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The policies and procedures that follow have been developed and revised over the years to provide mutual understanding of expectations and commitments between the Anesthesia for Nurses Program Faculty (AFN Program) and the students who are enrolled at the Medical University of South Carolina (MUSC). They are in accordance with MUSC and the College of Health Professions (CHP) policies. The policies and procedures also are intended to maintain compliance with the Standards and Guidelines established by the Councils on Accreditation (COA); the Southern Association of Colleges and Schools (SACS); and by the National Board for Certification and Recertification of Nurse Anesthetists (NBCRNA).

Although the intent is for these policies to not change during the student’s tenure at MUSC, some
circumstances may warrant changes to these policies and procedures. Unless absolutely critical, students will be notified at least 6 months prior to a policy change.
Section One
Background and Introduction

Description of the Programs

The Master’s in Nurse Anesthesia Program
The Anesthesia for Nurses (AFN) Program is a twenty-eight-month course of study leading to a Master’s Degree in Nurse Anesthesia (MSNA). This program includes a didactic portion conducted at the Medical University of South Carolina and a clinical anesthesia component carried out at local and regional hospitals.

The first twelve months are primarily didactic, allowing the student to acquire the basic and advanced knowledge necessary for the safe administration of anesthesia. Students will also attain clinical technical skills and decision-making through clinical simulation experiences using low and high fidelity simulation. Students also attain an introduction to the operating room environment through clinical observation during the second and third semesters. Students are expected to demonstrate professional advocacy through attendance at state and national meetings. During the following sixteen months, students are immersed in the clinical area where they administer anesthesia to all types of patients and in all types of practice settings. As the student progresses through the program, didactic instruction lessens while clinical time and case complexity increase. Students are evaluated on their ability to integrate didactic knowledge to clinical practice, to demonstrate critical thinking skills, and to apply appropriate interventions in patient management.

The curriculum of the program has a wide range of physical, behavioral and biological science courses to help the student establish a theoretical base. Instructional approaches include but are not limited to one-to-one faculty/student instruction, lecture, simulation lab, self-directed study, and other structured learning. The clinical portion of the program consists of the integration of didactic knowledge with evidence-based clinical practice leading to the development of clinical skills.

Students are encouraged to expand personal, educational, and professional goals as they push toward excellence.

Doctor in Nurse Anesthesia Practice: Post-Masters Option
The AFN Post-Master’s Doctor of Nurse Anesthesia Practice (DNAP) program is designed for Certified Registered Nurse Anesthetists (CRNA) ready to take the next step in their career. Graduates of the DNAP program are prepared to create and lead new models of care delivery for communities locally and across the nation.

The purpose of the Medical University of South Carolina Anesthesia for Nurses DNAP program is to educate current master’s prepared CRNAs to meet the needs of a complex, changing health care system by assuming increased roles in healthcare leadership, policy, education, and clinical practice. The diversity of coursework and faculty backgrounds will support a wide variety of scholarly project options.

The objectives of the program are to:

- Produce CRNAs who have the educational tools to assume leadership roles in healthcare through
an interprofessional curriculum with other healthcare experts.

- Expand the clinical experiences of CRNAs with the additional content in pain management and in crisis simulation.
- Develop current clinical practitioners’ skills in creating an evidence-based practice founded on scholarly research, best practice, and evaluation of outcomes.
- The 31-credit hour post-master’s DNAP is delivered in a part-time format over five semesters using a hybrid model of distance and on-campus educational offerings. Students will attend courses on-campus once or twice per semester over a long weekend. The remaining coursework will be delivered via the College of Health Profession’s state of the art distance educational technology. The DNAP seminar courses provide for professional socialization and development of the scholarly project.

Doctor in Nurse Anesthesia Practice: Post-Baccalaureate Option

In 2011, the Institute of Medicine recognized the increasing complexity of healthcare and identified the need to educate Advanced Practice Registered Nurses to a higher level to meet the needs of our patients and the larger healthcare system. The Medical University of South Carolina Anesthesia for Nurses Program (AFN) Doctor of Nurse Anesthesia Practice (DNAP-PB) Program is dedicated to producing competent, compassionate, and knowledgeable Certified Registered Nurse Anesthetists who will meet the health care needs of society through clinical practice, education, and research.

Students are educated in all facets of nurse anesthesia practice throughout the perioperative period. The first 18 months are primarily online/classroom instruction that supports the students’ acquisition of basic and advanced anesthesia skills necessary for the safe administration of anesthesia. Students practice clinical skills using low- and high-fidelity simulation. Students are expected to demonstrate professional advocacy through attendance at state and national meetings. During the remaining 18 months, students are immersed in the clinical area where they administer anesthesia to all types of patients and in all types of practice settings. Students are evaluated on their ability to integrate didactic knowledge with clinical practice, demonstrate critical thinking skills, and provide appropriate interventions in patient management.

Through our variety of clinical sites, AFN students have opportunities to administer anesthesia to complicated pediatric and adult patients in a large teaching hospital and to patients of all ages in a community hospitals and rural independent CRNA practices. Students obtain extensive hands-on clinical experiences in administering many types of regional anesthesia and utilizing ultrasound technology.

The DNAP program offers a diverse selection of course work from managing information systems to crisis simulation in anesthesia. Through interprofessional collaboration, students in the DNAP program will have access to leaders in nurse anesthesia healthcare administration. The variety of course work and diverse faculty backgrounds will support a wide variety of Scholarly Project options. The purpose of the DNAP Scholarly Project is to demonstrate the synthesis of coursework and clinical practice application. The scholarly project should reflect the relationship between clinical practice and scholarly inquiry.

The objectives of the post-baccalaureate DNAP program are to:
• Expand the clinical education of CRNAs with the addition of increased clinical education hours, instruction in advanced technology, and high-fidelity crisis simulation.
• Prepare CRNAs to provide a clinical practice that is founded on the basis of evidence, research, and outcomes.
• Produce CRNAs who have the education and skills to assume leadership roles in healthcare.

Accreditation Statements
The Medical University of South Carolina is regionally accredited by the Southern Association of Colleges and Schools (SACS). The Anesthesia for Nurses Program is accredited by the Council on Accreditation of Nurse Anesthesia Education Programs (COA), a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the United States Department of Education. MUSC and the AFN Division believe that no person or organization should be allowed to make false claims as to the accreditation status of this program.

Mission of MUSC
The Medical University of South Carolina (MUSC) is South Carolina’s only comprehensive academic health science center. Our purpose is to preserve and optimize human life in South Carolina and beyond. MUSC provides an interprofessional environment for learning, discovery, and healing through (1) education of health care professionals and biomedical scientists, (2) research in the health sciences, and (3) provision of comprehensive health care.

As a public institution of higher learning, MUSC provides a full range of educational programs in the biomedical sciences and actively engages in community service and outreach. The campus is located on more than 50 acres in the city of Charleston. A diverse student population of more than 2,750 students in six colleges (Dental Medicine, Graduate Studies, Health Professions, Medicine, Nursing, and Pharmacy) study for degrees at the baccalaureate, masters, doctoral, and other professional levels. MUSC has academic programs that employ traditional and distance education methods. The University also provides residency training for over 750 graduate health professionals and is comprised of approximately 1,425 full-time and 300 part-time faculty members.

AFN Mission, Vision, and Values
Mission Statement
The mission of the Anesthesia for Nurses Program is to prepare ethical, culturally aware nurse anesthesia students to assume roles in the clinical and professional arena by providing evidence-based, high quality didactic, clinical, simulation education.

Vision Statement
The vision of the AFN program is to be a recognized leader in nurse anesthesia education and to provide highly sought after, qualified nurse anesthetists to South Carolina and beyond.

Program Values
Professional and clinical integrity
Life-long learning
Diversity and inclusivity
Evidence-based clinical practice
Professional advocacy
Personal and professional wellness

Program Administration

College of Health Professions  Lisa Saladin PT PhD
Dean
151A Rutledge Ave
Charleston, SC 29425  792-8702

Department Health Professions  Richard Segal PT PhD
Department Chair
151B Rutledge Ave
Charleston, SC 29435  792-2928

AFN Division Director  Angela Mund CRNA DNP
Associate Professor/Program Administrator
151 B Rutledge Ave #424
Charleston, SC 29435
Office: 843-792-4067

AFN Assistant Director  Candace Jaruzel CRNA PhD
Assistant Professor/Clinical Director
151B Rutledge Ave #425
Charleston, SC 29425
Office 843-792-4067

Faculty  Michele Ballister CRNA DNP
Assistant Professor/Admissions Director
151B Rutledge Ave #426
Charleston, SC 29425
Office 843-792-4067

Student Services Coordinator  Kelly Long
151B Rutledge Ave #429
Charleston, SC 29425
Office 843-792-8510

Administrative Assistant  Arundhati Isadas
151B Rutledge Ave #430
Charleston SC 29425
Office 843-792-1836
Emergency Weather Planning
In the event that the Medical University of South Carolina has been issued a severe weather warning the following will apply:

Students must have a preparedness plan in place. Details of a plan may be found using the following link.
Link to the Education and Student Life website on Emergency Planning
http://academicdepartments.musc.edu/esl/academics/policies/hurricanesafety.html

Students are strongly encouraged to register for the MUSC Alert System. To receive emergency notifications through the MUSC Alert System including SMS text messaging, voice messaging, and desktop alerts, please register for the MUSC Alert Emergency Notification System at www.musc.edu/muscalert.

During the didactic phase, students can verify campus closures/class cancellations. During the clinical phase, information regarding inclement weather and clinical responsibilities may be found in Section 8: Clinical Information. Students should not place themselves at risk if unable to contact the AFN faculty. They should exercise their best judgment in all decisions regarding safety for themselves or family members.

Association Membership
Associate membership is required in the American Association of Nurse Anesthetists (AANA). The membership fees will be borne by the student. Link to Student Section on the AANA Website:
http://www.aana.com/ceandeducation/students/Pages/default.aspx

Student Services
Services are available from various departments at the university. Services include but are not limited to: Center for Academic Excellence & Writing Center; Counseling and Psychological Services; The MUSC Wellness Center; and Educational Technology Services. Please refer to the MUSC Education and Student Services website for details of these services at http://academicdepartments.musc.edu/esl/

Stakeholders Rights and Responsibilities
Faculty Responsibilities
- Faculty members shall meet their assigned classes regularly at the specified time and place.
- Course faculty and instructors will update their courses periodically to reflect the most current scholarship and clinical evidence.
- Course instructors will present students with a detailed course syllabus within 1 week of the onset of the course. The syllabus will be updated and will reflect how grades are determined, schedule of examinations/papers, and what evaluation standards will be applied.
- Faculty members shall make themselves available for student conferences by holding office hours and, in special instances, by arranging appointments at other mutually convenient times.
- Faculty is expected to promote a climate of academic integrity through role modeling and promoting the importance of research and professional ethics.
- Faculty is expected to promote a culture of inclusivity and fairness for students, other faculty, and staff.

