



STUDENT HANDBOOK

PUBLISHED JANUARY 2025



DOCTOR OF NURSE ANESTHESIA PRACTICE (DNAP) PRACTICE DOCTORATE PROGRAM

www.mtsa.edu

315 Hospital Drive, P.O. Box 417, Madison, TN 37116

UPDATES

Date: Updated 10/1/2025

In keeping with its philosophy of offering a program of the highest quality, MTSA continually evaluates its educational program via its institutional effectiveness process and reserves the right to make changes in the policies, curriculum, or practicum at any time including any fees or costs related to these changes.

The MTSA Student Handbook is updated annually. However, items in the handbook may change between publications. Such changes are expected to be minimal. Students will receive notification of these changes and are expected to abide by them.

This page includes changes made after the current version of the handbook was initially published.

DATE	TITLE	CHANGE MADE	APPLIED TO COHORT
This column includes the date change(s) made/ approved	This column includes the name of the policy/handbook section that was changed, with a link to it	This column includes a brief description of what change(s) was (were) made	This column includes the cohorts to which the change(s) will be applied.
9/23/2025	5.4.103 Policy of MTSA Clinical Standards	Added language stating that MTSA will not provide alternative clinical opportunities for students with vaccination exemptions"	All currently enrolled cohorts
9/23/2025	5.4.110 Distance Education Guidelines	New policy	All currently enrolled cohorts
9/10/2025	3.3.121 Stop Campus Hazing Act	New policy	All currently enrolled cohorts
8/14/2025	Admissions to the College Section	Admissions requirements & processes changed for the upcoming admissions cycle	Applicants applying for the 2029 PD cohort (Application cycle 9/15/25 to 1/12/26)
6/5/2025	Federal Loan Entrance/Exit Counseling	Adjusted language to increase clarity	All currently enrolled cohorts
6/5/2025	Cancellation Procedure	Adjusted language to increase clarity	All currently enrolled cohorts
6/5/2025	Disbursement Information	Revised language to match current practices	All currently enrolled cohorts
6/5/2025	Repayment of Loans	Added statement to indicate that this does not apply to NFLP	All currently enrolled cohorts
6/5/2025	Academic Calendars	Added Academic Calendars for each year with important dates for each semester	All currently enrolled cohorts
6/5/2025	Additional Qualifications for Admission, Progression, and Graduation	Added language specific to NAEP	All currently enrolled cohorts
5/27/2025	5.4.101 Attendance Policy and Expectations	Added language to indicate that attendance is mandatory	All currently enrolled cohorts
3/25/2025	5.1.106 Refund Policy/Withdrawal Procedures	Updated Program Director contact information	All currently enrolled cohorts
2/5/2025	Student Lines of Communication	Updated to match current processes	All currently enrolled cohorts
2/5/2025	Technical Support	Updated with link to new student portal	All currently enrolled cohorts
2/5/2025	Student Portal	Updated with link to new student portal	All currently enrolled cohorts
2/5/2025	Student Services	List of student services updated to reflect services currently offered	All currently enrolled cohorts
1/21/2025	5.4.103 Policy of Clinical Standards	Updated to reflect current processes	All currently enrolled cohorts
1/21/2025	5.4.108 Grading Policy (DNAP Practice Doctorate)	Updated clinical grading policy to match current practices	All currently enrolled cohorts
12/17/2024	5.1.114 Student Standards of Conduct Policy	Added the following: Self-report language, timeframe policy applies to students/applicants added, standards 29 & 30	All currently enrolled cohorts
12/17/2024	5.4.102 Clinical Evaluation Policy	Policy revised to reflect current practices.	All currently enrolled cohorts
12/17/2024	5.1.119 Student Dress Code Policy	Minor revisions to language to increase clarity	All currently enrolled cohorts

DATE	TITLE	CHANGE MADE	APPLIED TO COHORT
12/12/2024	Graduation Requirements	Changed "care plan" to "anesthesia management plan"	All currently enrolled cohorts
12/12/2024	Academic Standards	Minor revisions to language to increase clarity and to reflect current practices	All currently enrolled cohorts
12/12/24	Affiliate Site Information	Added Nashville General Hospital & Southern Tennessee Regional – Lawrenceburg	All currently enrolled cohorts
11/12/2024	5.1.305 Enrollment Deferral Policy	New policy	All currently enrolled cohorts

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GENERAL INFORMATION

PRESIDENT'S WELCOME



Welcome to the Doctor of Nurse Anesthesia Practice Doctorate Program at the Middle Tennessee School of Anesthesia (MTSA). We are pleased that you have entrusted MTSA with helping advance your career and educational goals. You have our commitment that we will support your aspirations as you achieve this new level of professionalism and scholarship within the nurse anesthesia profession.

MTSA faculty and staff focus on you and are committed to providing an atmosphere conducive to collegial relationship building. The School is built upon a strong foundation embracing Christian, Seventh-day Adventist values and beliefs, academic excellence, and superb clinical skills.

Feel free to contact me if I can help you in exploring all the possibilities before you. Thank you for the trust and confidence you have placed with us. I assure you that we will do all we can to meet and exceed your expectations! Welcome to MTSA.

Chris Hulin, DNP, MSN, MBA, CRNA

President

MISSION

Middle Tennessee School of Anesthesia exists to provide a Christian, Seventh-day Adventist learning environment that fosters the pursuit of truth, excellence in and access to graduate nurse anesthesia education, and a life of service.

VISION

Reflect Christ in a culture of service, inclusion, and diversity

Deliver an exceptional student experience that attracts premier applicants, promotes individual achievement, and results in a clinically excellent practitioner

Advance CRNA clinical practice, pedagogy, and professional development through education, strategic partnerships, and distinguished scholarship

CORE VALUES

- Christian, Seventh-day Adventist values-driven curriculum and program
- Academic and clinical excellence that fosters a life of service
- Wholistic approach to education, health care, and a balanced lifestyle
- Graduate education that prepares nurses and CRNAs to complete their educational goals and enter the workplace with confidence

HISTORY & HERITAGE

MTSA's quiet beginning has roots from more than a century ago. In 1904, a group of Seventh-day Adventist pioneers committed to health, wellness, and temperance traveled south from Battle Creek, Michigan to initiate a health care education institution among the poor and founded Nashville Agricultural and Normal Institute. This School developed and transformed through name changes and maturity including an elementary school, high school, junior college, and eventually a full college. Concurrently on the campus, a health work began with Madison Sanitarium which developed into Madison Sanitarium and Hospital, Madison Hospital, and finally nearly a century later, Tennessee Christian Medical Center. The hospital provided a site for clinical training as the college educated scores of health care professionals. Since its beginning, the School regularly provided anesthesia at rural hospitals across the region as a service – which is the basis for the multiple clinical instruction locations today.

These ancestor institutions laid the groundwork for MTSA which began as the Madison Hospital School of Anesthesia for nurses in 1950 as part of Madison College. This rich history began more than 70 years ago when Bernard V. Bowen, CRNA, DSc, founded the School to facilitate nurse anesthesia education within the framework of Seventh-day Adventist beliefs, which included no Saturday classes. MTSA started with just two students in a 12-month program, but soon expanded to 18-months, admitting 16 students annually. On July 1, 1980, the school changed its name from Madison Hospital School of Anesthesia and officially formed as it is known today—the Middle Tennessee School of Anesthesia – the last vestige of Madison College and Madison Hospital that remains to this day.

CHRISTIAN SEVENTH-DAY ADVENTIST LEGACY

The Christian spirit of dedication and work that led to MTSA's development is very much alive today. The School continues to foster a learning environment encouraging strong moral principles and a close relationship with God. The Institution celebrates the diversity of faiths represented in the student body, faculty, and staff, and respects the differences of persuasion that are present. It operates with a wholistic, balanced approach to life which includes the physical, mental, emotional, moral, and spiritual – while encouraging a relationship with God as the Creator.

As a Christian church, Seventh-day Adventists are a faith community rooted in the beliefs described by the Holy Scriptures (both Old and New Testaments). In harmony with a broad overall mission to reflect Christ in its educational program, and in keeping with its Adventist heritage, the Middle Tennessee School of Anesthesia conducts classes with an exposure to Adventist beliefs.

Many of these beliefs are foundational and common to Protestant Christians from a variety of faith traditions and include -- *The Trinity; the Divinity of Jesus; a literal six-day creation; and, Salvation through faith in Jesus*. Yet, there may be some belief differences, including a 24-hour Sabbath rest from work and school beginning Friday evening sundown and concluding Saturday evening sundown, when no school-sponsored activities, classes, or events take place. You too may notice food choices limited to a diet exempt of certain options as a commitment to health and temperance.

Jesus Christ exemplified a life of service. It is MTSA's desire to follow His pattern and honor the Bible, while exhibiting this through learning, scholarship, and ministry. For more information regarding the SDA church visit www.adventist.org.

MTSA'S UNDERLYING EDUCATIONAL PRINCIPLES

MTSA recognizes the expanded role CRNAs fill as contributing members of the health care team. It is no longer enough that nurse anesthetists be skilled in anesthesia administration. They must also be able to assess their patients' medical status and plan a comprehensive anesthetic management program that encompasses the pre- and post-anesthetic periods, as well as the operative period.

MTSA aims to provide the academic climate and facilities necessary for the student to attain the body of knowledge and technical skills consistent with high standards of practice. In recognition of the important role played by CRNAs in the nation, and specifically in the Southeastern region of the United States, MTSA is historically constituted and strategically located, so as to play a vital part in meeting continuing needs for well-prepared anesthetists, both regionally and nationally.

MTSA believes that true education involves the growth of the spiritual, intellectual, and physical aspects of the student. In keeping with this belief, faculty members seek to provide a balanced program between the academic and clinical phases, so that knowledge and skills may be developed concurrently. The curriculum is integrated with academic and clinical experience occurring simultaneously. The acquisition of both intellectual and technical skills should start with the basic, then progress in logical steps to the more complex and advanced; each step building on the previous one. Throughout the entire educational process, Christian values should be emphasized in the daily lives of both faculty and students, for both their benefit and that of their patients.

MTSA believes that the student's role is one of an active participant in the educational process. This means students may participate in seminars, present case studies, write papers, and maintain independent study.

MTSA believes that the body of knowledge that constitutes the art and science of anesthesia is ever growing and ever changing. In keeping with this belief, MTSA endeavors to foster in both faculty members and students a thirst for knowledge and an intellectual curiosity that will promote lifelong professional growth and a desire for excellence. Graduates will be able to assist in the preparation of the next generation of anesthesia providers.

It is the goal of MTSA that graduates be well qualified to fill first level positions and be capable of working to their full scope of practice with other CRNAs or physician anesthesiologists.

It is the philosophy of MTSA that it be operated as a freestanding, single purpose, anesthesia specific, graduate degree granting institution.

CAMPUS LOCATION AND ACADEMIC/STUDENT FACILITIES

The MTSA campus has offices and classroom facilities located in Madison, Tennessee. The academic and simulation classes are held on campus. There are three main buildings on campus. Applicants are invited to contact the Admissions Coordinator to make an appointment to visit the School (615-732-7662, info@mtsa.edu).

The Bernard V. Bowen Academic Center teaching facilities include The Center for Simulation, a technological state-of-the-art lecture hall, as well as two seminar rooms for study, small group use, and static simulation classes. The offices of the Program Administrator and the Director, and Center for Simulation are located in this building.

The Center for Simulation houses two realistic operating rooms with computerized human patient simulators to enhance both academic and clinical education.

The Anatomy Lab, constructed in 2024, is used for student learning and continuing education offerings.

The outdoor patio area was converted into a year-round study area in 2024 and is available for group and individual study.

There is also a student lounge in this building, equipped with a dining area, refrigerator, microwave, dishwasher, ice machine, and vending machines. Students are responsible for their food, and clean-up of the lounge, and are to notify staff if there is a problem. Drinks taken out of the lounge must have a cap or lid when going into classrooms.

Practice Doctorate students have mailboxes located at the back of the classroom of the Bernard V. Bowen Academic Center during semesters 1-3. At the start of semester 4-9, student's mailboxes are moved to a metal filing cabinet within the student lounge labeled by cohort.

The M.E. "Ikey" Devasher Student Support Center houses the administrative support staff and faculty offices. On the first floor, there are student study rooms, as well as an area designated for a Mother's Room. The Board Room, which was renovated and opened in 2024, is also located on this floor. This room is used for Board of Trustees and other meetings, and doubles as a student study area when not in use by staff and faculty. The second floor includes the Heritage Room, a small conference room designed with online learning technology.

The Percy T. (P.T.) Magan Building houses a large collaborative classroom that can be divided into 2 separate rooms or divided into multiple small group areas, each with state-of-the-art technology access. The student Learning Resource Center includes a 3204 square foot open space, with individual and group study areas, whiteboards, access to technology for presentations, as well as an adjacent outside covered patio, which is designed for small group interaction and celebration events. An additional area is available for quiet individual and small group study, along with state-of-the-art video conference technology.

The student Learning Resource Center/Library also includes a kitchenette with a dining area, refrigerator, microwaves, dishwasher, ice machine, and vending machine for student body use. There is additional seating on the back and side patios. Students are responsible for their food and clean-up and are to notify staff of additional needs. A copy/print center is also available in the student Learning Resource Center, free of charge.

A school fitness center is also available in this building with 24-hour, secure ID access. There are separate male and female shower facilities, as well as daily lockers for those using the fitness center. Fitness equipment requiring service should be reported to the Coordinator, Plant Operations.

The Office of the President, Executive Vice President, Vice President of Finance and Administration, and Administrative Personnel are housed in this building.

Facility Access: During the student's first semester, students are given electronic keycards which enable secure access to all buildings on campus. For security purposes, all doors to campus buildings are locked 24/7 and require keycard access.

School Hours: Campus buildings are open Monday - Thursday from 8:00 am to 6:00 pm. Outside of regular operating hours, students may access all buildings using their student ID keycards.

Wireless Internet Access: The MTSA Campus buildings and the outdoor covered patio areas are equipped with wireless internet service dedicated exclusively to students' use, to enable an entire class to work online simultaneously. The WIFI password is provided to students during the first semester.

Parking: Students must use the adjacent parking lots of TriStar Skyline Madison Campus and the Madison Campus Seventh-day Adventist Church. The parking lot behind the M.E. "Ikey" Devasher Student Support Center and adjacent

to the Bernard V. Bowen Academic Center is for staff, faculty, and visitors only. There is one handicap spot available in the staff lot for anyone who has a placard or license plate that needs this service. The P.T. Magan building student and staff parking is noted with signage. This parking lot has two handicap spots available.

ACCREDITATION

COUNCIL ON ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS (COA)

MTSA's Doctor of Nurse Anesthesia Practice (DNAP) degree and the ASPM Fellowship are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), which is a specialized accrediting body recognized by both the United States Department of Education and Council for Higher Education Accreditation (CHEA). The next accreditation review by the COA is scheduled for 2027 for the DNAP degree and 2026 for the ASPMF. For questions specifically about the professional specialty accreditation of MTSA, contact the COA at the following address:

10275 W. Higgins Rd., Suite 906
Rosemont, IL 60018-5603
Phone: (224) 275-9130
Website: <https://www.coacrna.org>

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES (SACSCOC)

Middle Tennessee School of Anesthesia (MTSA) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the degree of Doctor of Nurse Anesthesia Practice (DNAP) and a Nurse Anesthesia Educator Program. Questions about the accreditation of MTSA may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at the following address or by using information available on SACSCOC's website:

1866 Southern Lane
Decatur, Georgia 30033-4097
(404)679-4500
<https://www.sacscoc.org>

The next reaffirmation review by SACSCOC is scheduled for 2029.

TENNESSEE BOARD OF NURSING (TBON)

MTSA has approval for the degree of Doctor of Nurse Anesthesia Practice (DNAP) from the Tennessee Board of Nursing (TBN). For questions about the Tennessee Board of Nursing's approval of MTSA, contact the Tennessee Board of Nursing at the following address:

State of Tennessee
Department of Health
Bureau of Health Licensure and Regulation Division of Health Related Boards
227 French Landing, Suite 300
Heritage Place Metro Center
Nashville, TN 37243
www.Tennessee.gov/health
1-800-778-4123

BOARD OF TRUSTEES

The Middle Tennessee School of Anesthesia, Inc. (MTSA), is a non-profit Tennessee corporation qualified as a 501(c) 3 organization in accordance with the Internal Revenue Code of 1986. Middle Tennessee School of Anesthesia is owned by Middle Tennessee School of Anesthesia, Inc. and is operated by a Board of Trust. Trustees represent the business, educational, financial, healthcare, and legal professions. The membership of the Board of Trustees is comprised of three categories, with approximately one-third community members, one-third Certified Registered Nurse Anesthetists (CRNAs), and one-third physician anesthesiologists. As such, the Board of Trustee members contribute broad and varied interests, abilities, and experience. The Board is charged with policy decisions and ensuring the

future advancement of the Middle Tennessee School of Anesthesia. Since the Board typically meets per semester, it delegates interim authority to the Executive Committee of the Board of Trustees. Operational authority is delegated to the President.

As of July 28, 2025, the members of the Board of Trustees are as follows:

Kristen Kenney, CRNA, MS, MBA, BSN (Chair)	Matthew Patten, CRNA (Alumni Committee President)
Vicki Davies, CPA (Vice-Chair)	Buffy Lupear, CNP, MMHC, APRN, CRNA
Ken Holroyd, MD	Nancy Delboy, MD
Amanda Williams, MD	Beverly Cobb, PHD, PMHNP-BC, RN
Eddie Hoornstra, MHA, MSN, CRNA	Katherine Dobie, MD (Nila Sherrill Chair)

The MTSA President is an ex-officio, non-voting member of the MTSA Board of Trustees.

