



COLLEGE OF ARTS AND SCIENCES
LAMAR UNIVERSITY
JoAnne Gay Dishman School of Nursing

GRADUATE NURSING STUDIES

STUDENT HANDBOOK

2025

Revised May 2025

Lamar University
JoAnne Gay Dishman School of Nursing
Honor Code Pledge

Lamar University JoAnne Gay Dishman School of Nursing promises to create a professional environment that fosters excellence, where the entire school works together with integrity and cares for others.

I pledge to strive for:

Excellence

- I will perform at the highest level that I can.
- I will be the best that I can be.

Integrity

- I will commit myself to the five fundamental values of honesty, trust, fairness, respect, and responsibility even in the face of adversity.
- I always commit myself to academic honesty and integrity in the classroom and practicum setting.
- I will take responsibility for what I say and do.

Caring

- I will demonstrate a commitment to compassion, empathy, altruism, responsibility, and tolerance.
- I will demonstrate caring behaviors at all times.
- I will respect individual diversity through a non-judgmental attitude and approach.

Adaptability

- I will be flexible and adapt to change when needed.
- I will work to become a creative problem solver.

Respect

- I will not tolerate discrimination.
- I will contribute to creating a safe and supportive atmosphere for teaching and learning.
- I will regard privacy and confidentiality as core obligations.
- I will communicate with peers, staff, and faculty in a professional and respectful manner.

Today, I am continuing a career as a professional nurse (nurse administrator or nurse educator), which means accepting these advanced roles' responsibilities and unique privileges. These include monitoring my interactions and behaviors and using self-reflection in order to challenge myself as I evolve into the advanced role of nurse administrator or nurse educator. I understand it is a professional obligation, honor, and privilege to study and work in the nursing profession toward advanced role preparation. I promise to uphold the highest ethical and compassionate behavior standards while learning, caring for others, and/or participating in educational activities. I will strive to uphold the spirit and letter of this code during my time at Lamar University Dishman School of Nursing, Graduate Nursing Studies, and throughout my professional career as a registered nurse with advanced role preparation.

INTRODUCTION

This Student Handbook has been prepared by the Dishman School of Nursing for use by students enrolled in the Graduate Nursing Studies MSN Program. Its purpose is to provide information frequently needed by students about the MSN program at Lamar University. This Student Handbook is not designed to be used in place of, but rather in conjunction with the current Lamar University General Catalog, Lamar University Graduate Catalog, and the Lamar University Student Handbook.



WELCOME

Welcome to Graduate Nursing Studies at Lamar University! The faculty are thrilled that you have chosen Lamar University's MSN program as your pathway to advanced nursing education. Your decision reflects your commitment to excellence in nursing, and we are excited to support you on this journey.

As a graduate student, you bring a wealth of knowledge, experiences, and skills to our program. These will be enriched with new insights, deepening your understanding of the nursing discipline. Our program is designed to foster your professional development in advanced nursing roles, providing a robust theoretical and research foundation for your future career.

This September, the JoAnne Gay Dishman School of Nursing will welcome the Accreditation Commission for Education in Nursing (ACEN) for our scheduled accreditation visit. Over the past two years, our faculty and staff have diligently conducted a self-study to evaluate all aspects of our program, and we are prepared for the accreditors' visit. Some of you may be invited to participate in interviews with the accreditors, either in person or virtually. We encourage you to accept this invitation, as accreditation ensures that you receive the highest quality, evidence-based education possible.

Best wishes for success as you pursue your MSN degree in Nursing Administration or Nursing Education. We look forward to supporting you every step of the way.

Ruthie Robinson, PhD, RN, CNS, FAEN, CEN, NEA-BC
Graduate Nursing Studies Program
Professor

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UNIVERSITY DISCLAIMER

The guidelines and policies presented in this information guide are intended for information only and do not constitute a contract, expressed or implied, between any applicant, student, and faculty member at Lamar University. Lamar University reserves the right to withdraw courses at any time, to change fees, calendars, curricula, graduation procedures, and any other requirement affecting students.

Changes become effective when the proper authorities so determine the application to both prospective students and to the students already enrolled.

Lamar University is an equal opportunity/affirmative action educational institution and employer. Students, faculty, and staff members are selected without regard to their race, color, creed, sex, age, handicap, or national origin, consistent with the Assurance of Compliance with Title VI of the civil Rights Act of 1964; Executive Order 11246 as issued and amended; Title IX of the Education Amendments of 1972, as amended; Section 504 of the Rehabilitation Act of 1973.

Lamar University Nursing Programs, baccalaureate, and master's degrees, are fully accredited by the Texas Board of Nursing, (512) 305-7400, and the Accrediting Commission for Education in Nursing (ACEN, formerly the National League for Nursing Accrediting Commission), 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020.

SOURCES OF INFORMATION

This Student Handbook is designed to provide graduate nursing students with information which is gathered from sources on campus and the School of Nursing. Graduate Nursing Studies students are encouraged to read the Lamar University General Catalog, Lamar University Graduate Catalog, and the Lamar University Student Handbook for general information and policies relevant to graduate education. <https://catalog.lamar.edu/catalogcontents/>

When writing to the Dishman School of Nursing or the Graduate Nursing Studies office, use the following address:

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Mission, Vision, and Motto

College of Arts and Sciences Mission Statement

The College of Arts and Sciences serves as a vital nucleus for Lamar University. Our mission is to promote, advocate, and educate across the broad spectrum of the humanities, natural sciences, technologies, mathematics, professional degrees, and social and behavioral sciences.

Dishman School of Nursing Mission Statement

The mission of the Lamar University JoAnne Gay Dishman School of Nursing is to educate undergraduate and graduate students to become qualified, competent, professional nurses who are prepared for practice. The school provides quality nursing education relevant to a changing profession, society, and healthcare environment. Collaboration between faculty and students promotes excellence in health care delivery to diverse populations. A spirit of caring, continual inquiry, creativity and integrity is promoted through teaching, scholarship, leadership, and service.

Dishman School of Nursing Vision

Excellence in nursing education, in partnership with the community

Dishman School of Nursing Motto

A Spirit of Caring – A Vision of Excellence

JOANNE GAY DISHMAN SCHOOL OF NURSING PHILOSOPHY

The JoAnne Gay Dishman School of Nursing faculty believes in preparing students to provide, safe, ethical patient/client-centered holistic/multi-dimensional care using evidence-based practice (EBP), and systems-based practices, clinical reasoning, and clinical judgment. The focus is also on providing quality and culturally sensitive care, working as part of the interprofessional and intraprofessional healthcare team, and using clinical informatic technology to care for diverse populations in an ever-changing global society. Personal, social, and professional strengths of the graduates are developed to form a basis for continued growth.

Undergraduate Metaparadigm

Faculty beliefs about the metaparadigm of nursing associated with undergraduate education are described below and entail:

Nursing

Nursing is based on the concepts of moral agency, responsibility, accountability, reflection, self-analysis, self-care, lifelong learning, effective communication, inquiry, and service to the community. The goals of nursing are to provide safe, compassionate, holistic, multi-dimensional, and culturally sensitive patient/client centered care in collaboration with the intraprofessional and interprofessional team. Nurses utilize theory-based teaching and learning strategies to educate diverse populations on disease prevention, health promotion, health maintenance/and restoration, and support death with dignity. Nursing emphasizes a spirit of caring including the analysis of social determinants of health to address health disparities and the promotion of equity and inclusion to contribute to the health of the individual, humanity, and society. The responsibility of the nurse is to use the nursing process, evidence-based practice, and informatics to support clinical reasoning and clinical judgment to assist people to meet health care needs and attain health related goals within a legal, ethical, and regulatory framework. Nurses use informatics to communicate, manage knowledge, and support decision making to provide competent patient/client-centered care. As members of the profession, nurses collaborate with the interprofessional team to deliver systems-based care and in achieve these goals. The faculty believe in preparing professional nurses with essential competencies in four major roles: Member of the Profession (MOP), Provider of Patient Centered Care (PCC), Patient Safety Advocate (PSA), and Member of the Healthcare Team (MOT).

Health

Health is a dynamic state of physical, mental, and social well-being, requiring constant adaptation to internal and external environmental stressors. Each person experiences varying states of health while progressing through the life span. Health decisions are patient/client-centered and influenced by knowledge, culture, family structure, society, and the personal choices of the patient/client.

Humanity

Humanity consists of unique, multidimensional holistic beings with intrinsic worth and dignity having the right to self- determination, well-being, and equality. Humans are adaptive in nature, constantly interacting within changing environments and society in progressing toward fulfillment of innate potentials for growth, development, and maturation throughout the life span.

Society

Society consists of individuals, families, communities, and populations with diverse cultures and value systems. In a global society, interactions among humans are diverse, continuously evolving, and interdependent. Within society, the cornerstone of humanness is a spirit of caring and commitment to others.

Environment

Environment is an aggregate of all internal and external factors which influence individuals and groups. The environment provides the context for the development of individuals, the identification of health needs, and the evolution of nursing. Through an on-going interactive process, the environment and nursing influence each other. The patient/client environment influences health, growth, trust, and the development of relationships.