Student Rights and Responsibilities
- Students are expected to demonstrate a professional manner by being prepared for class,
respecting the rights of others, taking responsibility for his/her own actions; and adhering to the policies set forth by the University, the College, and the Program.

- Students have the right to expect a quality education; be treated with fairness and be represented in the educational process.
- Students have the right to be regarded as a professional member of the health-care team.
- Students have the right to receive fair and objective evaluations and the right to due process.

Patient Rights and Responsibilities
The patient has the right to:

- expect to be treated with dignity and as a valued member of society;
- have all medical and personal information remain confidential;
- a quality anesthetic;
- refuse participation in his/her care by a student nurse anesthetist.
- The patient has the responsibility to be honest in all medically related disclosures.

Applicant Rights and Responsibilities
The applicant has the right to:

- not be discriminated against because of race, color, gender, handicap or national origin;
- know what is expected of him/her;
- expect to be treated with dignity and as a valued member of society.
- The applicant has the responsibility to be truthful in all disclosures to the University and Admissions Committee.

Clinical Site Rights and Responsibilities
The clinical agency has the right to:

- expect professionalism from all students and faculty who are “guests” at its clinical sites;
- restrict any student from participating in clinical education for any cause.
- The clinical agency has the responsibility to:
  - provide a clinical environment that is conducive to learning;
  - provide a clinical environment that is free of harassment.

Accrediting Agency Rights and Responsibilities
The accrediting agency has the right to:

- review or cause to be reviewed any program for cause, including:
  - multiple student complaints;
  - low board certification scores over multiple years.
- assess the competency of any program director;
- evaluate all issues addressed by students to the Council that affect student satisfaction and outcomes.
- The accrediting agency has the responsibility to:
  - provide all information needed for resolution of complaints issued;
  - make sure complaints are legitimate and not baseless before proceeding with punitive action.
Section Two
Compliance and Prerequisites

Health Insurance
Students must provide proof of their own health insurance. Proof of coverage of current health care insurance must be on-file with the Clinical Education Office while enrolled in the program. Health insurance may be purchased through the MUSC.

Liability Insurance
Students must provide their own medical liability insurance in the amount of $1,000,000/3,000,000. Proof of coverage of current liability insurance must be on-file while enrolled in the clinical portion of the program. Professional liability insurance must be purchased through the AANA Insurance Services.
http://www.aana.com/insurance/Pages/default.aspx

Change in Address
Students are expected to promptly notify the Program Administrator and the Student Services Coordinator of any changes in address.

Immunization
Students are required to obtain all immunizations as required by the College of Health Professions, the Anesthesia for Nurses Program, and the Clinical Sites. Students are required to submit all required documentation to the Clinical Education Staff in a timely manner. If immunizations lapse, students will be removed from the clinical site and will be charged vacation days until the issue is rectified.

Licensure and Certification

Licenses as a Registered Nurse
- Students must maintain an active South Carolina Registered Nurse license or an RN state that participates in compact licensure. Students are responsible for ensuring that they meet the requirements to maintain a compact license.
- Students are required to obtain a Georgia (GA) Registered Nurse license by July of their first year. It is recommended that the students begin this process at least 6 months prior to the month of July. If students have not obtained their GA license prior to a GA clinical rotation may be charged vacation days until the issue is rectified.
- Both licenses must be uploaded to SharePoint or any other computer program as required by the CHP Clinical Education Department.

Certification
- Students must maintain ACLS, BLS, and PALS certification throughout their education. The AFN program will schedule recertification classes the spring of their first year, but the cost of the class is borne by the student.

Criminal Background Checks
All students shall submit to having a criminal background check performed by the organization deemed appropriate by the College of Health Professions or the Medical University of South Carolina. During their academic term students may be asked by a clinical site to undergo an additional background check at their expense.
Section Three
Policies and Procedures

Arrest Policy
All students are to adhere to the MUSC Arrest Policy, which can be found at:
http://academicdepartments.musc.edu/provost/pdf/StudentArrestPolicy.pdf

Attendance
Unless the student has a justifiable reason for being absent, he/she is expected to attend, and be on time for, all classes, clinical, and lab. The student is responsible for all materials given both in attendance and absence. The student should be aware that class attendance reflects a degree of reliability and level of interest that are held in high regard in the Program. Patterns of absence or absenteeism on the day of exams are especially discouraged. Make-up exams will be arranged at the discretion of the instructor and may consist of a format other than that of the original test. For extended illness or temporary disability, refer to the CHP Student Policies and Procedures Handbook. This policy includes medical and surgical issues and pregnancy. The CHP Student Policies and Procedures Handbook can be found on the College of Health Professions Student Life and Information Center
http://academicdepartments.musc.edu/chp/current_students/

Complaints against the Program
The policy for complaints against the program is contained in the CHP Student Policy and Procedures Handbook found at http://academicdepartments.musc.edu/chp/current_students/

Students have the right to contact the Council on Accreditation of Nurse Anesthesia Educational Programs with complaints about the program. The form to submit a complaint may be found at http://home.coa.us.com/contact/Pages/default.aspx

Confidentiality/ Health Information Portability and Accountability Act (HIPAA)
During the course of administering an anesthetic or reviewing a patient’s chart, the student anesthetist is privy to confidential and/or sensitive information. It is the policy of this school that all patient information remains confidential unless needed by other health care providers for the safe conduct of this patient’s care. If information is conveyed to another, it must be done so in a professional manner, keeping in mind the need for patient confidentiality. All materials shared during the course of a clinical conference must have personal references and patient identifiers removed. As part of ongoing MUSC compliance, students will be required to complete the yearly module on HIPAA in the MyQuest system
Disciplinary Policy
All disciplinary actions may follow a three-step procedure. If an issue is considered especially egregious, the student may be immediately dismissed from the program.

Counseling – Program faculty will provide academic and clinical counseling. Academic counseling will be provided by the course director of the course in consultation with the Program Administrator. If the issue of concern occurs in the clinical area, the Clinical Director will counsel the student and inform the Program Administrator. All counseling will be documented on the Advising Notice of Concern Document (Appendix B). At this time, the student will be advised of the problem. A written action plan for improvement will be formulated with input from the student. Students may be referred to or required to attend the Center for Academic Excellence (CAE) and/or Counseling and Psychological Services (CAPS).

Progressions Committee – If the problem is not corrected by counseling with the Clinical Director or the Program Administrator, the student will be asked to meet with the Progressions Committee. At this meeting, continued consistent and unresolved problems will be discussed and a written action plan with goals and objectives will be formulated. The committee will discuss possible options for the student, up to and including possible termination from the program. If the student is terminated, the dismissal policies and procedures of the CHP will be followed.

The student has the right to appeal the dismissal using the procedures outlined in the MUSC Bulletin. Information on the appeals process can be found at: http://www.musc.edu/bulletin/acad_policies/acad_review.html

In addition to academic grounds for discipline or dismissal, the following items may be considered action items.

- violation of rules and regulations of any clinical site;
- lack of professionalism in communication or action;
- breach of confidentiality;
- surrender of nursing license;
- falsification of clinical, application, or academic documents;
- felony conviction;
- plagiarism;
- failure to submit clinical evaluations;
- use, or being under the influence of, alcohol while in the clinical or didactic area,
- illegal substance use at any time.
This list must not be considered exclusive.

Document Review and Retention
All AFN policies and procedures will be reviewed annually prior to matriculation of the incoming class.

AFN documents will be retained in the Program Administrator’s office, the Clinical Education Staff office, and in the CHP student services files. Documents will be retained for the duration of the program accreditation, at a minimum. Evidence of clinical evaluations and clinical case records will be maintained electronically on Medatrax.

Examples of documents that will be retained either on paper or electronically include:
- Program and Clinical Handbooks
- Committee Meeting Minutes
- Faculty files: didactic and clinical coordinators
  - Curriculum vitae or resume
  - Evidence of RN/APRN licensure and certification as a CRNA, as applicable
- Evaluations, where applicable
- Affiliation agreements, Business Associate Agreements, and amendments where necessary
- Evidence of evaluation of the Program
  - Didactic faculty evaluations
  - Clinical site
  - Clinical faculty evaluations
  - Student exit survey and interviews
  - Employer evaluation of graduates
  - Any other evaluations deemed useful
- Curriculum
  - Course descriptions, objectives, and syllabi
- Communication with College and University curriculum committees
- Documentation of prior accreditation decisions
- Student records
  - Student program records will be maintained for three (3) years after successful completion of the certifying examination given by the Council on Certification.
  - All records that are disposed of according to CHP policy
  - Records of students who did not successfully complete the program will be maintained for five (5) years. The file will contain at a minimum:
    - application materials
    - disciplinary actions, where applicable
    - official transcript
    - Supporting documentation for dismissal (if applicable)
  - Additional electronic files will contain final clinical evaluation; SEE and NCE documentation

**Drug Testing**
The Anesthesia for Nurses Program adheres to the CHP policy for drug testing as noted in the CHP Student Policy and Procedure Handbook. In recognition of the high percentage of anesthesia providers who have issues with substance abuse, the AFN program may require additional random drug screens at the student’s expense.

The complete policy, including drug testing for cause and as a requirement for clinical rotations can be found in the CHP Student handbook. Students will be required to sign a consent for drug testing and release of information prior to each drug screen. [http://academicdepartments.musc.edu/chp/current_students/]({#})

**Examination Policy**
- Evaluation of student progress may include, but is not limited to, computer based testing, lab evaluation, and/or clinical simulation.
- The course director will notify the student within the first week of the class regarding what the criteria will be for acceptable performance.
- The course director or his/her designee will proctor all exams. If exams are administered
electronically, all students will be required to use examination integrity proctoring software.

- Classroom review of exam questions will be at the discretion of the course director. Individual review with the faculty member responsible for the test item is encouraged, as needed prior to the next exam in the course.
- Faculty instructors are responsible for ensuring that students receive grades for exams and major assignments within a reasonable timeframe.
- Academic challenge of test questions will be considered for 48 hours after the test is released. Grades assigned by instructors are presumed to be correct. Therefore, it is the students’ responsibility to check the accuracy of his or her exam and/or assignment grades to ensure that no error has been made (e.g., clerical, calculation). All academic challenges for test questions must be submitted on the form provided by the course director. Appendix E: Exam Question Challenge Form
- If a student believes an error has been made in the grade assigned, the student is to notify the instructor in writing within one week from the date the final course grades were released. The instructor is to review and notify the student in writing of the disposition of the review.

Employment
Due to the rigorous nature of nurse anesthesia education, students are strongly discouraged to maintain either full-time or part-time employment as a registered nurse. Student Registered Nurse Anesthesia students shall not be employed as Nurse Anesthetists by title or function while in student status. Employment as a Nurse Anesthetist is not permitted (by law) until after the official class graduation date which will be established upon matriculation. The AFN program does not guarantee employment upon graduation and does not maintain a job placement service. However, the AFN faculty will assist the student as able during their job search process.