The Secretary of the Board of Trustees is the Executive Administrative Assistant.

ADMISSION TO THE COLLEGE

PD PROGRAM - SPECIFIC ADMISSIONS REQUIREMENTS

A BACCALAUREATE DEGREE

A minimum of a baccalaureate degree from a regionally accredited program in nursing OR a licensed Registered Nurse with a minimum of a baccalaureate degree in a related field of science is required for interview and admission to MTSA. If the baccalaureate degree is not in nursing, the applicant must have at least 15 semester hours of biophysical sciences beyond the basic nursing degree (associate degree or diploma graduate).

CURRENT LICENSURE AS A PROFESSIONAL REGISTERED NURSE (RN)

After acceptance but prior to enrollment at MTSA, the student must have either a multi-state Tennessee RN license or hold a Nurse Licensure Compact (NLC) or enhanced Nurse Licensure Compact (eNLC) license. If the student is maintaining a permanent residence address in their NLC/eNLC license state, they can continue to use their NLC/eNLC license in TN. Students who have a TN Only license must have it changed to a multi-state license as soon as possible. If the student applies for a TN Only license before they reside in the state, they can have it changed by the Tennessee Board of Nursing (TBON) when they have a TN address and TN Driver's License. The National Council of State Boards of Nursing (NCSBN) [website](#) lists the current NLC/eNLC states. The TBN address is as follows:

Tennessee Board of Nursing, Health Related Boards

655 Main Stream Drive, 2nd Floor

Nashville, TN 37243

Phone (615) 532-5166 or (800) 778-4123

tn.health@tn.gov

CRITICAL CARE RN EXPERIENCE

1 year ICU experience is required by the application deadline and must be recent (within the last 3 years) nursing experience as a Registered Nurse in a critical care patient setting within the United States, its territories or a U.S. military hospital outside of the United States. Highest priority is given to applicants who have the most recent work in high acuity, large hospital ICU/CCU settings where a broad base of invasive hemodynamic monitoring experience, management of ventilated patients, and administration of frequently-titrated vasoactive drugs in the care of adult patients are likely. A mix of neonatal/pediatric and adult ICU experience may be accepted; however, as most patients cared for in the anesthesia educational program are adults, adult ICU experience is expected. Emergency Department experience alone does not meet the Council on Accreditation ICU requirements.

CCRN CERTIFICATION

All applicants are required to submit documentation of their CCRN score.

CURRENT CERTIFICATIONS

Certifications must be obtained through the American Heart Association.

Prior to application: Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) Provider status certification is required prior to any interview.

NATIONAL PROVIDER IDENTIFIER (NPI)

Prior to enrollment:

The NPI (National Provider Identifier) Number is a unique 10-digit number that identifies a health care provider. MTSA requires all students obtain their NPI prior to enrollment. This is federal requirement for MTSA to participate in programs such as the Health Resources and Service Administration (HRSA) grant program, which awards funding to improve and expand health care services for underserved populations.

Obtaining an NPI prior to enrollment also allows students to get ahead of occupational requirements that must be completed to become a CRNA. There is no charge associated with obtaining an NPI, and it takes approximately 10-20 days to process applications.

You can apply for your NPI by visiting the National Plan & Provider Enumeration System (NPPES) website:

<https://nppes.cms.hhs.gov/#/>

You can find this and more information about NPI by clicking the link below:

<https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/downloads/NPI-What-You-Need-To-Know.pdf>

TRANSCRIPTS

Official transcripts (issued directly from the institution to NursingCAS and not stamped as issued to student) of ALL academic work since high school must be submitted to NursingCAS prior to the application deadline. Please check the website for specific application deadline dates. This includes any non-degree seeking courses taken at any time since high school. If applicant is enrolled in any course between the submission of the application and enrollment, they must have an official transcript for this course submitted to MTSA. Continued acceptance and enrollment are contingent upon MTSA's receipt of this official transcript.

CHEMISTRY

A minimum of a 3-credit hour college level chemistry course completed at an accredited institution. A chemistry course completed as part of a BSN degree curriculum is acceptable to fulfill the chemistry requirement.

GPA REQUIREMENTS

Minimum 3.0 cumulative GPA and science GPA. Transcripts must demonstrate that all general education curriculum requirements from the baccalaureate degree are met.

REFERENCES

Two (2) references are required with your application. These must be from the following individuals: one (1) from current ICU shift leader, team leader, nurse manager, or other nursing supervisor and one (1) from an individual who can attest to the applicant's personal and professional attributes. References should be able to speak objectively to the applicant's professional qualifications and character and cannot be related to an applicant or in a personal relationship (e.g., spouse or significant other). Applicants will enter the name and email address of the reference in the NursingCAS application and forms will automatically be sent to listed references for completion. References are subject to verification.

PERSONAL LETTER

A brief personal letter from the applicant is to address professional experience, desire to become a nurse anesthetist, why the applicant chose MTSA, and alignment with MTSA core values.

RESUME/CV

All applicants must upload a resume or curriculum vitae (CV) to NursingCAS. This will be sent to the Admissions Committee to review.

GRE RESULTS

The Graduate Record Examination (GRE) must be completed and results sent directly to NursingCAS from ETS. Applicants may request a copy of their GRE score report to be sent to NursingCAS using MTSA's GRE code (1410). To find the nearest testing center, go [here](https://www.ets.org/gre) (<https://www.ets.org/gre>).

EARLY ADMISSIONS OFFERS

Highly competitive applicants who demonstrate exceptional qualifications (competitive GPA & quantitative GRE score of 150 or combined score of 300) may be considered for early admission offers.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENT APPLICANTS

- **Professional RN/APN/APRN Licensure (as indicated by program)**

Graduates who have not achieved licensure as professional Registered Nurses in the United States will not meet the eligibility requirements for application to MTSA.

- **Foreign School Transcripts**

For graduates of foreign schools, MTSA requires that all transcripts from foreign schools be reviewed by a common external agency. This review is the responsibility of the applicant, and will not be completed by MTSA. This external agency can be contacted via the following methods:

Director of Evaluation
World Education
Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
Telephone Number: 212-966-6311; Fax 212-966-6395; E-mail: info@wes.org

ADMISSIONS INTERVIEW PROCESS

MTSA seeks to interview at least two qualified applicants for each available position in the cohort. After the application deadline, the MTSA Admission Committee conducts a holistic review of applications to determine interview eligibility. Selected candidates will be invited to participate in an on-campus personal interview, typically scheduled across several dates.

Highly competitive applicants who demonstrate exceptional qualifications during the interview may be considered for early admission offers. Remaining admissions decisions will be made after the completion of the full interview schedule.

Please note that MTSA is not obligated to offer interviews to all applicants. Admission to MTSA is competitive, and the composition and strength of the applicant pool may vary from year to year.

MTSA is under no obligation to invite every candidate who applies to the School to an interview, as the admission process to MTSA is competitive, and the overall applicant pool varies from year to year.

After the Screening Committee has determined an applicant is competitively qualified to meet with the Admissions Committee, the applicant will then be invited by MTSA to interview with the Admissions Committee during the annual interview session. Each applicant who receives an invitation from the Screening Committee to interview with the Admissions Committee will receive notification from the Admissions Coordinator regarding the scheduled date and time for his personal interview with the Admissions Committee.

THE PERSONAL INTERVIEW

Prior to a determination regarding acceptance, there will be a brief personal interview with the MTSA DNAP Practice Doctorate Program Admissions Committee (6-8 members present).

The Admissions Committee is interested in determining the candidate's base knowledge of physiology and associated critical care therapies and overall . The applicant is expected to wear business professional attire for this interview.

Selection by the DNAP Practice Doctorate Program Admissions Committee is based on the applicant's GPA (cumulative and recent academic), professional references, and presentation during the personal interview. Each member of the DNAP Practice Doctorate Program Admissions Committee is given the responsibility to vote conscientiously after each applicant's interview. Scores are collected immediately following the interview.

PERSONAL ATTESTATIONS

In keeping with MTSA's drug-free environment, applicants are required to indicate any substance abuse on the application and are expected to refrain from substance abuse as students.

Students are also expected to be good citizens. Consequently, ALL applicants are required to indicate **any** charge, arrest, or conviction of a felony or misdemeanor, other than a minor traffic violation, even if they have been told that such a charge, arrest, or conviction has been expunged or dismissed from their record (Affiliates perform federal-level background checks, which reveal all charges, arrests, and convictions, even if expunged or dismissed at another level).

An explanation of any of the above should be addressed in a letter to the Program Director.

ACCEPTANCE PROCESS

The Screening Committee will determine which applicants will be accepted. MTSA will call and send acceptance letters to those selected for admission. Each selected applicant will be given a **1 (one) week period** in which to respond. The deadline will be stated in the invitation. If an applicant chooses to accept the offered position in the upcoming class, they **must** submit the **Non-Refundable Deposit** to MTSA with the acceptance response letter by the stated deadline. After the stated deadline, if the **Non-Refundable Deposit** has not been received at MTSA, the applicant will forfeit the offered position in the upcoming class, and MTSA may then offer the vacant position to an alternate applicant.

After accepting a position in the upcoming class, if an accepted applicant changes their mind and later decides to decline acceptance into the program at MTSA for any reason, the **Non-Refundable Deposit** will not be refunded.

Practice Doctorate	
Non-Refundable Deposit	\$4,000

Justification by the DNAP Practice Doctorate Program Screening Committee or the DNAP Practice Doctorate Program Admissions Committee for acceptance or rejection of a candidate is not required nor noted in the applicant's file.

Alternate List

MTSA maintains a list of alternate candidates who may be offered admission to the program if any positions become available.

ADMISSIONS CONTINGENCIES

MTSA highly encourages and has a strong expectation that applicants who are currently enrolled in a nurse anesthesia program at any school of nursing or in any specific master's or doctorate level course at any school will remain engaged in that program or course and will complete that program or course successfully (minimum grade of B) and in good standing prior to enrollment at MTSA. Applicants currently enrolled in any academic program or course must disclose this to MTSA during the application process.

The applicant should be aware that if they are accepted to MTSA, their acceptance is contingent upon successful completion (minimum grade of B) and continued engagement (attendance, participation, etc.) in the program or course in which he or she is enrolled. Furthermore, upon completion of any program or course in which an applicant has been enrolled, the applicant is required to have an official transcript for any program or course submitted to MTSA's Admissions Coordinator, prior to enrollment at MTSA.

Acceptance is also contingent on the results of this background check and drug screen, which are completed upon acceptance to MTSA.

ADDITIONAL QUALIFICATIONS FOR ADMISSION, PROGRESSION, AND GRADUATION

Although this is not an all-inclusive list, MTSA believes the following qualifications represent some of the reasonable physical and intellectual requirements necessary to perform safely in both the educational program and profession of nurse anesthesia:

OBSERVATION AND COMMUNICATION

- Ability to communicate clearly and effectively with colleagues, patients of all ages, family members, and other members on the health care team in written and spoken English.
- Ability to process large amounts of information and activity in the operating room using visual, auditory, tactile, and other sensory cues to monitor and plan patient care.
- Ability to audibly distinguish the changes of pitch and tone of patient monitor devices and alarms.

COGNITIVE

- Possess foundational knowledge and ability to complete complex mathematical calculations without the use of electronic assistance.
- Skill to read and retain large amounts of information and draw from this information to critically analyze and problem solve.
- Ability to distinguish standard patient responses from non-standard responses and plan interventions accordingly using critical thinking. Also possess judgment to know when to call for assistance from other members of healthcare team.
- Maintain sustained focus and vigilance and respond to multisensory stimulation within a busy operating room environment for extended periods of time to protect patient safety.
- **Post-graduate Students:** Possess foundational Nurse Anesthesia knowledge and apply new concepts, theories, and evidence-based practice guidelines to explore alternative methods to provide patient care.

BEHAVIOR

- Exhibit professional and appropriate behavior when interacting with students, faculty, administrators, patients, all members of the healthcare team, and the general public.
- Maintain professionalism and confidentiality when dealing with student and patient issues, adhering to HIPAA guidelines (and FERPA guidelines, for NAEP students).
- Demonstrate flexibility and efficiency while working in a rapidly changing environment. Gracefully accept changes in assignments and scheduling.
- Display good judgment and ethical behavior that is in coordination with common Christian standards including honesty, integrity, sensitivity to culture and the person, and adherence to the professional nursing code of ethics.

MOTOR

- Display fine motor skills, coordinating touch and vision, necessary to complete complex tasks such as cannulation of veins and arteries, performance of regional anesthesia and direct laryngoscopy etc.
- For NAEP: Display fine motor skills, coordinating touch and vision, necessary to complete teaching and administrative tasks such as classroom, simulation, and clinical teaching.
- Demonstrate strength and ability to assist safe transfer of the patient.
- Stamina to stand or sit for extended periods of times.
- Respond quickly to changes in patient condition and participate in intervention, including but not limited to cardio-pulmonary resuscitation and emergency transportation.

RE-APPLICANTS

All applicants who are re-applying must meet the following requirements:

1. Reapply in NursingCAS (follow instructions for re-application)
2. Submit updated references

Suggestions for Strengthening Your Application Upon Reapplication:

1. **Complete a Graduate-Level Science Course**
Enroll in and successfully complete a graduate-level science course (e.g., physiology, pharmacology, or pathophysiology) prior to reapplying. Aim for a minimum grade of “B” or higher to demonstrate academic readiness.
2. **Gain Experience with Higher Acuity Patients**
Seek opportunities to work with patients requiring complex and intensive care. This includes managing cases involving multi-organ support, advanced monitoring, and rapid clinical decision-making.
3. **Continue Working in a Critical Care Environment**
Maintain active employment in a high-acuity critical care setting. Prioritize roles that provide hands-on experience with:
 - Invasive hemodynamic monitoring (e.g., arterial lines, central venous pressure monitoring)
 - Mechanical ventilation and ventilator management
 - Emergency response and resuscitation protocols

Interview selections for each admission cycle are independent from year to year. Applicants are considered for interview based on the competitiveness of the candidate pool for each cycle, and prior interview status does not guarantee an interview invitation.

Candidates who have been repeatedly denied admission to MTSA are strongly encouraged to apply elsewhere. If a candidate has been granted any type of admissions interview during more than three (3) separate annual interview cycles, and the candidate has been denied a position as a student or as an alternate each time, the candidate may not be permitted to interview again. If a candidate has applied and been denied to receive any type of interview with the Admissions Committee, for more than three (3) annual interview cycles, additional re-applications will no longer be accepted.

ENROLLMENT DEFERRAL POLICY

Policy Number: 5.1.305

DNAP PRACTICE DOCTORATE

While deferrals are uncommon, deferrals are occasionally granted to accepted applicants prior to enrollment for extenuating circumstances that create challenges for applicants to begin the DNAP PD program. Requests for deferrals will be reviewed by the Program Administrator on a case-by-case basis.

To request a deferral, accepted applicants must submit a written request to the Program Administrator, detailing the reason for the deferral request, along with documentation of the reason. If approved, enrollment may only be deferred for one year. Applicants may be required to complete additional application requirements during the deferment period.

Deferrals will only be considered in the following situations:

1. Military deployment
2. Unanticipated, urgent medical Issues

DNAP COMPLETION & NURSE ANESTHESIA EDUCATOR PROGRAM

Deferrals may be granted to accepted applicants prior to enrollment for extenuating circumstances that create challenges for the applicant. Requests for deferrals will be reviewed by the Program Administrator on a case-by-case basis.

To request a deferral, accepted applicants must submit a written request to the Program Administrator, detailing the reason for the deferral request. If approved, enrollment may only be deferred for one year. Applicants may be required to complete additional application requirements before reentry.

ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP & REGIONAL FOUNDATIONS COURSE

Deferrals may be granted to accepted applicants prior to enrollment for extenuating circumstances that create challenges for the applicant. Requests for deferrals will be reviewed by the Program Director on a case-by-case basis.

To request a deferral, accepted applicants must submit a written request to the Program Director, explaining the reason for the request.

If approved, enrollment can be deferred up to one year. Fellowship applicants will be required to submit additional ultrasound images and an updated letter from the department head at their facility indicating the applicant's ability to perform regional anesthesia procedures.

UCNAP 500 ADVANCED PHYSIOLOGIC FOUNDATIONS COURSE

Students may not defer enrollment in the UCNAP 500 Advanced Physiologic Foundations course to a future semester.

APPLICATION CHECKLIST

An applicant's file must be complete prior to the deadline to be considered by the Screening Committee for an interview with the Admissions Committee. Each application file must contain all of the following items. It is the applicant's responsibility to ensure that all application is received prior to the deadline, including transcripts and reference letters.