Undergraduate Education

Undergraduate Education is a process shared by the faculty and the learner. Learning is the exploration, utilization, and generation of knowledge. Learning is the responsibility of each person and is accomplished through self-motivation, active inquiry, and participation in the educational process. Faculty believe that nursing education is the systematic guidance of the learner toward safe, ethical, and competent clinical practice in the four major roles (MOP, PCC, PSA, MOT) and provides a solid foundation for the development of clinical judgment. Faculty incorporate a variety of evidence-based teaching modalities that integrate interactive and current technological learning resources, including digital classroom environments, simulated scenarios, and independent learning activities. Incorporating online technology facilitates global access to quality nursing information. Constructs of the nursing curriculum include the study of humanity and society, lifespan, health continuum, clinical reasoning, therapeutic interventions, and professional roles. Foundational nursing concepts include professional integrity, communication, active inquiry, and service.

Baccalaureate Degree

Baccalaureate Degree graduates use evidence-based practice, clinical reasoning, and interdisciplinary healthcare team collaboration to provide safe, theory-directed patient/client care to diverse individuals, families, populations, and communities and improve patient/client outcomes. Graduates are prepared with a broad perspective and understanding of nursing, health, humanity, society, and the environment. Baccalaureate education incorporates a broad range of liberal arts, behavioral and social sciences, communication, and technology content to provide a strong foundation for coordinating evidence-based, safe, and competent patient/client care using clinical reasoning and judgment. Baccalaureate education includes instruction in community health, research, leadership, and management and facilitates graduates to synthesize information from various disciplines, think logically, analyze critically, and communicate effectively with patients, the public, and the healthcare team. A baccalaureate degree is the most common requirement for entry into graduate nursing education where nurses may further develop their professional roles to become nurse educators, researchers, leaders, or advanced practice nurses. Graduates promote the practice of professional nursing through leadership and advocacy roles.

Graduate Metaparadigm

The Master of Science in Nursing degree builds upon the undergraduate philosophy and adheres to its goals. The content of the master's program reflects the graduate organizing framework and prepares students for expanded roles and contemporary nursing practice. The paradigms included in the graduate metaparadigm are nursing, health, humanity, society, environment, and caring.

Nursing

Advanced nursing practice synthesizes theoretical frameworks from nursing and other disciplines to expand its knowledge base. The master's prepared nurse functions as an educator, researcher, advocate, consultant, collaborator, and a leader of systems. Evidence-based research methods are used to investigate problems, serve as a basis for initiating change, and provide new knowledge to improve patient/client centered outcomes. The master's prepared nurse practices from a professional, organizational, and personal perspectives within an ethical, legal, and regulatory framework to advocate for patients/clients. Advocacy is demonstrated particularly for those who become vulnerable as they transition from various states of illness and experience social and cultural disparities. Advocacy involves providing health resources and services; and ensuring that these are available, accessible, and acceptable. The advanced practice nurse advocates for those who are unable or cannot speak for themselves.

Health

Health is a measurable state along a wellness-illness continuum that each person ultimately defines for themselves. It is a composite of physical, psychological, emotional, social, and spiritual functioning. The advanced practice nurse contributes to the design and implementation of interprofessional and intraprofessional healthcare delivery which is based on collaborative systems and contributes to population-focused practice. The healing process is based on the philosophy of caring for the body, mind, and spirit. Health is achieved through illness prevention, health promotion strategies, health education, and continuous quality improvement of the healthcare system.

Humanity

The advanced practice nurse recognizes the person is more than the sum of their parts and honors humans as unique holistic beings of intrinsic worth and dignity that have the right to self-determination, well-being, and equity. Humans are adaptive in nature, constantly interacting with changing environments and society in progressing toward fulfillment of innate potential for growth, development, and maturation throughout the life span.

Society

Society is the scope of humanity: individuals, cultures, families, and communities forming complex adaptive systems. The advanced practice nurse is cognizant of global diversity, health disparities, the challenges these realities bring to the healthcare system. A diverse society accelerates the need for cultural awareness and sensitivity and requires the advanced practice nurse to be culturally responsive to the health needs of individuals, families, groups, and world communities. The advanced practice nurse is aware of the interconnectedness of our global society and supports the interchange of research and evidence-based practice which benefits the whole world community.

Environment

Environment encompasses dynamic physical, cultural, political, and economic factors that influence individuals, families, communities, and populations. The sum of environment requires personal adaptation in order for individuals to progress along the wellness continuum.

Graduate Education

Graduate education builds upon baccalaureate nursing education and leads our students in meeting their academic, personal, and professional goals. Learning at the graduate level stems from an open collegial relationship between faculty and students. Faculty in the graduate program assist the learner to engage in the scholarly exploration of theoretical and clinical concepts while fostering independence, ethical behavior, and sensitive interactions concerning diverse cultures to meet changing societal needs. The graduate paradigm serves as a basis for students to incorporate and synthesize knowledge from an array of theoretical models as a foundation for advanced nursing practice. It prepares students in advanced nursing specialties of administration and/or education and provides the foundation for doctoral studies.

Approved by Faculty Association 8/16/2021

Effective August 2022

Master of Science in Nursing Organizing Framework
Based on BSN Degree (Approved FA 8/16/21; effective August 2022)

MSN Degree Organizing Framework					
	Humanity & Society	Lifespan Health Continuum	Evidence-based Practice and Clinical Reasoning / Clinical Judgment	Patient/Client-Centered Care	Professional Roles
MSN	Analyze issues in the context of healthcare policy and finance, including economic, legal, and political factors, to address the healthcare needs of a diverse society.	Analyze strategies to improve healthcare outcomes equitably across the health continuum for diverse populations in a global setting.	Utilize research methods, evidence-based practice, and informatics to investigate problems, evaluate outcome data, promote changes, promote safety and health outcomes, and improve nursing practice.	Translate current and emerging evidence from nursing theoretical frameworks and other sciences to guide decision-making that demonstrates best practices. Contribute to system-level planning, decision-making, and evaluation for disasters and public health emergencies.	Demonstrate advanced nursing practice roles from professional, organizational, and personal perspectives within an ethical and legal framework. Communicate effectively using multiple modalities with diverse individuals, groups, and populations in a global health care environment.
BSN Degree Organizing Framework					
2nd level	Investigate health disparities, global and diverse populations, public health practices Analyze theories of patients, families, populations in the communities	Evaluate compromised multiple health states Examine multiple health states	Synthesize clinical reasoning and judgment skills Interpret evidence-based practice, research process, and informatic data Comprehend research process Analyze clinical reasoning	Formulate research findings into evidence-based practice Investigate other nursing, education, and other theories Demonstrate theory-based teaching / health promotion	Coordinate systems-based care as a member of the interprofessional and intraprofessional healthcare team Coordinate patient/client-centered care for patients, families, populations & communities.
1st Level	Explore multidimensional holistic needs of individuals	Discuss complex health needs Discuss common health needs Discuss prevention/wellness	Apply clinical reasoning skills Comprehend critical thinking skills. Discuss basic research process Apply nursing process Discuss nursing theories Discuss informatic technology	Apply Modeling/Role Modeling Theory Apply Caring Theory Demonstrate psychomotor skills Discuss evidence-based practice Discuss patient/client safety Apply theory-based teaching and learning principles	Practice patient / client-centered care for patients and families within legal, ethical and regulatory framework Discuss patient/client advocacy Discuss a systems-based approach to patient / client-centered care
Foundation of Nursing Concepts: Professional Integrity/Communication/Active Inquiry/Service Broad, Liberal Education in Related Disciplines (Nursing Pre-requisites)					

MSN End of Program Student Learning Outcomes

Graduates of the MSN Program will demonstrate the following student learning outcomes:

1. Analyze issues in the context of healthcare policy and finance, including economic, legal, and political factors, to address the healthcare needs of a diverse society.
2. Analyze strategies to improve healthcare outcomes equitably across the health continuum for diverse populations in a global setting.
3. Utilize research methods, evidence-based practice, and informatics to investigate problems, evaluate outcome data, promote changes, promote safety and health outcomes, and improve nursing practice.
4. Translate current and emerging evidence from nursing theoretical frameworks and other sciences to guide decision-making that demonstrates best practices.
5. Demonstrate advanced nursing practice roles from professional, organizational, and personal perspectives with an ethical and legal framework.
6. Communicate effectively using multiple modalities with diverse individuals, groups, and populations in a global health care environment.
7. Contribute to system-level planning, decision-making, and evaluation for disasters and public health emergencies.

Role-Specific Nurse Leader Competencies

Graduates of the Lamar University MSN-Leadership track are expected to have certain competencies based upon ANA's Scope and Standards of Practice for Nursing Administration (2024) and the American Organization for Nursing Leadership Nurse Leader Competencies: Core Competencies for Nurse Leadership (2024).

