Bachelor of Science in Nursing
Handbook
Updated January 2023

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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*, 4th 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 alumnus 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 o*ur 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 to participate in the Faculty, Curriculum, and Outcomes Assessment committees. Meetings are held in a multi-modal format for all participants to join in person or via Zoom. Students interested in participating should contact the WSON Chair to obtain additional information.   Information shared at these meetings is considered confidential; students may be excused from meetings for discussions regarding specific students and/or situations.

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 Outcomes
Exploration WSON embraces a culture of exploration in which students are encouraged to exhibit critical thinking and a spirit of inquiry. This intellectual curiosity helps develop knowledge and science that leads to innovation, and integration of evidence-based practice, and technology that transforms professional nursing practice leading to improved patient outcomes and enhanced health care delivery.	Exhibit a spirit of inquiry by identifying problems in need of study Integrate knowledge and evidence-based practice in providing care Recognize the role of technology, data, and innovation to improve nursing practice and health outcomes
Professionalism	

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.	Express professional nursing identity through actions that reflect the *ANA Scope and Standards of Professional Practice* Demonstrates accountability to self through engagement in self-care and commitment to lifelong learning Practice in a safe and ethical manner as guided by the *ANA Code of Ethics* and the *Professional PA State Practice Act*
Advocacy and Action 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.	Analyze the impacts of the Social Determinants of Health (SDOH) on the health outcomes of individuals, families, and populations Assess the impacts of environmental, fiscal, societal, and other factors on the effectiveness of healthcare outcomes and delivery practices Engage in advocacy activities to address policy and practice issues that impact healthcare delivery, patient outcomes, and quality of care
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, be accountable to and reflect on their role(s) in providing equitable and person-centered care.	Demonstrate respect for all individuals and population by integrating cultural diversity, inclusivity, ethical standards, social justice, and a global perspective in the provision of care Engage in ethical and professional nursing practice that embraces diversity and recognizes the need to promote equity and social justice in health and healthcare

Leadership	
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.	Recognize the importance of change theory and the role of the nurse as a change agent Displays professional comportment in all written and verbal communication Acknowledges the importance of engaging in inter- and intra-professional collaboration on quality of care

BSN Curriculum

The RN to BSN program is designed to be a flexible program based on the unique needs of the adult learner. Our fully online program consists of nine (31 credits) required nursing courses, one University Distinctive course (Advanced Writing), and a required statistics course (may be transferred from another institution). In order to achieve the BSN, students must earn a minimum of 120 credits.

Upon admission, each student will receive a proposed academic plan and be assigned an academic advisor. This proposed plan can be adjusted to meet your individual goals. The core nursing courses are typically completed in four- and one-half terms, taking two nursing courses per term. These courses can be taken at a more accelerated or slower pace.

Upon verification of completion of an entry level registered nurse program, each student will be awarded 30 lower division nursing credits. For students whose entry level program was an Associates of Science degree (ASN), any additional nursing credits (beyond 30) will be applied as free elective credits. A transcript evaluation will be completed, and all eligible transfer credits will be applied.

For students who have earned an Associates of Science degree in nursing (ASN), all general education courses, with the exception of Advanced Writing and Statistics, are considered met by the ASN degree. For students with an AAS or diploma in nursing, additional general education courses may be needed and will be identified on your initial academic advising plan.

MSN Added Courses
In addition to our traditional BSN path, we also offer an undergraduate curriculum path that allows the undergraduate BSN student to take up to 14 graduate level courses (at the undergraduate tuition cost) in place of 14 undergraduate credits. If the student plans to remain at Millersville for a graduate degree, this will create an accelerated path through the MSN. Additional information about this path is provided in the initial advisement email and can be found on the WSON website.