- **Doctorate of Nurse Anesthesia Practice: Practice Doctorate Program Application** (application form available on MTSA website, www.mtsa.edu)
- Application fee through MTSA
 - Must be paid through the MTSA Applicant Portal. Applicants will receive access to the MTSA Applicant Portal after completing their NursingCAS application.
- **Two (2) professional references (all references are subject to verification)**
 - These must be from the following individuals: one from current ICU shift leader, team leader, nurse manager, or other nursing supervisor and one from another individual who can attest to personal and professional attributes.
 - Please list correct and complete addresses and phone numbers on the application form, in the event MTSA needs to contact them for further recommendation or clarification.
 - The applicant will list the references names and contact information in NursingCas and the evaluation form will automatically be sent to the references for them to complete and upload into NursingCas.
- **GRE scores.** GRE score reports must be sent directly to NursingCas from ETA. MTSA school code: 1410
- **A copy of current BLS/ACLS certification**
- **A copy of current RN license**
 - A copy of the current RN license for each state in which the applicant currently holds an RN license, including the expiration date for each.
 - A list of all states in which the applicant has ever held an RN license
- **A personal letter to the Admissions Committee**
 - This letter should briefly describe your educational background, nursing experience, reason for desire to become a nurse anesthetist, and reason for desiring admission to MTSA, specifically.
 - This letter should be no more than one page, single-spaced, with 12-point font.
- **Current curriculum vitae (CV) or resume:** Please try not to exceed two pages for your cv/resume.
- **Official academic transcripts from EVERY institution of higher learning attended.**
 - This includes transcripts for any and all non-degree seeking academic courses taken since high school.
 - MTSA cannot accept transcripts stamped "Issued to Student." The transcripts must be sent to NursingCas directly from the institution.
- **CCRN Score report**
 - All applicants are required to submit documentation of passing CCRN score.
- **TOEFL required for those with English as a second language** (Upload in NursingCAS as 'other')

Submit all of the above items through NursingCAS prior to the admission deadline.

NEW STUDENT ONBOARDING

Upon receiving the non-refundable deposit (see Acceptance Information for more information), the Registrar's Office team will email onboarding instructions.

This email includes instructions for setting up credentials to access the student portal, MTSA email, and Brightspace Learning Management System.

All students are required to attend an on-campus orientation, typically held in October.

Students must also submit various documents upon acceptance, before starting the program. Accepted students will receive an email with more information when these documents are available in the student portal (typically around September 1). Below is a list of items required upon acceptance to the Practice Doctorate. All items must be submitted to the student portal by December 1.

1. Family Educational Rights and Privacy Act (FERPA) Form
2. Enrollment Agreement
3. Honor Code
4. Emergency Contact Form
5. Media Release
6. Student Access Card Form
7. Fitness Center Waiver
8. Driver's License

Students must also complete a **Background Check Form** and **Additional Qualifications** form. These forms are assigned as soon as the student's account is created. Students will receive an email when these documents are assigned, and they are due seven days after the student has been emailed.

NPI Number

Students are required to obtain a National Provider Identification (NPI) number before starting the program. The Registrar's Office will email students with information about how to apply for an NPI number and a form to submit their NPI number. All NPI numbers must be submitted by December 1.

Clinical Document Requirements

Below is a list of items related to clinical rotations required upon acceptance to the Practice Doctorate program. Accepted students will receive an email with more information when these documents can be submitted to the student portal (typically around September 1). All items must be submitted to the student portal by December 1.

1. Licenses and Certifications
 1. Tennessee RN License
2. Proof of Health Insurance
3. COVID Vaccine Documentation
4. Clinical Site Confirmation Form

The following items are included on the Health History Form you will receive via email. This form must be completed by a healthcare provider and submitted to the student portal by December 1.

1. The **lab reports** showing evidence of either immune or non-immune for the titers Mumps, Rubella and Rubeola.
2. The **lab reports** giving evidence of positive Varicella titer drawn from a reputable laboratory with date and result, OR evidence of two Varicella vaccines given no less than one month apart and a post-vaccine titer. Any Varicella titer in the negative range (indicating no immunity) must have the Varivax vaccine in the two-stage process. If the Varivax vaccine is indicated, it is the student's responsibility to obtain this vaccine and to provide documentation of such to the student portal before December 1.
3. Written documentation of completed series of three Hepatitis B vaccines or documentation of refusal of the vaccine (from physician's office) Or completed declination waiver" (from Clinical Support Office).
4. Record of updated TDAP (from physician's office in the last seven years).
5. Some clinical sites require various other vaccines prior to participation there, and these vaccines will be required (i.e. H₁N₁, flu).

All student health records may be shared with appropriate personnel at any clinical affiliates, if requested. Students must sign a release of information form. MTSA reserves the right to deny admittance of an accepted applicant if the physical examination or health information deems that the person would be incapable of completing the program.

Please note that these requirements may change by cohort. Students will be notified of all requirements for their cohort upon acceptance to the Practice Doctorate program.

Add to Clinical Standards Policy

In addition, all students are required to submit documentation of all required vaccinations by the deadline published each year. If a medical condition exists that prohibits the student from receiving a vaccine, the student must present documentation from their primary care provider stating why the vaccine is contraindicated. Please be aware that

religious or other exemptions may not be accepted by clinical sites. Minimum clinical experience requirements must be met for certification eligibility, and MTSA has no obligation to provide alternative clinical opportunities as a result of vaccination exemptions.

FINANCIAL INFORMATION

FINANCIAL AID MISSION

The mission of the Office of Financial Aid is to assist students in achieving their educational goals by providing access to financial aid through government and private sponsored programs. The office promotes financial literacy and ensures students have the resources and tools needed to understand financial wellness.

FINANCIAL AID ENTRANCE ORIENTATION

Enrolled students requesting federal/private loan assistance are required to schedule an orientation with the Financial Aid Office by emailing finaid@mtsa.edu. This orientation will occur prior to the program begin date. For further information contact finaid@mtsa.edu.

Procedures to Apply for Education Loans

- Must file the Free Application for Federal Student Aid (FAFSA) for the appropriate year <https://studentaid.gov/h/apply-for-aid/fafsa>
- Must attend the financial aid orientation with the Financial Aid Office prior to receiving aid
- Complete the required online entrance counseling and promissory notes for the loans

COST OF ATTENDANCE

The Cost of Attendance (COA), or student budget, is an estimate of the cost of attending MTSA for an academic year. The components in the budget include tuition, fees, room, living expenses, books and supplies. Award amounts may not exceed the cost of attendance. MTSA reserves the right to adjust awards at any time because of changes in the student's financial status, academic status, and/or if the student receives additional outside assistance. Students are required to notify the financial aid office of any outside assistance awarded to them by other sources.

FINANCIAL ASSISTANCE

MTSA encourages serious and deliberate consideration before making any borrowing decision. Education loans come from the federal government, from private sources and from other organizations. Loans from the federal government are federal student loans. There are differences between the federal, private, and personal loans. Interest rates can be lower for education loans than for personal loans and have deferment provisions whereby personal loans may not.

NURSE FACULTY LOAN PROGRAM (NFLP)

[Click this link to learn more about the Nurse Faculty Loan Program.](#)

DIRECT UNSUBSIDIZED LOAN (TITLE IV)

Eligible students after filing the FAFSA may borrow up to \$20,500 per academic year a non credit-based Federal Direct Unsubsidized Loan. Interest begins to accrue on loans from the date of disbursement and continues throughout the life of the loan. Once borrowers are less than half-time enrolled, their loans begin a six-month grace period before repayment begins. Students may not borrow above the cost of attendance per loan period.

For more information about financial aid eligibility when enrolled in the DNAPC & ASPMF or DNAPC & NET simultaneously, please visit the pages below:

[Simultaneous Enrollment in DNAPC & ASPMF](#)

[Simultaneous Enrollment in DNAPC & NAEP](#)

DIRECT GRADUATE PLUS LOAN (TITLE IV)

Graduate PLUS loans are credit-based loans made to credit-worthy eligible borrowers or the student must obtain an endorser who does not have an adverse credit history. Students may borrow Graduate PLUS loans after first borrowing the yearly maximum Federal Unsubsidized Loan. Borrowers will complete a PLUS application and master promissory note each new loan period. The interest rate begins to accrue on the loans from the date of disbursement. Loans have a six-month grace period, before repayment begins, when the student ceases to be at least a half-time enrolled student. Borrowing may not exceed the cost of attendance, per loan period.

Due to the non-degree nature of the Fellowship Program, Federal Direct Loans are unavailable. The following are financial assistance programs that may be available to MTSA Fellows:

PRIVATE LOANS

Private education loans are privately loaned from lenders outside of federal loan borrowing. Students enrolled in at least half-time DNAP Completion coursework are eligible to apply for private loan funds. Private or alternative loans require a separate application, credit check, multiple disclosures and a self-certification form. This is performed each time you borrow for a new loan period.

MTSA has no preferred lender list or arrangement and does not endorse any loan product or service. Students may apply directly with any lender that they choose.

ALTERNATIVE ASSISTANCE

SPONSORSHIP

Outside assistance may come in the form of scholarships, grants, and tuition assistance. If receiving any outside assistance, please notify the Office of Financial Aid (finaid@mtsa.edu) so any offers of assistance can be added to the financial aid package.

MILITARY BENEFITS

MTSA welcomes active-duty military service members, veterans, military spouses and family members. Students who anticipate using Veterans Education Benefits while in attendance at MTSA must notify the School Certifying Official in the Office of Financial Aid by emailing finaid@mtsa.edu. Once accepted to MTSA, students should submit a copy of the Certificate of Eligibility and DD214 (for service member) to begin the process.

VA EDUCATION BENEFITS POLICY

(Under the Veterans Benefits and Transition Act of 2018)

MTSA permits any **covered individual** (that individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 GI Bill benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs (VA) website-eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution, or
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

MTSA will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Covered individuals:

1. must accurately and completely fill out the VA application and submit it to the VA Regional Processing Office, also mailing them copies of buy-ups or kickers contracts, DD214, NOBE forms, signature pages and other important documents for your education claim, before classes begin at MTSA.
2. must submit a Certificate of Enrollment and the DD214 (service members) to the MTSA Financial Aid Office in order to process benefits.
3. must electronically verify their attendance with the VA each semester.

****GI Bill[®]** is a registered trademark of the U.S. Department of Veterans Affairs (VA).

FEDERAL LOAN ENTRANCE/EXIT COUNSELING

The Department of Education provides mandatory online entrance counseling for Federal Direct loans, to understand the terms and conditions of the federal loans and the rights and responsibilities when entering repayment. All students who have obtained federal loans during their studies at MTSA will complete online exit counseling as a part of the graduation requirements. MTSA will be notified of the completion of each process.

DISBURSEMENT INFORMATION

The academic year is a year-long program comprised of three semesters. Direct tuition charges will be deducted from any applicable payments received before a refund (credit balance) is mailed to you. Financial disbursements for loans are set up to be disbursed on the first day of every semester. Student accounts are maintained by the Business Office. Students can view their disbursements on their student portal.

ELECTRONIC FUNDS TRANSFER

MTSA utilizes an electronic funds transfer (EFT) system to disburse credit balances/refunds of financial aid into student's personal banking accounts. Any amount of assistance a student received above direct charges is a credit balance owed to them and will be issued via EFT. Credit balances are posted to student accounts within 14 days of the disbursement date. Students will complete an EFT Authorization giving permission to wire funds to their personal account.

CANCELLATION PROCEDURE

[Cancellation Procedure | Middle Tennessee School of Anesthesia Post-Grad Handbook](#)

Cancellation Procedure

Students have a right to cancel all or part of the loan disbursements offered. The loans may be cancelled, with the Financial Aid Office, any time before the loan disbursement dates.

Once MTSA is in receipt of the loan funds, students have a right to cancel all or part of the loans within 14 days after the disbursement date for the loan period. To cancel any or all of your loans, students must confirm in writing the loan type(s) and amounts(s) and send the request to finaid@mtsa.edu. Students are responsible for any unpaid balance on their school account. Borrowers will be advised of the status of their request for cancellation.

WITHDRAWALS AND RETURN OF TITLE IV AID

If a student ceases attendance from all his or her courses within a period of enrollment, the student will be considered a withdrawal for Title IV purposes. Students who elect to withdraw from courses must follow MTSA's official withdrawal process. If a student withdraws from the program, they may be required to return federal Title IV aid. The R2T4 calculation for the return of awarded funds may result in the student owing a balance to MTSA and/or their loan servicer if the amount of the return exceeds the school's portion. MTSA will notify the student if a repayment is owed via written notice. If the R2T4 calculation results in a credit balance on the student's account, MTSA will refund the student no later than 14 days after completing the R2T4 calculation.

The amount of federal aid a student earns, in their 17-week payment period, is determined on a pro rata basis (for example: if you complete 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive). Students who withdraw prior to completing 60% of the payment period will have a Return of Title IV fund calculation performed to determine the amount of unearned funds, that will be returned to the appropriate Title IV program. After the 60% point, the student is deemed to have earned 100% of the Title IV funds. Federal funds will be returned based on the percentage of period completed.

The effective withdrawal date is used to determine the point in time that the student withdrew or ceased to attend so that the percentage of the enrollment/payment period completed can be determined. MTSA has 45 days from the date that it determines a student withdrew to return all unearned funds for which it is responsible.

The withdrawal date for the R2T4 calculation of return of the Title IV funds and outside sources of aid is determined by the Program Administrator and is based on the following:

- The date the student officially notifies MTSA of his/her intent to withdraw or is dismissed from enrollment in the program or
- The date determined by MTSA as the administrative withdrawal date, if the student left unofficially, based on a determination of the last academically related activity. If a date of last academically related activity cannot be determined, as a non-attendance taking institution, MTSA would use the mid-point as the last day of attendance.

In rare cases, a student may be eligible to receive a late disbursement of Title IV funds (post-withdrawal disbursement) that were not disbursed before a student withdrew but which the student has earned based on a Return of Title IV Funds calculation. This must be offered within 30 days of the student's withdrawal date. In such cases, the Financial Aid Office will notify the student of the "post-withdrawal" disbursement via an award notification. The school will advise the student that they have 14 calendar days from the date of the award notification to accept a post withdrawal disbursement.

Federal regulations stipulate how the return of Title IV Funds is calculated for students who have received federal assistance. If the student did not attend 60% of the payment period, the aid must be return to the appropriate program in the following order:

- Unsubsidized Federal Direct Loan
- Federal Grad PLUS Loan

REPAYMENT OF LOANS

It is expected that students accepted into MTSA are good citizens and individuals of high integrity, who fully expect to repay all student loans. Students generally have 10 years to repay their loans. Interest is accruing on the loans while the student is in school, and payments may be made towards the loan prior to completion of the coursework to lower loan balances. The loan servicer will notify the student when the first payment is due, usually following a six-month grace period upon completion of the coursework. To learn about loan repayment options, students should contact their loan servicer.

Please note that this does not apply to the [Nurse Faculty Loan Program](#).

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FEDERAL AID

Policy Number: 51.302

Federal financial aid regulations require that recipients of federal aid maintain satisfactory academic progress (SAP) toward the completion of their degree. All students' academic standing is evaluated by the MTSA Progressions Committee. SAP standards are separate from academic policies and are defined by the Financial Aid Office to remain eligible for federal Title IV aid. Those students receiving Title IV aid, whether full time or half-time and regardless of their enrollment status or program, will have their SAP evaluated at the end of each academic year consistent with the below standards. Students not meeting the required progression will be placed on Financial Aid Suspension. This policy applies only to the eligibility for students to receive federal Title IV aid.

MTSA Progressions Committee evaluates students' academic progress after each semester, decisions are made, and notices are sent to the Financial Aid Office for the following reasons:

1. Activation of academic student probation,
2. Removal from academic probation,
3. Decision to suspend or terminate student,

SATISFACTORY ACADEMIC PROGRESS (SAP)

At the official annual evaluation period, students receiving federal Title IV assistance must meet all three components of the SAP policy listed below:

- **Qualitative Requirement** - Maintain a cumulative grade point average (GPA) of 3.0, published for the DNAP program.
- **Quantitative Requirement or Pace** - Pace is calculated by dividing the total cumulative earned hours by the total cumulative attempted hours, including any repeated hours. Students must complete two-thirds or 67% of the total attempted hours for the academic year. Withdrawals, grades below a B, and incomplete grades are included in attempted hours.

- **Maximum Completion Timeframe** - Maximum timeframe is defined by the length of each academic program. Programs at MTSA have scheduled academic coursework which must be successfully completed. Any accepted transfer hours for the DNAP Completion program will be included in the maximum time frame evaluation. Students cannot receive federal aid after attempting the hours required for the completion of their academic program.

REPEATED COURSEWORK

Each time a course is taken counts as an attempt. Only when a passing grade is received is it counted as a completion. Students may only receive federal aid funding for one repetition of a previously passed course. Any retaken class(es) may count against a student's satisfactory academic progress.

FINANCIAL AID SUSPENSION

Any student not meeting the required number of credit hours or falling below the cumulative grade point average at the end of their academic year will be placed on Financial Aid Suspension. All future federal aid will be cancelled. The student will be notified by the Financial Aid Office of their suspension status. The student will remain on this status until they come into compliance with the SAP policy or until they have appealed with a favorable decision.

FINANCIAL AID APPEAL

Students on Financial Aid Suspension may appeal one time for reinstatement of federal Title IV aid with the Financial Aid Office. The appeal for reinstatement should include the following elements:

- An explanation of extenuating circumstances, such as injury, illness, death of a relative or other special circumstance as to why you failed to meet satisfactory academic progress requirements,
- An explanation of what has changed that will now allow you to demonstrate satisfactory academic progress at the end of the subsequent semester,
- Include supporting documentation from medical doctors, advisor, Program Administrator, psychologist, etc., to verify the information you are including in your personal statement. Failure to provide information may result in your appeal being denied.