1. Utilizes effective communication and relationship building skills.
 - a. Demonstrates ability to make oral presentations and develop written materials for diverse populations.
 - b. Exhibits effective conflict resolution skills and creates a trusting environment in a just culture.
 - c. Incorporates cultural awareness into care delivery.
 - d. Identifies educational needs of existing and potential nursing staff.
2. Demonstrates knowledge of the diverse health care environment.
 - a. Demonstrates knowledge of current nursing practice and communicates patient care standards.
 - b. Familiar with State Nurse Practice Acts and state and federal regulatory standards.
 - c. Demonstrates current knowledge of patient care delivery systems across the continuum of care for diverse populations.
 - d. Ability to align care delivery models and staff performance with key safety and economic drivers.
 - e. Interpret impact of legislation at the state and federal level on nursing and health care organizations.
 - f. Participate in strategic planning and quality initiatives.
 - g. Use data and other sources of evidence to inform decision-making.
 - h. Support the development of organization-wide patient safety programs.
 - i. Use evidence-based metrics to align patient outcomes with goals and objectives.
 - j. Use effective strategies to reduce health disparities.
3. Exhibit professional and socially responsible leadership skills.
 - a. Use knowledge of systems thinking in problem solving and decision making.
 - b. Adapt leadership style to situation needs.
 - c. Use change theory to implement change.
 - d. Uphold ethical principles.
 - e. Support professional governance models
 - f. Promote well-being and resilience in self and staff.
4. Demonstrate effective business skills.
 - a. Be familiar with annual operating budgets and interpret financial statements.
 - b. Promote healthful work environments.
 - c. Develop emergency preparedness plans.
 - d. Evaluate recruitment, onboarding, and retention strategies.
 - e. Use technology to support improvement of clinical and financial performance.

Role Specific Competencies for Nurse Educator Track Students

Graduates of the Lamar University MSN-Nurse Educator track are expected to have certain competencies based upon the National League for Nursing (NLN) Scope of Practice for Academic Nurse Educators & Academic Clinical Nurse Educators (2020).

1. Facilitate Learning

- A. Integrate theory, informatics, technology, and evidence-based practice into the role of the nurse educator.
- B. Develop in-depth knowledge of advanced health care concepts to guide decision making and improve safety and health care outcomes as a nurse educator.
- C. Facilitate learning and achievement of desired cognitive, affective, and psychomotor outcomes as a nurse educator.

2. Facilitate Learner Development and Socialization.

- A. Develop support strategies in nursing education contributing to resiliency and self-care.
- B. Create learning environments conducive to individualized learning styles and needs of diverse learners.
- C. Utilize self and peer evaluation to improve nursing education practice.

3. Use Assessment and Evaluation Strategies

- A. Use a variety of strategies to assess and evaluate student learning in the cognitive, psychomotor, and affective domains in a variety of educational settings.
- B. Analyze assessment and evaluation processes as they relate to nursing education.

4. Participate in Curriculum Design and Evaluation of Outcomes

- A. Formulate program outcomes and design curricula reflecting health care trends and prepare graduates to function with diverse individuals, groups, and population in a global health care environment.
- B. Demonstrate competence in developing, implementing, revising, and evaluating nursing curricula.
- C. Demonstrate ability to develop appropriate learner outcomes, activities, and evaluation strategies in an educational environment.

5. Function Within the Educational Environment

- A. Analyze the impact of economic, legal, ethical, and political factors impacting the role of the nurse educator in a diverse society.
- B. Utilize a variety of teaching and communication strategies appropriately when assuming the nurse educator role.
- C. Analyze activities related to the role of the nurse educator included in the response to disasters and public health emergencies.

ACADEMIC EXPECTATIONS OF GRADUATE STUDENTS

The Dishman School of Nursing complies with the Academic Policies of the College of Graduate Studies as published in the current Lamar University Graduate Catalog. The full catalog can be found at <https://www.lamar.edu/catalog/graduate-academic-policies/index.html>

All graduate students are expected to be familiar with the policies and regulations of the College of Graduate Studies.

1. Academic Year. The University divides the academic year into two long semesters (Fall and Spring) and two summer terms of 6 weeks each. Academic Partnership programs focus on 8-week courses and several 15-week courses. There is only one summer session in Academic Partnership programs and it consists of 10 weeks.

2. Time Limit for Degree Completion. All course work applied toward a given master's degree at Lamar University must be completed within a period of six years. The timeline begins with the first semester of graduate enrollment. These time limits apply to all work at the graduate level, including work transferred from other institutions. Program faculty may request that graduate courses taken outside these time windows be recertified and counted toward the degree requirements. Time spent in active military service is not included in the six year limit. Due to U.S. Citizenship and Immigration Services (US CIS) regulations, a shorter period of time may apply to international students.

3. Recertification of Out-of-Date Graduate Credit. At the discretion of the program faculty, academic credit granted outside the time limits established for graduate degrees (6 years for master's degrees) must be recertified by examination or other appropriate means before the work can be applied toward the requirements of a degree program. Course(s) to be recertified must have been completed at Lamar University or be accepted as transfer credit in lieu of Lamar University courses. In order to recertify out-of-date course(s), the student must receive the permission of the chair of the department, and the dean of the college. The form "Request to Recertify Out of Date Course(s)" (G-20) shall be used to record student and course(s) information, means of recertification, and approvals. This form along with a memorandum from the department chair describing the method of recertification must be submitted to the College of Graduate Studies for final approval by the graduate dean.

4. Maximum Semester Course Load. The maximum course load for graduate students during the spring and fall semesters is 15 hours per term. Nine hours is a minimum full-time load. Loads above 12 hours in a term should not be permitted where the student does not carry at least a 3.75 CGPA. The maximum course load for graduate students for any 6-week summer term is 6 hours, or 7 hours if a lab course is taken, not exceeding 12 hours for the entire summer semester. These maximums apply even when the graduate student is enrolled in a combination of graduate and undergraduate courses.

- 5. Definitions of Full and Part-Time.** A full-time graduate student is defined as a student taking at least 9 semester hours of graduate work during the fall or spring semesters. After completing the course work for a graduate degree, students who are enrolled in a thesis, dissertation, or field-study course may be considered full-time even though they are enrolled in as few as 3 semester hours. In the summer, full-time is 3 hours per term, or 6 hours for the entire summer semester. Students taking fewer than 9 hours in the fall and spring semesters and fewer than 6 hours for the entire summer semester are considered part-time.
- 6. Transfer of Graduate Credits to Lamar University.** With the approval of the chair of the major department and the graduate dean, a student may transfer up to 6 hours of graduate work completed at another institution, and these transferred credits may be applied toward a graduate degree at LU. Only courses with grades of "A", "B" or "S" (satisfactory) that were accepted as graduate credit at the institution where the work was taken may be considered for graduate credit transfer. Transfer courses must not be more than 6 years old when applied to a master's degree. Transferred credits are not considered in the computation of the graduate grade-point average at Lamar University.
- 7. Application of Credits from One Master's Degree Toward a Second Degree.** A maximum of 6 semester hours taken for one master's degree at Lamar University may be counted toward a second master's degree, provided that the course credits to be applied are closely related to the second master degree. Coursework must not be more than 6 years old.
- 8. Grade Replacement Policy.** Students may replace a graduate course grade by repeating the course. This is allowed for up to three graduate-level courses (nine semester hours). If a student repeats a course, the last grade recorded will be considered the official grade and used in calculating the cumulative grade point average (CGPA), although all grades remain on the student's transcript. The repetition of a course taken at another institution will not replace a grade in the CGPA calculation of the corresponding Lamar University course. If a student earns a D or F in a course required for his/her graduate degree, the course must be repeated, and a passing grade of A, B, or C must be earned. Once a degree has been conferred, a student may not use the Grade Replacement Policy for any courses used to award the degree or to recalculate the CGPA. The grade replacement request can be made using a G-18 form.
- 9. Enforced Withdrawal or Course Drop.** A graduate student may be required to drop a course or courses or withdraw from the university temporarily or permanently if the student's academic work is below the standards of the College of Graduate Studies (see discussion of probation/suspension below), or if the student is found to have engaged in academic dishonesty or misconduct. In those programs that provide clinical training or student teaching (e.g., audiology, speech-language pathology, nursing, education, and human development), a student can be removed from practicum and/or the program if the student is found (through due process) to be a threat to the well-being of patients, students, clients, etc.
- 10. Academic Dishonesty, Misconduct, Discipline Code.** Student conduct regulations, as found in the Lamar University Student Handbook, apply to all graduate students. These regulations include policies relating to academic dishonesty, plagiarism, university disciplinary code, and student rights and responsibilities. It is the responsibility of all graduate students to read the *Student Handbook* and to abide by all university regulations.