Faculty/Student/Clinician Relationships
The CHP Student Policies and Procedures Handbook provides language to govern relationships between students, faculty, and clinician. The policy may be found using this link: http://academicdepartments.musc.edu/chp/current_students/

Upon admission, if a student is already involved in a relationship with a faculty member, clinical instructor, or any other person who could be in a supervisory position, it is the responsibility of the student to immediately inform the Program Administrator. If possible, accommodations will be made to prevent situations of authority. This will include but is not limited to, the student withdrawing from a course, or clinical site, taught by the faculty member, transfer of the student to another course or section, or assumption of the position of authority by a qualified alternative faculty member.

Grading Policy and Academic Standing
The AFN program utilizes the CHP grading policy as noted in the CHP Student Policies and Procedures Manual found on the following link:

http://academicdepartments.musc.edu/chp/current_students/

Didactic Evaluation
Classroom evaluation and methods are in the purview of the individual course instructors.

If a student receives a course grade of less than 3.0 but greater than a 1.9 in any class, they will receive an
Advising Notice of Concern (Appendix B).

Students will be placed on academic probation based on the following criteria:

- A student with a cumulative GPA between 2.75 and 3.0 will be placed on academic probation. They will be allowed one semester to raise the cumulative average to the required 3.0.
  - If, at the end of that semester of probation, the student has failed to achieve a 3.0 or greater cumulative grade point average, the student will be dismissed from the program.
- Students who have been admitted on an academic probationary status will be required to achieve a cumulative GPA of 3.0 or higher within the first semester or they will be dismissed from the program.
- Students who are on academic probation will not be allowed to proceed into the clinical phase until their GPA is above a 3.0.
- No student may graduate while on academic probation.

Students will be dismissed from the program if any one of the following occur:

- A cumulative GPA of less than 3.0 following the Summer I Semester (applies to MSNA students only)
- A cumulative GPA less than 2.75 at anytime
- More than two course grades between 2.0 and 2.9
- Any course grade of less than 2.0

In addition, a failing grade in pass/fail courses will be treated as a quantitative point value of 0.0 for the determination of a student’s GPA.

Honor Graduates
Each year, graduates with top GPAs are recognized as honor graduates. Honor graduates are determined based on this criteria:

First Honors are given to graduates with the top two GPAs. In the case of more than two graduates with the same top ranked GPA, the faculty within the program will break the tie using criteria as noted below. The graduate or graduates who are tied for the highest GPA ranking in the program who do not get first honors may receive second honors. Selection criteria in the event of more than two graduates with the same highest ranked GPA include the following: leadership roles, academic center organizations (IPC, presidential scholars, honor council, class president, etc.), professional organization involvement, professional awards; and volunteer work. No more than two First Honor Graduates and two Second Honor Graduates per program are allowed at MUSC.

International Travel
Information on student international travel can be found on the MUSC Center for Global Health website: http://globalhealth.musc.edu/international-travel-0

Leave
Holidays
During the didactic portion of the program, students receive holiday time off according to the MUSC academic calendar.
During the clinical portion of the program, students will receive the following major holidays off of clinical:

**Sick Days**

It is the student’s responsibility to notify the appropriate clinical site staff and the clinical coordinator per guidelines distributed for individual clinical sites. Students must notify the Clinical Director before 0900 on the sick day. The scheduled clinical time will be subtracted from the vacation leave pool. Failure to also notify the AFN office before 9:00 AM on the day missed (a voice mail or email during non-office hours is acceptable) will result in additional time removed from your pool, e.g., missing one day without contacting the office results in two days subtracted from vacation pool. Any student who is absent from the clinical area for more than two (2) consecutive days must have a physician’s release on file with the AFN office prior to returning to clinical.

**MSNA Clinical Leave**

Students are allowed a total of 104 hours of leave during the clinical component of the program. Clinical leave can be used for vacation, illness, etc.

Students missing junior clinical days will have an equivalent amount of time deducted from their vacation leave balance.

During the clinical phase, scheduled leave must be requested in writing at least 14 days in advance of the start of a clinical rotation.

**Authorization of leave:**

The Assistant Program Administrator must authorize all requests for leave. After the leave is approved, the Assistant Program Administrator will then notify the appropriate Clinical Coordinator. Clinical Coordinators may NOT approve leave without consultation with the AFN Administration.

**Guidelines for leave requests**

- Only full days may be requested.
- Requests from clinical sites will be deducted on an hourly basis (i.e., 8, 10, or 12 hours).
- No more than 40 hours of leave may be taken during any clinical rotation.
- No more than one 3-day weekend can be requested during any clinical rotation.
- Leave will not be granted on an Anesthesia Seminar Day.
- Requests during specialty rotations such as obstetrics or rotations where regional experience is at the discretion of the Assistant Program Administrator and will only be granted for special circumstances.
- Leave should not be saved until the end of November of the year of graduation.
- Patterns of absence (i.e., excused or otherwise) or excessive use of leave at a particular clinical site will warrant investigation by the AFN faculty and possible probation.

**Education leave**

The AFN faculty supports the engagement of SRNAs in state and national professional meetings. Students will be granted an additional 64 hours of educational leave at the discretion of the Program Administrator and/or the Assistant Program Administrator. Any unused education leave can be used in the final week of the program for clinical leave (not to exceed 40 hours).

**Study Days**
In preparation for the National Certification Exam (NCE), the AFN faculty will denote study days on the Google calendar as part of Anesthesia Practicum. Requirements for these days will be posted in Moodle.

**Bereavement Leave**
Leave, upon written request, may be granted for up to three consecutive days (24 hours total during the clinical phase of the program) on the death of any member of the student’s (or their spouses) immediate family. Immediate family is defined as the spouse, great-grandparents, grandparents, parents, brothers, sisters, children, grandchildren, and great-grandchildren of either the student or his/her spouse. Please include information regarding the location and time of the funeral arrangements in your request. Guidelines for leave request still apply.

**Leave of Absence:**
Students may submit a written request on the appropriate CHP leave of absence form for a one-semester leave of absence from the clinical portion of the program. Applications will be evaluated on a case-by-case basis by the Program Administrator. Students must work with the Office of Financial Aid and the Office of Student Accounting of the Medical University to make sure their accounts are up to date. Prior to re-entry into the clinical portion of the program, students must submit to, and have a negative result, from a witnessed urine or hair drug screen. A positive drug screen will result in termination from the program. The student will pay for cost of the drug screen.

Students wanting a leave of absence during the didactic portion of the program may submit written request on the appropriate leave of absence form and may be allowed to re-enter on a space available basis at the start of the next academic year.

Additional information regarding a leave of absence can be found in The MUSC Bulletin [https://www.musc.edu/bulletin/acad_policies/leaving.html](https://www.musc.edu/bulletin/acad_policies/leaving.html)

**Medications**
Students must notify the program administration of any on-going illness that requires self-administered medications that could impact cognition or affect either academic or clinical performance. Medical records will not be maintained by the program administration. These records will be maintained according to the policies and procedures of the CHP Clinical Education Department. Student privacy will be maintained and only those individuals with an absolute need will be informed. Those individuals may include: program administrator, assistant program administrator, or clinical coordinator.

Students who must take narcotics or other cognitive impairing substances will be required to take a leave of absence until they are no longer on the medications. Students in violation of this portion of the policy will be immediately suspended from the clinical area pending certified completion of their drug regimen followed by assessment and counseling at the Counseling and Psychological Services Center. Violation of this requirement may be grounds for immediate dismissal from the program.

**Procedures for self-administration of medications at clinical sites**
If the student is administering medication at a clinical site, all medications must be properly labeled in the original dispensed bottle. Any medications that require injection will be discussed with the clinical coordinator at the clinical site. All injections must be labeled and secured properly. The student should make all efforts to avoid any appearance of the injection of illegal substances.
Non-discrimination
The Medical University seeks to assure diversity among its applicants and in its student body. The Medical University of South Carolina does not discriminate on the basis of race, color, creed, sex, age, national origin, disability, sexual orientation, veteran status, or marital status in the administration of admission policies, educational policies, financial aid, or any other university activity.

http://academicdepartments.musc.edu/esl/em/admissions/gen_admissions.html

University Admissions Minimum Abilities standards:
http://academicdepartments.musc.edu/esl/em/admissions/future/abilities.htm

Because of the nature and intensity of the didactic and clinical nurse anesthesia curriculum and profession, disabled students will be assessed on an individual basis in relation to their ability to meet requirements.

Information on accommodations may be found in the College of Health Professions Student Policies and Procedures Manual in the section labeled “Disability”.

http://academicdepartments.musc.edu/chp/current_students/

Personal Protective Equipment and Bloodborne Pathogen Reporting
Students are expected to comply with policies set forth by all clinical sites regarding the use of personal protective equipment. Non-compliance with these policies may result in removal from the clinical site or clinical probation.

The reporting requirements for blood borne pathogen exposure may be found on the MUSC Student Health Services webpage. Students are expected to inform the clinical site coordinator, the clinical director, and student health services immediately upon exposure.

http://academicdepartments.musc.edu/esl/studenthealth/student_resources/pathogen.html

Pregnancy
In addition to the polices regarding pregnancy that are contained within the CHP Student Policies and Procedures handbook, AFN students are required to notify the Program Administrator and the Clinical Director of pregnancy. This is due to the basic physical demands and requirements of the program. It shall be the student’s decision, on advice of her physician, whether to continue the program. Anesthesia tasks are a basic element of the course and as such may not be rescheduled.

Professionalism
Anesthesia for Nurses students are expected to adhere to the MUSC Code of Professional Conduct. The CHP Student Policy and Procedures manual contains information on the student professional code of conduct. It may be found at http://academicdepartments.musc.edu/chp/current_students/.

The CHP Honor Council handles suspected violations of the MUSC honor code.

AFN Student behavior must be consistent with the Professional Standards of the American Association of Nurse Anesthetists and the Medical University of South Carolina. Any function where the student is
attending with approved time off from class or clinical is considered University time.

*Aspects of clinical professionalism are addressed in the clinical section of the handbook.*

**Publications**
The Administrative and Student Manual will be reviewed yearly and published on the AFN website. A clinical handbook will be distributed to students just prior to the clinical phase of the program and is maintained on the Moodle site for each class. The clinical handbook is also distributed to clinical coordinators on a yearly basis.

**Sexual Harassment**
It is the policy of the Medical University of South Carolina to prohibit any form of sexual harassment. The offender shall be subject to disciplinary action, up to and including dismissal. This policy is in keeping with federal and state guidelines.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or written, pictorial, or electronic material of a sexual nature constitute sexual harassment when Submission to such conduct is made explicitly or implicitly a term or condition of employment or advancement; or a condition of instruction; or participation in any other University activity (quid pro quo); or submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals; or used as a basis for evaluation in making academic or personnel decisions; or Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive working environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to facts and circumstances, including the context in which the alleged incidents occurred.

