Dean, the Vice-President for Academic Affairs or designee will serve in this role.

c. If the matter still remains unresolved, the person filing the concern, grievance, or complaint will be referred to the applicable policies and procedures for Winona State University and Minnesota State Colleges and Universities.

3. Formal Complaints:

Formal complaints against the Department of Nursing are defined as grievances or complaints in writing to the Dean of the College of Nursing and Health Sciences after the other established policies and processes are exhausted and the person believes he/she has been unfairly treated by or has concerns about Department of Nursing students, faculty, staff, administration, or the department as a whole. Formal complaints must identify the person filing the complaint and his/her role or relationship with the Department of Nursing and include his/her contact information, his/her signature, the date, and as much detail as possible about the concern. The document must state that the individual is filing a formal complaint. Students, faculty, staff or other constituents can file a formal complaint. A copy of the formal complaint will be provided to named individuals if not provided by the person filing the complaint.

Documentation of action/resolution in response to the formal complaint will be according to WSU Student Data Privacy procedures and the Master Agreement between the Minnesota State Colleges and Universities Board of Trustees and the Inter Faculty Organization 2009-2011. A request to withdraw the formal complaint must be submitted in writing and filed with the original complaint if a print or electronic copy is being retained. The Dean of the College of Nursing and Health Sciences will maintain a summary of the number and type of formal complaints and share relevant information with the Department of Nursing chairperson, faculty, and staff who are charged with review of the issue(s) and with identifying quality improvement activities as appropriate.

Should a consideration be made to file a formal complaint about the program to an accrediting or approving body, the student or other party must follow the criteria established by the agency.

Student and Faculty Codes of Conduct:

In consideration of concerns or formal complaints, the established codes of conduct for faculty, students, and college administration will be used to guide decision making when resolving a formal complaint. The following codes of conduct apply.

MnSCU System Procedures 1C.0.1 Employee Code of Conduct
http://www.mnscu.edu/board/procedure/1c0p1.html

WSU Student Conduct Code
http://www.winona.edu/sld/studentconductcode.asp

In addition the Department of Nursing will use the American Nurses Association’s Code of Ethics for Nurses and the Code of Ethics: Part II Code of Academic and Clinical Conduct and Interpretive Statements from the National Student Nurses’ Association as a guide for determination of appropriate conduct of faculty, administration, and nursing students. The following codes of ethics apply.

http://nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx

**APPENDIX O**

**Course Descriptions**

**NURS 600 - Scientific and Ethical Foundations** (4 S.H.)

This course provides students the opportunity to critically analyze existing and emerging nursing, science, and ethical theories and concepts for use in nursing practice, education, and research. Research approaches, designs and methods are analyzed. Emphasis is placed on development of analytic skills for reading and applying research in advanced nursing roles. Prerequisites: STAT 601 - Statistical Methods for Health Care Research or equivalent. Grade Only.

**NURS 604 - Health Policy and Quality Health Care Delivery** (3 S.H.)

This course provides a base for nurses in advanced roles to shape health care policy in the workplace, organizations, communities, and government at the local, state and federal level. Issues shaping health care, such as analysis of the health care financing, patient quality and safety, and nursing practice models are analyzed. Tools for being a health care advocate are discussed. Grade Only.

**NURS 606 - Nursing Information Management & Decision Making** (3 S.H.)

This course provides a basis for healthcare informatics, information management and decision support for nurse leaders related to patient care outcomes, health care quality, and patient safety. Grade Only.

**NURS 608 - Organizational and Systems Leadership** (3 S.H.)

Culturally sensitive organizational and systems leadership skills necessary for improving healthcare outcomes, practice and safety are addressed. Focus is on leadership theories, principles of ethical leadership and professional communication strategies. Grade Only.

**NURS 609 – Psychopharmacology** (2 S.H.)

This course includes principles of clinical psychopharmacology, including appropriate use of psychotropic medications for psychiatric problems and disorders. Psychiatric drugs are discussed in terms of actions; therapeutic effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. The importance of sound evidence-based principles in the selection of psychopharmacologic interventions with attention to safety, cost, simplicity, acceptability, and efficacy are stressed. Appropriate patient education and monitoring for therapeutic and potential adverse outcomes, along with evidence for patient compliance and non-compliance, is discussed. The responsibilities related to the use of prescription and non-prescription psychiatric medications are also emphasized. Corequisite: NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments. Grade only. Offered annually.
**NURS 612 - Advanced Health Promotion for Families** (3 S.H.)

Concepts related to health promotion, health maintenance, and disease prevention are analyzed from theoretical and evidenced-based perspectives. Interventions for promotion of optimal health are designed with particular consideration for age and cultural differences. A co-requisite clinical of a family based practicum allows the student to explore possibilities for enacting the advanced practice role outside traditional biomedical settings and within the context of families and culturally specific beliefs. Prerequisites: Admission to the Graduate Programs in Nursing. Co-requisite: NURS 613 - Advanced Health Promotion for Families Clinical. Grade Only

**NURS 613 - Advanced Health Promotion for Families Clinical** (1 S.H.)

This course provides the opportunity for application of the content from the co-requisite didactic course. Concepts related to health promotion, health maintenance, and disease prevention are analyzed from theoretical, and evidenced-based perspectives. Interventions for promotion of optimal health are designed with particular consideration for age and cultural differences. A community based practicum allows the student to explore possibilities for enacting the advanced practice role outside traditional biomedical settings and within the context of families and culturally specific beliefs. Co-requisite: NURS 612 - Advanced Health Promotion for Families. Grade Only

**NURS 614 - Evidence-Based Practice** (3 S.H.)

This course focuses on the conduct of clinical scholarship. Content includes transformational research approaches and evidence-based practice processes, including epidemiological methods. Evaluation methods of clinical practice change outcomes on individuals, groups, populations and systems are addressed. Prerequisite: NURS 600 - Scientific and Ethical Foundations. Grade only.