11. Grading System. The grading system for graduate students is "A" (superior), "B" (good), "C" (marginal), "D" (poor), "F" (fail), "I" (incomplete), "S" (satisfactory), "U" (unsatisfactory), "Q" (drop), and "W" (withdrawal). * Credits applicable to graduate degrees are given only for the grades A, B, C, and S. Although C grades earned at Lamar University may be counted toward the requirements for a graduate degree, C grades are not considered acceptable graduate-level performance. Courses in which a student earns only a D or F may not be counted toward a graduate degree, although such grades are calculated in determining the grade-point average. The student is to have the 3.0 grade-point average required before the degree will be awarded. In computing grade-point averages, an "A" is valued at four grade points, a "B" three, a "C" two, a "D" one, and an "F" zero. An overall CGPA of "B" (3.0) on all graduate work attempted is required for graduation. Incomplete course work that is not finished during the next long semester (spring or fall) will be credited with an "F." With compelling justification, the graduate dean may grant an extension of the time limit for the completion of incomplete coursework. Important Note: Incomplete courses from a previous semester do not count towards current full-time enrollment. Relative to F-1 international student status, your program is considered completed at the end of your final semester, even if you have an incomplete course. (See Incomplete Policy in this handbook).

12. Additional Department GPA Requirements. A department or graduate program may impose GPA standards for its majors which exceed those of the Graduate College when approved by the Dean of the academic college.

13. Rule Changes. The University reserves the right to change any of its rules, regulations or course requirements without notice.

14. Waiver of Regulations. Graduate students have the right to file a petition for exemption from any academic regulation of the Graduate College. Petitions for exemption are considered by the Graduate Appeals Committee, which makes recommendations to the Graduate Dean. Decisions of the Graduate Dean may be appealed through administrative channels (i.e., to the Executive Vice President for Academic Affairs, then to the University President, the Chancellor, and, finally, to the Board of Regents).

15. Risepoint. Risepoint is a marketing company that the University contracts with over a range of years to market courses or programs in an accelerated format. The company employs specialists at various levels to assist with such processes as admission and advising.

ADMISSION INFORMATION

Admission to the College of Graduate Studies

All students seeking admission to a graduate degree program at Lamar University must first meet the minimum standards of the College of Graduate Studies. **The admission standards of departments may exceed those of the college of Graduate Studies.** See Lamar University Graduate Catalog Enrollment Process.

For more information contact:

Academic Partnership MSN

Advisor 409-880-7295

luonlineadmissionss@lamar.edu

Admission to the MSN Program

Nurses seeking admission to the MSN program must meet the following requirements:

1. A Bachelor of Science in Nursing from a nationally accredited undergraduate program. (CCNE or ACEN).
2. Current unencumbered licensure as a Registered Nurse (must maintain throughout duration of program without lapse).
3. GPA of 3.0 or higher for the last 60 hours of college coursework. This includes any graduate hours that may have been acquired.
4. College statistics course with a grade of C or better. Conditional admission without a statistics course is allowed but statistics must be completed PRIOR to MSNC 5311 (Nursing Research). Students are strongly recommended to repeat college statistics if they have not had it within the past five years.
5. A clear criminal background check is necessary prior to enrolling in practicum courses.

Pre-Graduate Status

See Lamar University Graduate Catalog. Students remain in pre-graduate status until all of the admission requirements are met. Pre-graduate students are not eligible for graduate school scholarships.

Suspension Policy

Graduate students must maintain a 3.0 GPA to be eligible to graduate. If three Cs are earned in any MSNC, MSNA, and/or MSNE courses, that student will be dismissed from the program.

CURRICULUM PLANS

NOTE: A dual degree option: Nurse Leader track and Nurse Educator track is available. Please email dishman.msn@lamar.edu for details.

NOTE: Your classes will not be available to you online after the semester ends. You are highly encouraged to download a copy of the course syllabus and copies of all of your assignments on your personal computer/cloud account. You will need access to this information for your final Synthesis Paper and Role-Specific Competency assignment in your final semester.

LAMAR UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
JOANNE GAY DISHMAN SCHOOL OF NURSING
GRADUATE NURSING STUDIES

FULL TIME CURRICULUM PLAN

MASTER OF SCIENCE IN NURSING ADMINISTRATION *Effective Fall 2024

FIRST YEAR

Fall Semester			Spring Semester		
MSNC 5310	Theoretical Foundations	3	MSNC 5311	Nursing Research*#	3
MSNA 5300	Business Principles for Nurse Leaders	3	MSNA 5344	Population Health for Advanced Nursing Roles	3
<u>MSNA 5320</u>	<u>Role Develop. Nurse Leaders</u>	<u>3</u>	<u>MSNA 5331</u>	<u>Quality Resource Mgmt. Nrse Lead</u>	<u>3</u>
		9			9

SUMMER

<u>MSNA 5323</u>	<u>Health Information Systems</u>	<u>3</u>
		3

SECOND YEAR

Fall Semester			Spring Semester		
MSNA 5221	Nurse Leader Practicum I *	2	MSNC 5396	Evidence-Based Project II *	3
MSNC 5395	Evidence-Based Project I*	3	MSNA 5232	Nursing Leader Practicum II*	2
<u>MSNA 5321</u>	<u>Strategic Planning Healthcare Deliv</u>	<u>3</u>	<u>MSNC 5319</u>	<u>Adv Nsg Issues/Health Policy</u>	<u>3</u>
		8			8

Synthesis Paper/Role Specific Competency

Note: Total Credit Hours: 37

Part-Time Progression Available

All students are required to successfully complete the Synthesis Paper and Role Specific Competency prior to graduation.

* 15-week courses

Must take college level statistics prior to this course

Please note: This is the recommended sequence of courses. Course sequencing may change. Please consult advisors frequently regarding course sequence.

Students MUST submit request for Practicum Site Affiliation agreement during second semester.

LAMAR UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
JOANNE GAY DISHMAN SCHOOL OF NURSING
GRADUATE NURSING STUDIES

FULL TIME CURRICULUM PLAN

MASTER OF SCIENCE IN NURSING EDUCATION *Effective Fall 2024

FIRST YEAR

Fall Semester			Spring Semester		
MSNC 5310	Theoretical Foundations	3	MSNC 5311	Nursing Research**	3
MSNE 5350	Role Dvlp/Learning Theories	3	MSNE 5352	Measurement & Evaluation	3
MSNE 5351	Curriculum Design	<u>3</u>	MSNE 5330	Advanced Health Assessment	<u>3</u>
9			9		

SUMMER

<u>MSNE 5349</u>	<u>Advanced Pathophysiology</u>	<u>3</u>
		3

SECOND YEAR

Fall Semester			Spring Semester		
MSNE 5254	Nurse Educator Practicum I *	2	MSNC 5396	Evidence-Based Project II *	3
MSNC 5395	Evidence-Based Project I*	3	MSNE 5255	Nursing Educator Practicum II*	2
MSNE 5356	Advanced Pharmacology	<u>3</u>	MSNC 5319	Adv Nsg Issues/Health Policy	<u>3</u>
8			8		

Synthesis Paper and Role Specific Competency

Note: Total Credit Hours: 37

Part-Time Progression Available

All students are required to successfully complete the Synthesis Paper and Role Specific Competency prior to graduation.

* 15-week courses.

Must take college level statistics prior to this course

Please note: This is the recommended sequence of courses. Course sequencing may change. Please consult advisors frequently regarding course sequence.

Students MUST submit request for Practicum Site Affiliation agreement during second semester.

LAMAR UNIVERSITY
COLLEGE OF ARTS AND
SCIENCES
JOANNE GAY DISHMAN SCHOOL OF
NURSING GRADUATE NURSING
STUDIES

FULL TIME DUAL DEGREE CURRICULUM PLAN
MASTER OF SCIENCE IN NURSING ADMINISTRATION *Effective Fall 2024
MASTER OF BUSINESS ADMINISTRATION

FIRST YEAR

Fall Semester		Spring Semester	
MSNC 5310 Theoretical Foundations	3	MSNC 5311 Nursing Research **	3
ACCT 5315 Foundations of Accounting	3	MKTG 5310 Marketing Management	3
MSNA 5321 Strategic Planning Healthcare	3	MSNA 5331 Quality Resource Mgmt	3
MSNA 5320 Role Develop. Nurse Admin	<u>3</u>	MSNA 5344 PopHlth Adv Nursing Roles	<u>3</u>
	12		12

SUMMER

MSNC 5323 Healthcare Technology for Nurse Leaders	<u>3</u>
	3

SECOND YEAR

Fall Semester		Spring Semester	
MSNA 5300 Bus. Principles for Nurse Lead.	3	MSNC 5319 Adv Nsg Issues/Health Policy	3
MSNA 5221 Nurse Leader Practicum I *	2	MSNC 5232 Nurse Leader Practicum II*	2
MSNC 5395 Evidence-Based Project I*	3	MSNC 5396 Evidence-Based Project II*	3
FINC 5300 Foundations of Finance	<u>3</u>		
	11		8

Synthesis Paper/RSC

SUMMER

MGMT 5360 Human Resources Management	3
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THIRD YEAR

Fall Semester		Spring Semester	
BULW 5330 Employment Law	3	MISY 5360 Business Intelligence OR MISY	3
BUAL 5380 Managerial Decision-Making	3	MISY 5330 Healthcare Information System	3
	<u>6</u>	MGMT 5380 Strategic Management	<u>6</u>
	6		6

RESOURCES

ACCESSIBILITY RESOURCE CENTER

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communications building room 105. Our office collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- The ARC works closely with the Nursing school on providing a great experience for all students. If you have A disability such as but not limited to: learning disability, psychological, ADHD/ADD, physical, sensory, chronic health, or physical) that may have an impact on your academic performance, you are encouraged to contact the ARC at 409-880-8347 or by email Aarc@lamar.edu to arrange a confidential appointment with the Director/Associate Director to explore possible options regarding equitable access and reasonable accommodations. Accommodations are determined on a case by case individualized process.
- To facilitate the arrangements necessary to make accommodations, students enrolled in nursing courses are encouraged to submit their accommodation letter from the Accessibility Resource Center to the course faculty by the 5th class day in order to have adequate time to provide the appropriate accommodation. Accommodations can be provided at any point during the semester but are not retroactive.