Courses Required in the BSN Curriculum

Course Number	Course Name	Credits	Experiential Learning Hours
NURS 320	Conceptual Basis of Professional Nursing Practice	3	
NURS 330	Ethics and Person-Centered Care	3	
NURS 340 or NURS 506	Environmental Factors Affecting Health Nursing for Sustainable Global Health	3	
NURS 360 or NURS 508	Assessment and Diversity Advanced Clinical Knowledge	4	
NURS 421	Population-Based Nursing	5	28 hours
NURS 428	Nursing Research and Evidence-Based Practice	3	
NURS 438 or NURS 503	Health Policy and Nursing Issues Advanced Practice Professional Issues and Health Policy	3	
NURS 504	Nursing Informatics and Healthcare Technology	3	
NURS 478	Transformational Nursing Leadership	4	28 hours

Course descriptions can be found in the Undergraduate Catalog

Nursing Elective Courses

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

Course Number	Course Name	Credits	Notes
NURS 310	Health Issues from a Population Health Perspective	3	Part of the population health certificate, may not be taken by nursing majors
NURS 312	Value-Based Care	3	Part of the population health certificate
NURS 315	Scientific Advances in Healthcare	3	Perspectives course
NURS 316	Women, Health, and Healthcare	3	Perspectives course
NURS 370	Telehealth Foundations	3	Part of the telehealth certificate (1/3)
NURS 460	Telehealth Policy, Advocacy, and Clinical Application	3	Part of the telehealth certificate (2/3)
NURS 461	Advanced Telehealth	4	Part of the telehealth certificate (3/3)

Course descriptions can be found in the Undergraduate Catalog

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)
  - o 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. It is the student's responsibility to report to the Wehrheim School of Nursing if they have been denied licensure or if licensure has been deemed encumbered by a state board of nursing.

Students who possess an encumbered license or are without a license may be unable to progress in the program and/or may be denied experiential experiences which would result in delayed graduation or in the inability to graduate from the program.   Licenses are verified by the WSON Secretary via the PA State Board of Nursing License Verification system. If you are licensed in a state other than Pennsylvania, you must provide a copy of your license to nursing@millersville.edu

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 component of the course and consequently, will fail the course

Incomplete Grades
Students are expected to complete all coursework in the semester in which the course is taken. When extenuating circumstances are noted, faculty have the option to grant students an extension to complete coursework beyond the end of the semester. In this case, the student is assigned a grade of incomplete (I). The decision to allow for an incomplete grade is solely the faculty member's and is based on the student's progress in the course, as well as any extenuating circumstances identified. As per MU policy, incomplete grades must be resolved within 8 weeks of the start of the next semester. However, if the course is a pre-requisite to other courses, those future courses cannot be taken until the incomplete is resolved.

ACADEMIC ADVISING

The WSON views the advisee/advisor relationship as a critical aspect of undergraduate education and preparation. Your advisor is your primary contact with the Wehrheim School of Nursing. You are strongly encouraged to develop a close working relationship with your advisor. Areas for discussion include but are not limited to the following: course selection, adjustment to undergraduate life, deficiencies in preparation, clinical competency, administrative affairs, and professional guidance. Your advisor is assigned at the time of initial advisement and is listed in the initial advisement email. You can also find your advisor in MAX. If you are not assigned to an advisor, please contact the WSON Chair, Dr. Kelly Kuhns. Students can request a change in advisor by contacting Dr. Kuhns.

REGISTRATION

You will automatically be registered for your nursing course based on the academic plan provided. If you want to take an additional course, you must consult your academic advisor to receive permission. Once permission is granted, you can obtain your TAP number, or your advisor can have you registered by the Online Programs Office.   Registration occurs via MAX and dates for registration availability are found on the Academic Calendar. General education courses, such as Advanced Writing, tend to fill very quickly, so you must be aware of the registration dates and discuss them with your advisor ahead of time.

PROCEDURE TO REQUEST AN OFF-CAMPUS COURSE

Once a student is admitted to the BSN program, an Authorization to Transfer Credit (ATC) form must be completed if you plan to take a course at a different institution. You should discuss this with your advisor to ensure the course meets your graduation requirements.

GRADUATION

Students who plan to graduate at the end of any semester must complete an application for graduation which can be found at https://www.millersville.edu/onlineprograms/graduating-online-students.php by the deadline printed in the registration information each semester. You should also register for GRAD 999. A $30 graduation fee is charged. A student who applies for graduation but does not complete degree requirements by the anticipated date must reapply in the semester when they expect to graduate. Students are billed by the Office of Students for the graduation fee. Additional details and appropriate forms are available on the Millersville Commencement web page.