**NURS 615 - Scholarly Inquiry Paper/Thesis** (1-2 S.H.)

This course is an extension of the base knowledge acquired in the core courses of statistics, scientific and ethical foundations, and evidence-based practice (EBP) that prepares students to undertake a faculty-supervised scholarly inquiry paper (SIP)/thesis. Investigation of a nursing practice or research question(s) using the EBP and research process will be undertaken. This course encompasses the proposal phase, data analysis and defense of the scholarly inquiry paper or thesis. Prerequisite: STAT 601 - Statistical Methods for Health Care Research, NURS 600 - Scientific and Ethical Foundations, NURS 614 - Evidence-Based Practice. Offered each semester. P/NC only.

**NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease** (3 S.H.)

Molecular, genetic and immune mechanisms will be explored as a basis for clinical assessment, risk reduction, disease prevention and disease management by advanced practice nurses. Integration of function among mechanisms will be emphasized. Grade Only
NURS 617 - Advanced Clinical Pharmacology (3 S.H.)

This course includes principles of clinical pharmacology as a foundation for the appropriate use of medications in management of health and disease. Major classes of drugs will be discussed in terms of actions; therapeutic effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. The importance of sound evidence-based principles in the selection of pharmacologic interventions with attention to safety, cost, simplicity, acceptability and efficacy will be stressed. Appropriate patient education and monitoring for therapeutic and potential adverse outcomes will be explored. The responsibilities related to the use of prescription and non-prescription medications will be emphasized. Advanced practice students should consult with advisor regarding the placement of this course in the Plan of Study to meet requirements for credentialing. Prerequisite or Co-requisite: NURS 618 - Advanced Pathophysiology or consent of instructor. Grade Only.

NURS 618 - Advanced Pathophysiology (2 S.H.)

Advanced physiology and pathophysiology at the cellular, organic and systemic level will be explored as a basis for clinical assessment and management of health disruptions by advanced practice nurses. Integration of function among organ systems will be emphasized. The impact of psychosocial variables on physiologic function will be explored. Prerequisite: NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease or consent of instructor. Grade Only.

NURS 619 - Advanced Health Assessment (3 S.H.)

This clinical course builds on prerequisite knowledge of systematic and holistic health assessment of children, adults and gerontology clients. Additional assessment tools for advanced nursing practice are provided. Emphasis is on diagnostic reasoning and research based strategies for assessing health of individuals within the context of family and community. Special emphasis is placed on age, gender, and cultural variations. This course emphasizes diagnostic reasoning that guides the collection and interpretation of data to serve as a basis for advanced practice. Prerequisite: NURS 600 - Scientific and Ethical Foundations; NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease; NURS 618 - Advanced Pathophysiology. Grade only.

NURS 620 - Adult/Gerontology CNS Role Foundations Seminar (1-2 S.H.)

This course will introduce students to foundational competencies of an adult/gerontology clinical nurse specialist. Strategies to influence patient/family, nursing practice, and organizational outcomes in a variety of clinical settings will be analyzed using a theoretical and research basis and ethical, political, and cultural principles. Prerequisites: STAT 601 - Statistical Methods for Health Care Research, NURS 600 - Scientific and Ethical Foundations, NURS 606 - Nursing Information Management & Decision Making, NURS 608 - Organizational and Systems Leadership. Pre- or Co-requisites: NURS 604 - Health Policy and Quality Health Care Delivery. Grade only.
NURS 624 - Adult-Gerontology CNS Role Development Seminar  (1-3 S.H.)

This course builds on Clinical Nurse Specialist Role I Seminar and Clinical. An in-depth study of selected topics related to the assessment, diagnosis, and management of acute and chronic illnesses among adults will be completed. An analysis and synthesis of the literature with an emphasis on theory and research will be included. Effects of culturally specific beliefs on response to acute and chronic illness will be discussed. The roles of the CNS are synthesized. Prerequisites: NURS 617 - Advanced Clinical Pharmacology; NURS 619 - Advanced Health Assessment. Prerequisite or corequisites: NURS 612 - Advanced Health Promotion for Families and NURS 613 - Advanced Health Promotion for Families Clinical. Corequisite: NURS 625 - Adult-Gerontology CNS Role Development Clinical. Grade only.

NURS 625 - Adult-Gerontology CNS Role Development Clinical  (1-4 S.H.)