Department Emails:

arc@lamar.edu

Communications Building, Room 105

Phone: 409-880-8347

Fax: 409-880-2225

Email: arc@lamar.edu

Website: <http://www.lamar.edu/accessibility-resource-center>

ARC

Communications Building – Room 105

P.O. Box 10087

Beaumont, TX 77710

SCHOLARSHIPS

Loans, grants, and scholarships are available for qualified students. For more information contact:

Director of Financial Aid – Lamar University
P. O. Box 10042
Beaumont, Texas 77710
(409) 880 – 8450

NURSING SCHOLARSHIPS

The JoAnne Gay Dishman School of Nursing has several scholarships graduate students may apply for. Please see this link for more information and applications: <https://www.lamar.edu/arts-sciences/nursing/student-success/scholarships.html>

LIBRARY FACILITIES

The Mary and John Gray Library, named in honor of Dr. John E. Gray, president emeritus of the university, and his wife, Mary, is centrally located at the heart of the campus. The library collection exceeds one million volume equivalents, including microfilms, and state and federal documents. The library subscribes to almost 2,000 current periodicals as well as several electronic indexes covering more than 4,000 full-text periodicals.

Lamar students, faculty and staff use PC's to locate titles in the online catalog, access offsite indexes and locate selected information through the Internet. A service-oriented library staff provides assistance in the use of reference materials, documents, special collections, reserve materials and instructional media.

The library provides rooms for group study, and there is a designated quiet study floor. Coin-operated copy machines for both print and microfilms are available.

An open-access PC laboratory is located on the library's seventh floor in the media services department. Assistance in using the PC's and software and the Internet is available from trained staff.

The university ID card serves as an individual's library card and may be used on all Lamar campuses and in conjunction with online check out.

Additionally, students have access to the collection of 51 other publicly funded colleges and universities through the TexShare Program. Library hours are posted and accessible by calling (409) 880-8117.

Library resources are available to all online students. There is a specific library staff designated to assist you as an online learner.

NOTE: The Library has limited access during remodeling that is occurring Fall 2025. All services remain available to students.

POLICIES

PROMULGATION POLICY

Purpose: Inform nursing and pre-nursing students of applicable Dishman School of Nursing (SON) policy changes in an efficient, timely manner.

1. New and modified SON policies will be posted on the Lamar University web-based platform for students affected by implementation of the policy change within thirty days of implementation.
2. Implementation of policies may vary depending upon subject matter; an implementation date should be noted on new or modified SON policies.
3. New and modified SON policies will be added to the Graduate Nursing Studies Student Handbook during the subsequent fall or spring semester.

*Approved 5/10/2016 Faculty Association Meeting,
reviewed June 2024*

NON-DISCRIMINATION POLICY

The Anti-Discrimination Policy for the School and Graduate Nursing Studies is the same as that adopted by the University.

Lamar University is an equal opportunity, affirmative action educational institution and employer. Lamar University will not discriminate against any employee or applicant for employment because of race, color, religion, sex, age, disability, national origin, veteran status, sexual orientation or gender identity, consistent with the Assurance of Compliance with the Title VII of the Civil Rights Act of 1964; Executive Order 11246 as issued and amended; Title IX of the Education Amendments of 1972, as amended; Section 504 of the Rehabilitation Act of 1973.

<https://www.lamar.edu/about-lu/mission-and-accreditation/index.html>

LAMAR UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
JOANNE GAY DISHMAN SCHOOL OF NURSING
STUDENT BEHAVIORAL EXPECTATIONS

Purpose

Students in the Lamar University JoAnne Gay Dishman School of Nursing must adhere to standards consistent with the nursing profession.

Policy

Compliance with the following behavioral expectations is required of all students who are enrolled in the JoAnne Gay Dishman School of Nursing.

All students are expected to:

1. Assume responsibility for recognizing personal limitations and seek help through appropriate avenues. Students who experience difficulty in satisfying course or program requirements are expected to communicate those difficulties with faculty and assume a collaborative role in problem solving, keeping faculty informed of progress.
2. Assume responsibility for fulfilling program, course, and practicum affiliate requirements in a prompt and dependable manner:
 - a. Course
 - 1) Complete Learning Center and Practicum Simulation Laboratory requirements in a timely manner.
 - 2) Demonstrate promptness and accountability in class attendance, attendance at required workshops, submission of written assignments and required program materials, i.e., insurance, physical exam.
 - 3) Prepare for practicum experiences, attend, and participate in practicum conferences.
 - b. Agency
 - 1) Meet agency requirements for orientation.
 - 2) Adhere to agency policies.
 - 3) Notify practicum faculty if unable to attend practicum prior to beginning of assigned practicum time.
3. Avoid Plagiarism which is recognized as a form of cheating. Students are expected to use the American Psychological Association (APA) format for documentation. Paraphrasing is permitted but this must be accompanied with complete and appropriate documentation (see *Academic Honesty Policy* under the *Academic Policies* Section).
4. Demonstrate the following behaviors:
 - a. honesty and integrity in all endeavors relating to the completion of the nursing program
 - b. ethical behaviors as defined by the American Nurses Association (ANA) Code of Ethics when working with clients, significant others, peers, and faculty.
 - c. acceptance of proper and total nursing responsibility and accountability when providing care to clients.

- d. respect and protect the rights, safety and confidentiality of all individuals.
 - e. adhere to federal privacy law, Health Insurance Portability and Accountability Act (HIPAA), enacted to protect the health information of clients. Violation of federal law includes disclosure of protected information including unintended disclosure or use of protected information beyond the minimum necessary. Healthcare providers, including nursing students, should only access patient information necessary to provide quality care for assigned patients. Violations may result in sanctions against the student by the JoAnne Gay Dishman School of Nursing (such as dismissal from the program) and extend to fines and other penalties beyond the jurisdiction of the faculty or Lamar University.
 - f. responsibility and accountability for his/her own learning, growth, and professionalism.
 - g. a citizen in “good standing” within the university and the community.
- 5. Accept responsibility for damaged or broken equipment caused by students due to negligence.
 - 6. Comply with the university policies governing student conduct and discipline.
 - 7. Utilize appropriate avenues of communication in seeking resolution of problems.
 - 8. Resolve conflicts at the School of Nursing level.

Adopted by Faculty Association 5/7/96, Revised UNS 11/18/2016

LINE OF COMMUNICATION

Communication is the creation of or exchange of ideas and information among people. Professional communication is vital to the sustainability of relationships that accomplish the functions of an organization.

There is a correct line of communication in all organizations. These communication lines involve the appropriate people in the resolution of a problem and demonstrate respect for authority. The appropriate lines of communication in the JoAnne Gay Dishman School of Nursing are described below.

Communication Lines for Issues

Students should initiate the discussion of an issue with the classroom or online faculty or practicum faculty. If no resolution is reached, then the issue should be discussed with the course leader if different from the faculty. If the course leader is unable to resolve the issue, then the Associate Director of Graduate Nursing Studies should be informed. If no resolution is reached, the Associate Director of Graduate Nursing Studies will refer the student to the SON Director. Informal discussions can occur with the School Director or more formal processes may be used in situations like grievances, grade appeals, and other issues. The School Director should be consulted before contacting the Dean of the College of Arts and Sciences. Contacting the Provost or University President directly about issues is inappropriate. See the Graduate Student Handbook and the Lamar University Student Handbook for more information.

SOCIAL MEDIA POLICY

Purpose

JoAnne Gay Dishman School of Nursing prohibits the use of personal electronic and communication devices when such activity undermines the integrity of an individual(s') rights to privacy, affects the quality of patient care and interferes with efficient operation of the classroom or practicum experience. Personal electronic and communication devices include but are not limited to: cell/smart phones, tablets, iPads, laptops and/or any wireless devices.

While the School of Nursing does not wish to unreasonably constrain the use of such devices, it is the School of Nursing's responsibility to ensure that they are used in a reasonable manner and to ensure the integrity of proprietary information, and also respect individual rights to privacy. This policy serves to define the use of personal electronic and communication devices.

Policy

While in the classroom and in the practicum facilities, students and faculty are expected to exercise the same discretion in using personal electronic and communication devices as is expected for the use of these devices by employees of the facilities. Although electronic devices may have practicum applications (e.g., medication, pathophysiology, patient care references), excessive personal use of

electronic devices during the practicum day may interfere with student learning, distract others, and negatively impact patient care and patient safety. Students are asked to use the personal electronic and communication devices in non-patient areas and set devices on the silent or vibrate mode.