The Office of Gender Equity is housed within the Provost’s Office and is responsible for the reporting, evaluation, and investigation of allegations of sexual harassment. Information on the Office of Gender Equity and the Sexual Harassment policy can be found at:

http://academicdepartments.musc.edu/genderequity/policies.htm

**Social Media**
The AFN program recognizes the role that social media plays in electronic communication and networking. However, inappropriate use of social media such as Facebook can cause serious negative ramifications to patient confidentiality, student professionalism, and overall public impression of the Program, the College, and the University. The AFN program has adopted the guidelines for social media noted in followed link under Social Networking Guidelines http://academicdepartments.musc.edu/chp/current_students/

Inappropriate use of social media includes but is not limited to:
- Discussion or comments of clinical experience regardless of the use of patient or clinical site identifiers
- Slander of fellow students or faculty
- Expressing opinions that can perceived as the opinions of MUSC or the AFN program

Please be aware that protected confidential student and/or patient information may not be shared or posted. All comments, photos, or other information shared via this social media platform should remain
appropriate and professional and should in no way infringe upon regulations as stated in FERPA, the Family Educational Rights and Privacy Act. To read more about FERPA, please visit this site: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

**Time Commitment**
The student’s time commitment will **average** no greater than 60 hours/week. This time commitment will cover clinical and classroom. The Program Administrator will review student time commitment periodically.

**Time Limits for Completion of Program**
The twenty-eight month MSNA program is measured from the full-time start date in the program. Students who do not complete their program of study within four full time semesters plus two summer sessions (two years) must petition for an extension.

The five semesters DNAP, Post-Master’s program is measured from the start day in the program. Students who do not complete the program of study within the allotted time may petition for an extension.

The nine semester DNAP, Post-Baccalaureate program is measured from the start day in the program. Students who do not complete the program of study within the allotted time may petition for a one semester extension.

**Transfers**
Students who wish to transfer from the program are free to do so at any time. The following procedures apply.

**Transfers out of the program**
The student must notify the Program Administrator in writing of his/her intent and reasons for wanting to transfer. The Program Administrator will respond to all requests made by the accepting program.

**Transfers into the Program**
Transfers into the program will be allowed on a space available basis and under the following conditions:

- The student meets all admission requirements of new student admission to the program;
- Letter and reference from his/her Program Administrator that details the reasons behind the request for transfer;
- The student has met all financial obligations to his/her initial program;
- The student meets all academic requirements, and prerequisites for the AFN program;
- The student has a personal interview with the Program Administrator and faculty.

**Credit Transfer Policy**
Individuals may register for **select** graduate-level courses at the College of Health Professions’ Anesthesia for Nurses (AFN) division for professional development or personal enrichment prior to admission to the AFN Program. The student must have completed a bachelor’s or master’s degree to be eligible for enrollment in graduate level courses.

Prior to the start of the Masters or the Doctoral program, you may register for the select courses as noted in the Appendix D upon meeting the following conditions:
• The Division Director of the Anesthesia for Nurses must provide the first approval;
• The course director has provided prior approval;
• The course has available space;
• Prerequisites are completed, if necessary.

Neither approval by the Division Director to attend nor successful completion of the course guarantees admission into the next available AFN class. All AFN applicants are evaluated annually; therefore, the applicant pool changes each year. Updated applications that reflect attendance in a CHP course must be submitted as outlined by of the Office of Enrollment Management.

The Division of Anesthesia for Nurses adheres to the MUSC Academic Credit Guidelines and reserves the right to limit the total number of credits that may be transferred into the program. All petitions to review transfer courses will require submission of course syllabus and other documents.

http://academicdepartments.musc.edu/esl/bulletin/acad_policies/creditguidelines.html

Truth in Advertising
All disclosures concerning the program will be kept honest and truthful. This policy extends to all aspects of the program including accreditation, curriculum, admissions, evaluation, quality issues and case requirements.

Withdrawal/Resignation from the Program
Students are free to withdraw from the program at any time. The student will be required to follow the University withdrawal policies and procedures Prior to withdrawing, the student is asked to submit a letter of resignation and have an exit interview with the AFN Program Administrator.

MUSC Policies on leaving the University may be found using this link https://www.musc.edu/bulletin/acad_policies/leaving.html
Section Four
Position Descriptions

Program Administrator
Job Description
• The Program Director is appointed by and is responsible to the Chair of the Department of Health Professions. The Program Director’s responsibilities are understood to encompass the program’s operation, whether delegated to others or not.

Overall Duties and Responsibilities
• The Program Director has the authority and responsibility for the continuous administration and leadership of the academic program, thereby ensuring the successful preparation of the students for entry into the health profession and to meet requirements set forth by the accreditation agency.

Qualifications
The qualified person must:
• be a graduate of an accredited school of nursing;
• be a graduate of an accredited program of nurse anesthesia;
• hold a doctoral degree;
• have a minimum of 5 years' experience in administrative, clinical, and didactic activities;
• possess appropriate credentials that allow for clinical practice in South Carolina;
• have current preparation in the area of curriculum instruction and testing and evaluation;
• demonstrate knowledge of principles and theory of anesthesia equipment, techniques, procedures;
• demonstrate professional development by maintaining professional recertification and membership in the American Association of Nurse Anesthetists.

Specific Duties
• Provides administrative oversight for program operation
• Manages the daily operations of the program
• Coordinates all aspects of the program, academic and clinical, ensuring that the process is in compliance with the COA Educational Standards and Guidelines
• Collaborates with the Clinical Director in initiating clinical contracts and ensuring that the process is in compliance with the COA Educational Standards and Guidelines
• Complies with existing department, college and university policies and procedures
• Communicates effectively with faculty, staff, students and other stakeholders in all activities directly related to the program
• Collaborates in the development and management of the program budget
• Prepares regular reports of program progress to internal and external stakeholders
• Ensures maintenance of accreditation status
• Provides direction for the design, implementation, and evaluation of the curriculum
• Establishes goals for the curriculum that are consistent with the philosophy and mission of the college, university and profession
• Keeps informed of requirements and standards for licensure, recertification, authorization and accreditation
• Integrates ethical and professional principles of nursing practice
• Assigns, schedules, and coordinates faculty responsibility for teaching academic courses where applicable
• Conducts regular review of the curriculum with the faculty to assure its quality, institute changes as needed, and ensure that it meets accreditation requirements
• Teach didactic courses
• In accordance with department, college, and university policies and procedures, establishes criteria for admissions, academic progress, and graduation, as follows:
  o Oversees the process of student recruitment and selection
  o Ensures that students are informed of and comply with department, college, and university policies.
  o Maintains knowledge of students’ progress and performance
  o Counsel students regarding clinical and academic performance
  o Assigns and coordinates faculty responsibility for student advising
  o Makes recommendations when students experience difficulty in academic or professional development.
  o Ensures that students receive due process as needed
• Directs core and adjunct program faculty and staff where applicable
• Collaborates in the process of program faculty recruitment, appointment, and retention
• Provides orientation for core and adjunct program faculty where applicable
• Provides support and guidance for faculty professional development
• Collaborates with program faculty in the development of annual workload, career development plans and evaluation of core faculty
• Collaborates in the direction and evaluation of program staff
• Participates on University, College, Department, Division and other committees as required
• Collaborates with the College of Health Professions Office of Student Services and Student Life (SSSL) and the AFN Admissions Director to recruit and retain a student body that reflects diversity, excellence, and a commitment to nurse anesthesia practice
• Communicates and liaises with internal and external stakeholder groups to include but not limited to:
  o Clinical sites
  o Alumni
  o Employers (current and potential)
  o Professional associations
  o National and state credentialing, accrediting, and licensing agencies
  o Future program applicants
  o Donors (current and potential) and the communication
**Assistant Program Administrator**

**Job Description**

- The assistant program administrator is responsible for the day-to-day operation of the Division in the absence of the program administrator.
- The assistant program administrator directly reports to the program administrator.
- The assistant program administrator functions as the clinical director responsible for overall coordination of student activities in the clinical area.

**Qualifications**

The qualified person must:

- be a graduate of an accredited school of nursing;
- be a graduate of an accredited program of nurse anesthesia;
- hold a doctoral degree
- have a minimum of 3 years’ experience in administrative, clinical, and/or didactic activities;
- possess appropriate credentials that allow for clinical practice in South Carolina;
- have current and appropriate preparation in the area of curriculum instruction, and testing and evaluation;
- demonstrate knowledge of principles and theory of anesthesia equipment, techniques, procedures;
- demonstrate professional development by maintaining professional recertification and membership in the American Association of Nurse Anesthetists.

**Specific Duties**

The qualified person must:

- Demonstrate the knowledge, ability, and academic preparation to assume the duties of the program administrator, if necessary
- Demonstrate the knowledge and ability to coordinate all aspects of the program, academic and clinical ensuring that the process is in compliance with the COA Educational Standards and Guidelines, if necessary
- Teach didactic courses
- Participate on University, College, and/or Program committees
- Collaborates with the program administrator in the development of annual workload, career development plans and evaluation of core faculty
- Responsible for planning and coordinating clinical affiliations, to include:
  - Maintaining clinical records
  - Ensuring that students are evaluated in the clinical area
  - Scheduling clinical rotations to ensure that students meet graduation and National Certification Exam requirements
  - Collaborating with clinical coordinators to provide excellence in clinical instruction
  - Acting as an intermediary between students and other hospital personnel, including clinical instructors
  - Collaborating with the Clinical Education team leader and staff in ensuring clinical rotation compliance and requirements.
  - Collaborating with the Clinical Education staff in maintaining clinical contracts

**Admissions Director**

**Job Description**
• The Admissions Director focuses on guiding the AFN admissions process. The Admissions Director works closely with the AFN Program Director, Admissions Committee, Student Services Program Coordinator, and the AFN faculty to ensure the matriculation of academically sound students who have the potential to develop into clinically competent, ethical, professional nurse anesthetists. In addition, with collaboration inside the Division of Anesthesia for Nurses, the Admissions Director communicates regularly with the Office of Enrollment Management (OEM).

Qualifications
The qualified person must:
• be a graduate of an accredited school of nursing
• be a graduate of an accredited program of nurse anesthesia
• hold a doctoral degree or be pursuing a doctoral degree
• have a minimum of 2 years’ experience in administrative, clinical, and/or didactic activities
• possess appropriate credentials that allow for clinical practice in South Carolina
• possess strong organizational skills and interpersonal communication skills

Specific Duties
• In collaboration with AFN faculty and the Office of Enrollment Management:
  o Guide establishment of initial application screening guidelines, selection criteria for interview, interview process, and final ranking and selection of candidates;
  o Screen applications to select applicants meeting minimum requirements for consideration;
  o Establish and implement the interview process;
  o Select the successful candidates and alternates
• Analyze application data on an annual basis to evaluate the effectiveness of the admissions process towards achieving the AFN Program Vision and Mission.
• Collaborate with the AFN Program Administrator and the College of Health Professions Office of Student Services and Student Life (SSSL) regarding recruitment efforts
  o Review annually the web site admissions information;
  o In collaboration with the SSSL, provide pre-admissions counseling;
  o Participate in SSSL recruitment events.