If the student does not meet the terms of the Financial Aid Committee decision, then the student will remain on Financial Aid Suspension and will not be eligible for federal Title IV aid

FINANCIAL AID PROBATION

If the student's appeal is granted, the student will be placed on Financial Aid Probation and be eligible for federal aid during their probationary period (one payment period). The student must meet SAP at the end of the probationary period to continue to be eligible for federal Title IV aid. If it is determined, based on the appeal, that the student will require more than one payment period to meet progress standards, then the student will be placed on an academic plan, developed with the Program Administrator. If the student meets the requirements of the plan, the student is eligible to receive Title IV aid.

Admission to MTSA or maintaining good academic standing, as defined by the academic program, does not necessarily constitute maintaining satisfactory academic progress for federal aid purposes.

REINSTATEMENT OF AID

Students whose federal Title IV aid is suspended may have aid eligibility reinstated once SAP standards are met. It is the responsibility of the student to notify the Financial Aid Office for a reevaluation of the SAP for federal Title IV eligibility.

NOTIFICATION

Students will be notified in writing of results of any evaluation that affects their eligibility for federal funding.

ADDITIONAL EXPENSES STUDENTS MAY INCUR

EXPENSES COVERED BY TUITION & FEES

1. **TB Skin Testing:** After enrollment, students are required to have a current single-step TB skin test, with results measured in millimeters, on file with the office of the Coordinator of Clinical Support. Before entering clinical rotations, students may need to update their TB test records as some affiliates require TB skin test 3 months before the assignment begins. Both the Coordinator of Clinical Support and the Clinical Assistant have been trained by the Davidson County Health Department and are qualified to administer this TB

skin test to current students only.

If results are positive, a chest x-ray is required, until proof of normal chest x-rays for two consecutive years are in MTSA's file. If the chest x-ray is required, MTSA will refer the student to another facility, and it must be performed at the **student's additional expense**. If a student chooses not to have TB skin testing done at MTSA, the student will be responsible for meeting the same testing and documentation requirements, but these will be entirely on the student's "off" time and at the **student's personal additional expense**.

2. **Lab Coat:** After successful completion of second semester, each student will be presented with a lab coat with the MTSA logo. Students are expected to abide by MTSA's complete **dress code**.
3. **Molded earpiece:** This should be for the ear in which the student's hearing is best. Traditionally, MTSA has a company come to campus to make earpieces. If hearing is equal in both ears, it may be better to get the earpiece for the right ear, as the clinical instructor usually stands on the left side, allowing the student to better hear instructions.
4. **Nerve stimulator:** MTSA will order these for all students.
5. **Initial Mandatory Drug Screening:** Per requirements from some clinical affiliates, all students will receive drug testing after enrollment and at least one additional time during their tenure at MTSA. The cost for this initial testing is included in the fees set by MTSA. Students should also plan on receiving random drug testing, the cost for which is included in tuition and fees.
6. **AANA dues:** The charge for required associate (student) membership in the American Association of Nurse Anesthesiology (AANA) is covered in the student's tuition and fees.
7. **TASNA/TANA dues and fees:** The MTSA tuition and fees covers both the Tennessee Association of Student Nurse Anesthetists (TASNA) fee to each student enrolled in a nurse anesthesia educational program in Tennessee, and the Tennessee Association of Nurse Anesthetists (TANA) registration fee for the annual TANA meeting, at which attendance is required by MTSA during the first year.

EXPENSES COVERED BY MTSA

1. **School/Accident Related Insurance:** Because students perform clinical assignments in a health care arena where accidents may happen, such as needle sticks, and because clinical affiliate hospitals are unwilling to assume the risk of caring for students in such situation, MTSA provides an accident insurance policy to assure they have appropriate initial healthcare treatment for an untoward event. Although MTSA provides this personal school-related accidental/injury insurance policy, MTSA does not assume the student's medical care nor provide health insurance. This coverage applies only to school-related activities.
2. **Liability/Malpractice Insurance:** During the of the program, students are required to participate in the program for student malpractice coverage carried by MTSA with The State Volunteer Mutual Insurance Company (SVMIC) underwriters. During the entire portion of the program beyond the, students are required to participate in the program for student malpractice coverage carried by MTSA with American Casualty Company, which is recognized by the American Association of Nurse Anesthesiology (AANA). Both insurance companies provide basic limits of liability of a minimum of \$2,000,000 per incident with an aggregate of \$4,000,000, unless the student is in a state which has a different malpractice limit. Should the second-year basic premium increase, the student will be charged a fee in the amount of the increase only, up to \$200. Should the increase be greater than \$200, MTSA will cover the additional increase. **Should it be determined that the actual limits of this basic insurance need to be increased, the student will be asked to cover the actual cost of this increase.**

Each student should be aware that the *MTSA DNAP Practice Doctorate Student Handbook* is updated annually. While significant changes are rare, students must abide by the current version of the *MTSA DNAP Practice Doctorate Student Handbook* including abiding by the most current tuition and fee changes. The student will be notified of financial changes in advance.

EXPENSES COVERED BY STUDENT

1. **Textbooks:** Students will purchase textbooks prior to entrance into the program. Prior to enrollment, MTSA distributes the list of textbooks for the school year. There are two lists: required texts, and optional "additional reading" texts.
2. **Physical Examination:** Each accepted applicant is required to have a physical exam during the months **prior to enrollment** and complete the Health History Form. This form is to be returned to the MTSA Admissions Coordinator by December 13, with all information required on the Health History form, or the accepted applicant's position in the incoming class may be forfeited. This includes:
 - a. The **actual lab reports** showing evidence of either immune or non-immune for the titers Rubella and Rubeola.
 - b. The **actual lab reports** giving evidence of positive Varicella titer drawn from a reputable laboratory with date and result, OR evidence of two Varicella vaccines given no less than one month apart and a post-vaccine titer. Any Varicella titer in the negative range (indicating no immunity) must have the Varivax vaccine in the two-stage process. If the Varivax vaccine is indicated, it is the student's responsibility to obtain this vaccine and to provide documentation of such to the MTSA Admissions Coordinator prior to enrollment at MTSA.
 - c. Written documentation of completed series of three Hepatitis B vaccines or documentation of refusal of the vaccine (from physician's office).
 - d. Record of tetanus booster (from physician's office in the last seven years).
 - e. Documentation (the actual report) of completion of the CDC-required TB skin test will be required within at least the 12 months prior to enrollment.

- f. Some clinical sites require various other vaccines prior to participation there, and these vaccines will be required (i.e. H₁N₁, flu, TDAP vaccine past the age of 18).
- g. All student health records may be shared with appropriate personnel at any clinical affiliate, if requested. Students must sign a release of information form.
MTSA reserves the right to deny admittance of an accepted applicant if the physical examination or health information deems that the person would be incapable of completing the program.
3. **Nursing license in other states:** If MTSA develops affiliates in other sites where the student is assigned, or if the student desires to participate in any other out-of-state affiliate, such as a Senior Elective in a state that is not a Nurse Licensure Compact state, licensure in that state must be obtained at the student's expense and be presented to the Coordinator of Clinical Support of MTSA prior to assignment at that location or prior to full approval of that Senior Elective site.
4. **Health Insurance Coverage:** Each student must provide evidence of personal health insurance coverage upon enrollment and must maintain coverage and documentation of such until graduation from MTSA. MTSA does not assume the student's medical care or cost for medical care. MTSA does provide information to accepted applicants during the required first day of class regarding some group health insurance plans that are available for students to purchase.
5. **Scrubs:** Each student is **required** to own his/her own scrubs for use on campus and at clinical sites that do not provide scrubs for students to wear. Appropriate operating room apparel is furnished by some of the hospitals and may charge the student if the scrubs are not returned. Students are expected to abide by MTSA's complete dress code.
6. **Parking (refundable):** At all affiliating institutions, students will park only in authorized parking lots.

Vanderbilt parking -The fee the student submits to MTSA is paid by MTSA to Central Parking for a limited number of Vanderbilt parking cards/tags. These cards/tags are kept at MTSA by the Coordinator of Clinical Support. They are to be signed out by students only if they have a scheduled Vanderbilt rotation. The student is expected to pay a \$60.00 "lost park card" CASH deposit to the Coordinator of Clinical Support upon receipt of the park card. No checks will be accepted for this deposit.

After the student's rotation at Vanderbilt ends, the student must sign the card and tag back in to the Coordinator of Clinical Support at MTSA, and she will return the "lost park card" deposit to the student and then will give the card and tag to the next student scheduled to be at Vanderbilt. The student is not to pass the card and tag on to another student but must turn it in personally. The School will keep the "lost park card" deposit if the card and tag are not returned to the School within one week after the rotation has ended.

General Hospital parking will be paid by the student with reimbursement via parking stipend.

7. **Meals:** Meals are not provided. Arrangements for meals vary at each affiliation for students. Students in semesters 3-5 returning to class from affiliates will be given adequate time for quick meals. The student lounge is equipped with tables and chairs, microwave ovens, coffee makers and coffee cups, a sink, ice machine, and refrigerators. If students wish to bring their own meals, they must provide their own dishes and utensils. MTSA does not provide daily housekeeping services, so students are expected to be responsible for keeping the lounge tidy (i.e. discarding one's trash, wiping up spills, etc.).
8. **Basic Housing:** It is the students' responsibility to find housing while attending MTSA, as no student housing is available.
9. **Accommodations while taking call:** While assigned on call, the student is required to stay within thirty (30) minutes of any hospital at which they are on call. Some hospitals, but not all, provide a room for the student to stay in-house while taking call. If the hospital does not provide a room and the student's home is farther than thirty (30) minutes from the hospital where they are assigned on call, the student is responsible to make their own arrangements for accommodations while taking call (i.e. staying with a classmate).
10. **Protective eyewear:** These are to be worn at all times in operating rooms; cost varies.
11. **Electronic Device:** Every student will need to purchase a smart phone, an iPad/laptop, or a Microsoft Surface Pro. *See technology requirements for specifications.
12. **For-Cause Drug Screening:** Any for-cause drug screens requested will be at an additional cost to the student (see *Student Drug Testing Policy*).

CALENDARS & SCHEDULES

2025 ACADEMIC CALENDAR

SPRING 2025 SEMESTER

January 6, 2025	Start of Spring 2025 Semester
January 13, 2025	Deadline to drop courses without a grade
March 10, 2025	Deadline to drop courses with a W grade

April 17, 2025	Last day of didactic courses
May 4, 2025	Last day of Spring 2025 Semester

SUMMER 2025 SEMESTER

May 5, 2025	Start of Summer 2025 Semester
May 12, 2025	Deadline to drop courses without a grade
July 7, 2025	Deadline to drop courses with a W grade
August 14, 2025	Last day of didactic courses
September 1, 2025	Last day of Summer 2025 Semester

FALL 2025 SEMESTER

September 2, 2025	Start of Fall 2025 Semester
September 9, 2025	Deadline to drop courses without a grade
November 4, 2025	Deadline to drop courses with a W grade
December 11, 2025	Last day of didactic courses
January 4, 2026	Last day of Fall 2025 Semester

2026 ACADEMIC CALENDAR

SPRING 2026 SEMESTER

January 5, 2026	Start of Spring 2026 Semester
January 12, 2026	Deadline to drop courses without a grade
March 9, 2026	Deadline to drop courses with a W grade
April 16, 2026	Last day of didactic courses
May 3, 2026	Last day of Spring 2026 Semester

SUMMER 2026 SEMESTER

May 4, 2026	Start of Summer 2026Semester
May 11, 2026	Deadline to drop courses without a grade
July 6, 2026	Deadline to drop courses with a W grade
August 13, 2026	Last day of didactic courses
August 30, 2026	Last day of Summer 2026 Semester

FALL 2026 SEMESTER

August 31, 2026	Start of Fall 2026 Semester
September 7, 2026	Deadline to drop courses without a grade
November 2, 2026	Deadline to drop courses with a W grade
December 10, 2026	Last day of didactic courses
January 3, 2027	Last day of Fall 2026 Semester

2027 ACADEMIC CALENDAR

SPRING 2027 SEMESTER

January 4, 2027	Start of Spring 2027 Semester
January 11, 2027	Deadline to drop courses without a grade
March 8, 2027	Deadline to drop courses with a W grade
April 15, 2027	Last day of didactic courses
May 2, 2027	Last day of Spring 2027 Semester

SUMMER 2027 SEMESTER

May 3, 2027	Start of Summer 2027 Semester
May 10, 2027	Deadline to drop courses without a grade
July 5, 2027	Deadline to drop courses with a W grade
August 12, 2027	Last day of didactic courses
August 29, 2027	Last day of Summer 2027 Semester

FALL 2027 SEMESTER

August 30, 2027	Start of Fall 2027 Semester
September 6, 2027	Deadline to drop courses without a grade
November 1, 2027	Deadline to drop courses with a W grade
December 9, 2027	Last day of didactic courses
January 2, 2028	Last day of Fall 2027 Semester

COURSE SEQUENCE BY COHORT

Click the links below to view the course sequence for each currently enrolled PD cohort.

[Class of 2028 Course Sequence](#)

[Class of 2027 Course Sequence](#)

[Class of 2026 Course Sequence](#)

[Class of 2025 Course Sequence](#)

PD PROGRAM INFORMATION

[Course Catalog](#)

CHANGES TO PROGRAM

In keeping with its philosophy of offering a program of the highest quality, MTSA continually evaluates its educational program via its institutional effectiveness process and reserves the right to make changes in the policies, curriculum, or practicum at any time including any fees or costs related to these changes. Such changes are expected to be minimal. Students will receive notification of these changes and are expected to abide by them.

PRACTICE DOCTORATE PROGRAM

LENGTH OF PROGRAM

The program is 36 months of full-time enrollment. MTSA defines full-time status as enrollment for 8 or more credit hours in a semester. One credit hour is equivalent to 15 classroom/lab hours. Of these 36 months, 18 days are allotted for selected legal holidays, 6 for emergency days, and scheduled vacation weeks each school year based on the student's progression through the calendar in relation to their rotation schedule.

Graduation exercises occur only once in the program. Students completing all aspects of the academic and clinical program are required to march in a graduation ceremony concurring with their completion of the program.

RN TO NURSE ANESTHETIST TRANSITION

While all students accepted at MTSA have had acute care nursing experience, this experience has been obtained in various hospital settings. Traditionally in these settings, hospitals schedule nurses on shifts with each nurse reporting to the oncoming nurses at the end of their shift, and then being able to leave at a predictable time. Because surgery schedules vary in number and length of cases on a daily basis, most anesthesia scheduling is not handled as in other nursing environments. Typically, a CRNA, much like an anesthesiologist (MDA), accepts a job, not a shift. It is expected that the anesthetist (CRNA or MDA) will work until the job is done, or until the surgery schedule is such that the "late" or "call" team can cover the cases.

As an anesthetist, if cases finish by 10:00am, unless you are designated as the "late" or "call" person, your duty for the day may be completed. Opportunities may arise for learning experiences that are not associated with a surgical case. By leaving early, the student may miss out on such experiences. However, if more cases last later in the night than the "late" or "call" person(s) can handle, other anesthesia providers are expected to stay until the work is done. Additionally, you may be required to stay over after your call shift. Employers are cognizant of the actual number of anesthesia providers needed to complete the tasks in a reasonable number of hours.

When students are at selected affiliates, they will be engaging with physician anesthesia residents who have never had the scheduling of hours nurses have. Their expected hours will still be longer than MTSA students. Students should be aware of the residents' longer hours and be patient with them as they learn to understand student nurse anesthetists' hours. At some affiliates, student nurse anesthetists from MTSA may work with student nurse anesthetists from other nurse anesthesia programs. Other nurse anesthesia programs may have different expectations of clinical hours for their students; however, MTSA students are expected to abide by MTSA's clinical pattern as described below under Academic and Clinical Summary.

Currently, the COA requirement is that the hours be "reasonable." COA published the following definition in 2015, revised 2021 to help clarify what constitutes a reasonable number of hours: A reasonable number of hours to promote effective student learning should not exceed 64 hours per week. This time commitment includes the sum of hours spent in class and all clinical hours averaged over four weeks. Students must have a ten-hour rest period between scheduled clinical duty periods (i.e. assigned continuous clinical hours) At no time may a student provide direct patient care for a period longer than 16 continuous hours.

As it is MTSA's aim to prepare students both in academic and clinical knowledge and experience to become a CRNA, MTSA also chooses to orient the student to the time commitment and expectations of the CRNA. These time commitments will be different from typical nursing hours. Historically, clinical medical education has been offered in exchange for service. This is true with students at MTSA as they matriculate through the program. The COA supervision requirements allow 2 SRNAs to 1 CRNA or 2 SRNAs to 1 anesthesiologist. Students should realize that while they are not specifically used as staff, their services extend the abilities of the professional anesthesia staff to offer anesthesia services in many facilities.

OUTCOME CRITERIA FOR STUDENT UPON GRADUATION

DOCTORATE STUDENT LEARNING OUTCOMES (DSLOs)

As per the COA Standards of Accreditation Practice Doctorate, graduates from MTSA's Doctorate of Nurse Anesthesia Practice (DNAP) program will acquire knowledge, skills, and competencies in patient safety, perianesthetic management, critical thinking, communication, leadership, and professionalism. Measurement of these DSLOs occur throughout the program in the course/clinical experience in which they reside.

PATIENT SAFETY

The graduate must demonstrate the ability to:

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.