Students failing to comply with the standards outlined in this policy will be subjected to JoAnne Gay Dishman School of Nursing and the practicum affiliates' disciplinary policies, and may be terminated from the program.

Revised 6/24/16

SOCIAL NETWORKING POLICY

Purpose

Lamar University Dishman School of Nursing (LU-SON) students are expected to adhere to the high standards of the nursing profession with regard to maintaining confidentiality and professionalism. This includes guarding patient confidentiality at practicum sites, in the classroom, at home, and online. All health professionals and students are required to follow Health Insurance Portability and Accountability Act [HIPAA] regulations, when using social networking/media.

Policy

Professional conduct is required of students in all settings, including social media. Professional behavior is to be maintained at all times when identified as a LU nursing student. Unprofessional online conduct will be deemed a violation of SON "Student Behavioral Expectations Policy".

Students who have personal social networking sites established should enable the highest privacy settings limiting access to personal profiles, information, and photos. SON students must adhere to the following guidelines:

- maintain a social media site with professional integrity that does not contain any type of information about patients and/or clinical affiliates.
- do not post derogatory remarks or threats about anyone associated with the SON (e.g., students, faculty, staff, university administrators, clinical affiliates, and patients).
- do not post photos of other students, faculty, and/or staff without their permission. Posting photos of patients, their families, and/or staff at practicum affiliates is forbidden.
- observation of any inappropriate postings on social media should be addressed by student directly or reported within the SON.
- do not foster a personal relationship with a patient through social media.

Approved by Faculty Association 5/7/2012, Revised Faculty Association 3/23/2018

IMMUNIZATION REQUIREMENTS

The following immunizations are **REQUIRED** by the JoAnne Gay Dishman School of Nursing Student Health Policy and **must** be completed one week prior to the first-class day of the semester. According to the Texas Administrative Code (2016), nursing students must submit proof of the following immunizations before they engage in direct patient contact:

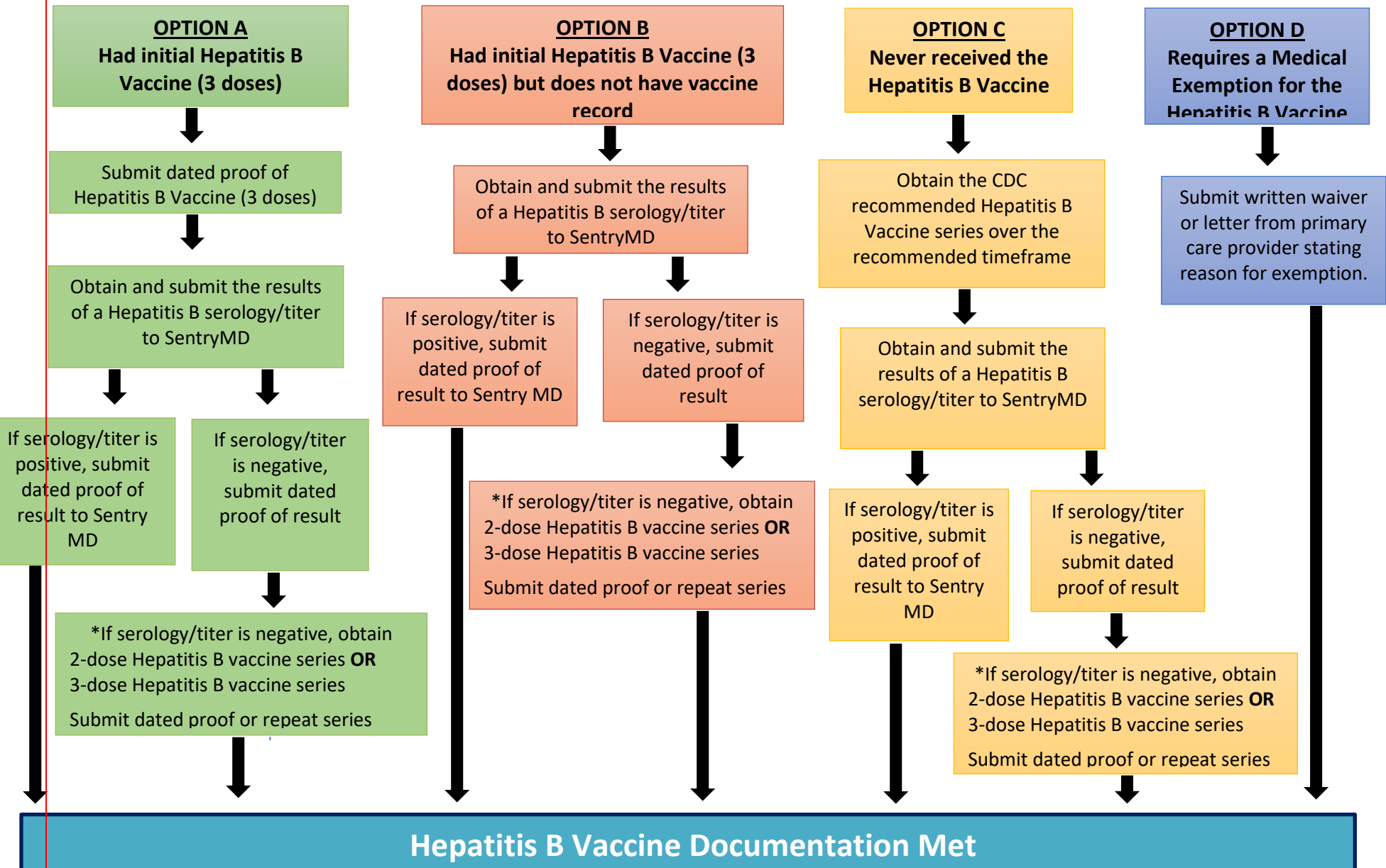
IMMUNIZATION	FREQUENCY	REQUIREMENTS
Tuberculin Screen	Annually	TB skin test <u>OR</u> TB blood test (IGRA: QuantiFERON or T-Spot) Results of TB test: <ul style="list-style-type: none"> • If negative – submit dated report • If positive – submit dated report and dated statement from Healthcare Provider (HCP) about current health status.
Tetanus Diphtheria Pertussis (TDaP)	On Admission	Date of initial immunization, then TDaP booster every 10 years
Measles	On Admission	Dates of 2 immunizations <u>OR</u> <ol style="list-style-type: none"> Confirmed immunity by serologic testing <u>OR</u> Written waiver from HCP stating reason for exemption
Mumps	On Admission	Dates of 2 immunizations <u>OR</u> <ol style="list-style-type: none"> Confirmed immunity by serologic testing <u>OR</u> Written waiver from HCP stating reason for exemption
Rubella	On Admission	Date of last immunization <u>OR</u> <ol style="list-style-type: none"> Confirmed immunity by serologic testing <u>OR</u> Written waiver from HCP stating reason for exemption
Varicella	On Admission	Dates of 2 immunizations <u>OR</u> <ol style="list-style-type: none"> Confirmed immunity by serologic testing <u>OR</u> Written waiver from HCP stating reason for exemption
Hepatitis B	On Admission	Dates of 3 immunizations AND confirmed immunity by serologic testing <u>OR</u> <ol style="list-style-type: none"> Confirmed immunity by serologic testing <u>OR</u> written waiver from HCP stating reason for exemption <p>**See Hepatitis B Decision Tree**</p>
Influenza Vaccine	Annually	Please refer to Influenza Vaccination Policy

Reference:

Texas Administrative Code (2016, July). Rule 97.64: Required Vaccinations for Students Enrolled in Health-related and Veterinary Courses in Institutions of Higher Education. Retrieved from [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=97&rl=64](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=97&rl=64)
 Adopted by Faculty Association 1996; Revised FA 3/29/20, Revised FA 12/9/2020; Revised FA 5/3/2023; Revised FA 11/29/2023; Revised FA 3/24/2025

Hepatitis B Vaccine Decision Tree

Choose which option best describes your circumstances.



NOTE: If the Hepatitis B serology/titer is negative, a Hepatitis B "challenge dose/booster" followed by a positive serology one month later is acceptable

INFLUENZA VACCINATION POLICY

All students enrolled in the Dishman SON undergraduate nursing programs are required to submit documentation of having received the influenza vaccination for the current flu season (September through April). The influenza vaccination is required even if a student is not enrolled in a practicum course. The documentation must be submitted to and processed by SentryMD each year. Students must submit documentation to SentryMD at least 5 business days before the due dates described below to allow for processing (weekends and holidays are not considered business days).

- For Fall Start: Submit dated proof of immunization for the *current* flu season by October 15 each Fall semester.
- For Spring Start: Submit dated proof of immunization for the *current* flu season no later than one week before the first day of class. For each subsequent semester, submit dated proof of immunization for the *current* flu season by October 15.

Exemptions for the influenza vaccination may be granted for medical reasons, religious reasons, or other matters of conscience.

Students with an exemption will be required to wear a mask in patient areas during the peak of the flu season or for the length of time required by the practicum facility. Some facilities will not permit students, including students with an exemption, to attend practicum without an influenza vaccination. If another practicum site cannot be secured, students with an influenza exemption will need to withdraw from the related didactic and practicum courses.

