



Bachelor of Science in Nursing  
Handbook  
Updated January 2023

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at Millersville University are accredited by the *Commission on Collegiate Nursing Education*, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

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## WELCOME

Welcome to the RN to BSN program of Millersville University. Your decision to pursue a Bachelor's Degree in Nursing marks an important step in your career as a professional nurse. The faculty of the Wehrheim School of Nursing (WSON) have developed programs which build upon your previous experiences in nursing practice in an effort to enhance your professional identity through attainment of knowledge and skills. The BSN program was developed using the *American Nurses Association Nursing: Scope and Standards of Practice*, 4<sup>th</sup> edition as our guiding standard. We hope your experiences at Millersville University will be both challenging and rewarding.

This Student Handbook contains specific policies of the Wehrheim School of Nursing. The handbook supplements the Millersville University Student Handbook and the Millersville University Undergraduate Catalog (both may be found <https://catalog.millersville.edu/undergraduate/>

The purpose of this handbook is to provide information that will assist you as you progress through the undergraduate program at Millersville University. You should use this handbook as a companion document to the policies and procedures presented in the Millersville University Undergraduate Catalog and found on Wehrheim School of Nursing website.

Please remember, this handbook reflects the most current program information in effect at the time of publishing. Any changes will be emailed to all students, as well as posted on the WSON website.

Best wishes for success and happiness,

The Faculty of the Wehrheim School of Nursing

## About Millersville University

Millersville University is one of 10 universities within the PA State System of Higher Education (PASSHE). The mission and vision statements of Millersville University were adopted as part of our strategic plan, *Tradition and Transformation*. The university mission affirms that *we are a community dedicated to high quality education at exceptional value*. Our vision states that *we will inspire learners to change the world*. As a community we are dedicated to our EPPIIC Values: Exploration, Public Mission, Professionalism, Integrity, Inclusion, and Compassion.

### ***About the Wehrheim School of Nursing***

Academic programs in nursing at Millersville University were first established in 1979 with the initiation of an RN to BSN program and we were formally established as a distinct department in the School of Science and Technology in 1980. Our graduate program was established in 1993, receiving full approval from the PA State Board of Nursing in 1995.

In 2021, we were officially named the Wehrheim School of Nursing in honor of Ms. Liselotte Wehrheim, an alumna of MU, who provided an \$4.8 million endowment to MU. This incredible gift was earmarked to provide scholarships to non-traditional undergraduate students.

The WSON is one of nine academic departments in the College of Science and Technology, led by the College Dean, Dr. Marc Harris. The WSON Chair is Dr. Kelly Kuhns. Dr. Cayleigh Minter is the Graduate Program Coordinator. Dr. Kelly Rotondo is the DNP program coordinator, and Dr. Dawn Lambert is the School Nurse Program Coordinator.

**Our mission is** *to provide high quality education, preparing professional nurse learners to advance the profession of nursing and improve health outcomes.*

**And our vision is that** *our learners will engage in the highest level of practice that elevates the profession of nursing both locally and globally.*

### ***Wehrheim School of Nursing Governance***

The WSON is guided by the WSON Rules of Order and has a committee structure including Faculty, Outcomes Assessment, Curriculum, Faculty Performance Review, and Graduate Admissions. Students are invited and encouraged

## WSON Program Outcomes

In order to actualize our mission and vision, we have established program outcomes and student learning outcomes for our students.

Our program outcomes for the BSN program:

1. Graduation rates: 75% of the base cohort will complete the program within 3 years (150% completion time)
2. Employment: 75% of graduates will be employed in the area of nursing program preparation within 12 months of graduation
3. Overall program outcome: Graduates are prepared to function at their highest level of practice, with a focus on advancing the profession in order to improve health outcomes for individuals, families, and populations

Data reflecting our achievement of these outcomes can be found on the WSON website.

## WSON Student Learning Outcomes

In order to support the achievement of the program outcomes, the WSON faculty have established student learning outcomes for each program level. The Student Learning Outcomes are focused on the broad concepts of **Exploration, Professionalism, Advocacy and Action, Embracing Diversity, and Leadership**. The table below defines the core concept and provides the specific student learning outcomes for each. Content, assignments, and activities are woven throughout the curriculum to assist you in meeting these learning outcomes.