Core Faculty
Job Description
• AFN core faculty is primarily engaged in the didactic education of nurse anesthesia students and in doctoral student advising. They are expected to provide service to the division, the department, and the college by committee work and other related duties. All faculty are expected to maintain a clinical practice.

Qualifications
The qualified person must:
• be a graduate of an accredited school of nursing
• be a graduate of an accredited program of nurse anesthesia
• hold a doctoral degree or be pursuing a doctoral degree
• have a minimum of 1 year experience in administrative, clinical, and/or didactic activities
• possess appropriate credentials that allow for clinical practice in South Carolina
• possess strong organizational skills and interpersonal communication skills
Specific Duties
- Teach didactic courses
- Participate on University, College, and/or Program committees
- Collaborate in curriculum development
- Advise doctoral students

Clinical Coordinators
Job Description
- The Clinical Coordinator is responsible for the clinical development of the SRNA while the SRNA is at the clinical site. The Coordinator reports to the Assistant Program Administrator of the AFN Program.

Qualifications
The qualified person must:
- be a graduate of an accredited school of nursing;
- be a graduate of an accredited program of nurse anesthesia;
- hold a Master’s degree, or request a waiver at the discretion of the Program Administrator;
- possess appropriate credentials that allow for clinical practice in the state where the clinical site is located;
- be a full-time employee within the clinical site with a minimum of 3–5 years’ experience as a nurse anesthetist;
- demonstrate knowledge of principles and theory of anesthesia equipment, techniques, procedures;
- demonstrate professional development by maintaining professional recertification and membership in the American Association of Nurse Anesthetists;
- participate in the administration of anesthesia.

Specific Duties
- Orientation of the student to the clinical anesthesia area.
- Coordination of clinical assignments and evaluation of students
- Promotes clinical development of the SRNA through assignment of cases with increasing complexity and autonomy.
- Monitoring of the variety/quality of the clinical experience
- Acting as a liaison between students and clinical staff
- Functioning as a resource person and a positive role model for the students
- Providing timely and unbiased feedback to the students regarding strengths and weaknesses
- Completes a summative evaluation at the completion of the SRNA rotation.
- Communicates any student issues with AFN faculty in a timely manner
- Serves as a member of the Clinical Advisory Committee.

Clinical Instructors
Job Description
- Clinical instructors work with and supervise students in the operating room offering them increasing amounts of autonomy. The clinical instructors may be asked to serve on specific committees.

Qualifications
The qualified person must:
- be a graduate of an accredited school of nursing;
- be a graduate of an accredited program of nurse anesthesia; be a full-time, or a part-time employee of any group with a clinical affiliation agreement with the Medical University of South Carolina
- possess appropriate credentials that allow for clinical practice in the state where the clinical site is located
- demonstrate knowledge of principles and theory of anesthesia equipment, techniques, and procedures;
- maintain recertification through the Council on Recertification;
- participate in the administration of anesthesia.

Specific Duties
- Supervise students in the clinical area.
- Counsels students as to strengths and weaknesses at the conclusion of the daily clinical time.
- Reviews and critiques students on their anesthetic care plans.
- Serve as a professional role model.
- Evaluates student on a case or daily basis.

**Student Class President**
Each class will select a student representative to the Faculty and the Program.

Specific Duties:
- perform such duties as chair class meetings, act as liaison between students and the program director, and serve on appropriate program committees
- present major student complaints, make suggestions, keep students informed as to the results of meetings, and participate in the on-going evaluation of the program.
- serve as the liaison between the program and other CHP student representatives, attending CHP student leadership meetings to communicate and collaborate with students from the other programs within the college.
- lead fundraising and mentoring efforts as determined by the student body
- submit class accomplishments for College Newsletter
Standing Committees
In addition to the University and College committees, the AFN program has 7 standing committees: Admissions, Progressions, Clinical Advisory, Program Advisory, Research, Curriculum, and Alumni Relations. Ad hoc committees may be formed at the discretion of the Program Administrator who will be directly responsible for the formation of the committee, the selection of the chair, and developing the purpose of the ad hoc committee.

Admissions
Chair: Admissions Director
Membership:
- Admissions Director
- Program Administrator
- Assistant Program Administrator
- Student Representative: 2nd Year
- AFN faculty, as applicable
Duties:
- Review all candidate applications and select qualified applicants for interviewing
- Evaluate the application process and required materials
- Interview and select students for admissions into the program
- Serve as liaison between the AFN program and the Office of Enrollment Management.
- Review application process/prerequisites/requirements
- Attend all in-person interviews

Alumni Relations
Chair: determined by the members of the committee
Membership:
- AFN Alumni
- AFN Alumni/Public Member
- Student: 1st Year
- Student 2nd Year
- Ex officio: Program Administrator
Duties:
- Establish a plan to develop stronger relations with alumni of the AFN program
- Coordinate efforts to arrange a gathering of alumni at the Charleston Anesthesia Conference
- Works closely with the College of Health Professions Development Office

Clinical Advisory
Chair: Clinical Director
Membership
- Clinical Director
- Assistant Program Administrator
- Clinical Coordinator from each site
• Ex officio: Program Administrator
• Student consultant: 2nd year class president

Duties:
• Meet yearly, and as necessary
• Review all policies and procedures guiding student’s clinical experience
• Serve as advisors to the AFN program on all matters clinically related

Curriculum
Chair: Program Administrator

Membership:
• Program Administrator
• Assistant Program Administrator
• AFN Faculty members
• Research and Education Informationist
• Ad hoc member: Student Services Coordinator
• Public Member
• Student: 1st Year
• Student: 2nd Year

Duties:
• Ensure that the AFN curriculum meets the Standards and Policies of Council on Accreditation of Nurse Anesthesia Programs
• Ensure the quality of the curriculum by:
  • Including new concepts and technology as educational changes occur
  • Incorporating feedback from students and other stakeholders into the curriculum
  • Reviewing national benchmarks, e.g. National Certification Exam (NCE) and the Self-Evaluation Exam (SEE)
  • Suggest changes to improve performance indicators

Progressions
Chair: Program Administrator

Membership:
• Program Administrator
• Assistant Program Administrator
• AFN Faculty
• Ad hoc non-AFN faculty member as requested

Duties
• Review progress of all students in the clinical and didactic area and make decisions regarding the progression, non-progression, graduation, or dismissal from the nurse anesthesia program
• Review and make recommendations on all cases referred from the Program Director or Clinical Director with regard to repeated violations in either the didactic or clinical area
• Counsel students on what needs to be done to correct deficiencies

Program Advisory
Chair: Program Administrator

Membership:
• All program faculty
• Clinical CRNAs as appointed by the program administrator
• Other stakeholders as appropriate

Duties:
• Meet biannually in the Fall and Spring
• Advise the program on all areas of interest, to include curriculum, communication, clinical community engagement, etc.
• Discuss areas for programmatic improvement and opportunities
• Other as appointed by the chair

Research
Chair: Assistant Program Administrator
Membership:
• All program faculty
• Non-AFN research faculty
• DNAP-PM student representative

Duties:
• Discuss possible areas of research opportunities including collaboration with other healthcare professionals
• Provide feedback to faculty on the progress of student research projects
Section Six
Admissions and Curriculum

Admissions Requirements: MSNA
Prospective applicants are required to complete the University application on the AFN website. Applicants are required to obtain prerequisite coursework, have a registered nurse license, and submit a resume, references, and essay. Following submission of application paperwork, the AFN Admissions Committee reviews completed applications and selects the most qualified applicants for a face-to-face interview. No student is admitted without a face-to-face interview.

Invited interviewees will be notified by email. The email will contain: date/time of interview, a request for a photo to be brought to the interview, and Program contact information for questions. The members of the Admissions Committee conduct the interviews. The interviewees are ranking according to competitiveness of the application, ability to answer clinical questions, and overall impression during the interview. The rankings are an average that includes the input from all committee members.

Following the interview, the applicants selected for admission will be notified by email and postal mail. The acceptance letters will include information on how to move forward with the admissions process. An alternate list will be compiled with the next most qualified applicants. Alternates are not guaranteed admission the following year but will be given information on how to improve for the next applicant pool. The alternate list will be drawn from until the class is full.

Information on admissions may be found on the AFN website:
http://academicdepartments.musc.edu/chp/afn/admissions.htm

Admissions Requirements DNAP- Post-Master’s (DNAP-PM) Option
In addition to the application itself, the applicant must complete supplemental materials specific to the program. The Anesthesia for Nurses Admissions Committee reviews all applicant files for merit. Personal interviews are required for acceptance and will be scheduled after applications are reviewed. When determining which applicants to interview and then to accept to the program, the committee will focus on academic achievement, professional experience, recommendations, and the quality of the essays. Acceptance may be considered with prerequisite courses or a master's degree completion pending at the time of interview with the requirement that prerequisites and a master’s degree be completed by the time of enrollment in the DNAP program. Applicants are required to submit official transcripts from each post-secondary school attended, and all materials must be received by the application deadline.

Information on admissions may be found on the AFN website:
http://academicdepartments.musc.edu/chp/dnap/admissions.htm

Admissions Requirements: DNAP: Post-baccalaureate (DNAP-PB) Option
Prospective applicants are required to complete the University application on the AFN website. Applicants are required to obtain prerequisite coursework, have a registered nurse license, and submit a resume, references, and essay. Following submission of application paperwork, the AFN Admissions Committee reviews completed applications and selects the most qualified applicants for a face-to-face interview. All
students are required to attend an interview either in person or, in special circumstances, via electronic means.

Information on admissions may be found on the AFN website:
http://academicdepartments.musc.edu/chp/dnap%20-%20post%20baccalaureate/admissions.htm

Program Plan of Study: MSNA
The AFN Program Plan of Study meets or exceeds all of the requirements of the Council on Accreditation of Nurse Anesthesia Programs (COA). The COA updates and revises the requirements for curricular content. The required coursework and hours are found in the June 2016 Standards for Accreditation.
http://home.coa.us.com/accreditation/Pages/Accreditation-Policies,-Procedures-and-Standards.aspx

The AFN curriculum is continuously evaluated and changes are made based on student and faculty evaluations and on the changes in requirements developed by the COA.