Enforcement

Students who are noncompliant with submitting documentation of the influenza vaccination, will not be allowed to attend practicum.

Approved Faculty Association 9/14/2012; Revised 12/4/2015; Revised UNS 11/11/2019; Revised Faculty Association 12/15/2021; Revised FA 5/3/2023; Revised FA 8/15/2024

PRACTICUM EQUIPMENT POLICY

Students are responsible for damaged or broken equipment caused by students due to negligence.

STUDENT DRESS CODE

During the practicum experience, graduate students will wear business attire with lab coat and Lamar University name badge.

If you wish, you may purchase a LU SON patch to wear on your lab coat. The patches are available from Frank's Medical Mart, 409-832-3481. The cost is \$9.99 plus a 6% handling fee.



HIPAA Compliance

When graduate students are involved with practicum or other agency experiences, they will need to comply with the HIPAA regulations in effect for that agency.

General HIPAA certification is achieved by a program of instruction. Many programs use a video assigned to communicate the confidentially issues involved in HIPAA regulations. Overviews of compliance with HIPPA regulations are included. Students must have documented attendance to validate their learning.

Graduate students need to be in compliance with the validation requirement when the agency/facility so stipulates.

Incomplete Grade Policy

Incomplete grades can be granted only to students who have completed at least 75% of the required coursework and who currently have a passing grade. Incompletes may NOT be given as a substitute for a failing grade. Incompletes may only be granted due to extenuating circumstances and/or exceptional hardship and are awarded at the discretion of the course faculty leader.

- Students who meet the above criteria must contact the course faculty leader to request an incomplete as soon as possible.
- The course leader will consult with other faculty in the course (if applicable) and the Program Director/Coordinator.
 - If a decision is reached to APPROVE the incomplete grade, the “Incomplete Grade Form” must be completed:
<https://app.smartsheet.com/b/form/2e8048edaeb7407182722d9bbccbc8f3>
 - All remaining assignments must be completed within a time frame decided upon by the course faculty leader but may NOT extend beyond the semester or summer session.
 - Students will NOT re-enroll in the course to finish incomplete assignments. Students will coordinate with the course faculty leader on which assignments are needed and how to submit them.
 - Failure to complete assignments within the specified time frame will result in the incomplete grade being automatically changed to an “F”.
 - Students who are granted an incomplete for the last nursing course required will not be able to graduate in that term as all course requirements will not have been accomplished.
 - If the course with an incomplete grade is a pre-requisite to other courses, the student will not be able to enroll in those courses until the pre-requisite course is completed.
 - Once the required assignments are submitted and graded, faculty will submit a grade change request using the proper procedures.
 - If a decision is reached to DENY the incomplete grade, the student must decide if they will proceed in the course or drop the course and receive an “F”.

Please note that a grade of “Incomplete” may impact eligibility regarding academic standing, financial aid, athletics, etc. The student will need to contact the Financial Aid Office and/or applicable athletic programs to see if and incomplete grade will affect their personal situation.

*Approved by Faculty Association
12/4/2015
Revised November 2024*

ACADEMIC HONESTY

Purpose

Academic honesty implies integrity and ethical conduct in the development and submission of all student assignments. The JoAnne Gay Dishman School of Nursing complies with the University Academic Honesty Policy (<https://students.lamar.edu/academic-support/academic-policies.html>).

Policy

Academic Honesty

The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of academic dishonesty in any phase of academic work will be subject to disciplinary action.

Defining Terms for Academic Dishonesty

Cheating includes:

1. copying, without authorization from the instructor, another student's test paper, laboratory report, other report, or computer files, data listing, and/or programs;
2. using, during a test, materials not authorized by the person giving the test;
3. collaborating, without authorization, with another person during an examination or in preparing academic work;
4. knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part; the contents of a test or assignment that has not been administered or assigned.
5. substituting for another student; permitting any other person; or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit;
6. bribing another person to obtain a test not yet administered or information about such; and
7. purchasing, or otherwise acquiring and submitting as one's own work any research paper or other written assignment prepared by an individual or firm (This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist).
8. The JoAnne Gay Dishman School of Nursing considers the following to be a form of academic dishonesty:
 - a. *Unauthorized Multiple Submission*: Using any work previously submitted for credit without prior permission of instructor.
 - b. *Fabrication/Falsification/Alteration*: Intentional misrepresentation, invention, exaggeration or alteration of information or data, whether written, verbalized or demonstrated.

c. Unauthorized Use of Exam Materials:

1. Posting, transmitting, recording of, or sharing test questions, quiz questions, answers to case studies - presented in class, conferences, or online - in any format, without prior authorization by the School of Nursing.
2. The purchase and or distribution of test questions or test banks from nursing textbooks or an online vendor. This practice is a violation of the textbook copyright and may lead to legal repercussions and/or dismissal from the School of Nursing.
3. Representing oneself, online or otherwise, as a nursing faculty to obtain access to materials that the publisher holds for faculty use only.

NOTE: Students may purchase nursing review books, which have multiple sample NCLEX questions and review materials, to facilitate achievement in the program.

Plagiarism

According to the American Psychological Association (APA, 2020), plagiarism “is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit that they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship.” (p. 254). Authors should ensure that credit is given to the source when paraphrasing, directly quoting, and referring to data/tables/images (APA, 2020). Please refer to the most current APA Publication Manual for detailed guidance on paraphrasing, direct quotations, referring to data sources, citations, and references.

Collusion is the unauthorized collaboration with another person in preparing work offered for credit.

Abuse of research materials is the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

Academic work is the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Procedures

The faculty member and School of Nursing administration shall conduct a complete, thorough, and impartial investigation of the charge of academic dishonesty and determine whether or not the student was responsible for the violation. If the faculty member determines that the student was responsible for the violation, the faculty member may assess an appropriate and reasonable sanction (e. g., grade of zero on the examination, assignment). The student shall be entitled to a written notice from the faculty member of the violation, the penalty, and the student’s right to appeal the determination of dishonesty and/or the sanction imposed.

A copy of the faculty member’s notice to the student shall be forwarded to the appropriate Lamar University Administrator(s). Academic dishonesty will result in disciplinary action up to and including program dismissal and/or suspension or expulsion from the university.

These procedures are in accordance with the Texas State University System (TSUS) Rules and Regulations and the Lamar University Academic Honesty Policy.

American Psychological Association (2020) *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association

Approved Faculty Association 6/1/2005, Revised Faculty Association 8/22/2018, 12/9/2020; 12/15/2021.

ACADEMIC GRIEVANCE

ACADEMIC GRIEVANCE

Purpose

Academic grievances assert the improper application of institutional and/or Dishman School of Nursing policies. This policy outlines the process to provide for the resolution of alleged academic grievances in a prompt, fair, and equitable manner. Resolution of students' issues should occur with the appropriate faculty on an informal basis whenever possible.

Policy

If resolution is not reached informally, then formal university policies apply as specified in the Lamar University Academic Grievance Policy.

Informal School of Nursing Process:

- Step One: The student should discuss the issue directly with the faculty involved as soon as possible after the occurrence of the alleged incident/situation.
- Step Two: If the issue is not resolved, the student should consult with the course leader as applicable.
- Step Three: If the issue is not resolved, the student should consult with the Associate Director of Undergraduate Nursing Studies.
- Step Four: Issues not resolved by the Associate Director of Undergraduate Nursing Studies may be referred to the Director of the Dishman School of Nursing by the student, faculty, or Associate Director of Undergraduate Nursing Studies.
- Step Five: Informal resolution of the situation will be addressed by the Director of the Dishman School of Nursing. If informal resolution is not attained, the student may seek a formal review.

Formal School of Nursing Process:

- Step One: The student may request a formal review of the alleged issue/situation by submitting a written statement to the Director of the Dishman School of Nursing requesting a formal review.
- Step Two: The Director of the Dishman School of Nursing will review the issue/situation and make a determination. The Director may choose to refer the issue/situation to the Student and Faculty Relations Committee of the JoAnne Gay Dishman School of Nursing for recommendation prior to making a final determination.
- Step Three: If the issue is not resolved, the student should follow the Lamar University Academic Grievance Policy which includes submitting a written statement to the Dean of the College of Arts and Sciences within one calendar week of the written response from the Director of the Dishman School of Nursing

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LAMAR UNIVERSITY COLLEGE OF ARTS AND SCIENCES
JOANN GAY DISHMAN SCHOOL OF NURSING

EVIDENCE-BASED PROJECT II
MSNC 5396

Master of Science in Nursing Synthesis Paper

The Synthesis Paper is the final synthesis of information gained in the MSN program and **usually occurs in the final semester along with EBP II**. It replaces the traditional comprehensive exam at the end of graduate education. You will not be able to enroll in EBP II if you have many classes left to take (contact your Academic Advisor or the Associate Director of the Graduate Nursing Program with any questions). In the Synthesis Paper, students address how they met each of the seven End of Program Student Learning Outcomes through course discussions and assignments in a written document.