PERIANESTHESIA

The graduate must demonstrate the ability to:

5. Provide individual care throughout the perianesthetic continuum.
6. Deliver culturally competent perianesthetic care.
7. Provide anesthesia services to all patients across the lifespan
8. Perform a comprehensive history and physical assessment.
9. Administer general anesthesia to patients with a variety of physical conditions
10. Administer general anesthesia for a variety of surgical and medically related procedures.
11. Administer and manage a variety of regional anesthetics.
12. Maintain current certification in ACLS and PALS.

CRITICAL THINKING

The graduate must demonstrate the ability to:

13. Apply knowledge to practice in decision making and problem solving.
14. Provide nurse anesthesia services based on evidence-based principles.
15. Perform a preanesthetic assessment before providing anesthesia services.
16. Assume responsibility and accountability for diagnosis.
17. Formulate an anesthesia plan of care before providing anesthesia services.
18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
20. Calculate, initiate, and manage fluid and blood component therapy.
21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
23. Use science-based theories and concepts to analyze new practice approaches.
24. Pass the national certification examination (NCE) administered by NBCRNA.

COMMUNICATION

The graduate must demonstrate the ability to:

25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
26. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other health care professions.
27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
28. Maintain comprehensive, timely, accurate, and legible healthcare records.
29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
30. Teach others.

LEADERSHIP

The graduate must demonstrate the ability to:

31. Integrate critical and reflective thinking in his or her leadership approach.
32. Provide leadership that facilitates intraprofessional and interprofessional collaboration.

PROFESSIONAL ROLE

The graduate must demonstrate the ability to:

33. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.

34. Interact on a professional level with integrity.
35. Apply ethically sound decision-making processes.
36. Function within legal and regulatory requirements.
37. Accept responsibility and accountability for his or her own practice.
38. Provide anesthesia services to patients in a cost-effective manner.
39. Demonstrate knowledge of wellness and substance use disorder in the anesthesia profession through completion of content in wellness and substance use disorder.
40. Inform the public of the role and practice of the CRNA.
41. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
42. Advocate for health policy change to improve patient care.
43. Advocate for health policy change to advance the specialty of nurse anesthesia.
44. Analyze strategies to improve patient outcomes and quality of care.
45. Analyze health outcomes in a variety of populations.
46. Analyze health outcomes in a variety of clinical settings.
47. Analyze health outcomes in a variety of systems.
48. Disseminate research evidence.
49. Use information systems/technology to support and improve patient care.
50. Use information systems/technology to support and improve healthcare systems.
51. Analyze business practices encountered in nurse anesthesia delivery settings.

GRADUATION REQUIREMENTS

Each student must successfully accomplish each of the following goals to be eligible to become a Doctor of Nurse Anesthesia Practice (DNAP) graduate of MTSA:

- Satisfactory completion of all academic courses, including all DSLOs;
- Completion of two mandatory SEE Exams;
- Satisfactory completion of all categories of clinical procedures required by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and NBCRNA;
- Satisfactory completion of practicum at assigned affiliates (as determined by the Program Administrator and the Progressions Committee and to include anesthesia service at sites in medically underserved areas) and senior electives, including the MTSA-required anesthesia management plans, and clinical case records;
- Completion of the 36-month program, with absences in excess of scheduled vacation days, eighteen holidays, and six emergency days being made up prior to graduation;
- Completion of any and all financial obligations to MTSA;
- Completion of the online Loan Exit Counseling for students who have borrowed federal loans while attending MTSA;
- Participation in the graduation exercise, unless specific prior permission for graduation in absentia is granted in writing from the Program Administrator, with approval by the NAP Council. Exceptions generally will not be made unless the circumstances preventing attendance are beyond the control of the student.
- Failure to complete all of these requirements by the anticipated completion date may result in an extension to the program, any extensions that extend beyond the start of the next semester will require administrative fees.

CREDENTIAL AWARDED

Upon satisfactory completion of the program of study at Middle Tennessee School of Anesthesia, the student is awarded a diploma with the degree Doctorate of Nurse Anesthesia Practice (DNAP). The graduate is then eligible to apply to take the National Certification Examination administered by the NBCRNA. Upon successful completion of this examination, the graduate will bear the title of Certified Registered Nurse Anesthetist (CRNA).

APN LICENSE IN TENNESSEE

Due to the institution of the Advance Practice Nurse License in Tennessee in 2005, some sites do not allow new Nurse Anesthetists to practice until they have completed the National Certification Examination and obtained their APN license. This regulation varies by hospital and anesthesia group and is beyond the control of MTSA. Furthermore, different states have varying regulations regarding APN or APRN licensure. It is advisable to inquire about such details when interviewing for job placement.

ACADEMIC STANDARDS

See [Student Grading Policy](#)

Advancement of each student to the next higher level of anesthesia training and responsibility is made at semesterly intervals by recommendations from the Program Administrator to the Progressions Committee. In order to receive an unencumbered recommendation for academic progression, the student must meet the following conditions:

- MTSA expects that all graduate level coursework should result in a minimum earned final course grade of "B" (See: Grading Policy). The first earned final course grade between 70-79% (C) will require a scheduled meeting with the Program Administrator to discuss the student's performance. The first final course grade of "C" will also lead to automatic academic probation and an invitation for an appearance before the Progressions Committee. The second earned final course grade of "C" will result in dismissal from the program. Academic course grades will carry over to the subsequent years for purposes of determining penalties based on course grades and progression.
- MTSA requires students to maintain a minimum overall academic cumulative GPA of 3.0 for both graduation and good academic standing. A student who falls below an academic cumulative GPA of 3.0 will be placed on academic probation. The student will have one (1) semester to improve the academic cumulative GPA to 3.0 or greater to be removed from probation. If the student fails to improve his or her GPA to 3.0 or greater during the following semester, they will be dismissed from the program.
- Students will automatically be dismissed from the program for receiving a final failing course grade in any course. Failing is defined as any grade below 70%.
 - *For more information regarding failure of Academic Standards (see Student Progressions & Disciplinary Actions).*
- Students who are placed on any type of probation greater than two (2) time periods will be dismissed from the program. (If there is an active vote to continue student on probation from one period to a second period, that action will count as another probation occurrence).
- Students have the right to appeal decisions of the Progressions Committee by following the [MTSA appeal process](#).
- Each student is carefully evaluated for academic achievement and clinical performance on a regular and continuing basis. Academic grades are published each semester. Clinical practicum evaluations are received from each affiliation, reflected on the official transcripts as letter grades, and used in tabulating the final grade point average. Clinical grades will be delayed approximately two months or longer behind the semester's end. Students shall be advised semesterly by a CRNA faculty member concerning their academic and clinical progress each semester.
- Every effort is made to adhere to class and clinical schedules. Class hours, course sequencing, clinical seminars, and clinical practicum hours have been estimated carefully, but are dependent on day-to-day situations at each affiliation, and should, therefore, be recognized as estimates that are subject to alteration to meet daily situations. Many classes are taught by instructors who hold CRNA/MD positions in other facilities. When obligations in these facilities, such as "call," prohibit the instructor from meeting class on a particular day, the class will be rescheduled. This rescheduling will be done as far in advance as possible. All subject matter may change to benefit the student and/or MTSA. Students scheduled for class and not for clinical will be expected to adjust to changes in academic scheduling.

ACADEMIC & CLINICAL SUMMARY

The **first semester** courses begin in January and continue through the month of April. Most classes are held on the campus of MTSA and attendance is mandatory (see [Attendance Policy](#)). Course work and time in the Simulation Lab are typically scheduled Monday-Thursday of each week. This semester includes intense training and preparation to enter the clinical rotations in the third semester.

Semester Two begins in May and continues through the end of August. Course work and time in the Simulation Lab is scheduled typically Monday-Thursday of each week. This semester continues intense training and preparation to enter the clinical rotations in the third semester. After the successful completion of classwork and Simulation check-offs, the students are honored in the White Coat Ceremony to mark their progression into the clinical setting.

Semester Three begins in September. At this time the class is divided into groups A and B. This division is utilized for clinical assignments. For **semesters three through five** clinical assignments are on Monday, Thursday and Friday. Classes will be held on Tuesday and Wednesday. Simulation can occur on days not assigned for clinical. Vacation breaks are scheduled at the end of each semester. Each group (A and B) will be assigned to one full week of vacation (M-F and one weekend) and then one full week of clinical. While group A is on vacation, group B will have a daily clinical assignment. The other week while group B is on vacation, group A will have daily clinical assignments.

During **semesters six through nine**, students attend clinical as assigned for their specific clinical site or rotation. These clinical rotations may vary in length from one month to three months at a site. MTSA follows the COA guidelines of not exceeding 64 hours per week of clinical hours and classroom hours (averaged over a four-week period). Academic work during these semesters will include Concepts in Clinical Application and Practice to prepare the students for the NCE Board exam.

Vacation weeks are scheduled through the Clinical Support Coordinator through a lottery process.

SELF EVALUATION EXAMINATION (SEE)

Policy Number: 5.2.113

The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) administers a Self-Evaluation Exam (SEE) which students and nurse anesthesia programs use as a diagnostic tool to determine areas of strength and weakness in four domains. The exam consists of computer adapted questions covering these domains: Basic Sciences; Equipment, Instrumentation and Technology; Basic Principles of Anesthesia; Advanced Principles of Anesthesia. The NBCRNA has established a strong positive correlation between SEE performance and National Certification Exam (NCE) performance; thus, strong SEE performance has been shown to correlate with strong NCE performance.

All students are required to take the SEE twice for program completion. Fees for the mandated two SEEs are included in the MTSA tuition and fees. Any additional SEE attempts are at the student's expense.

STUDENT ADVISEMENT

Advising is an essential part of student success and progression at MTSA. Success in the graduate program of nurse anesthesia depends not only on being a successful student in the academic courses, but also includes being successful in each of the clinical assignments. Therefore, advising at MTSA takes two forms, academic advising and clinical advising.

Upon enrollment, students are assigned a CRNA faculty member for the purpose of advisement/mentorship. The student is to have scheduled advising sessions throughout semesters 1-6.. During these sessions, the students' academic and clinical performances are reviewed, discussion of student progress or lack of progress occurs, and any performance improvement plans can be made. These sessions may be modified based upon the progress of the student. Online meetings can occur via audio/video call, telephone conversations or email communication as the student may be traveling to distant clinical sites.

The CRNA Advisor/Mentors review progress with each of their assigned students in both the academic and clinical areas. These evaluations are summaries of the student's self-evaluation form, Daily Case Evaluations, Semester

Evaluations, and the Academic Record. Because Senior students are not on campus at regularly scheduled times, the advisement session for semesters 7-9 may take place by telephone, email, or virtually, any combination of these methods.

The MTSA Program Administrator is the full-time MTSA administrator who has the primary responsibility for interim student advisement. However, if the student chooses, the Assistant Program Administrators are also available on a full-time basis and for student advisement. These full-time CRNA administrators are available for informal discussions with students, and dialogue is encouraged.

ACADEMIC CALENDAR

Please see [Appendix A](#) for the Academic Calendar.

ATTENDANCE

See [Attendance Policy and Expectations.](#)

SABBATH (SATURDAY) SCHEDULING

Policy Number: 3.3.109

MTSA is currently independently operated and owns the property and buildings that house the School. In accordance with the Seventh-day Adventist history, as well as the history and mission of the school, the original policies of the School relative to Sabbath are the policies of the School today. They have been redefined to inform students and clinical facilities of the expectations of the School relative to Sabbath observance.

ACADEMIC AREA

Neither the Middle Tennessee School of Anesthesia nor any of its faculty will schedule any academic class between sundown Friday until after sundown Saturday. It is recognized that not all students will choose Saturday as the day of worship. Accommodation will be made for classes that are scheduled outside of normal MTSA operating hours if attendance would violate or interrupt a student's normal religious observance. The accommodation may vary but may include video captured lectures for students to review at another time or makeup coursework assigned by the faculty of record.

On occasion MTSA will expect students to attend one day of a local weekend conference organized by the Tennessee Association of Nurse Anesthetists or the American Association of Nurse Anesthesiology. Students may choose the day they attend, either Saturday or Sunday.

CLINICAL AREA

Clinical affiliations have evolved over the years to support the clinical needs of the program. It is not the intent of MTSA to control whether an affiliate hospital schedules elective surgery on weekends. Students are expected to do elective and call cases Monday through Friday and to take call for emergency cases on weekends as assigned. Should any student request not to participate in call on a specified day due to religious convictions, MTSA will consider accommodations for the student's request. A statement of religious observation from the student's current religious leader may also be requested. It should be noted that a student may have to complete clinical duties on extra weekend call shifts to accommodate their request. This is not punitive in nature but may occur due to schedule changes to accommodate the request.

CLINICAL INFORMATION

CLINICAL ROTATIONS

The desirability of providing students with enrichment to their learning experience through affiliations with other health care institutions is recognized by MTSA. Accordingly, ALL students should be prepared to affiliate at a variety of institutions in the Nashville area and elsewhere, to include Kentucky in most instances, on a rotating basis. MTSA does not pay student stipends. Students will be assessed a clinical fee at the beginning of the 6th semester. (See *Financial Aid section*)

MTSA retains the right to change affiliations, rotation schedules, or length of rotations at any time. Students will be given as much advance notice as possible.

CLINICAL ON-CALL EXPERIENCES

All students are required to participate in an "on-call" experience. The on-call experience is defined as clinical time that is outside the regular schedule of the OR, such as evenings or weekend shifts, and actual on-call assignments for emergencies. These evening, weekend and on-call assignments are made by the Coordinator of Clinical Support and the Clinical Coordinator at the clinical rotation.

CLINICAL SITE VISITS

Designated MTSA administrators and/or faculty visit all active clinical sites at least annually to assure the availability of quality clinical experiences and an appropriate clinical learning environment for students.

AFFILIATE SITE INFORMATION

As of January 4, 2024, regular affiliations are conducted at the following institutions:

For additional information and directions, click on the facility name to link to their website.
(Sites in medically underserved areas (MUA) are preceded by a (+).)

Baptist Health Lexington

Lexington, KY

Located about 208 miles from MTSA

Semester 6-9: typically 1-2 month rotations

Baptist Health Lexington, a 434-bed tertiary care facility, is also a major medical research and education center. Established in 1954, Baptist Health Lexington is recognized for its excellence in heart care and cancer care, and the hospital's Clinical Research Center conducts groundbreaking research in both fields. Baptist Health Lexington continues to lead in maternity care, having delivered nearly 160,000 babies. The hospital operates outlying outpatient centers in Georgetown, Nicholasville and Richmond.

Children's Hospital at Erlanger

Chattanooga, TN

Located about 144 miles from MTSA

Semester 6-9: typically 1-2 month rotations

Specialty rotations: Pediatrics

Children's Hospital at Erlanger is certified as a Comprehensive Regional Pediatric Center (CRPC), the highest designation in the state for pediatrics. It's a level of care for children often found only in cities more than twice the size of Chattanooga.

Maury Regional Medical Center

Columbia, TN

Located about 60 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Semester 6-9: typically 1-2 month rotations

Maury Regional Medical Center is accredited by the Joint Commission and is the largest hospital between Nashville and Huntsville. The 275-bed facility has a medical staff of more than 170 physicians and 2,000 employees who serve a region consisting of more than a semester-million people in southern Middle Tennessee. From a comprehensive interventional and surgical heart program that has attained chest pain center accreditation to a neonatal intensive care and cancer center, Maury Regional Medical Center offers a wide range of advanced services.

Medical Center at Bowling Green

Bowling Green, KY

Located about 59 miles from MTSA

Semester 3-5: full time rotations

Semester 6-9: full time rotations

Growing from a 35-bed city hospital to a 490-bed regional healthcare system over the past 80+ years, the Medical Center & its affiliated hospitals offer South-central Kentucky the following services: comprehensive cardiac program including open heart surgery, obstetrics and neonatology, cancer treatment and orthopedic services.

Nashville General Hospital

Nashville, TN

Located about 14.4 miles from MTSA

Semester 3-59: typically 1-2 month rotations

Nashville General Hospital (NGH) is Nashville's original community-based hospital. Joint Commission accredited, NGH readily accommodates a wide range of needs from emergency services and acute care to ancillary and ambulatory services. NGH continues to maintain its strong commitment to the healthcare needs of Nashville and Davidson County underserved, while also providing care to all segments of the community.

Nashville VA Medical Center

Nashville, TN

Located about 15.4 miles from MTSA

Semester 6-9: full time rotations

Our main hospital provides primary care and specialty health services, including mental health care, women's health services, organ transplants, prosthetics, eye care, nutrition counseling, foot care, hospice and palliative care, and more. Below, you'll find our address and hours, parking and transportation information, and the other health services we offer at our Nashville VA Medical Center.

Southern Tennessee Regional – Lawrenceburg

Lawrenceburg, TN

Located about 96 miles from MTSA

Semester 3-9: typically 1-2 month rotations

Southern Tennessee Regional Health System Lawrenceburg is part of the Southern Tennessee Regional Health System, a regional network of hospitals and healthcare services serving communities in southern Tennessee. The Lawrenceburg campus provides inpatient and outpatient services to Lawrence County and the surrounding area at its 99-bed, Joint Commission accredited acute care facility and physician practices.

St. Thomas Mid-Town (formerly Baptist)

Nashville, TN

Located about 14 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Semester 6-9: typically 1-2 month rotations

Specialty rotations: Cardiac & OB

St. Thomas Mid-Town Hospital is the largest not-for-profit community hospital in Middle Tennessee, licensed for 683 acute and rehab care beds. The main campus covers nearly two million square feet and spans more than six city blocks or 38 acres. St. Thomas Mid-Town Hospital is a member of Saint Thomas Health Services, a faith-based ministry serving Middle Tennessee.