This course provides an opportunity for the student to demonstrate adult-gerontology CNS competencies related to acute and chronic health conditions common in the adult-gerontology population. Students will apply current clinical evidence, theory, and research relevant to CNS practice to improve patient/family, nursing practice, and organizational outcomes and will demonstrate assessment and intervention strategies, including pharmacologic and nonpharmacologic interventions, to address acute and chronic health conditions and human responses to illness. Prerequisites: NURS 620 - Adult/Gerontology CNS Role Foundations Seminar. Prerequisites or co-requisites: NURS 612 - Advanced Health Promotion for Families; NURS 613 - Advanced Health Promotion for Families Clinical. Corequisite: NURS 624 - Adult-Gerontology CNS Role Development Seminar. Offered fall semester. Grade only.

NURS 629 - Clinical Nurse Specialist Prescribing Clinical  (1-3 S.H.)

This course is specifically designed for the post graduate certificate CNS student and is seeking a supervised clinical experience to become eligible for prescriptive authority. The course requirements are specifically designed to meet requirements established by the revised MN Nurse Practice Act in 1999; however, the course requirements also meet criteria in other state nurse practice acts (students are assessed on an individual basis). The course focuses on assessment, measurement, diagnosis and management of disease-based and non-disease-based etiologies of acute and chronic illnesses among adults. Emphasis is placed on accurate and safe selection of specific pharmacologic and non-pharmacologic interventions under the supervision of a provider who is licensed to prescribe pharmacologic agents. Prerequisites: Earned Master’s Degree in nursing with a CNS focus, NURS 617 - Advanced Clinical Pharmacology; NURS 619 - Advanced Health Assessment (or equivalent courses approved by the CNS focus faculty). Grade only.
NURS 630 - Adult/Gerontology Clinical Nurse Specialist Role Synthesis Seminar  
(3 S.H.)

This course continues from N624 an in depth study of acute and chronic health conditions common in the adult/gerontology population. A theoretical and research base and evaluation of current evidence will be used to examine assessment and intervention strategies, including pharmacologic and non-pharmacologic interventions, to address acute and chronic health conditions and human responses to illness. This course will provide students an opportunity to synthesize previous coursework in preparation for independent advanced practice.  
Prerequisites: NURS 624 - Clinical Nurse Specialist Role II Seminar; NURS 625 - Clinical Nurse Specialist Role II Clinical. Grade only. (First offering of this course will be 2014-2015.)

NURS 631 - Adult/Gerontology Clinical Nurse Specialist Role Synthesis Clinical  
(4 S.H.)

This course provides an opportunity for the student to demonstrate adult gerontology CNS competencies related to acute and chronic health conditions common in the adult/gerontology population. A theoretical and research base and evaluation of current evidence will be used to demonstrate assessment and intervention strategies, including pharmacologic and non-pharmacologic interventions, to address acute and chronic health conditions and human responses to illness. This course provides the student an opportunity to demonstrate a synthesis of previous coursework in preparation for independent advanced practice.  
Co-requisite: NURS 630 - Adult/Gerontology Clinical Nurse Specialist Role Synthesis Seminar. Offered spring semester. Grade only.

NURS 640 - Primary Care of Adult and Gerontology Clients  
(3 S.H.)

Diagnosis and management of acute and episodic health related conditions and illnesses in the primary care setting. Epidemiology of problems in adult and gerontology populations is examined with emphasis placed on health promotion and disease prevention. Prerequisites: NURS 617 - Advanced Clinical Pharmacology; NURS 619 - Advanced Health Assessment; NURS 612 - Advanced Health Promotion for Families. Corequisite: N641 – Primary Care I Clinical. Grade only.

NURS 641 - Primary Health Care Clinical I  
(4 S.H. A/GNP) (5 S.H. FNP)

This course provides the opportunity to apply knowledge and develop skills related to the role of the nurse practitioner in primary care. Co-requisites: NURS 640 - Primary Care of Adult and Gerontology Clients & NURS 642 - Primary Care of Children I (FNP only). Offered fall semester. Grade only.

NURS 642 - Primary Care of Children I  
(2 S.H. FNP Only)

This course focuses on promotion of health of children and their families, and the diagnosis and management of acute and common health related conditions and illnesses in the primary care setting. Prerequisites: NURS 617 - Advanced Clinical Pharmacology; NURS 619 - Advanced Health Assessment. Corequisite: NURS 612 - Advanced Health Promotion for Families; NURS 613 - Advanced Health Promotion for Families Clinical; NURS 640 - Primary Care of Adult and Gerontology Clients: NURS 641 - Primary Health Care Clinical I. (FNP only). Grade only.
NURS 643 - Primary Care Clinical II  (5 S.H.)

This course provides the opportunity to apply knowledge and develop skills related to the role of the nurse practitioner in management of clients/families with complex disease states and health related conditions. Corequisites: NURS 644 - Primary Care of Adult and Gerontology Clients II; NURS 646 - Primary Care of Children II (FNP only). Offered spring semester. Grade only.

NURS 644 - Primary Care of Adult and Gerontology Clients II  (3 S.H.)

Diagnosis and management of chronic and co-morbid health related conditions and illnesses in the primary care setting. Epidemiology of problems for the adult and gerontology client is examined with emphasis is placed on health promotion, health maintenance and prevention of disability. Prerequisites: NURS 640 - Primary Care of Adult and Gerontology Clients; NURS 641 - Primary Health Care Clinical I; NURS 642 - Primary Care of Children I (FNP). Corequisite: NURS 643 - Primary Care Clinical II. Grade only.

NURS 646 - Primary Care of Children II  (2 S.H.)