Core Concept	BSN Student Learning 4(C)-3.5 (o)-4.1 (7 (n)-0.6 (g t)1-
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<p>WSON is founded on the tenets of professional nursing practice, in which all students are accountable to nationally established standards of practice and ethical behavior. Students are mentored to engage in personal and professional development, commitment to lifelong learning, and self-care, and are subsequently empowered to impact the future of the profession.</p>	<p>Express professional nursing identity through actions that reflect the <i>ANA Scope and Standards of Professional Practice</i></p> <p>Demonstrates accountability to self through engagement in self-care and commitment to lifelong learning</p> <p>Practice in a safe and ethical manner as guided by the <i>ANA Code of Ethics</i> and the <i>Professional PA State Practice Act</i></p>
<p><b>Advocacy and Action</b></p> <p>WSON is committed to advocacy and active engagement of nurses in the public mission of the University and the profession. Students are empowered through knowledge and mentoring to promote safe and quality care as well as advocacy for self, patients, profession, and the global community.</p>	<p>Analyze the impacts of the Social Determinants of Health (SDOH) on the health outcomes of individuals, families, and populations</p> <p>Assess the impacts of environmental, fiscal, societal, and other factors on the effectiveness of healthcare outcomes and delivery practices</p> <p>Engage in advocacy activities to address policy and practice issues that impact healthcare delivery, patient outcomes, and quality of care</p>

### **Embracing Diversity**

WSON program is committed to the application, implementation, advancement, and evaluation of diversity. Person-centered care and global citizenship serve as the foundation to support equity and social justice. We embrace students' diverse backgrounds and their contributions to the learning community. Students seek to learn, grow, appreciate,

<p><b>Leadership</b></p> <p>WSON is committed to building the next generation of nursing leaders through supporting meaningful communication, as well as interprofessional and intra-professional collaboration and teamwork. Students use context and an understanding of the environment of care delivery to be agents for positive change through skilled resource stewardship in order to provide quality patient-centered healthcare.</p>	<p>Recognize the importance of change theory and the role of the nurse as a change agent</p> <p>Displays professional comporment in all written and verbal communication</p> <p>Acknowledges the importance of engaging in inter- and intra-professional collaboration on quality of care</p>
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**Nursing Elective Courses**

These courses may be used as free elective credits, to earn an additional certificate, or to enhance our knowledge.

**Course**

## ADMISSION & LICENSE REQUIREMENTS

To be eligible for admission to the WSON undergraduate programs, potential candidates must complete the online application and provide evidence of the following.

- Completed associate's or diploma in nursing from an accredited nursing program
- Cumulative GPA of 2.0 or higher
- Active RN license (or eligibility for)
  - Students may take courses in the BSN program prior to licensure but will not be able to take NURS 421 or NURS 478 without RN licensure
- Official academic transcripts

### **Registered Nurse Licensure Policy**

All students must possess RN licensure. The license must be valid for the state in which the student will engage in any experiential and/or clinical experiences.

## GRADING POLICY

Only faculty can assign grades and final grades are recorded at the end of each term. Students can access final grades in MAX. You will be graded on the following scale.

Grade	Percentage	Quality Point Equivalent
A	94 – 100	4.0
A-	90 – 93	3.7
B+	87 – 89	3.3
B	83-86	3.0
B-	80 – 82	2.7
C+	77 -79	2.3
C	73-76	2.0
C-	70 – 72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	.7
F	59 or less	0

A grade of **C or above** must be achieved for all required nursing courses. Any grade below a C (C- and below) will not count toward the student's degree requirements and the course must be repeated.

### **Grading Policy for the Courses with experiential learning components**

- Students must pass both the experiential learning component as well as the didactic portion of the course to receive a passing grade for NURS 421 and NURS 478
- All required student experiential learning paperwork must be submitted in order for a grade to be assigned.
- Students who fail the experiential learning component of any of the above courses will fail the course. A failure of the experiential learning component will result in *immediate* course failure
- Students who demonstrate impairment behaviors and/or for whom a report of impairment behaviors is received from an experiential learning site will be dismissed from the site and will fail the experiential learning compo





**Millersville University Chapter Sigma Theta Tau International**

Xi Chi Chapter membership will be open to qualified undergraduate nursing students. Students are invited to join annually, based on their academic record.

**Change of Name, Address, and Telephone Number**

## Program Assessment

As a part of our continuous quality improvement process, students are provided with several opportunities to provide ongoing feedback to the WSON. All surveys are collected via Qualtrics, a secure survey platform. All data is collected anonymously and reported in aggregate.

### *Course Evaluations*

At the end of each course, students are provided with a link to complete a course evaluation. Following completion of the term and submission of grades, the results of these evaluations are reviewed and presented to the faculty in aggregate form. These evaluations are used to identify areas of strength and improvement in the courses are a vital aspect of our quality improvement process.

### *Current Student Survey*

Once a year, typically in the fall term, a link to the current student survey is distributed to all students. This survey allows us to assess the adequacy of resources, as well as students' overall satisfaction with the program. We encourage every student to participate in this survey to assist us in our ongoing improvement efforts.

### *Alumni Survey*

Once a year, typically in the spring term, an alumni survey is sent to graduates from the previous year. At the time of graduation, students are asked to provide a personal email address so this survey can be sent. We value the feedback of our alumni and encourage each graduate to complete this survey.