Information on the MSNA Curriculum and Course Descriptions may be found using the following links:
http://academicdepartments.musc.edu/esl/bulletin/chp/hp/na/curriculum.html
http://academicdepartments.musc.edu/esl/bulletin/chp/hp/na/course_desc.html

Program Plan of Study: DNAP-PM Option
The AFN Program Plan of Study meets or exceeds all of the requirements of the Council on Accreditation of Nurse Anesthesia Programs (COA). The COA updates and revises the requirements for curricular content.
http://home.coa.us.com/accreditation/Pages/Accreditation-Policies,-Procedures-and-Standards.aspx

The AFN curriculum is continuously evaluated and changes are made based on student and faculty evaluations and on the changes in requirements developed by the COA.

Information on the DNAP Curriculum and Course Descriptions may be found using the following links:
http://academicdepartments.musc.edu/esl/bulletin/chp/dnap-pm/curriculum.html
http://academicdepartments.musc.edu/esl/bulletin/chp/hp/dnap/course_desc.html

Program Plan of Study: DNAP-PB Option
The AFN Program Plan of Study meets or exceeds all of the requirements of the Council on Accreditation of Nurse Anesthesia Programs (COA). The COA updates and revises the requirements for curricular content. The required coursework and hours are found in the June 2016 Standards for Accreditation.
http://home.coa.us.com/accreditation/Pages/Accreditation-Policies,-Procedures-and-Standards.aspx

The AFN curriculum is continuously evaluated and changes are made based on student and faculty evaluations and on the changes in requirements developed by the COA.

Information on the DNAP Curriculum and Course Descriptions may be found using the following links:
http://academicdepartments.musc.edu/esl/bulletin/chp/dnap-pb/curriculum.html

http://academicdepartments.musc.edu/esl/bulletin/chp/dnap-pb/course_desc.html
Section Seven
Evaluation Plan

General Evaluation Procedures
Students will be afforded the opportunity to discuss any evaluation with the instructor who completed it, as well as the Clinical Coordinators and Program Administrators. In addition, all person-to-person contact (e-mail, phone calls, personal conversations) concerning student performance will be documented and may be included in the evaluation process.

Evaluation of the Program Outcomes

Didactic Faculty
- Students will evaluate the didactic faculty at the completion of each course.
- The University provides this tool for evaluation.
- Students will be allowed to evaluate guest faculty as the discretion of the course director

Exit Survey and Interview
- The CHP distributes an exit survey to each class prior to graduation.
- Representatives from the Office of the Dean meet with the class and conduct an interview immediately prior to graduation.
- The AFN faculty does not attend this interview to allow for open discourse on the strengths and weaknesses of the program and the faculty.
- After graduation, the results of the survey and the interview are shared with the Program Administrator who then discusses the results with the program faculty.
- Plans for improvement are developed based on the outcomes of these evaluations

Alumni
- Alumni will evaluate the program each spring via an anonymous electronic survey. The survey will request information on their engagement in leadership, process improvement, advocacy, etc.

New Graduate Employers
- An electronic survey will be sent out to new graduate employers a year after graduation. The survey will request information on the graduate’s ability to perform in the clinical area.

Mid-Program Evaluation
- At the program midpoint, an electronic anonymous survey is sent to the students. The survey targets both didactic and clinical areas of strengths and areas for improvement.
- The results of the evaluation are shared with the students in a timely fashion and discussed in an open forum.
- The AFN faculty review the results of the survey and the student open forum and then changes are made as necessary.
- The majority of the questions on the Mid-Program evaluation are the same as the ones on the exit survey which allows faculty to evaluate for improvements.

Clinical Performance Evaluation

Daily Clinical Evaluation (Formative)
- Students will be supervised and evaluated daily while in the clinical area by either a CRNA or an anesthesiologist.
- The instructor will evaluate the student at the conclusion of the clinical day and highlight both the student’s strength and weaknesses.
• It is the responsibility of the student to obtain the evaluation.
• The evaluation is administered electronically and stored within the software programs database.
• The Assistant Program Administrator reviews the evaluations on a regular basis, releases the evaluation to the student, and follows up with the student and the clinical site coordinator with any issues, e.g. lack of professionalism and unsatisfactory performance.
• Detailed clinical performance is evaluated daily on a Likert scale and on a nominal scale evaluating overall achievement.
• Evaluation submission requirements: 80% for the rotation

Student Rotation Evaluation (Summative)
• The student will be evaluated at the end of each clinical rotation by the Clinical Coordinator
• The evaluation is administered electronically and stored within the software programs database
• The evaluation will include an assessment of both clinical skills and didactic knowledge.

Student Self-Evaluation
• During the clinical portion of the program, the student will conduct a self-evaluation on a semi-annual basis.
• The self-evaluation will address the student’s goals, achievements, and areas of improvement.
• This evaluation will be reviewed by the Assistant Program Administrator and discussed with the student.

Evaluation of the Clinical Site
Clinical Instructors
• Students will evaluate clinical instructors using the electronic database system.
• The faculty supports the concept that in order to improve clinical teaching and clinical site experiences, the evaluations may be shared with the clinical instructors. The purpose of sharing the student perception of the clinical experience is to commend excellent instructors and to provide other instructors with constructive criticism.
• All evaluations are anonymous and will be compiled into one report for the clinical site and for the clinical instructors. If evaluations are shared, any comments that may identify a student will be removed. All evaluation compilations will not be shared until the entire class has graduated from the program.

Clinical Site
• Students will evaluate each clinical site that they rotated to prior to graduation using the electronic database system.
• All evaluations will be anonymous to preserve the privacy of the student
• Clinical site evaluations will be maintained by the program
• Any consistent or egregious concerns with the evaluations will be addressed with the clinical coordinator. The Assistant Program Administrator will facilitate this discussion and assist the site with an improvement plan.

All clinical evaluations may be found online: https://www.medatrax.com/Default.aspx

Evaluation of Distance Education Courses
• Distance education courses will be evaluated using the same tools as traditional campus based courses, i.e. the E*Value survey system.
• New courses (taught for the first time in the AFN Program) will be evaluated twice during the semester, at mid-term and course end.
• If evaluation is below average for courses in the College of Health Professions, the program director will meet with the course instructor to resolve problems.
• The next time the course is taught it will again be evaluated twice during the semester.
• Course grades will be monitored at the conclusion of each test to assure students are retaining the information. The distance course exam grades will be reviewed for consistency with residential exam grades.
Section 8: Clinical Information

Clinical Experience
• After appropriate instruction, students will be given the opportunity to administer all types of general anesthesia and perform an assortment of invasive monitoring techniques, in a variety of clinical settings.
• In addition, students will be required to administer and monitor a variety of regional anesthetics.
• Students are required to administer a minimum number of anesthetics as determined by the program and a variety of techniques to graduate. Incoming students will be informed of the necessary minimums upon entering the program.
• Students will rotate through a variety of clinical sites in the southeast United States.
• Detailed descriptions of the clinical sites can be found in the AFN Clinical Handbook.
• Students will complete an average of 40 hours per week of clinical time. Clinical time may include attendance in clinical, simulation lab mentorship, clinical presentation, and/or other clinical activities at the approval of the Program Administration.

Clinical Handbook
• The clinical handbook will be reviewed yearly to reflect changes in clinical coordinators and updates to specific clinical site policies. The clinical handbook will be provided to the student prior to entering the clinical phase of the program and will be posted on Moodle.

Pre-Anesthetic Visits
• The student will follow the clinical site guideline for pre-anesthetic visits
• Students are able to write preoperative anesthesia orders based on the policy and procedures of the clinical site.

Post-Anesthetic Visits
• Students will make efforts to review the clinical course of patients they have anesthetized. All inpatients must receive a post-operative follow up visit from the student. Outpatients should be evaluated whenever possible in the recovery room prior to discharge.
• Students will document post-operative evaluations according to clinical site policy.

Radiation Badges
• The Program provides radiation badges for the purpose of detecting excessive radiation exposure over time. These badges are assigned to each student MUSC Radiation Safety Department and are available in the Assistant Program Administrators office. All students are required to wear radiation safety badges anytime that radiation emitting equipment is being used.
• It is the student’s responsibility to obtain and return all badges to the Program. There is record of badges issued and returned. Badges must be returned per the Radiation Safety Department policy and the date will be posted on the Google calendar. If the student fails to return the badge on time, the student will be responsible for paying a penalty (20$) for late returns. A check payable to “MUSC AFN Program” must be remitted to the Program Administrator.
**Medatrax Case Tracking**

Medatrax is the Internet based case tracking system. It can be accessed either on a computer, a tablet, or on a smart phone. It is imperative that data is entered correctly. The Assistant Program Director will be monitoring the clinical case numbers frequently. Final program transcripts are printed from the data entered into this system. The AFN program covers the cost of Medatrax. Failure to maintain accurate records will result in the student being placed on probation. If the problem is not rectified, the student may be dismissed.

**Student Dress**

- On the MUSC Campus, students are expected to dress in a manner that meets the accepted standards of professional workers in the field of health care. Students should conform to the policy of the clinical site regarding operative dress. Each student is required to have a long, white lab coat to wear over his/her scrub clothing when leaving the operating room area. However, no scrub clothing is to be worn outside the hospital even if covered unless mandated by clinical responsibilities at remote anesthetizing locations. If operative dedicated shoes are not utilized, then disposable shoe covers must be worn at all times in the operating room and should not be worn outside the hospital or even in other areas of the hospital. Protective eyewear must be worn anytime a student is administering an anesthetic.
- According to clinical site guidelines, OR personnel, employees or students, shall refrain from wearing jewelry while in the clinical environment. Earrings are limited to no more than two (in each ear) small, non-dangling, post/stud type earrings worn in the earlobes only. Any other type or site is not acceptable and if not removed could be met with dismissal from the clinical setting.
- All students are expected to be in a proper state of hygiene for the clinical area. Hair is maintained to acceptable levels. Facial hair is expected to be groomed and contained within a mask while in the operating room.

**Personal Conduct during clinical**

- While on rotation at various hospitals, each student is considered a member of the Anesthesia Professional Staff and is subject to the regulations of hours of attendance, conduct and personal neatness applicable to that staff.
- Each student is subject to the rules and regulations of the affiliating hospitals and their anesthesia departments.

**Clinical Records**

- The AFN Division utilizes a computer-based system for the formation and delivery of clinical evaluations a clinical case tracking.
- These records are maintained by the contract company according to their policies, but not less than three years.

**Transportation**

- Transportation to and from the clinical facilities or University is to be provided by the student at his/her expense.

**MSNA Case Plan Requirements**

- Students must have completed and have approved by July 31st of their final year:
- The clinical case plan requirements
• In the first four months of the program, students must submit daily case plans to the clinical CRNA.
• During the 5th - 16th rotation, students may use a note card or similar method to ensure preparation for the clinical experience.
• If at any time in the program, the student has a pattern of lack of preparedness either by poor execution of their clinical plan or general inability to be clinically prepared, the student may be required to submit the long case plan format.
• The clinical case study questions (10-15 case study questions as determined on a yearly basis by the AFN faculty)
• It is the responsibility of the student to ensure that every attempt has been made to have the case plan reviewed by the clinical site instructor
• Case plans accrued throughout the month must be submitted to the AFN office within the first week of the following month.