This course focuses on the role of the NP in the evaluation and management of chronic and complex health disorders of children in the primary care setting. The impact of chronic and complex disorders on children and families will be considered with an emphasis on strategies to promote wellness, optimize development, and facilitate adaptation in the child and family. Epidemiology of problems is examined. Prerequisites: NURS 641 - Primary Health Care Clinical I, NURS 642 - Primary Care of Children I. Corequisite: NURS 643 - Primary Care Clinical II; NURS 644 - Primary Care of Adult and Gerontology Clients II (FNP). Grade only.

NURS 651 - Information & Project Management  (3 S.H.)

This course builds on basic knowledge related to informatics and quality. Issues related to system development life cycle of information systems; methods of system analysis and design of electronic health records; and project management will be discussed. Prerequisites: NURS 606 - Nursing Information Management & Decision Making or consent of instructor. Grade only.

NURS 652 - Financial Resource Management in Nursing Service  (1-3 S.H.)

This course focuses on the application of fiscal management principles, budgeting conventions, and human resource allocation methods as they are applied in the provision of nursing care within health care organizations. Prerequisites: NURS 600 - Scientific and Ethical Foundations and NURS 608 - Organizational and Systems Leadership; or consent of instructor. Grade only.

NURS 653 - Human Resource Management  (3 S.H.)

This course focuses on personnel management and labor relations principles as they apply to the provision of nursing services within a health care organization. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 608 - Organizational and Systems Leadership, or consent of instructor. Grade only.
NURS 654 - Structure and Design of Nursing Services in Health Care Organizations (3 S.H.)

Course content related to health care organization structures with an emphasis on the design and delivery of nursing services. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 604 - Health Policy and Quality Health Care Delivery; NURS 608 - Organizational and Systems Leadership; NURS 652 - Financial Resource Management in Nursing Service; NURS 653 - Human Resource Management; NURS 655 - Nursing Leadership Practicum I or consent of instructor. Grade only.

NURS 655 - Nursing Leadership Practicum I (2-3 S.H.)

This guided practicum is designed for students to practice the nursing administration role with practicing nurse administrators, quality improvement specialists, and Informatics nurses utilized as preceptors to enhance the application of principles. Competencies that will begin to be developed are (a) communication and relationship-building, (b) knowledge of the healthcare environment, (c) leadership, (d) professionalism, and (e) business skills. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 606 - Nursing Information Management & Decision Making; NURS 614 - Evidence-Based Practice or consent of instructor. Corequisite: NURS 652 - Financial Resource Management in Nursing Service; NURS 653 - Human Resource Management. Grade only.

NURS 656 - Administrative Processes in Health Care and Nursing (1-3 S.H.)

This course provides knowledge of health care organization design and behavior. Focus is on nursing care systems as they relate to the organization, labor relations, and personnel principles as they apply to the provision of nursing services. Prerequisites: Admission to the Nurse Anesthesia Program or consent of instructor. Grade only.

NURS 657 - Nursing Leadership Practicum II (2-3 S.H.)

This is the second semester of a guided practicum designed for students to practice the nursing administration role with practicing nurse administrators, quality improvement specialists, and informatics nurses utilized as preceptors to enhance the application of principles. Competencies that will be developed and refined are (a) communication and relationship-building, (b) knowledge of the healthcare environment, (c) leadership, (d) professionalism, and (e) business skills. Emphasis will be on human and financial resource management. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 606 - Nursing Information Management & Decision Making; NURS 652 - Financial Resource Management in Nursing Service; NURS 653 - Human Resource Management; and NURS 655 - Nursing Leadership Practicum I or consent of instructor. Co-requisite: NURS 654 - Structure and Design of Nursing Services in Health Care Organizations. Grade only.

NURS 669 - Nursing Education: Theory and Research (1-3 S.H.)

This course provides a foundation for the nurse educator focus with the MS programs in Nursing. The course is an overview of the classic and contemporary philosophies, theories and research about teaching and learning in nursing. Teaching and learning in schools of nursing, practice settings for the professional development of nurses, and client (patient) education are primary foci of the course. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease; NURS 619 - Advanced Health Assessment or consent of instructor. Grade only.
NURS 670 – Nursing Education Curriculum & Program Design (1-3 S.H.)

This course is designed to introduce students to the components of educational program processes. Principles of program design and evaluation of nursing education and staff development are the key concepts explored in this class. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 619 - Advanced Health Assessment or consent of instructor. Grade only.

NURS 671 - Nursing Education: Instruction and Evaluation (3 S.H.)

A course for nurse educators designed to apply teaching and learning theories, research and strategies to teaching in schools of nursing or healthcare organization staff development programs. Content focuses on the practical application of a large variety of teaching and evaluation techniques available in the practice of nursing education. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 619 - Advanced Health Assessment; NURS 669 - Nursing Education: Theory and Research, NURS 670 - Nursing Education Curriculum & Program Design or consent of instructor. Grade only.

NURS 672 - Nursing Education: Instruction and Evaluation Practicum / Clinical (2-3 S.H.)

This practicum, a companion course to N671, provides the student with a guided experience in the process of teaching. The practicum will focus on assessing learners; planning, developing, and implementing instruction; and the evaluation of learner achievement. Prerequisites: NURS 600 - Scientific and Ethical Foundations; NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease; NURS 618 - Advanced Pathophysiology; NURS 619 - Advanced Health Assessment; NURS 669 - Nursing Education: Theory and Research; NURS 670 - Nursing Education Curriculum & Program Design or consent of instructor. Grade only.