St. Thomas Rutherford (formerly MTMC)

Murfreesboro, TN

Located about 38 miles from MTSA

Semester 6-9: typically 1 month

St. Thomas Rutherford, in Murfreesboro, TN, is a 286 bed facility. There are 1400 associates, 320 affiliated physicians. Over 7500 surgeries are performed annually, along with 2500 babies delivered. In 2010 a new \$268 million dollar facility was opened at the location to serve the residents of the greater Murfreesboro area.

St. Thomas - West

Nashville, TN

Located about 17 miles from MTSA

Semester 3-5: typically 2 weeks – 2 month rotations

Semester 6-9: typically 1-2 month rotations

Specialty rotation: Cardiac (CVA group)\

The Catholic Daughters of Charity health care ministry reached Nashville in 1898, when Saint Thomas was established. Today, the 541-bed facility, with more than 3,500 employees and 750 physicians on staff, provides adult specialty health care in service to a market area of more than two million residents of Middle Tennessee, Southwestern Kentucky & Northern Alabama.

Students have rotations with 2 different anesthesia groups – AMG & CVA

Sumner Regional Medical Center (SRMC)

Gallatin, TN

Located about 21 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Semester 6-9: typically 1-month rotations

Specialty rotation: Regional

Since opening in 1959 as Sumner County Memorial Hospital, SRMC has grown from a facility with just 50 employees and seven physicians to a comprehensive health care leader in the community with over 1,000 employees and 300 physicians. Since 1994, SRMC has served as the flagship hospital of the health care entity, HighPoint Health System. SRMC is accredited by the Joint Commission and is one of the largest non-government employers in Sumner County. Today, SRMC operates as a 155-bed facility and provides quality care in numerous areas, including cancer treatment, cardiac care, same-day surgery, orthopedics, diagnostics, and women's health and rehabilitation services.

Tennova Healthcare Clarksville

Clarksville, TN

Located about 43.6 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Tennova Healthcare - Clarksville features services in cardiology, emergency medicine, family practice, gastroenterology, general surgery, infectious disease, inpatient rehabilitation center, internal medicine, neonatology, nephrology, neurology, obstetrics/gynecology, oncology, oral/maxillofacial surgery, orthopedics/surgery, otolaryngology, outpatient rehabilitation, pediatrics, plastic surgery, podiatry, pulmonology, radiology, urology, vascular surgery and wound care.

TriStar Centennial Medical Center

Nashville, TN

Located about 14 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Semester 6-9: typically 1-2 month rotations

Specialty rotations: Cardiac and OB

Centennial has 657 licensed beds and over 1,200 physicians covering a wide variety of specialties. The Centennial Heart Center offers a full complement of cardiac care delivered by more than 50 cardiac specialists. Each year the heart center performs nearly 1,200 heart surgeries and almost 6,000 minimally invasive cardiac procedures.

TriStar Hendersonville Medical Center

Hendersonville, TN

Located about 10 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Semester 6-9: typically 1 month rotations

Hendersonville Medical Center, part of the TriStar Family of Hospitals, is a 110-bed comprehensive medical center north of Nashville in Sumner County.

TriStar Greenview Regional Hospital

Bowling Green, KY

Located about 55 miles from MTSA

Semester 6-9: typically 1-2 month rotations

Greenview Regional Hospital, part of the TriStar family of Hospitals, is a TriStar Greenview Regional Hospital is a 211-bed facility serving Southern Kentucky and surrounding areas. Recognized by the Joint Commission as a Top Performer on Key Quality Measures®.

TriStar NorthCrest Medical Center

Springfield, TN

Located about 25 miles from MTSA

Semester 6-9: typically 1 month rotations

Specialty rotation: Regional

NorthCrest Medical Center began operations in 1956 under the name of Jesse Holman Jones Hospital and serves Robertson and surrounding counties as well as southern Kentucky. NorthCrest is a 109-bed, not-for-profit, community hospital which offers a full-range of healthcare services from cardiac care and rehabilitation, obstetrics and women's services, pulmonary rehabilitation, to surgery and 24-hour emergency services.

TriStar StoneCrest Medical Center

Murfreesboro, TN

Located about 30 miles from MTSA

Semester 3-5: typically 1 month rotations

Our 119-bed hospital offers complete medical care for adults and children, including emergency, surgical, maternity, imaging, cardiology, neurology, orthopaedic, physical medicine, sleep medicine and oncology services. Our medical staff of about 500 physicians includes more than 45 specialties. Many of our physicians have offices on or near the hospital campus. Our entire staff is committed to providing quality and safe patient care while offering compassion and comfort in our modern facility.

TriStar Southern Hills Medical Center

Nashville, TN

Located about 20 miles from MTSA

Semester 3-5: typically 1 month rotations

Serving our community for more than 40 years, TriStar Southern Hills is a 126-bed comprehensive facility offering a variety of acute care services including cardiology, bariatric surgery, diagnostic imaging, emergency, orthopedics, spine, inpatient & outpatient rehabilitation, surgical services and wound care.

TriStar Summit Medical Center (SMC) & Summit Surgery Center (SSC)

Hermitage, TN

Located about 10 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Originally a 100-bed facility, Donelson Hospital expanded numerous times in its 21-year history. SMC was constructed and opened in 1994 and is a 188-bed facility today. SMC is a medical and surgical facility known for emergency care, cardiac services, oncology services, orthopedic surgeries, diabetes management and obstetric services. Equally important is the emphasis that Summit places on Outpatient Services. SMC has an Ambulatory Surgery Center, which contains three floors of medical office space. The complex is located at the Summit Outpatient Center. Entrances are available off Old Hickory Blvd & Central Pike.

Vanderbilt University Medical Center (VUMC) & Children's Hospital at Vanderbilt

Nashville, TN

Located about 15 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Semester 6-9: typically up to 6 month rotations

Specialty rotations: Pediatric, OB, & Trauma

VUMC is a comprehensive healthcare campus dedicated to patient care, research and biomedical education. Within this system is VUMC, a twin-towered, 658-bed structure supported by the latest systems and technology. Patients are referred to Vanderbilt to receive both routine inpatient care and highly specialized medical treatment and surgical procedures. The Hospital is also home to the region's only Level I Trauma Center as well as the region's only Level IV Neonatal Intensive Care Unit.

Constructed in 2004, the freestanding Vanderbilt Children's Hospital is filled with state-of-the-art equipment and information systems. With 222 beds dedicated to high-level pediatric, subspecialty treatment, and trauma care, the hospital is also a teaching and research facility. Children's Hospital reaches children from Nashville to all Middle Tennessee counties and regions beyond. In 2007, a total of 104,169 of VCH's patients came from Davidson County. 16,151 patients came from out of state. Patients came from 45 states plus the District of Columbia.

Vanderbilt Surgery Center

Franklin, TN

Located about 33 miles from MTSA

Semester 3-5: typically 1 month rotations

Vanderbilt Wilson County Hospital

Lebanon, TN

Located about 24 miles from MTSA

Semester 6-9: typically 1-2 month rotations

For more than 40 years, Vanderbilt Wilson County Hospital has been a place of healing and connection for patients and families in Wilson County and the surrounding area. A part of the Vanderbilt Health community of hospitals and clinics, the two-campus facility is the sole provider of inpatient and outpatient medical services in Wilson County.

Williamson Medical Center

Franklin, TN

Located about 33 miles from MTSA

Semester 3-5: typically 1-2 month rotations

Williamson Medical Center is a 185-bed hospital dedicated to serving the health care needs of the surrounding communities. Founded in 1957, Williamson Medical Center offers comprehensive inpatient and outpatient services, 24-hour emergency care, preventive health screenings and wellness activities.

POLICY OF MTSA CLINICAL STANDARDS

Policy Number: 5.4.103

Advancement of each student to the next higher level of anesthesia training and responsibility is made at semester intervals by the Progressions Committee. To be eligible to advance to the next higher level, the student must:

- meet all clinical objectives for the current level for advancement to the next level,
- successfully complete all clinical affiliation assignments, and
- keep and maintain a current multi-state Tennessee RN license or Nurse Licensure Compact (NLC) or enhanced Nurse Licensure Compact (eNLC) license on file with MTSA during the entire program.
 - If assigned to a state that is not a part of the compact, must have a license for that state

If a student's RN license lapses for any reason, the student will immediately be removed from clinical practice. The student may not return to clinical practice until documentation of a current RN license is presented to MTSA. Any clinical practice the student misses during this period must be made up prior to graduation, or the student may be extended in the program to compensate for these days. Any lapse in a nursing license that results in the inability to perform clinical duties will result in clinical probation.

In addition, all students are required to submit documentation of all required vaccinations by the deadline published each year. If a medical condition exists that prohibits the student from receiving a vaccine, the student must present documentation from their primary care provider stating why the vaccine is contraindicated. Various labs and diagnostics, such as TB skin testing, are required by clinical sites.

CLINICAL SUPERVISION OF NURSE ANESTHETIST STUDENTS

The following language is taken from the COA STANDARDS:

Supervision at clinical sites is limited to CRNAs and physician anesthesiologists who are institutionally credentialed to practice and immediately available for consultation. The clinical supervision ratio of students to instructor ensures patient safety by taking into consideration: the complexity of the anesthetic and/or surgical procedure, the student's knowledge and ability, and the comorbidities associated with the patient. At no time does the number of students directly supervised by an individual clinical instructor exceed 2:1.

Clinical supervision of students must not exceed (1) 2 students to 1 CRNA, or (2) 2 students to 1 physician anesthesiologist, if no CRNA is involved. The CRNA and/or physician anesthesiologist are the only individual(s) with responsibility for anesthesia care of the patient and have responsibilities including, but not limited to, providing direct guidance to the student, evaluating student performance, and approving a student's plan of care. There may be extenuating circumstances where supervision ratios may be exceeded for brief periods of time (e.g., life-threatening situations); however, the program must demonstrate that this is a rare situation for which contingency plans are in place (e.g., additional CRNA or physician anesthesiologist called in, hospital diverts emergency cases to maximize patient safety). Clinical supervision must be consistent with the COA Standards (i.e., clinical oversight is the responsibility of a CRNA or physician anesthesiologist only). Students must be aware of these requirements and know who is supervising them in the clinical area.

The program restricts clinical supervision in non-anesthetizing areas to credentialed experts who are authorized to assume responsibility for the student.

ANESTHESIA MANAGEMENT PLAN SUBMISSION

Students should always complete a plan of care for each patient prior to beginning the case. Sometimes the anesthesia management plan will be written; however, at least a verbal anesthesia management plan should always be discussed with the clinical instructor before beginning the anesthetic. Written anesthesia management plans will be considered part of the clinical evaluation component for advising.

Students create written anesthesia management plans using the MTSA Anesthesia Management Plan template provided.

If the student is aware of the first case for the next day, the basic anesthesia management plan aspects about the procedure and anesthetic should be completed the day prior to the case, and the student should take the partially completed anesthesia management plan form to clinical to be available to present to the clinical instructor. Then, the student can add the patient-specific data on the day of the case. If the student doesn't know their case assignment until the day of clinical, the entire anesthesia management plan should be completed the day of the case.

- Semesters 3 – 5: Submit 10 anesthesia management plans per semester (total of 30 in 1st clinical year)
- Semesters 6 – 8: Submit a case study with supporting evidence (1 each semester).

Students must upload written anesthesia management plans as external documents to the clinical case management system.

The deadline for submission is the last Thursday of Week 9 for each semester.

CLINICAL GRADING

See [5.4.108 Grading Policy \(DNAP PD\)](#) and [5.4.102 Clinical Evaluation of Students](#) for information about clinical grading.

SENIOR ELECTIVE

MTSA recognizes that there are hospitals and anesthesia groups willing to give clinical instruction to students that cannot accommodate the entire student body of MTSA. For this reason, the Senior Elective has been developed. Each student enrolled in the Practice Doctorate Program is required to participate in a Senior Elective during the last semester of the program.

A clinical affiliate agrees to have the position for a limited number of MTSA students. These facilities have the right to approve or deny student participation at the affiliation. MTSA reserves the right to limit the number of students in a Senior Elective at a site to prevent dilution of the clinical experience. Those requests made first, and those with hospitals already having contracts with MTSA, will be considered first. The cost of the Senior Elective is included in the tuition if a senior elective request is made by the student by the deadline announced annually in the second year of the program. All tuition and fees are set by the MTSA Board of trustees.

A list of facilities that have participated in MTSA's "Senior Elective" program is available in the office of the Coordinator of Clinical Support. These are shared with students when the Coordinator of Clinical Support informs students of the Senior Elective processes and deadlines.

To be eligible for consideration for a Senior Elective of their choice, the student must meet the following criteria:

1. Satisfactory program status
3. Met or have the potential to meet all case requirements
4. No Progressions Committee action preventing student's participation
5. Specific permission from the Progressions Committee if the student has been on probation for any cause during his time in the program

Students not meeting these criteria will be assigned at any one of the regular active affiliates, including those located in other states, or at another senior elective affiliate with whom MTSA already has a current contract. In either of these cases, the student will be personally responsible for the entire cost of the Senior Elective, including any additional expenses, such as housing, travel, and non-NLC state RN licensure (if applicable). Any student who doesn't adhere to the senior elective deadlines as stated via email from the Coordinator of Clinical Support will be charged a fee if the student requests MTSA to try to secure a new site (or a site without an MTSA student in the past 3 years) within an abbreviated timeline.

MTSA is willing to develop a Senior Elective with any anesthesia group willing to offer specific clinical experience to students, and whose anesthesiologists and CRNAs are capable and desirous of becoming clinical instructors and are willing to enter into MTSA's senior elective contract agreement. MTSA does not provide living accommodations and associated costs for Senior Electives, so the affiliate or student is expected to cover this expense. The student is responsible for identifying the Senior Elective site of their choice.

CLINICAL EVALUATION OF STUDENTS

Policy Number: 5.4.102

Formative

Formative clinical evaluations are used to assess students' clinical performance on a given date and to give the students immediate feedback on their performance.

Formative evaluations by clinical instructors are subjective; however, the evaluation form states the expectations of students at each level, so instructors can evaluate students by those expectations and by comparing performance of students within a given cohort, and within cohorts at the same level in the past. Students should be aware that the purpose of the tool is not just to log how well the student is doing (as important as positive feedback is), but to especially note specifically where they need to improve. Students should utilize every opportunity to seek advice about how to improve.

The formative clinical evaluation tool is user friendly and is reviewed and revised periodically. The student should ask the clinical instructor to complete the formative clinical evaluation each clinical day that the student logs an anesthetic case.

Performance levels have associated scores to be used internally as part of calculating a summative score at the end of each semester. These scores are not published on the formative clinical evaluation tool and are graduated. Students in semesters 3-8 are required to have clinical formative evaluations for a minimum of 75% of their clinical case days. Students in semester 9 must have 5 clinical formative evaluations.

Summative

Summative clinical evaluations represent the average of scores, completion rates, and comments from the formative clinical evaluations for a given semester. MTSA personnel review summative clinical evaluations and determine if each student's clinical performance that semester has been satisfactory (grade of Passing) or unsatisfactory (grade of Not Passing).

Expectations of Students

Clinical Year One (CY1); Semesters Three - Five

Students begin clinical rotations in their third semester a regular and published schedule. At least one evaluation should be completed per clinical day the student logs cases. CY1 students are expected to have clinical formative evaluations for a minimum of 75% of the average number of clinical days per semester. Having less than the minimum

requirement results in a mandatory meeting with Program leadership and could result in a Performance Improvement Plan, course incompleteness, and additional consequences including course failure and referral to Progression Committee for determination of outcome.

Clinical Year Two (CY2); Semesters Six – Eight

Students' clinical rotations increase to a daily schedule in their sixth semester until graduation. Students continue to be expected to seek evaluations from clinical instructors using the MTSA formative clinical evaluation tool with the same grading process as CY1. The exception to this formative clinical evaluation tool is the OB rotation at Vanderbilt, where MTSA approved an alternate evaluation form.

Clinical Year Three (CY3); Semester Nine

CY3 students are required to have 5 clinical formative evaluations and follow the grading process outlined above.

Special Card System

MTSA has developed a "card system" to assist in the evaluation process of all students at all levels. Giving these cards is the prerogative of each instructor and can be accomplished by email, verbally, or formative clinical evaluation comments.

Green card

Green cards can be submitted by an academic or clinical instructor to acknowledge and commend outstanding performance in any area by a student. Green cards are discussed at NAP Council and Progressions Committee meetings.

Yellow card

Yellow cards can be submitted by an academic or clinical instructor to identify students who demonstrate behaviors which may cause elevated and unnecessary risk. This type of identification will result in activation of the [MTSA Clinical Safety Concerns Protocol](#) to ensure the concerns are communicated, addressed, and documented properly. Yellow cards are also discussed at NAP Council and Progressions Committee meetings.

Red card

Red cards can be submitted by an academic or clinical instructor to identify students who demonstrate behaviors which do cause elevated and unnecessary risk. This type of identification will result in activation of the [MTSA Clinical Safety Concerns Protocol](#) to ensure the concerns are communicated, addressed, and documented properly. Red cards are discussed at NAP Council and Progressions Committee meetings.

To receive a Red card is serious. Any student receiving a Red card will be required to complete a drug screen within 24 hours of the school receiving notice of the Red card. Red cards can lead to probation, suspension, removal from clinical site, failure of rotation, or termination from the program.