General Clinical Guidelines
• Any unusual clinical occurrence must be reported to the assistant program administrator within 24 hours.
• Attendance in the clinical phase is mandatory. Reporting of unplanned and scheduled absence is noted in the Administrative Manual Section three. The student is expected to follow each clinical sites policy for how to report an unexplained absence.
• The student is also responsible for maintaining accurate Clinical Case Records as determined by the Program.
• If a clinical instructor feels that a student is not prepared for the day’s assignment, he/she may either ask the student to observe for the day or may dismiss the student from the clinical area. If a student is cited for failure to prepare, the student should immediately contact the Assistant Program Administrator. If the student is dismissed form clinical, the commensurate time will be removed from the student’s leave bank.

Failure/Dismissal from a clinical site
• A student with one "unsatisfactory" overall clinical daily evaluation rating or two “marginal” overall clinical daily evaluation ratings will receive an Advising Notice of Concern (Appendix B) and be placed on probation.
• Individual case plans that have been scored "unsatisfactory" may warrant an Advising Notice of Concern if the failure involves a critical element of patient safety.
• If a student fails to submit a case plan that correlates with an "unsatisfactory" daily evaluation and the occurrence is otherwise reported to the AFN faculty, he/she will automatically receive an Advising Notice of Concern. A subsequent, similar occurrence will warrant Clinical Probation.
• During the clinical phase, a student receiving two Summative Clinical Evaluations with overall clinical competency ratings of "marginal" and/or one "unsatisfactory" will be placed on Probation.
• If a student is dismissed from any clinical rotation early (before scheduled completion of a rotation) for lack of preparation, clinical performance problems, violation of safe patient practices or professional misconduct (including negative interpersonal interactions) they will automatically receive an unsatisfactory evaluation for that clinical rotation.
• If necessary, the student’s clinical performance may be reviewed by an Anesthesia for Nurses ad Hoc Committee plus a faculty advocate of the student’s choice. This review will be used to confirm the appropriateness of probation or further action.
• If the student is able to perform at a satisfactory level for the remainder of the practicum, no
further action will be taken. If the student fails to perform at a satisfactory level and receives another “unsatisfactory” Summative Clinical Evaluation, the student will be dismissed from the Program.
Section 9
Graduation Requirements

Graduation Requirements: MSNA
In addition to the graduation requirements of the College of Health Professions (http://academicdepartments.musc.edu/esl/bulletin/chp/grad_req.html), in order to be eligible for graduation from the Anesthesia for Nurses Program, the student must have accomplished the following requirements.

1. Demonstration of understanding and involvement in the research process. During the initial didactic research course, students will be assigned to work in groups not to exceed five students. Each student will be assigned a faculty research advisor. During August of the final year of the program, students will be required to present their research project to their peers, faculty, and invited guests. Details of the presentation requirements will be outlined in the syllabus of the final didactic research course.
   a. Achievement of this requirement may be demonstrated by:
      i. Preparation and submission of a scientific paper written in the proper format to be submitted to a peer-reviewed journal. The faculty chairperson will assist with the article and must approve the paper prior to submission.
      ii. Preparation and presentation of an academic poster. The presentation may occur at a state or national nurse anesthesia meeting.

2. Demonstration of academic achievement.
   a. Students must be in good academic standing as required by the program.
   b. Students must have maintained current certification in Basic and Advanced Cardiac Life Support and Pediatric Life Support.
   c. Students must have taken and passed the Self-Evaluation Exam (SEE) as administered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA)
      i. Students will be required to take the SEE in the fall of their final year. The exact dates will be determined yearly and provided to the student by August of their final year.
      ii. Students will be required to achieve a score of 400 on the exam. If the student does not pass the first time, they will be required to take the SEE until they achieve a passing score.
      iii. The AFN program will cover the fee for the first exam; the student will be required to pay the SEE fee for any additional exams.
      iv. The student must achieve a passing score on the SEE at least 30 days prior to graduation.
      v. If the student does not achieve a passing score at least 30 days prior to graduation, the student will not have met the academic requirements for graduation and, thus, will not graduate. The student will be offered the opportunity for remediation as determined by the program. The remediation MAY include a prescribed study plan; additional clinical time; demonstration of understanding through teaching and/or presentations. The student may be required to register for an additional semester of coursework.

3. Demonstration of clinical achievement.
   a. Students must have obtained all the clinical case numbers required to be eligible to take
the National Certification Exam.

b. Students must have completed and have approved by July 31st of their final year:
   i. The clinical case study questions by July 31st of their final year
   ii. The clinical case plan requirements by November 1st of their final year

4. Demonstration of professional achievement
   a. Students are required to attend a minimum of 2 state or national nurse anesthesia
      meetings. Students are NOT required to attend a national meeting. This requirement
      may be met with 2 of the 3 state meetings. All AANA National Meetings will count as a
      national meeting provided the student attends all program required sessions. Students
      will be granted leave not to exceed the maximum allowed leave time. The cost of the
      meetings will be the responsibility of the student.

5. Achievement of the AFN terminal objectives by the conclusion of the program,
   a. At the conclusion of the program, the graduate will:
      i. provide culturally competent, evidence-based care throughout the
         perianesthetic continuum;
      ii. use a variety of current anesthesia techniques, agents, adjunctive drugs, and
          equipment
      iii. administer general and regional anesthesia to patients of all ages and physical
           conditions for a variety of surgical and medically related procedures;
      iv. provide anesthesia services to all patients, including trauma and emergency
          cases;
      v. function as a resource person for airway and ventilatory management of
         patients;
      vi. possess current basic life support (BLS), advanced cardiac life support (ACLS),
          pediatric advanced life support (PALS) certification
      vii. apply knowledge to practice in decision-making and problem solving;
      viii. perform a preanesthetic assessment and formulate an anesthesia plan of care;
      ix. identify and take appropriate action when confronted with a malfunction of
          anesthetic equipment
      x. conduct an appropriate equipment check, interpret and utilize data obtained
         from noninvasive and invasive monitoring modalities;
      xi. calculate, initiate, and manage fluid and blood component therapy;
      xii. recognize and appropriately respond to anesthetic complications that occur
           during the perianesthetic period;
      xiii. effectively communicate with individuals influencing patient care with
           appropriate verbal, nonverbal, and written communication
      xiv. participate in activities that improve anesthesia care;
      xv. interact on a professional level with integrity;
      xvi. teach others;
      xvii. demonstrate knowledge of wellness and chemical dependency in the anesthesia
           profession;
      xviii. be vigilant in the delivery of patient care;
      xix. protect patients from iatrogenic complications;
      xx. participate in the positioning of patients to prevent injury;
      xxi. utilize standard precautions and appropriate infection control measures.

Graduation Requirements: DNAP – Post Baccalaureate
In addition to the graduation requirements of the College of Health Professions (http://academicdepartments.musc.edu/esl/bulletin/chp/grad_req.html), in order to be eligible for graduation from the Anesthesia for Nurses Program, the student must have accomplished the following requirements.

1. Demonstration of understanding and involvement in process and quality improvement. Each student will be assigned a faculty advisor for the scholarly project. During the admission process and the initial DNAP Seminar course, students will be introduced to the Scholarly Project Overview (Appendix I). During the final semester, students are required to present their scholarly project to their peers, faculty, and invited guests. Details of the presentation requirements will be outlined in the syllabus of the DNAP final Seminar course.

   Achievement of this requirement will be demonstrated by:
   
   A. Preparation and submission of a final manuscript that includes content outlined by the Scholarly Project Overview. The manuscript will be evaluated using the written work rubric.

     B. Dissemination of Scholarly Project through journal submission; poster submission; and/or an invited oral presentation.

2. Demonstration of academic achievement.

   A. Students must be in good academic standing as required by the program
   
   B. Students must have maintained current certification in Basic and Advanced Cardiac Life Support and Pediatric Life Support.

   C. Students must have taken and passed the Self-Evaluation Exam (SEE) as administered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA)

      i. Students will be required to take the SEE in the fall of their final year. The exact dates will be determined yearly and provided to the student by August of their final year.

     ii. Students will be required to achieve a score of 400 on the exam. If the student does not pass the first time, they will be required to take the SEE until they achieve a passing score.

     iii. The AFN program will cover the fee for the first exam; the student will be required to pay the SEE fee for any additional exams.

     iv. The student must achieve a passing score on the SEE at least 30 days prior to graduation.

     v. **If the student does not achieve a passing score at least 30 days prior to graduation, the student will not have met the academic requirements for graduation and, thus, will not graduate.** The student will be offered the opportunity for remediation as determined by the program. The remediation MAY include a prescribed study plan; additional clinical time; demonstration of understanding through teaching and /or presentations. The student may be required to register for an additional semester of coursework.

3. Demonstration of clinical achievement.

   A. Students must have obtained all the clinical case numbers required to be eligible to take the National Certification Exam.

4. Achievement of the AFN terminal objectives by the conclusion of the program.

   A. At the conclusion of the program, the graduate will be able to:

      i. demonstrate vigilance in patient care.
ii. conduct a comprehensive equipment check and take appropriate action when confronted with anesthesia
iii. equipment malfunction.
iv. function as a resource person for airway, ventilator, and hemodynamic management
v. protect patients from iatrogenic complications.
vi. provide individualized, culturally competent, evidence-based care throughout the perianesthetic period.
vii. provide anesthesia care to patients of all ages and comorbid conditions for a variety of surgical and medically related procedures.
viii. obtain an evidence-based, patient focused history and physical assessment and formulate an anesthesia plan of care.
ix. administer and manage a variety of regional anesthetic techniques, to include both neuraxial and peripheral nerve blocks.
x. use a variety of anesthetic agents and adjunctive medications.
xi. calculate, initiate, and manage fluid and blood component therapy.
xii. interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
xiii. apply didactic knowledge to practice in decision making and problem solving.
xiv. recognize, evaluate, and manage physiologic responses that occur during the provision of anesthesia care.
xv. recognize and appropriately response to complications that may occur during the perianesthetic period.
xvi. use science based theories and concepts to analyze new practice approaches.
xvii. effectively communicate with individuals influencing patient care with appropriate verbal, nonverbal, and written communication.
xviii. Respect the dignity and maintain patient confidentiality in all methods of communication.
xix. teach others.
xx. maintain patient records based on sound legal and professional principles and guidelines.
xxi. adhere to the American Association of Nurse Anesthetists Practice Standards and Code of Ethics.
xxii. provide leadership that encourages interprofessional and intraprofessional collaboration and participating in activities that improve patient care.
xxiii. demonstrate professionalism and engagement in the clinical, legislative, and regulatory arenas.
xxiv. understand the role that CRNAs play in the financial marketplace by providing cost effective anesthesia care.
xxv. accept responsibility and accountability for practice.
xxvi. analyze strategies that can be used to improve patient care and health outcomes.
xxvii. pass the National Certification Exam.
1. Demonstration of understanding and involvement in process and quality improvement. Each student will be assigned a faculty advisor for the scholarly project. During the admission process and the initial DNAP Seminar course, students will be introduced to the Scholarly Project Overview (Appendix F). During the final semester, students are required to present their scholarly project to their peers, faculty, and invited guests. Details of the presentation requirements will be outlined in the syllabus of the DNAP final Seminar course.
   a. Achievement of this requirement will be demonstrated by:
   b. Preparation and submission of a final manuscript that includes content outlined by the Scholarly Project Overview. The manuscript will be evaluated using the written work rubric.
   c. Dissemination of Scholarly Project through journal submission; poster submission; and/or an invited oral presentation.