NURS 673 - Advanced Diagnostics and Therapeutics for Adult-Gerontology Acute Care NPs (3 S.H.)

This clinical and laboratory course introduces students to the use of diagnostic and treatment modalities utilized in acute/critical care settings. Content includes principles such as fluid replacement, hemodynamic monitoring and electromechanical interventions. Analysis of laboratory data and interpretation of radiographs and ECGs will be included. Laboratory practice will include procedures such as suturing, casting, and gynecologic exams. Prerequisites: NURS 612 - Advanced Health Promotion for Families; NURS 613 - Advanced Health Promotion for Families Clinical; NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease; NURS 618 - Advanced Pathophysiology; NURS 619 - Advanced Health Assessment. Offered yearly. Grade Only.

NURS 674 - Acute Care of Adults I Seminar (3 S.H.)

This course focuses on the diagnosis and management of acutely ill adults across the lifespan experiencing episodic illness or injury, exacerbation of chronic illness or terminal conditions in the acute care setting. Evidence-based practice is emphasized with integration of theory, assessment and advanced therapeutics for application to patients in high acuity patient settings through all phases of hospitalization and illness. Prerequisites: NURS 617 - Advanced Clinical Pharmacology; NURS 618 - Advanced Pathophysiology; NURS 619 - Advanced Health Assessment; NURS 673 - Advanced Diagnostics and Therapeutics for Adult-Gerontology Acute Care NPs. Grade Only.
NURS 675 - Acute Care of Adults Clinical I (4 S.H.)

This course provides the opportunity to apply knowledge and develop skills related to the role of the adult-gerontology acute care nurse practitioner in acute care settings. Prerequisites: NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease ; NURS 617 - Advanced Clinical Pharmacology ; NURS 618 - Advanced Pathophysiology ; NURS 673 - Advanced Diagnostics and Therapeutics for Adult-Gerontology Acute Care NPs . Grade only.

NURS 676 - Acute Care Adults Seminar II (3 S.H.)

This course focuses on the diagnosis and management of acutely ill adults across the lifespan experiencing episodic illness or injury, exacerbation of chronic illness or terminal conditions in the acute care setting. Evidence-based practice is emphasized with integration of theory, assessment and advanced therapeutics for application to patients in high acuity patient settings through all phases of hospitalization and illness. In this course students will be prepared to diagnose, treat and follow patients with acute/critical health problems with emphasis placed on the high acuity conditions. Grade Only.

NURS 677 - Acute Care of Adults Clinical II (5 S.H.)

This course provides the opportunity to apply knowledge and develop skills related to the role of the nurse practitioner in management of clients/families with acute and complex health conditions. Clinical time will include simulation experiences including an advanced procedures course where students will learn skills such as advance airway management, central line placement, paracentesis, thoracentesis, and lumbar puncture. Prerequisites: NURS 616 - Molecular, Genetic and Immune Mechanisms in Disease , NURS 617 - Advanced Clinical Pharmacology , NURS 618 - Advanced Pathophysiology , NURS 673 - Advanced Diagnostics and Therapeutics for Adult-Gerontology Acute Care NPs . Offered yearly. Grade only.

NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments (5 S.H.)

The course provides an overview of major psychopathologic disorders across the lifespan. Assessment skills for a complete psychiatric-mental health diagnostic evaluation are applied, including scope and practice for the Psychiatric-mental Health Nurse Practitioner (PMHNP) role. Knowledge and skills for differentiating between normal and abnormal findings and developing differential diagnoses for mental health problems and psychiatric diagnoses are critical components (e.g., use of DSM-5 and other resources). Psychiatric assessments, age-appropriate treatment plans, evidence-based treatment modalities, and clinical outcomes are applied to case studies, with an emphasis on individuals and groups for short-term therapies. Clinical application of neurobiology, including genomics, for the psychiatric population is noted. Corequisite: NURS 609 - Psychopharmacology . Grade only. Offered annually.
NURS 680 - Psychiatric-Mental Health NP Role I (3 S.H.)

This course deals with diagnostic interpretation and therapeutic modalities for the Psychiatric-mental Health Nurse Practitioner (PMHNP) role and population. It includes knowledge about adult/geriatric mental health issues aligned with the DSM V, the role and population competencies of the PMHNP, and concomitant interventions. Four major schools of therapy are reviewed: Supportive Therapy, Interpersonal Therapy, Cognitive Behavioral therapy (CBT), and Solution Focused Therapy. Other forms of intervention are also discussed (e.g., community resources such as crisis lines, emergency care, and integrated health promotion with individuals and families). Special issues discussed include seclusion and restraint with hospitalized patients and other safety concerns, such as managing suicidal risk. A nursing holistic model for healing with psychotherapy is a framework. Interprofessional teamwork is emphasized. Designed to align with clinical I. Prerequisites: NURS 609 - Psychopharmacology and NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments, or instructor consent. Corequisite: NURS 681 - Psychiatric-Mental Health NP Role I Clinical . Grade only. Offered annually on Rochester campus.

NURS 681 - Psychiatric-Mental Health NP Role I Clinical (4 S.H.)