### *Employer Survey*

Once a year, typically in the spring term, a link to an employer survey is sent to graduates from the previous year. Students are asked to forward this email to their current employer so that employer satisfaction with our graduates can be reviewed. You should forward this to someone in your institution who is in a position to evaluate the preparation and effectiveness of you, as an MU graduate.

## POLICIES SPECIFIC TO EXPERENTIAL LEARNING COURSES





racist remarks or behaviors targeted towards any individual will be tolerated. This pertains to persons who belong to various ethnic or cultural groups as well as persons belonging to various socio-economic groups. Any student who cannot understand or behave in a non-discriminatory manner is subject to dismissal from the program.



- Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Writing and Editing for Biomedical Publication, International Committee of Medical Journal Editors (2022) ([www.icmje.org](http://www.icmje.org); <https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>); and
- Ethical Principles of Psychologists and Code of Conduct, American Psychological Association (n.d.) (<https://www.apa.org/ethics/code#812b>)

Both documents identify contributions that substantiate co-authorship and guide authorship order. Although they differ in the specific requirements for co-authors, both sets of guidelines indicate that minor editorial revisions do not constitute substantive contributions.

The **ICMJE Guidelines (2021)** designate an author as someone who has:

- 1) Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- 2) Drafting the work or revising it critically for important intellectual content; AND
- 3) Final approval of the version to be published; AND
- 4) Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved

The ICMJE also notes that when those who have made a significant contribution to the paper (and met ICMJE criteria) are not listed as authors, this is not consistent with the ethical standards and the ICMJE guidelines clearly condemn this practice. In summary, the ICMJE recommendations state: "All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors" (ICMJE, 2021, p. 2).

*Publication guidelines synthesized from APA (n.d.) on Faculty-Student Authorship* include:

- 1) Faculty can take the responsibility and credit for work they have actually performed, or in which have made substantial contributions;
- 2) Scientific or professional involvement constitutes a valid contribution, whereas mere possession of an institutional position does not;
- 3) Minor contributions to research or writing for publication must be acknowledged in footnotes or in an introductory statement;
- 4) Students are listed as the principal author on a multi-authored article substantially based on the student's dissertation; and
- 5) Faculty must discuss publication credit with students as early as feasible on every project.

As WSON students seek to disseminate their course or program-related scholarship, students should discuss with each potential co-author the role of each co-author in the development and publication of any potential manuscripts and/or presentations. Faculty members or content experts outside of the scholarly work may also be co-authors, based on expertise and contributions. If individuals do not meet the requirements for authorship but they have provided a valuable contribution to the work, students should acknowledge these individuals for their contributing role as appropriate to the publication/presentation. As identified in the guidelines, students and faculty should discuss co-

authorship credit as early as possible on every project. Students are encouraged to discuss publication and presentation opportunities with their faculty advisors as they move through the program and/or as they seek publication/presentation of their scholarly work after graduation.

### References

- American Psychological Association. (n.d.). *Ethical principles of psychologists and code of Conduct*. <https://www.apa.org/ethics/code#812b>
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- International Committee of Medical Journal Editors. (2021). *Recommendations for the conduct, reporting, editing, and publication of scholarly work in medical journals, updated December 2021*. <https://www.icmje.org/icmje-recommendations.pdf>
- International Committee of Medical Journal Editors. (2022). *Defining the role of authors and contributors*. <https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>
- Nguyen, T., & Nguyen, T. D. (2006). Authorship ethics: Issues and suggested guidelines for the helping professions. *Counseling and Values*, 50(3), 208-216.

## UNIVERSITY SUPPORT SERVICES

In order to support our students, Millersville University offers a variety of services to students. These services are available to both online and campus-based students.

Student Service	Description
Academic Advising  Generally provided by the WSON faculty  <a href="#">Office of Academic Advising</a>	In addition to your assigned WSON Advisor, the Office of Academic Advising offers additional support, such as the assignment of a student success coach. Success coaches can assist with organization, transition to academic expectations, and more. If you would like to be assigned to a success coach, please contact your nursing advisor.
Career Services  <a href="#">Experiential Learning and Career Management (ELCM)</a>	The ELCM is available for virtual and face-to-face student guidance and career coaching sessions. Their counselors provide individualized assistance searching for jobs or internships, improving your resume, or preparing students for virtual interviews. They offer interviews and resume and negotiation preparation through Electronic Career Document Reviews. The Office of Experiential Learning and Career Management (ELCM) offers a variety of career tests and assessments to help students explore who they are and how their skills, interests, and experiences relate to the world of work and Millersville University.
Counseling Services  <a href="#">Center for Counseling and Human Development</a>	Counseling for personal and academic problems is available for virtual and face-to-face students. Using a short-term counseling model, counselors assist students to learn how to manage stress, improve their self-esteem, or handle their interpersonal relationships. All students are entitled to counseling. Other students seek help with academic issues such as study skills, motivation problems, and test anxiety. Counselors may refer students to