POLICIES

Attendance Policy
Students are expected to be active in all classes. In the online environment, this means logging into class minimally three times per week and completing all course work and assignments. At the start of the semester, students must log into their courses by the first Friday of the semester or they will be identified to be dropped from the course for non-attendance.

Email
All students are required to check their Millersville University assigned email on a regular basis. Only email originating from a Millersville account will be acknowledged by faculty.

Undergraduate Programs Written Assignments
Students must obtain and use the **7th edition of the American Psychological Association's Style Manual** for the completion of **ALL** written assignments. All papers must follow APA guidelines for formatting, citations, and should be written in a scholarly and respectful manner. This includes literature review papers, research papers, scholarly projects, case studies, on-line assignments, and any other material composed for completion of course work.

Plagiarism and Academic Integrity
All students are expected to know and comply with the University policies related to academic integrity, academic dishonesty, and plagiarism. Plagiarism is defined as the act of *using or closely imitating* the written words of another source or individual without permission or citation. Student work will be submitted to TurnItIn (a plagiarism detection program). Any incidence of plagiarism may result in a grade of 0 for the assignment and may result in a failing grade for the course. All appropriate University policies related to cheating and academic dishonesty will be followed. See the Undergraduate Catalog and for disciplinary action as provided in the Student Code of Conduct:
https://www.millersville.edu/studentconduct/index.php

Appeal of Department Policies
Students who have a problem with a department policy may petition the department, through their advisor, for consideration of their concern at the WSON meeting.

Formal Complaint Process
A formal complaint is viewed as an occasion whereby a nursing student voices an issue and follows the procedure of involving several levels of administration within the College and University. Complaints within the College generally fall into three categories: faculty performance, grade disputes, and a variety of course-related concerns. Whenever possible, these types of complaints are resolved at the Department level, prior to being elevated to the level of formal complaint.
As per University policy, when students believe problems, they have had at the University have not been addressed adequately, they have the option of bringing the matters to the attention of the appropriate University personnel via the student complaint process (https://www.millersville.edu/saem/student-resources/grievance.php.) When doing so, a student should first contact the person or faculty member whose decision/action is the cause for concern. If the student does not believe the matter has been resolved at that level, the student can then proceed to speak with a staff member's immediate supervisor or a faculty member's academic department chairperson. If the issue cannot be resolved by the WSON Chair, the student can then begin the formal complaint process by making an appointment and discussing with the appropriate member of University administration.

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
The student must complete a Name or Address Change Form in order to officially change their name, address or telephone number. The Name or Address Change Form is available in the Registrar's Office. The student must also notify the Department of Nursing secretary (nursing@millersville.edu or 871-4274) if there is a change of name, address, or telephone number. The student's timely completion of the form and notification of the Department of Nursing office will ensure ongoing communication from the University and the Department of Nursing with the student.

Student Records Policy
The WSON maintains individual files on all students, using an electronic system. Students may have access to their student file upon request to the WSON Chair. Files must be reviewed in person in the WSON.

Ethical Responsibilities
Throughout enrollment in the WSON programs at Millersville University, students are expected to maintain the highest ethical standards. In that regard, students are held to the standards of the 2015 *ANA Code of Ethics* as well as the Professional Mandates of the Pennsylvania State Board of Nursing.

Title XI Information

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, the WSON comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a university-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at http://www.millersville.edu/sexualviolence/index.php.

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 EXPERIENTIAL LEARNING COURSES

Clinical Expectations

Students must provide their own transportation to all practicum sites and should plan to arrive at least 10 minutes early. If a student cannot keep assigned clinical time at an agency, the agency and instructor must be notified immediately. The instructor will determine whether missed experiences must be made up.

Students are to wear appropriate dress to clinical experience. Jeans are not allowed. No uniforms are required. Some agencies may request a lab coat. Wehrheim School of Nursing badges are available for lab coats. Long hair should be pulled back. No visible body piercings or tattoos. Professional attire is expected. Students must wear their MU ID as a name tag.

Generally, students will not be assigned to the particular unit in which they are employed within an institution. Students are responsible for completing any application and/or orientation materials required by clinical agencies to which they have been assigned.