Clinical aligns with didactic course NURS 680 Psychiatric-mental Health NP Role I course. Emphasis is on application of psychiatric-mental health assessments, building therapeutic relationships, and interprofessional care planning and management of adult and geriatric populations. Care of individuals is the focus, with clinical supervision. Prerequisites: NURS 609 - Psychopharmacology and NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments, or instructor consent. Corequisite: NURS 680 - Psychiatric-Mental Health NP Role I . Grade only. Offered annually.

NURS 682 - Psychiatric-Mental Health NP Role II (3 S.H.)

This course includes knowledge and skills related to complex adult psychiatric-mental health illnesses and child/adolescent psychiatric specific illnesses, laboratory interpretations, and concomitant interventions (e.g., Psychopharmacology, Dialectical Behavioral Therapy (DBT)). Principles and practice in group therapy are taught. Principles of recovery are noted. Community resources are explored (such as National Alliance for Mental Illness (NAMI) and local resources), with emphasis on one’s own locality. Aligns with clinical II. Prerequisites: NURS 609 - Psychopharmacology, NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments, NURS 680 - Psychiatric-Mental Health NP Role I , NURS 681 - Psychiatric-Mental Health NP Role I Clinical , or instructor consent. Corequisite: NURS 683 - Psychiatric-Mental Health NP Role II Clinical . Grade only. Offered annually.
NURS 683 - Psychiatric-Mental Health NP Role II Clinical  (4 S.H.)

Clinical aligns with didactic course NURS 682. Emphasis is on group therapy and work with families as a group, psychoeducation, and integration of psychiatric-mental health care into primary care settings. Continuation of psychiatric pharmacologic and non-pharmacologic interventions for patients with complicated management, as well as family, and community resources for care are applied to various settings with clinical supervision. Prerequisites: NURS 609 - Psychopharmacology, NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments, NURS 680 - Psychiatric-Mental Health NP Role I, NURS 681 - Psychiatric-Mental Health NP Role I Clinical, or instructor consent. Corequisite: NURS 682 - Psychiatric-Mental Health NP Role II. Grade only. Offered annually.

NURS 686 - Psychiatric-Mental Health NP Role Synthesis Seminar  (1 S.H.)

This seminar course deals with the PMHNP scope of practice, legal issues, teamwork in a variety of settings; billing/insurance issues; ethical care; and preparing for the Psychiatric-Mental Health Nurse Practitioner (PMHNP) certification examination. Emphasis is on clinical practice management and clinical decision-making. Prerequisites: NURS 609 - Psychopharmacology, NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments, NURS 680 - Psychiatric-Mental Health NP Role I, NURS 681 - Psychiatric-Mental Health NP Role I Clinical, NURS 682 - Psychiatric-Mental Health NP Role II, NURS 683 - Psychiatric-Mental Health NP Role II Clinical, or instructor consent. Corequisite: NURS 687 - Psychiatric-Mental Health NP Role Synthesis Clinical. Grade only. Offered annually.

NURS 687 - Psychiatric-Mental Health NP Role Synthesis Clinical  (2 S.H.)

This final clinical course is in a clinical setting(s) of the student’s choice. Students work with faculty to create their own clinical learning objectives to meet needed Psychiatric-mental Health Nurse Practitioner (PMHNP) competencies for responsible clinical decision-making. Clinical supervision is continued. Prerequisites: NURS 609 - Psychopharmacology, NURS 679 - Psychopathologic Disorders Across the Lifespan: Neurobiology, Psychiatric Assessment and Essential Features, and Evidence-Based Treatments, NURS 680 - Psychiatric-Mental Health NP Role I, NURS 681 - Psychiatric-Mental Health NP Role I Clinical, NURS 682 - Psychiatric-Mental Health NP Role II, NURS 683 - Psychiatric-Mental Health NP Role II Clinical, NURS 686 - Psychiatric-Mental Health NP Role Synthesis Seminar, or instructor consent. Corequisite: NURS 687 - Psychiatric-Mental Health NP Role Synthesis Clinical. Grade only. Offered annually.
**NURS 685 - Individual Study in Nursing** (1-3 S.H.)

This course provides an opportunity for the qualified graduate student in nursing to work independently under the direction of a graduate faculty member. Topics may include research, development of special skills or clinical experience, selected readings, or review of a nursing problem. May be repeated for a total of 6 (six) credit hours. Contract with learning objectives, plan for accomplishments, and criteria for evaluation is necessary. Prerequisite: enrolled in the graduate nursing program and consent of instructor. Offered each semester. Grade only. Note: Elective Course

**NURS 690 - Continuing Thesis/Evidence Based Practice** (1 S.H.)

Continuing enrollment for thesis or professional study when not registered for N615. This course is to be used for registration while actively working with thesis or evidence based practice project advisor when not enrolled in the above courses. May be repeated. Credits do not count for graduation. Prerequisites: permission of project advisor. Grade Only.

**NURS 700 - Theoretical Foundations for Nursing Practice** (4 S.H.)

This course focuses on theoretical perspectives and foundations for inquiry in the discipline. The structure of nursing knowledge (phenomena, concepts, and theories) will be evaluated for its relationship to practice. The interrelationship of theory, research, and practice will be analyzed. Prerequisite: Admission to the DNP Program. Grade only.