2. Demonstration of academic achievement.
   a. Students must be in good academic standing as required by the program.
Appendix A: CHP Organizational Chart

Dean of the College of Health Professions
Lisa Saladin PT PhD

Chair of the Department of Health Professions
Rick Segal PT PhD

Chair of the Department of Healthcare Leadership and Management

Chair of the Department of Health Sciences and Research

Director of the Division of Anesthesia for Nurses
Angela Mund CRNA DNP

Assistant Program Administrator
Candace Jaruzel CRNA MSN

Anesthesia for Nurses Faculty
Michele Ballister CRNA DNP

Administrative Coordinator
Arundhati Isadas

Student Services
Kelly Long
Appendix B: Advising Notice of Concern

Advising Notice of Concern Documentation
Medical University of South Carolina Division of Anesthesia for Nurses

Student Name: Date: 

AFN Class: Advisor Name: 

Purpose:

Summary of Session: 

Action Plan: 

Student Comments: 

Student Signature: ___________________________ Date: 

Advisor Signature: ___________________________ Date: 


### Appendix C: Anticipated Costs of the Program

Tuition and fees: see the current university schedule.

**Additional out of pocket expenses:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackets (special order)</td>
<td>$85</td>
</tr>
<tr>
<td>ACLS/PALS/BLS</td>
<td>$150</td>
</tr>
<tr>
<td>Drug Tests</td>
<td>$150</td>
</tr>
<tr>
<td>Precordial Earpieces</td>
<td>$65</td>
</tr>
<tr>
<td>Malpractice Insurance (275/year with rebate)</td>
<td>$550</td>
</tr>
<tr>
<td>Anatomy Lab Kits</td>
<td>$10</td>
</tr>
<tr>
<td>AANA Membership Dues</td>
<td>$200</td>
</tr>
<tr>
<td>Georgia RN License</td>
<td>$140</td>
</tr>
<tr>
<td>Parking (approx. $90/semester x7)</td>
<td>$600</td>
</tr>
<tr>
<td>Required Textbooks</td>
<td>$1500</td>
</tr>
<tr>
<td>Research Statistician</td>
<td>$25</td>
</tr>
</tbody>
</table>

Total: $3450

**Cost if purchased. Many of the textbooks can be accessed electronically via the MUSC Library**

### Additional Meeting and Review Course Estimated Expenses

<table>
<thead>
<tr>
<th>Event</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>AANA Mid-Year Assembly</td>
<td>$900-1200 (depends on cost sharing)</td>
</tr>
<tr>
<td>SCANA State Meetings</td>
<td>$300 (depends on location)</td>
</tr>
<tr>
<td>Valley Anesthesia Review Course</td>
<td>$775 +lodging and travel</td>
</tr>
<tr>
<td>Computer-based Review Course</td>
<td>$400</td>
</tr>
</tbody>
</table>

Total: $2675

**Cost of the National Certification Exam, as of 10/2015: $795**

**Additional out of pocket expenses are approved by the senior class president.**

***These are all approximate costs as of 4/2017 and may change without warning.***
Appendix D: Transfer Courses

Prior to the start of the Masters or the Doctoral program, you may register for any of the courses below on the following conditions:

- The Division Director of the Anesthesia for Nurses must provide the first approval
- The course director has provided prior approval
- The course has available space
- Prerequisites are completed, if necessary

AFN 820: Information Systems in Healthcare Delivery
DHA 861: Foundations in Leadership
DHA 871: Strategic Management of Change
DHA 868: Foundations in Health Policy
AFN 825: Advanced Physiology and Pathophysiology
AFN 631: Introduction to Clinical Pharmacology
AFN 805: Scholarly Teaching and Learning
AFN 813: Clinical Simulation for Crisis Management

**Non-degree students may not register for clinical courses**

**The ability to take coursework prior to matriculation to the nurse anesthesia program in no way implies acceptance to either program**
Appendix E: Exam Question Challenge Form

College of Health Professions
Anesthesia for Nurses Program
Exam Question Challenge Form

Student Name:

As per the Anesthesia for Nurses (AFN) Handbook:

Once the test is opened for student review, students have 48 hours to challenge the correct answer and/or grade received. Any student who wishes to challenge the correct answer to a question must present justification from a current textbook. Acceptance or denial of challenge is determined by faculty and is returned to student within 2 calendar days.

Utilize this form and submit via email attachment to AFN faculty course director.

Course: ____________________ Test/Exam (#): ________________ Course
Director: ____________________

Date of Exam: _______________ Date of Review: ______________ Date Submitted: ______________

Test Item #: ________________ Correct Answer: ______________ Answer you think is correct: ______________

Attach and/or document (include text and page number) rationale for your choice of correct answer.
Appendix F: Scholarly Project Overview

Introduction
The purpose of the DNAP Scholarly Project is to demonstrate the synthesis of coursework and clinical practice application. The scholarly project should reflect the relationship between clinical practice and scholarly inquiry. Examples of potential DNAP Scholarly Projects include a practice change initiative, an innovative leadership model change, a health policy initiative or a practice or education quality improvement project. The project will benefit a group or population rather than an individual patient. The final scholarly project will result in the development of a deliverable product that may include a manuscript that is ready to be submitted to a peer-reviewed journal or an evidence-based poster presentation. In addition to the deliverable product, students will provide a scholarly defense of their entire project to stakeholders.

Essential Components of the Project
The Scholarly Project will be developed throughout the DNAP curriculum during the progression of the DNAP Seminar Courses.
In addition to the Seminar courses, the Scholarly Project will incorporate concepts that are acquired in courses on leadership, health care policy, quality improvement, and concepts in teaching and learning. The final paper will include:

- Identification and significance of a problem within their practice setting
- A focused clinical question
- Synthesis of the literature that supports significance of the project, how the project will contribute evidence-based improvement to nurse anesthesia practice, and the
- Theoretical framework that may be based in nursing literature or an associated field of study
- Development of interprofessional collaborative partnerships that will support the implementation of the project and enhance the student experience.
- Develop a timeline for the project that includes major milestones
- Presentation of formative and summative objectives
- An evaluation plan
- Description of implementation methods and data collection
- Results of the implementation
- Plan for dissemination of the project

Role of the Scholarly Project Committee
The student, with the assistance of the AFN faculty advisor, will develop an Interprofessional Scholarly Project Committee (ICC) for the purposes of the development of concept, mentoring during the process, and the implementation of the project. The committee will also be responsible for critiquing drafts of the paper following each DNAP Seminar course. An effective committee will incorporate a variety of disciplines, faculty, and clinicians. The members of the ICC will most likely include members from the healthcare professional community with expertise in the area of interest.

In addition to the ICC, the student will be assigned a Project Advisor from among the AFN doctoral faculty. The role of the Faculty Advisor is to guide the student through the development of the project, provide clinical and academic expertise, and assist the student with the dissemination plan. The Project Advisor must provide written approval of the concept and timeline of the project prior to IRB submission and collection of data.
**Evaluation**
As the sections of the final scholarly paper are developed while the student progresses through the curriculum, the paper will be evaluated using the AFN rubric for written work (Appendix A). The rubric will be used at the completion of DNAP Seminar II-IV courses. The evaluation will reflect the student’s ability to analyze, interpret, and synthesize information; to demonstrate knowledge of literature relevant to the project; to describe the methods used to implement and collect data; and to present the information in a logical sequential manner. Details for the deliverables in each Seminar course are delineated in the course syllabus. The final scholarly paper must be completed at least three weeks prior to anticipated graduation.

At the completion of the curriculum and as a requirement for graduation, students will present their final project to their peers, faculty, and stakeholders. Students will be evaluated on their knowledge of their project, their skill in answering questions, and their ability to convey the details of their project in a coherent manner to the audience. The rubric for oral presentation (Appendix B) will be utilized during the process. DNAP students will present their project during the DNAP symposium prior to graduation.

The final component of the evaluation process is for the student to provide a self-reflection paper on the process of developing the Scholarly project, their personal and professional growth, and their plans for future scholarly endeavors.

**Outcome of the written paper and oral presentation**
The feedback from the ICC, the evaluations of the written and oral presentations, and input from the Project Advisor will be used to determine whether the student has met the scholarly requirements for graduation. If the student does not meet the scholarly requirements, the student will receive an incomplete for DNAP Seminar IV. The student will then be offered one opportunity to incorporate suggestions from the Project Advisor and the ICC to improve on either the written work or the oral presentation. Failure to pass the second attempt will result in an unsatisfactory course grade and dismissal from the program.

**Additional details will be embedded within the syllabi for each seminar course**

**Format for Written Scholarly Work**
1. **Introduction (DNAP Seminar I and II)**
   a. Background and Significance of the Problem
   b. Description of the Problem
   c. Needs Assessment
   d. Scope of the Project
   e. Ethical Threats and Barriers
2. **Synthesis of the Literature**
3. **Project Framework**
   a. Work Plan (DNAP Seminar I and II)
   b. Work Breakdown
   c. Milestones/Project Schedule
   d. Budget
4. **Evaluation Plan**
a. Formative and Summative Objectives
5. Leadership and Teamwork (DNAP Seminar I and II, DHA coursework)
   a. Change Strategy
   b. Leadership
   c. Interprofessional collaboration
   d. Stakeholder involvement and roles
   e. Challenges
6. Implementation Methods (DNAP Seminar III)
7. Implementation
   a. Data Analysis and Results (DNAP Seminar IV)
8. Evaluation (DNAP Seminar IV)
9. Discussion (DNAP Seminar IV)
   a. Strengths and Limitations of the Project
   b. Areas for further research
   c. Significance of the outcomes to nurse anesthesia
10. Conclusion (DNAP Seminar IV)
11. Appendices: IRB Approval, Data Collection Tools, Project Timeline

Examples of Types of Scholarly Projects
- Quality process improvement
- Implementation and evaluation of evidence-based practice guidelines
- Implementation and evaluation of innovative uses of technology to improve patient care
- Design and evaluate educational programs using innovative methods and technology
- Design and evaluate new models of care delivery
- Collaborate on legislative healthcare policy
- Conduct an economical analysis of healthcare business models

References