All cards will become part of the student's permanent file. The Progressions Committee will consider clinical performance (formative and summative), and any cards received to make the final decision relative to any action regarding clinical performance. Should it be determined that there may be a negative decision by the Progressions Committee (eg, probation or termination), the student will be offered the opportunity to discuss his performance with the Progressions Committee, prior to any decision.

SENIOR ELECTIVE

MTSA recognizes that there are hospitals and anesthesia groups willing to give clinical instruction to students that cannot accommodate the entire student body of MTSA. For this reason, the Senior Elective has been developed. Each student enrolled in the Practice Doctorate Program is required to participate in a Senior Elective taken during the last semester of the program.

A clinical affiliate agrees to have the position for a limited number of MTSA students. These facilities have the right to approve or deny student participation at the affiliation. MTSA reserves the right to limit the number of students in a Senior Elective at a site to prevent dilution of the clinical experience. Those requests made first, and those with hospitals already having contracts with MTSA, will be considered first. The cost of the Senior Elective is included in the tuition. All tuition and fees are set by the MTSA Board of trustees.

A list of facilities that have participated in MTSA's "Senior Elective" program is available in the office of the Coordinator of Clinical Support.

To be eligible for consideration for a Senior Elective of their choice, the student must meet the following criteria:

1. Maintain an overall 3.0 GPA
2. No failures in any class
3. Above average clinical evaluations
4. Met or have the potential to meet all case requirements
5. No Progressions Committee action preventing student's participation
6. Specific permission from the Progressions Committee if the student has been on probation for any cause during his time in the program

Students not meeting these criteria or not submitting their Senior Elective paperwork prior to the stated deadline will be assigned at any one of the regular active affiliates, including those located in other states, or at another senior elective affiliate with whom MTSA already has a current contract. In either of these cases, the student will be personally responsible for the entire cost of the Senior Elective, including any additional expenses, such as housing, travel, and non-NLC state RN licensure (if applicable).

MTSA is willing to develop a Senior Elective with any anesthesia group willing to offer specific clinical experience to students, and whose anesthesiologists and CRNAs are capable and desirous of becoming clinical instructors and are willing to enter into MTSA's senior elective contract agreement. MTSA does not provide living accommodations for students, so the affiliate or student is expected to cover this expense. The student is responsible for identifying the Senior Elective site of their choice.

The contract must be in progress during the student's Semester 6 at MTSA. All final paperwork must be submitted to MTSA by the end of March in Semester 7. Please see Coordinator of Clinical Support for actual calendar date.

ATTENDANCE POLICY AND EXPECTATIONS

Policy Number: 5.4.101

Attendance is mandatory for all in person, didactic, classroom, associated lab, and simulation activities. Attendance may be a major portion of specific course grades.

Any **class absence** should be arranged in advance with your course instructor. If you are going to miss class due to illness, you must contact your instructor(s), the Faculty Assistant, and the Program Administrator by e-mail as soon as you know you are unable to make class.

Students must also notify the Faculty Assistant with as much advance notice as possible if they are unable to attend a lab or simulation.

Any **clinical absence** should be arranged in advance with the Coordinator of Clinical Support. If you are going to be unable to attend your **clinical rotation**, you must contact the facility student coordinator and the Coordinator of Clinical Support by email, and the Assistant Program Administrator for Clinical Education by e-mail as soon as you know you will be unable to make your shift. Any absence from clinical obligation not previously approved by MTSA in writing will be considered emergency time. An absence from a clinical assignment when the student is assigned to take call will be considered as two emergency days. This includes weekend and daily 16- or 24-hour "call" shifts.

If the process for notification of an absence is not followed by the student, and if MTSA becomes aware of such an absence, the student may be charged two (2) emergency time days for each day absent. If a student fails to follow this process in more than one instance, the emergency time charged may be made up after graduation.

Any absences in excess of specified vacation, holidays, comp days, or emergency time days may result in a delay in graduation of an equal number of days.

It is NOT the responsibility of the Program Administrator to make the arrangements for the student to make up any missed tests or quizzes. Any make-up tests/quizzes/exams must be approved by the individual instructor according to his or her syllabus guidelines.

CLINICAL SCHEDULE CHANGE

A change in the daily/monthly clinical schedules after it has been distributed to affiliates is highly discouraged and is usually only done in emergency situations. The student wanting to make a schedule change **must** find another student who is willing to exchange days with him/her. A form to request a schedule change can be submitted to the Coordinator of Clinical Support.

PROCEDURE FOR REQUESTING A SCHEDULE CHANGE:

1. Submit the form to the MTSA Coordinator of Clinical Support.

2. The students will be notified in a reasonable time by email from the office of the Coordinator for Clinical Support Services of the approval/denial for the schedule change.

ADDITIONAL ATTENDANCE OBLIGATIONS

A limited number of students will be able to attend state and national meetings, and such attendance may be at the student's expense, with advance clearance from the Program Administrator, Coordinator of Clinical Support, and the current affiliate clinical coordinator.

TENNESSEE ASSOCIATION OF NURSE ANESTHETISTS (TANA) ANNUAL CONVENTION

This convention, typically held in Murfreesboro or Franklin each fall, is a three-day event for Nurse Anesthetists and SRNA's to attend lectures on various aspects of nurse anesthesia practice.

Second year students are required to attend two complete days at the conference (depending on clinical schedule), not to interfere with their personal religious observance. Non-attendance without prior authorization is considered an absent day and is subtracted from the bank of emergency time granted.

Student scholarly work may be presented at this meeting in poster sessions or oral presentations.

HOLIDAY TIME

MTSA celebrates six (6) Holidays in which the campus will be closed and there are no classes for students. **Holidays observed:** New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, & Christmas Day.

If a student is scheduled to be at **clinical** on a holiday, compensatory time will be granted and added to the student's "Comp time" bank (*see Compensatory Time below*).

VACATION BREAKS

Vacation breaks are scheduled at the end of each semester to allow students time off. Typically, all students get a two-week **semester break** from classes at the end of semester 1 and 2. During the semester breaks at the end of semesters 3, 4, and 5, students will have clinical duties for half of each break based on their group (A or B) and vacation during the other half of the break.

Vacation time from the start of semester 6 through the end of semester 9 will be as follows: two (2) weeks will be scheduled (5-day blocks) with the clinical office through the Coordinator of Clinical Support, and all students will be on vacation for one week in early September prior to the start of the Senior Elective.

Students may be scheduled a call-shift on the weekend prior to, or the day after vacation. Students must check their call schedule prior to making any travel arrangements during their vacation time.

EMERGENCY TIME OFF

Students are given **three (3)** days of emergency time in semesters 3-8, for a total of **six (6)** days of emergency time during the 36-month course. No emergency days are given during semesters 1-2. This time should only be taken for true illness, emergencies, and/or inclement weather. Using emergency time from clinical also prevents you from participating in academic activities for that day. You will need to follow the procedures for missing class as well.

Students may be requested to submit a physician's report documenting illness. ***Emergency days DO NOT CARRY over into the next academic year.***

Semester 1 - 2	0 Emergency Days
Semester 3 - 5	3 Emergency Days
Semester 6 - 8	3 Emergency Days

During semester 9, students may take up to one week of vacation time during their Senior Elective.

PROCEDURE FOR TAKING EMERGENCY TIME OFF:

*The student **MUST** complete each of these steps:*

Clinical

1. Call the affiliate and ask to speak to the Student Coordinator if possible. If the Student Coordinator is not available, request to speak to someone in the anesthesia department, preferably, or else someone else in the operating room who can get a message to the Student Coordinator and other anesthesia staff. Announce the absence and inform them of the illness (or other emergent reason). If unable to speak with the Student Coordinator, make a note of the name of the individual to whom you directly spoke to report the absence, as this will need to be relayed to the Coordinator of Clinical Support.
2. Email the **Coordinator of Clinical Support** regarding the specifics of the absence, including the name of the individual to whom the illness (or other emergent reason) was reported at the affiliate.
3. Email the **Assistant Program Administrator** for Clinical Education, identifying that the appropriate procedure was followed and the time and name of the person at the clinical site whom the student notified. If you are going to miss class, also include that information in your email.

Academic

4. Any class absence should be arranged in advance with your course instructor. If you are going to miss class due to illness, you must contact your instructor(s), the Faculty Assistant, and the Program Administrator by e-mail as soon as you know you are unable to make class.
1. Students must also notify the Faculty Assistant with as much advance notice as possible if they are unable to attend a lab or simulation.
 2. If you are going to miss an exam/test, it is your responsibility to reschedule it with your instructor and test administrator (if applicable).

PENALTIES FOR FAILURE TO COMPLETE STEPS TO TAKE EMERGENCY TIME OFF

If MTSA finds that a student has failed to complete these steps when taking emergency time, the student will be charged **TWO (2)** full days for each day or portion of a day missed (without site Clinical Coordinator or designee approval). Furthermore, if MTSA finds that a student has failed to complete these steps when taking time off in more than one (1) instance, the student will not only be charged TWO (2) full days for each day or portion of a day missed (without site Clinical Coordinator or designee approval), but the student will also be required to make these days up AFTER the scheduled graduation date.

If a student takes time off (i.e. "calls in sick") on the day before or after a scheduled day off, before or after a weekend, or before or after a holiday, the student may be requested to submit a physician's report documenting illness.

Absences in excess of emergency time must be arranged with the Program Administrator and may require days to be made up at the end of the program.

COMPENSATORY TIME

Compensatory time is time earned for working on a scheduled holiday or for extra events. This time is recorded in a separate bank called **Comp Days** and managed by the **Coordinator of Clinical Support**. Comp days may be earned only when approved by the Program Administrators. Earned comp days may be taken off as the schedule permits and must be first approved by the Clinical Site Coordinator at the site where a comp day will be used. Earned comp days off must be scheduled fourteen (14) days in advance and coordinated through the Coordinator of Clinical Support. Only one student at a time may take an earned comp day in any affiliate, and then only with approval from the Coordinator of Clinical Support.

If earned comp days are requested less than 48 hours in advance, it is highly unlikely the request can be honored. Comp days must be used within the academic year they are earned (i.e. if earned during the first academic year, must be used during the first academic year). *No Comp Days can carry over to another clinical year, unless earned late in the calendar year and approved by the Program Administrator.*

STUDENT INCLEMENT WEATHER

Policy Number: 5.1.117

There are no days off from clinical assignments exclusively for inclement weather. The student should exercise professional judgement, as the anesthesia profession demands a higher level of commitment. If the student is unable to travel to a clinical assignment on time, the student should reassess the feasibility of travel every couple of hours

Should the student elect not to attend clinical or class, they will be charged an emergency day for the absence. Please follow the "Procedure for taking Emergency time Off" in the Student Handbook on who to contact.

Students are to use their judgment regarding travel to the campus for classes. If the MTSA campus closes due to weather, a text message will be sent out through the school's emergency management software to notify all students not to come to campus.

TECHNOLOGY INFORMATION

TECHNOLOGY

Students are issued an MTSA email address upon acceptance. Students are expected to check their MTSA email account on a routine basis. Failure to respond to emails from MTSA faculty and staff within two MTSA business days is considered unprofessional conduct, which is addressed in the [Standards of Conduct](#).

Utilizing Informacast Connect technology, a mobile phone will be used to receive urgent messages from MTSA administration.

Every student is required to have:

1. Reliable access to a personal portable/laptop computer equipped with video web camera capability for video conferencing and for completion of scholarly papers and presentations.
2. Reliable high-speed internet access to attend online courses, complete online assignments and conduct research.

The entire MTSA campus has free wireless access for students. There is substantial bandwidth available that will allow all students to be able to use their laptops for coursework, conferencing, and exams.

Wireless printing stations are also located on campus for student use. Students have free printing privileges for research and coursework needs

Microsoft Office 365 applications are the current standard at MTSA. Microsoft Office applications are available for download by accessing <https://portal.office.com> and, signing in with your MTSA email address and password. These applications can be installed on Macs, PCs, tablets, and mobile phones. Synchronous events will utilize the Microsoft Teams application that can be downloaded to any device.

TECHNOLOGY REQUIREMENTS

Every student will need a mobile smartphone, a laptop computer, and an iPad, or a Microsoft Surface Pro will suffice for both the laptop and the iPad (see specifications below).

Mobile Smart Phone: A mobile smartphone, with a data plan (internet access), is required during the entire length of the program. As students travel to several affiliates, a mobile phone may be needed for emergency use. At clinical sites where students do not have WIFI access, the smartphone will be used as a backup for clinical evaluation completion. Utilizing MTSA EMS technology, the smartphone will also be used to receive urgent messages from MTSA administration. All students are required to have voicemail and text capability on their mobile smartphone throughout the entire program, and to check their messages daily.

It is the responsibility of all students to keep the School updated with their current phone number, throughout the entire program

Computer: Every student must have a laptop personal computer (MacOS or Windows), an iPad Pro, or a Microsoft Surface Pro for the completion of scholarly papers, presentations, and to take proctored exams if necessary. Each student will also be required to have reliable high-speed internet access to complete online assignments and conduct research.

Due to the nature of the online component, students must make sure their laptop computer has an internet speed of 2MBPS (upload/download) or greater for a successful connection. Operating system requirements can be found below. Computers must have an internal or external web camera and a microphone. Students can test their internet speed at www.speedtest.net.

MS Office applications are the current standard at MTSA. The latest version of Microsoft Word, Microsoft PowerPoint, and Microsoft Excel is required; therefore, each student will be given access to Microsoft Office 365. For wireless compatibility, laptops must have internal wireless capability "N or G"; older type "B" systems are not supported.

HARDWARE/SOFTWARE	AMOUNT OR VERSION	REQUIRED OR OPTIONAL
Webcam		Required for ExamID & ExamMonitor
Microphone		Required for ExamMonitor
Hard Drive Space	2 GB Free HDD Space	Required
Memory	8 GB	8 GB Recommended, 4 GB Required
CPU	Equiv to Intel i3 2+ Ghz	Required
Mac Operating System	10.13, 10.14, or 10.15	
Windows OS	10 (Version 1803, 1809, 1903, 1909)	
Internet Speed/Bandwidth	Min 2.5 Mbps Upload Speed	Required
Hardware	iPad Pro*, Microsoft Surface Pro*, or Laptop (MacOS or Windows)	

***iPad:** *iPad Pro*; minimum 32GB free space.

***Microsoft Surface Pro:** 8GB RAM, 256GB

Educational programs will be downloaded prior to the first semester start date.

These devices are used in the classroom for electronic access to PowerPoint slides, testing purposes, recording simulation exercises, and supporting student learning.

The student and supervising anesthesia providers will also use the iPad or Microsoft Surface Pro in the clinical environment for online completion of student clinical evaluations.

ONLINE VIDEO CAPTURE & CONFERENCING

MTSA utilizes the latest in Microsoft Teams as a student support service. The video capture platform and video share technology allows students to interact online and develop a sense of community. Students can interact with each other in real-time using any mobile or desktop device and sessions can be video captured to store or share with other classmates who couldn't join live. Video can also be uploaded and comments, with video placement time stamps, can be posted to create asynchronous student interaction and collaboration for course content and student projects.

All students are expected to adhere to MTSA [Student Dress Code](#) whether online or in person.

TECHNICAL SUPPORT

Students can contact MTSA's IT department directly on campus, as well as by e-mail (itsupport@mtsa.edu).

Students are encouraged to contact technical support for any problems that originate with the hardware or software related to their academics by submitting an IT Support Ticket through the [Student Portal](#).

STUDENT PORTAL

Upon acceptance to the program, students are given access to the MTSA student portal (<https://ten-web.scansoftware.com/cafeweb/tl/login>).

The student portal includes the following:

- Links for Microsoft 365 and Brightspace
- A link to the online Learning Resource Center
- A link to submit an IT Support Request

- A Document Portal section where students can electronically sign forms, upload required documents, and view previously submitted documents.
- Information about tuition and payments
- Financial aid information
- Course schedules
- Access to final grades
- Access to view, print, or download unofficial transcripts

LEARNING MANAGEMENT SYSTEM

MTSA uses Brightspace from Desire2Learn (D2L) for its learning management system environment. All coursework and lecture material is posted to Brightspace by instructors. Students will submit assignments in Brightspace for their enrolled courses.

MICROSOFT TEAMS

Microsoft Teams is a collaboration and communication platform used to create meetings for synchronous events, record lectures, and retrieve academic-related information. Students can also create their own “teams” for peer-to-peer collaboration.

STUDENT SERVICES

GOAL OF STUDENT SERVICES

The goal of Student Services at MTSA is to help students accomplish their goal of completing their program in a smooth and efficient manner.

MTSA provides Student Services in a variety of different areas, including but not limited to the following:

- [Academic Coaching](#)
- [Accommodations](#)
- [Admissions](#)
- [Business Services](#)
- [Career Services](#)
- [Class Representatives](#)
- [Clinical Support Services](#)
- [Collaborative Student Study Areas/Lounges](#)
- [Commencement](#)
- [Community Service Program](#)
- [Counseling Services](#)
- [Electric Car Charger](#)
- [Facility Access](#)
- [Financial Aid Entrance Orientation](#)
- [Fitness Center](#)
- [Mission Trip Participation](#)
- [Nelda Faye Ackerman Learning Resource Center](#)
- [New Student Orientation & Onboarding](#)
- [Peer Support](#)
- [Professional Development](#)
- [Professional Liability Insurance](#)
- [Program Completion](#)
- [Registration & Academic Schedules](#)
- [Safety Guidance Group](#)
- [School Chaplain](#)
- [School/Clinical Related Accident Insurance](#)
- [School Life & Wellness Committee](#)
- [Sigma Theta Tau: An Honor Society](#)
- [Simulation](#)
- [Student Advisement](#)
- [Student Records/Transcript Requests](#)

ACADEMIC COACHING

MTSA is committed to student success. Students have the opportunity to meet with an Academic Coach at any time during their enrollment at MTSA. An Academic Coach meets one-on-one with a student to provide individual support, assess student strengths and needs, and devise a personalized plan of action.