1. The student must apply for graduation in the last semester of course work.
2. You must pass the Synthesis Paper with a score of at least 75% in order to graduate. Remember that an overall GPA of 3.0 or greater is necessary for graduation.
3. The Synthesis Paper will be submitted by a published due date in the final semester of MSNC 5396 (EBP II) (or when MSNC 5396 is taken). This is usually around mid-term.
4. The Synthesis paper will consist of the student's description of how they met each of the seven End of Program Student Learning Outcomes. This will be a comprehensive look back at all courses and assignments completed during graduate education. Synthesis of learning experiences will be the focus of the paper. This is to be a scholarly paper and will be graded as such. Accurate spelling, grammar, and APA format is expected.
5. There are seven End of Program Student Learning Outcomes. Each should be addressed in two to four pages. The total paper will be between fourteen and twenty-eight pages long excluding title page and references.
6. For each outcome, you will need to clearly *state by name and course number the graduate classes (at least two courses) and assignments (must include one assignment for each course)* that helped you to meet each outcome. Do not use faculty names to identify the courses. You must include an in-depth description of specific examples of course work from each of the courses that you feel have contributed to meeting each outcome. Bulleted lists will not suffice. To receive full credit, you must list a *minimum* of two graduate courses and two graduate assignments. Think carefully about each outcome and how course assignments helped you to meet that outcome. Submit the Synthesis Paper to the MSNC 5396 Course Leader by the due date published in the course.
7. A graduate faculty member will review and grade the completed papers. If a student is not passing any or all of the End of Program Student Learning Outcomes, a second graduate faculty member will independently review and grade the paper and a mean score will be calculated to the final student score.
8. The student will receive written notification of the outcome of the written Synthesis Paper from the MSNC 5395 Course Leader or designee prior to the Evidence-Based Project presentation.
9. Students who do not successfully complete all seven outcomes of the Synthesis Paper will be presented with questions following their presentation of the EBP II project. This allows the student another opportunity to successfully respond to the Synthesis guidelines.
10. If a student does not successfully pass the initial Synthesis Paper and does not successfully respond to

the Synthesis guidelines following the presentation of the EBP II project, the student will be allowed a second written attempt prior to the end of the semester which will be reviewed independently by two graduate faculty members. If this attempt is also unsuccessful, graduation will be delayed and the student will receive an Incomplete in EBP II. The course will not be successfully completed and graduation will not occur if the student does not pass the third attempt at meeting the Synthesis guidelines.

11. Please be certain that you understand this process. Questions can be directed to the Associate Director of Graduate Nursing Studies or the Course Leader for MSNC 5396-EBP II.

LAMAR UNIVERSITY COLLEGE
OF ARTS AND SCIENCES
JOANN GAY DISHMAN SCHOOL OF NURSING
GRADUATE STUDIES
SYNTHESIS PAPER GRADING RUBRIC

LEARNING OUTCOMES (100 POINTS)

Student Name:	Possible Points	Earned Points
<p>Outcome 1: Analyze issues in the context of healthcare policy and finance, including economic, legal, and political factors, to address the healthcare needs of a diverse society.</p> <ul style="list-style-type: none"> -Clearly identifies at least two course names and numbers - Discussion reflects analysis of strategies -At least two examples of course work that contributed to meeting the outcome is complete and accurate. 	<p>1</p> <p>4</p> <p>4</p>	
<p>Outcome 2: Analyze strategies to improve healthcare outcomes equitably across the health continuum for diverse populations in a global setting.</p> <ul style="list-style-type: none"> -Clearly identifies at least two course names and numbers - Discussion reflects analysis of strategies -At least two examples of course work that contributed to meeting the outcome is complete and accurate. 	<p>2</p> <p>6</p> <p>6</p>	
<p>Outcome 3: Utilize research methods, evidence-based practice, and informatics to investigate problems, evaluate outcome data, promote changes, promote safety and health outcomes, and improve nursing practice.</p> <ul style="list-style-type: none"> -Clearly identifies at least two course names and numbers - Discussion reflects utilization of research processes -At least two examples of course work that contributed to meeting the outcome is complete and accurate. 	<p>2</p> <p>6</p> <p>6</p>	

<p>Outcome 4: Translate current and emerging evidence from nursing theoretical frameworks and other sciences to guide decision-making that demonstrates best practices.</p> <ul style="list-style-type: none"> -Clearly identifies at least two course names and numbers -Discussion reflects the synthesis of theoretical frameworks -At least two examples of course work that contributed to meeting the outcome is complete and accurate. 	<p>2 6 6</p>	
<p>Outcome 5: Demonstrate advanced nursing practice roles from professional, organizational, and personal perspectives with an ethical and legal framework.</p> <ul style="list-style-type: none"> -Clearly identifies at least two course names and numbers -Discussion reflects the development of advanced roles -At least two examples of course work that contributed to meeting the outcome is complete and accurate. 	<p>2 6 6</p>	
<p>Outcome 6: Communicate effectively using multiple modalities with diverse individuals, groups, and populations in a global health care environment.</p> <ul style="list-style-type: none"> -Clearly identifies at least two course names and numbers -Discussion reflects the development of advanced roles -At least two examples of course work that contributed to meeting the outcome is complete and accurate. 	<p>2 6 6</p>	
<p>Outcome 7: Contribute to system-level planning, decision-making, and evaluation for disasters and public health emergencies.</p> <ul style="list-style-type: none"> -Clearly identifies at least two course names and numbers -Discussion reflects the development of advanced roles -At least two examples of course work that contributed to meeting the outcome is complete and accurate. 	<p>2 6 6</p>	
Grammar and Sentence structure	2	
Total points	100	

Faculty Signatures:

Revised December 2024

Role-Specific Competencies

You will also have to meet certain Role-Specific Competencies based upon your track. Please see the requirements in your Practicum courses.

GRADUATION

Requirements and Fees

Refer to the Lamar University Graduate Catalog. For more information please call:

Graduate Office (409)
880-8229

Information will be sent to you as you near graduation. Please see the following webpage for more information: <https://www.lamar.edu/students/commencement/index.html>

Kappa Kappa Chapter of Sigma

The Lamar University Professional Nursing Honor Society was established in the Spring of 1985, and was chartered on April 24, 1988, as the Kappa Kappa Chapter of Sigma. The purposes of this society shall be to:

1. recognize superior achievement
2. recognize the development of leadership qualities
3. foster high professional standards
4. encourage creative work
5. strengthen commitment to the ideals and purposes of the profession

Membership in the organization is composed of students in the baccalaureate and master's programs in nursing, and registered professional nurses.

The undergraduate student candidate must have completed at least one-half of the nursing component of the curriculum, shall not rank lower than the highest 35% of the class in scholarship, and have a GPA of at least 3.0 on a 4.0 scale. Students in the master's program must have completed a minimum of one quarter of the required graduate curriculum, have demonstrated ability in nursing, and must have achieved a grade point average of at least 3.5 on a 4.0 scale. The candidate shall have demonstrated superior academic achievement, academic integrity, and professional leadership potential. A nurse leader, who is a registered nurse, legally recognized to practice in his/her country with a minimum of a baccalaureate degree or the equivalent in any field, and who has demonstrated achievement in nursing, shall be eligible for membership.

Membership in the organization is an honor bestowed upon individuals who have demonstrated the achievement of the criteria established; that being so, membership is by invitation and those who accept assume the purposes of the society and the responsibility to participate in achieving its goals.

Evidence-Based Practice Project

During your two EBP courses, you will be developing an evidence-based practice project. In short, you will be identifying a clinical problem, finding recent research to “solve” this problem, developing an implementation plan, developing an analysis plan, and presenting your project to the facility and to the faculty. This is a time-intensive paper and will extend over two semesters.

This project is your capstone project and replaces the traditional thesis option for a Master’s program. It is NOT just another course paper. It is NOT too early to begin thinking about what you would like to do. You will learn more about this in your Research course.

This project does NOT require you to actually implement your project.

Please feel free to contact Dr. Ruthie Robinson with any questions or concerns. She can be reached at ruthie.robinson@lamar.edu or 409-880-8820.

Practicum Courses

During your last two semesters, you will be involved in Practicum courses. If you are in the Education track, your Practicum will be in a school of nursing the first semester and a school of nursing *or* hospital education department the second semester. If you are in the Administration track, your Practicum will generally be in a hospital setting both semesters. Both Practicum courses consist of 96 hours each.

It is important to note that **even if you are employed in the organization where you will conduct your Practicum hours**, you will need to have an affiliation agreement set up with the organization(s). You have been sent information regarding the affiliation agreement in an “Acceptance Packet” when you were first accepted in the program. It is NOT too early to start thinking about where you will spend your Practicum hours and to get started on the affiliation agreement. It can take many months for affiliation agreements to be finalized and you do not want a delay in the agreement to delay your graduation date!

Please set up an appointment with the Associate Director of the Graduate Program during your first semester of the program to discuss the practicum experience.

Students MUST submit request for Practicum Site Affiliation agreement during second semester. Please note that it can take months for an affiliation agreement between your organization and the University to be completed. If you get started late, your graduation may be delayed.