**NURS 701 - Applied Biostatistics** (4 S.H.)

The goals of this course are to develop statistical skills necessary to evaluate critically biomedical research using advanced quantitative methods, to identify appropriate techniques for interpretation of results of independent research, and for presentation of results to improve clinical practice. Prerequisite: Graduate Level Statistics Course. Grade only.

**NURS 702 - Clinical Scholarship and Analytical Methods for Advanced Nursing Practice** (4 S.H.)

This course focuses on the conduct of clinical scholarship. Content includes transformational research approaches and evidence-based practice processes, including epidemiological methods. Evaluation methods of clinical practice change outcomes on individuals, groups, populations, and systems are addressed. Prerequisite: NURS 700 - Theoretical Foundations for Nursing Practice & NURS 701 - Applied Biostatistics. Corequisite: NURS 740 - Clinical Scholarship I. Grade only.

**NURS 703 - Epidemiological Approaches to Population Health** (3 S.H.)

The focus of this course is on leadership, knowledge and strategies necessary to integrate evidence-based clinical prevention services and promote health for individuals, families, aggregates, and populations in various settings. Analysis of epidemiological, biostatistical, occupational, and environmental data is used in the development, implementation, and evaluation of clinical prevention services and population health approaches. Apply evidence-based clinical prevention services and population health promotion interventions. Pre-requisites: NURS 600 - Scientific and Ethical Foundations and NURS 612 - Advanced Health Promotion for Families, or consent of instructor. Pre or co-requisite: NURS 701 - Applied Biostatistics. Offered spring annually. Grade only.
NURS 704 - Clinical Prevention and Population Health  (4 S.H.)

The conceptual foundations of culturally sensitive clinical prevention and population health in advanced nursing practice will be evaluated. A global perspective to clinical prevention and population health that bridges illness and preventive care models will be investigated and designed. Prerequisite: NURS 700 - Theoretical Foundations for Nursing Practice, NURS 702 - Clinical Scholarship and Analytical Methods for Advanced Nursing Practice & NURS 701 - Applied Biostatistics  Corequisite: NURS 750 - Clinical Scholarship II (1 credit seminar, 25 hrs; 2 credits clinical 100 hrs.) (if full-time) Grade only.

NURS 705 - Practice Innovations Seminar  (3 S.H.)

Methods for making practice innovations through innovative relationship-centered, respective, evidence-based and person-centered care will be added to the course. Strategies for engaging persons from multiple professions and perspectives will be addressed in a series of faculty-led seminars that highlight the innovations of current health care practice leaders. Prerequisites: NURS 701 - Applied Biostatistics, NURS 714, and NURS 738 - Contemporary Topics in Leadership or equivalent, or consent of instructor. Offered spring semester. Grade only.

NURS 706 - Organizational and Systems Leadership  (4 S.H.)

Organizational and systems leadership skills critical for culturally sensitive nursing practice to improve healthcare and outcomes are enhanced. Focus is on transformational leadership, measurement of outcomes, data driven decision-making, and the business realities of leading within healthcare. Prerequisite: NURS 700 - Theoretical Foundations for Nursing Practice, NURS 702 - Clinical Scholarship and Analytical Methods for Advanced Nursing Practice, NURS 704 - Clinical Prevention and Population Health, NURS 740 - Clinical Scholarship I, & NURS 750 - Clinical Scholarship II (1 credit seminar, 25 hrs; 2 credits clinical 100 hrs.) . Co-requisite: NURS 760 - Clinical Scholarship III . Grade only.

NURS 714 - Evidence-Based Practice Seminar  (3 S.H.)

This seminar focuses on review of evidence and application of translational science to address a clinical practice issue and the role of graduate-prepared nurses within this process. A major emphasis will be on analysis of evidence, application of implementation framework(s), and analysis of evaluation methods needed to address a clinical question. Students will propose a potential clinical nursing practice problem, review relevant literature, and design an approach for innovative practice change. Prerequisites: Admission to the DNP Program or instructor’s permission. Pre or Co-Require: NURS 701 - Applied Biostatistics . Offered fall semester. Grade only.

NURS 736 – Topics in Enhancing Family Health and Family Care  (3 S.H.)

This course focuses on analyzing and synthesizing classic and contemporary literature focused on enhancing family health and family care. Concepts outlined in the readings will be discussed and applied to clinician and leader roles in structuring and implementing evidence-based practice decision-making and scholarship across the lifespan of families, considering the diversity of families, and across the continuum of care as revealed through different theoretical approaches. Diversity of family roles, including the family caregiver role, varying family structures, and international perspectives will be addressed.
NURS 738 - Contemporary Topics in Leadership  (3 S.H.)
This course focuses on the reading of contemporary publications related to principles of leadership. The concepts outlined in the readings will be discussed and applied to the leadership role in structuring and implementing evidence-based practice projects. Grade only.

NURS 739 - Learning about Teaching: Application of Nursing Education  (3 S.H.)
This course is designed to explore evidence about teaching methods, especially for the direct clinical setting. Teaching and learning theories will be explored, with application to a variety of clinical settings when teaching students, clinical staff, and/or patients. Best teaching practices will be applied, using educational research and evaluation methods. The intended audience is clinical educators, DNP students, and those who have not had nursing education focus courses or a nurse educator degree. Prerequisites: Consent of instructor. Offered yearly. Grade only.