Students enrolled in the RN to BSN program will engage in two courses that **require completion of 28-hours of experiential learning opportunities**. Experiential learning provides students with opportunities to build onto prior knowledge and skills while students collaborate with partnering organizations/agencies to achieve expected curricular outcomes. As part of experiential learning, students will engage in collaborative practice, use evidence-based practice, and cultivate skills and knowledge related to leadership, clinical reasoning, reflection, quality and safety, teamwork, and the provision of culturally responsive, population and patient-centered care.

The two RN to BSN courses that include experiential learning requirements include:
- NURS 421: Population-based Nursing and
- NURS 478: Transforming Healthcare through Leadership in Nursing.

While each of these courses require completion of 28-hours of experiential learning, it is also important to note these courses are also writing-designated/intensive courses. As such, students will be required to develop scholarly papers in these courses that demonstrate effective writing and information literacy skills and accurate use of APA formatting. **Given the nature/requirements of these courses, students are encouraged not to take on extra coursework or activities during the semester they are enrolled in these courses**. Further, as students prepare to enroll in these courses, students should consider dedicating time in their schedules to be able to work through the modules, research and write scholarly papers, and complete additional course requirements, including completion of the 28-hour experiential learning opportunities.

Successful completion of both the course work and experiential learning opportunities is required to pass the course. As such, to pass NURS 421 and NURS 478, students must earn a C or better in the course AND pass the experiential learning requirements. Further information on each of the courses is provided below.

NURS 421 Population-based Nursing (5 credits)
The focus of this course is on the nurse's role in promotion of health of aggregates and vulnerable populations in the community. The experiential learning opportunities will focus on collaboration with partnering organizations/agencies to promote health in the community. Students will complete 28-hours of experiential learning by engaging in a variety of activities in both the online and community settings. Examples of activities include, but are not limited to:
- Conducting a Population/Community Assessment
- Developing and Implementing a Teaching Plan
- Developing a Teaching Handout
- Engaging in Virtual Simulations

NURS 421 Experiential Learning Objectives
Upon completion of this course, the learner will be able to:
1. Use public health concepts and population data to examine the health of a select population within a community.
2. Apply principles of teaching and learning to provide health promotion and disease prevention education within a community.
3. Analyze barriers in the community related to Social Determinants of Health.

NURS 478 Transforming Healthcare through Leadership in Nursing (4 credits)
The focus of this course is on preparing students for leadership roles. The experiential learning opportunities will focus on collaboration with partnering organizations/agencies to examine nursing leadership in the context of current healthcare delivery and health outcomes. Students will complete 28-hours of experiential learning by engaging in a variety of activities in both the online and institutional settings. Examples of activities include, but are not limited to:
- Shadowing a Nurse Leader
- Engaging in a service activity
- Conducting a Change Agent Interview
- Developing a scholarly paper on an Ideal Healthcare Entity

NURS 478 Experiential Learning Objectives
Upon completion of this course, the learner will be able to:
1. Synthesize theory and evidence from nursing and related disciplines to clinical shadowing experiences
2. Analyze the economic implications involved in providing adequate resources for an organization to optimize outcomes.
3. Evaluate current healthcare delivery approaches in relation to changing and future patient populations

Additional Information related to Experiential Learning Opportunities
During the experiential learning courses (NURS 421 and NURS 478) there may be a need for students to provide clinical credentials. The need for credentials is determined by the partnering organizations/agencies in which the student is completing the experiential learning requirements. Students are responsible for determining the credential requirements of the selected partnering organization/agency.

It is the responsibility of the student to act in a professionally prescribed manner during interactions with preceptors, personnel, and clients, at all times. Importantly, no discriminatory, judgmental, and

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.

Student-Faculty Co-Authorship Guidelines

As students engage in the Wehrheim School of Nursing (WSON) nursing programs and seek new roles or opportunities beyond graduation, many students will co-author manuscripts and/or presentations related to their course or program-related scholarly work with their faculty advisors and other members of their project team. Authorship recognizes that an individual has made a substantive contribution to the work. We believe co-authorship with faculty, when handled responsibly and ethically, is an important opportunity for students and graduates to receive mentorship and professional development through the publication and/or presentation process. Accordingly, any scholarly publication/presentation (abstracts, manuscripts, conference presentations, and funding applications) involving faculty and students arising from academic activities performed under the auspices of Millersville University must include appropriate attribution of authorship.

Student-faculty co-authorship demonstrates mentorship of students by faculty and supports nursing programs of the WSON at Millersville University vis-à-vis the visibility of published materials. Student-faculty publications increase the recognition and reputation of a college for research and scholarly productivity and also promote recognition of a college for research expertise within a particular area (DeJong, Moser, & Hall, 2005). In accepting the role of a faculty advisor or team member, faculty implicitly commit themselves to guiding student scholarship competently, ethically, and with the student's best interests in mind. In accepting admission to the WSON nursing program, students commit themselves to applying and developing knowledge that contributes to the science and to disseminating that knowledge through scholarly publications and presentations. Finally, faculty and students commit to the conduct of ethical practices and other scholarly endeavors including appropriate acknowledgement of sources, accurate observations of phenomena being studied, and comprehensive analysis of scholarship. There is truthful and precise reporting of findings and the appropriate acknowledgement of funding sources (Nguyen & Nguyen, 2006). These ethical tenets serve as the backdrop for initiating conversations related to co-authorship, deciding authorship inclusion and order, honoring authoring commitments, and negotiating authorship disputes.

Authorship Considerations

The WSON guidelines for student-faculty co-authorship are imbedded within the professional values and collegiality of the nursing profession. Authorship should be limited to those individuals who have contributed in a meaningful and substantive way on a project. All authors are responsible for fairly evaluating their roles in a project, based on authorship guidelines, to ensure that authorship is attributed accordingly. The following guidelines for WSON students and their advisors provide guidance on discussing and negotiating co-authorship inclusion and responsibilities for scholarly activities emanating from the WSON nursing programs.

Consistent with accepted standards, students are the first author of all works that are substantially based on their projects and students assume primary responsibility for manuscript and/or presentation development. Certain journals/conferences may have specific requirements for authorship (students are encouraged to read all guidelines carefully); however, requirements for publication of manuscripts/presentations and guidelines on authorship are typically based on ethical considerations outlined in the following two documents, which demonstrate best practice and ethical standards in the conduct and reporting of research.

- Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Writing and Editing for Biomedical Publication, International Committee of Medical Journal Editors (2022) (www.jcmje.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

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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 Office of Academic Advising	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 Experiential Learning and Career Management (ELCM)	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 Center for Counseling and Human Development	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 community agencies or counselors off-campus if the student's needs can be better met in this manner. Group sessions are also available where students work through how to handle anxiety and stress often associated with a life transition. Campus-based or Zoom-based services are available to all students, both online and face-to-face. Counseling appointments are available M, T, TH, F from 8:00AM – 4:30 and W from 8AM – 6PM.
Financial Aid Office of Financial Aid	The Office of Financial Aid assists all students, regardless of their economic resources, in obtaining financial assistance and the collection of student tuition and fees; while maintaining the fiscal and regulatory integrity of the University's financial programs. The Office of Financial Aid office has a full-service website and office hours aimed at guiding the student through the process of obtaining financial assistance to pay for college through different aid programs.

	The office can provide assistance with FAFSA, financial aid options, Veteran benefits, different tuition or aid calculators and planning, provide information on different funds, payment options, student working opportunities among numerous financial aid workshops.
Library Services McNairy Library	The McNairy Library and Learning Forum supports students in a variety of ways. The vast majority of library resources are available online. Professor Melissa Gold (melissa.gold@millersville.edu) is the assigned librarian for the WSON. Professor Gold is available for meetings via phone, Zoom, or in person. There are library tutorials included in all introductory nursing classes.
Technology MU IT	The MU Self-Help page provides a vast array of searchable resources. The Help Desk is available M-T from 8AM – 7PM and Friday from 8AM – 5PM. 717-871-7777 There is an after-hours Helpline for D2L 877-325-7778
Tutoring Tutoring Services	Tutoring is available for Statistics and other general education courses you may take. We encourage students to use SmartThinking (available via D2L) for writing assistance. Students can also use the University Writing Center.