NURS 740 - Clinical Scholarship I  (3 S.H.)  (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.)
This clinical seminar focuses on collaboration of interprofessional teams and the roles of advanced practice nurses within this collaboration. Development of a framework for identifying, implementing, and evaluating a collaborative effort is emphasized. Prerequisites: NURS 700 - Theoretical Foundations for Nursing Practice, NURS 701 - Applied Biostatistics. Co-requisite: NURS 702 - Clinical Scholarship and Analytical Methods for Advanced Nursing Practice. Grade only.

NURS 750 - Clinical Scholarship II  (3 S.H.)  (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.)
Develop, implement, and evaluate culturally-sensitive approaches to improve health status/access patterns and/or address gaps in care of populations within a community of focus whether locally, nationally, or globally. Prerequisites: NURS 700 - Theoretical Foundations for Nursing Practice, NURS 702 - Clinical Scholarship and Analytical Methods for Advanced Nursing Practice, & NURS 740 - Clinical Scholarship I. Co-requisite: NURS 704 - Clinical Prevention and Population Health. Grade only.

NURS 755 - Nursing Leadership Practicum III  (3 S.H.)
This seminar and guided practicum is designed for students to immerse themselves in the nursing administration role with emphasis on organizational leadership and project leadership. Pre-requisites: NURS 655 - Nursing Leadership Practicum I, NURS 657 - Nursing Leadership Practicum II or instructor’s consent. Offered yearly fall semester. Grade only.

NURS 756 - Innovations in Practice & Leadership Practicum  (3 S.H.)
This seminar and guided practicum is designed for students to immerse themselves in the nursing leadership role with emphasis on organizational, practice, and innovation leadership. Prerequisites: NURS 655 - Nursing Leadership Practicum I, NURS 657 - Nursing Leadership Practicum II, NURS 705 - Practice Innovations Seminar, or equivalent, or consent of instructor. Offered yearly fall semester. Grade only.
NURS 760 - Clinical Scholarship III  (3 S.H.) (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.)

(1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.) This course focuses on development of consultative and leadership strategies for use in implementing a clinical practice approach to a clinical nursing practice problem. The inter-professional context along with various information technologies and information systems will be considered. Prerequisites: NURS 700 - Theoretical Foundations for Nursing Practice, NURS 702 - Clinical Scholarship and Analytical Methods for Advanced Nursing Practice, NURS 704 - Clinical Prevention and Population Health, NURS 740 - Clinical Scholarship I, & NURS 750 - Clinical Scholarship II (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.). Co-requisite: NURS 706 - Organizational and Systems Leadership. Grade only.

NURS 770 - Clinical Scholarship IV: Capstone  (3 S.H.) (1 credit seminar, 25 hrs; 2 credits clinical, 100 hours)

This seminar and practicum focuses on accountability for advancing the nursing profession and contributing to the developing body of nursing practice knowledge. Addresses advocacy at all levels of policy implementation. Culminates in a successful oral defense of the capstone project. Prerequisites: NURS 700 - Theoretical Foundations for Nursing Practice, NURS 702 - Clinical Scholarship and Analytical Methods for Advanced Nursing Practice, NURS 704 - Clinical Prevention and Population Health, NURS 740 - Clinical Scholarship I, NURS 740 - Clinical Scholarship II (1 credit seminar, 25 hrs; 2 credits clinical, 100 hrs.) & NURS 760 - Clinical Scholarship III. Grade only.

NURS 775 - Clinical Scholarship  (3-6 S.H.)

This course provides an opportunity for the student to demonstrate evidence-based practice strategies in a clinical setting. Students will be actively working on their Clinical Scholarship project while working under the direction of their Clinical Scholarship faculty advisor. A minimum of nine (9) Clinical Scholarship course credits will be required for the DNP. Students will complete 60 clinical hours for each credit. Pre-requisites: NURS 701 - Applied Biostatistics. Offered fall and Spring Semesters annually. Grade only.

NURS 790 - Continuing Clinical Scholarship  (1 S.H.)

Continuing enrollment for clinical scholarship study when not registered for other clinical scholarship courses. This course is to be used for registration while actively working with clinical scholarship/scholarly project advisor. May be repeated. Credits do not count for graduation. Prerequisite: permission of project advisor. Pass/No Credit.
Winona State University
Graduate Programs in Nursing

Graduate Nursing Policy Assurances Form

The Graduate Programs in Nursing Student Handbook is reviewed with students during New Student Orientation. Following review of the Handbook, students sign the following document indicating they have read and understand the policies, and agree that it is their responsibility to abide by the policies outlined throughout their tenure in the program.

The Graduate Programs in Nursing reserves the right to change information, requirements, and regulations published in this Handbook. It is not to be regarded as a contract. It is the students’ responsibility to keep up-to-date on current policies. The Graduate Programs in Nursing Handbook, can be found on our website at: www.winona.edu/graduatenursing/handbook.asp.

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I have read and understand the policies outlined in the Winona State University Graduate Programs in Nursing Student Handbook. I understand that it is my responsibility as a student in the program to become familiar with and abide by the policies outlined in the Student Handbook; to be cognizant of policy changes; and to obtain clarification about any policies that are unclear to me.

Signed: ____________________________ Date: ____________________