Academic Coaches provide students with academic support and strategies to help in many areas, including but not limited to the following:

- Study Skills
- Time Management
- Test-Taking Strategies
- Test Anxiety
- Writing Assistance
- School-Life Balance & Returning to School

Students may decide to meet with an Academic Coach on their own, or they may be referred by a faculty member.

The Academic Coach also meets with each Practice Doctorate cohort in their first semester to review information related to the topics listed above. Information and resources related to these topics are also included in the New Student Orientation Course for all students.

For more information or to make an appointment, please email academiccoaching@mtsa.edu.

ACCOMMODATIONS

MTSA recognizes the importance of allowing eligible individuals to apply for testing accommodations.

Testing accommodation allows individuals with disabilities to demonstrate their abilities on a test by mitigating the effects of their disability and ensuring that the test results accurately reflect their knowledge and skills, rather than the limitations imposed by their disability.

See the Accommodations Requests section of the Student Handbook for more information on eligibility for accommodations and the process to request accommodations.

<https://mtsa-dnappd.cleancatalog.net/accommodation-requests>

ADMISSIONS

The MTSA Admissions Office works closely with applicants to facilitate the admissions process.

The MTSA Admissions Office provides campus tours to potential applicants and answers questions about the various academic offerings available and the admissions requirements for each.

BUSINESS SERVICES

MTSA supports students in assistance with their business needs such as Fax, Copy, Notary, transcripts, at no additional charge.

CAREER SERVICES

MTSA hosts a yearly open house, during which, anesthesia groups from around the country are invited to visit the MTSA campus and talk with students.

MTSA also coordinates with anesthesia groups who request to come to campus to present to students.

Anesthesia groups also send MTSA job opening information. MTSA forwards this information to students.

CLASS REPRESENTATIVES

Students in each Practice Doctorate cohort elect several representatives to assist with communication between students, staff, and faculty. Each of these representatives is a member of the [School Life and Wellness Committee](#). Please see a description of each below:

1. **Class Liaison** – The class liaison plays a pivotal role in communication. Primarily, the class liaison advocates for the needs and concerns of their classmates, ensuring their voices are heard. They facilitate open channels of communication by relaying informal information from students to faculty and staff.
2. **Class Archivist** – The class archivist collects photos, videos, etc. from their classmates throughout the program. These photos may be used for social media, the Wellness Initiative site, etc. They will also be compiled and shared upon graduation.
3. **Class Representative** – The class representative brings information to the School Life and Wellness Committee about the concerns and needs of the class, regarding topics such as improvements to campus spaces, topics that arise in day-to-day life at MTSA, and opportunities that would benefit and enhance the overall well-being of students.

CLINICAL SUPPORT SERVICES

CLINICAL SCHEDULES

The Clinical Support Office provides students with clinical rotation schedules according to the following schedule.

- The clinical rotation schedule for Semesters 3-5 is given to each student prior to the completion of Semester 2.
- Senior rotation schedules are given to each student for semesters 6-8 prior to the completion of semester 5.

CLINICAL CASE MANAGEMENT & EVALUATION SOFTWARE

MTSA utilizes clinical case management software to track student progress at their clinical sites.

This software also allows clinical preceptors to evaluate students after they complete clinical rotations.

TB SKIN TESTS

The Clinical Support Office provides TB skin tests to students free of charge. All students must complete a TB skin test once a year per clinical site requirements.

SENIOR ELECTIVE

All eligible Practice Doctorate students complete a Senior Elective during the final semester of the program, which allows the opportunity to choose where they will complete their clinical rotations in their final semester.

See the Senior Elective page in the handbook for more information about the Senior Elective (<https://mtsa-dnappd.cleancatalog.net/senior-elective>).

COLLABORATIVE STUDENT STUDY AREAS/LOUNGES

The Student Lounge in the Bernard V. Bowen Academic Center serves to assist in improving the welfare of student life at MTSA, and to provide students with a neutral environment in which to build community. The Student Lounge is equipped with a dining area, microwave ovens, sink, dishwasher, ice machine, two refrigerators, coffee maker, and vending machines.

The M.E. “Ikey” DeVasher Student Support Center has three student study rooms designed for small group study. The Nelda Faye Ackerman Learning Resource Center is equipped with tables and seating available for student use. There is also space on the second floor designated for quiet study. The hallways of all three campus buildings have lounge chairs and benches, as well as high-top tables and chairs for individual use.

The student Learning Resource Center in the Percy T. (P.T.) Magan Building includes a 3204 square foot open space, with individual and group study areas, whiteboards, access to technology for presentations, as well as an adjacent outside covered patio, which is designed for small group interaction and celebration events. An additional area is available for quiet individual and small group study, along with state-of-the-art video conference technology.

The student Learning Resource Center also includes a kitchenette with a dining area, refrigerator, microwaves, dishwasher, ice machine, and vending machine for student body use.

Patios outside the Magan and Bowen buildings are equipped with tables and seating. There are several other tables with benches located outdoors, throughout the campus.

COMMENCEMENT

MTSA holds one commencement ceremony each year in December to celebrate program completion with students and their friends and families. Students who complete their program before the commencement ceremony each year are invited to participate in the yearly commencement ceremony.*

Each student's anticipated commencement ceremony date is included on the Academic Calendar in the Student Handbook. The Registrar's Office confirms the commencement date in January of each year via an email to all students who may be eligible to participate in that year's ceremony.

All graduates who attend the commencement ceremony are required to attend a mandatory rehearsal the day before the ceremony.

MTSA provides rental regalia for all graduates.

*The commencement ceremony is a requirement for all DNAP Practice Doctorate graduates.

COMMUNITY SERVICE PROGRAM

MTSA believes in "giving back" to the community, and thus has ongoing opportunities for the entire school to participate in community service projects. The Practice Doctorate curriculum includes a mandatory service project. Each student is asked to participate in a community-related project to encourage a life of service.

MTSA also hosts a yearly Service Month, typically throughout the month of November. During Service Month, the School Life and Wellness Committee collaborates with various non-profit organizations to schedule service events that students, staff, and faculty can participate in together.

Students may suggest service events they would like included in Service Month to the School Life and Wellness Committee.

COUNSELING SERVICES

Nurse Anesthesia can be a stressful profession, and individuals who develop healthy mental health care habits as students are more likely to continue these habits as practitioners.

Mental health counseling can help students learn the skills needed to maintain a healthy and balanced life, as well as manage the stress that is often associated with the nurse anesthesia profession and life as a graduate student.

MTSA often partners with the Babb Center when local students request or are referred for counseling services.

Due to state licensure requirements for Licensed Professional Counselors, students who live outside of Tennessee may not be eligible for counseling with the Babb Center.

All graduate students are eligible for counseling through Grad Resources, which provides up to 3 counseling sessions free of cost for graduate students through Better Help.

<https://www.betterhelp.com/gradresources/>

See the Student Counseling Policy for more information about the counseling services offered to students.
<https://mtsa-dnappd.cleancatalog.net/student-counseling-policy>

ELECTRIC CAR CHARGER

MTSA has an electric car charger on campus. It is available to students, staff, and faculty during MTSA business hours. It is available to the community outside of MTSA business hours.

FACILITY ACCESS

Students are provided electronic keycards that enable secure access to all buildings on campus during their first semester. For security purposes, all doors to campus buildings are locked 24/7 and require keycard access. Students are given a temporary access card before they receive their student ID with their photo on it. All temporary cards must be returned before students can receive their student ID.

Students must notify the Coordinator of Plant Operations immediately if their student ID card is lost or stolen. All lost or stolen student ID cards will be deactivated.

Students are required to pay a \$40.00 fee for a replacement student ID card.

Please contact the Coordinator of Plant Operations with any questions related to student ID cards or facility access.

Students are required to wear their MTSA student IDs during clinical rotations.

FINANCIAL AID ENTRANCE ORIENTATION

Enrolled students requesting federal/private loan assistance are required to schedule an orientation with the Financial Aid Office by emailing finaid@mtsa.edu. This orientation will occur prior to the program begin date. For further information contact finaid@mtsa.edu.

Procedures to Apply for Education Loans

- Must file the Free Application for Federal Student Aid (FAFSA) for the appropriate year <https://studentaid.gov/h/apply-for-aid/fafsa>
- Must attend the financial aid orientation with the Financial Aid Office prior to receiving aid
- Complete the required online entrance counseling and promissory notes for the loans

FITNESS CENTER

The Fitness Center is an excellent facility provided for the health and wellness benefit of students, faculty, staff, and administration. There are also separate male and female shower facilities in the P.T. Magan building. This can be accessed anytime with student card access.

We ask that all students using the center follow the guidelines and procedures below for their own safety, to maintain the equipment, and to ensure cleanliness of the facility. All students must sign a waiver about fitness center use via the student portal before starting classes.

Students also have access to the basketball goal, located in the church parking lot, adjacent to the Bowen building.

GENERAL RULES FOR FITNESS CENTER USE

Participants are asked to adhere to the following guidelines:

- Complete Fitness Center Waiver located in the Student Portal.
- Participants must report injuries to either 911 or the MTSA Administrator on-call.
- Please show respect for the equipment, facility, and toward others using the center.
- Do not move or rearrange the equipment and/or exercise machines, unless otherwise permitted.
- No horseplay or loud, offensive language will be tolerated.
- Use a spotter when lifting heavy weights. Do not drop or throw the weights. Keep hands and loose clothes away from weight stacks, cables, and pulleys.
- To assure that all participants are able to use the machines, please limit use of cardio machines to 30 minutes when others are waiting.
- Proper attire is required at all times: Shirts, shorts or exercise pants, and athletic shoes must be worn. No sandals, open-toe shoes, or bare feet. Sport-bras must be covered by another shirt.
- Plastic water bottles are allowed. All other drinks, food, and glass containers are not allowed.
- The use of photographic equipment to take pictures of any person in the fitness center is prohibited without written consent of the person(s) being photographed.
- Please wipe off equipment after use with the sanitizer(s) that is provided. Please pick up trash, towels, and personal belongings before leaving. Try to leave the center in better condition than when you arrived.

Consult your physician prior to undertaking exercise in the center.

MISSION TRIP PARTICIPATION

During semesters six (6) through nine (9), MTSA students may have the opportunity to participate in a mission trip located outside the United States. The mission program at MTSA helps to fulfill the mission statement of the school. MTSA will accommodate scheduling for a limited number of students to take part in the MTSA-sponsored mission trips. MTSA may provide limited financial support to students for their participation through limited fundraising activities. All participation is voluntary. Students may be allowed to participate in mission trips not sponsored by the MTSA mission program.

MTSA Procedure for Mission Trips

- MTSA may financially sponsor student participation in a limited capacity.
- MTSA may be able to accommodate scheduling for a limited number of students to take part in some mission trips.
- Students are never permitted to participate in mission trips as the sole or primary anesthesia provider and must be accompanied by qualified CRNA and/or anesthesiologist supervisors.
- A valid passport is required to participate in a mission trip.
- Students are not permitted to record any anesthetics or procedures performed on mission trips in their case logs, as the Council on Accreditation of Nurse Anesthesia Programs (COA) does not allow these to be counted toward their required numbers of cases and procedures.
- The logistics associated with scheduling and accommodating requests are complex, and students should understand that not all requests may be honored.
- Any student who has been on any type of probation or suspension during the program is not eligible to participate.
- Mission trips will be approved only during semesters six (6) through nine (9). After the Senior Schedule is published, specialty rotation sites are confirmed, and the "vacation drawing" has occurred, the student may make a request for participation in a mission trip.

A complete description of the mission trip, mission sponsors, and itinerary must be submitted with the request. After review by the Program Administrator and review of the clinical schedules, the requests may either be granted or denied.

*Any days during the trip that are not spent in the operating room or clinic will be counted as vacation days. (I.e. excursions, tours, safaris, beach days, etc.)

NELDA FAYE ACKERMAN LEARNING RESOURCE CENTER

MISSION

The Nelda Faye Ackerman Learning Resource Center (LRC) is designed to foster the advancement of education, research, and scholarship in nurse anesthesia by providing access to students, faculty, alumni, and the nurse anesthesia community for information needed to support and enhance professional practice activities.

HOLDINGS

Due to the technological advances of electronic and digital content acquisition, MTSA's collection can now be found via subscriptions to five databases, 37 e-journals, and 83 e-books. Any print materials are kept for historical significance in the field of nurse anesthesia and will remain at the discretion of the Research and Library Assistant.

Faculty instructing in any course may submit a request for electronic texts related to their subject area. Any purchases for written text for an entire class must be approved by the Program Director for the Research and Library Assistant to order. Regular review of the LRC holdings will be performed by the Research and Library Assistant, to assess and evaluate for relevancy and utilization of such holdings by the student body. Additions and deletions to the library's holdings will be reviewed annually through the Nurse Anesthesia Program Council (NAPC), after initial review and approval by the Research and Library Assistant.

LENDING AGREEMENTS

The Research and Library Assistant ensures that the Learning Resource Center maintains reciprocal lending agreements with other libraries to supplement gaps in the collection. These agreements include Freeshare, a cross-regional library group for National Library of Medicine (NLM) libraries that would like to participate in free, reciprocal lending. To join, libraries must report serial holdings in NLM's DOCLINE and agree to exchange free interlibrary loans with other participants. Students and faculty can order individual copies of full text articles via Interlibrary Loan through the LRC request form. Typically, an article is received within 24-48 hours and emailed to the requestor. On the rare occasion that the requested article is not available from these reciprocal lending libraries, the article may be purchased by LRC once approved by the Program Director

The Research and Library Assistant belongs to Tennessee Health Sciences Library Association (TheSLA), a statewide library resource sharing group whose members participate in free reciprocal lending practices. The Research and Library Assistant is also a member of the Association of Seventh-day Adventist Librarians (ASDAL), whose primary focus is electronic content licensing and consists of 75 private academic libraries on six continents.

TEXTBOOK LOAN LOCKER

The Learning Resource Center provides a print copy of each required MTSA textbook, along with a print copy of texts from the NBCRNA bibliography. These textbooks are available for day loan via self-checkout and must remain on campus and returned to the loan locker by the end of the day.

LIBRARY HOURS OF OPERATION

The Research and Library Assistant is available by appointment in person, by telephone, by email, or Teams during normal MTSA business hours (Monday through Thursday, 8 am-6 pm). To ensure the LRC services, collections, and resources meet the student and faculty needs, an annual survey is conducted for feedback and suggestions to improve the processes and holdings.

RESEARCH SEARCH TIPS AND TUTORIALS

PUBMED (OPEN ACCESS)

[What is in PubMed? - YouTube](#)

[PubMed - YouTube](#)

[PubMed: Using the Advanced Search Builder - YouTube](#)

CLINICAL TRIALS – NATIONAL LIBRARY OF MEDICINE (OPEN ACCESS)

[Home - ClinicalTrials.gov](#)

OVID DATABASE

[Wolters Kluwer - Online Training \(ovid.com\)](#)

[Wolters Kluwer - Support & Training \(ovid.com\)](#)

CINHAL DATABASE

[CINAHL-Complete-Take-Away-Guide.pdf \(ebSCO.com\)](#)

COCHRANE LIBRARY

[Cochrane Library Training Hub \(wiley.com\)](#)

NEW STUDENT ONBOARDING & ORIENTATION

New Student Onboarding

MTSA places a significant emphasis on new student onboarding. From the time students are accepted to their matriculation, MTSA staff and faculty work together to help students prepare to start the program and set students up for success.

For example, the Registrar's Office coordinates interdepartmental processes developed to track a student's process through the acceptance and onboarding process. The Registrar's Office communicates with students frequently between their acceptance and matriculation to ensure that they complete all necessary onboarding requirements and to offer help if needed.

New Student Orientation Course

Students are also required to complete an online New Student Orientation Course before starting classes, which will help students prepare for the program and acclimate to the learning management system and other technology used in the program while at MTSA.

Below are some examples of information and resources included in the New Student Orientation Course:

1. Information about post-acceptance requirements
2. Schedule and textbook information for the first semester.
3. A Financial Aid Guide created by the Financial Aid department.
4. A technology module created to allow students to learn more about the technology they will use during their time at MTSA.
5. Information and resources to help students succeed at MTSA
6. Writing information and resources.

New Student Orientation

Students are required to attend a New Student Orientation Day several months before starting classes, as well as an introductory day when the program starts.

This orientation includes the following:

- An introduction to MTSA staff and faculty
- An introduction to the student handbook
- An introduction to academic requirements of the program
- A review of technology requirements
- A review of onboarding requirements, including a walkthrough of the New Student Orientation Course

Sessions will be held to discuss the academic and clinical requirements of the program, introduce students to the student handbook, review technology requirements, and orient students to the program.

These orientations will include a review of the student handbook, along with other onboarding requirements. Guest speakers are invited to provide information to the students that may help set them up for success. Classroom activities will be held to assist in building community within the cohort. During the first week of classes, students will attend their semester 1 classes and begin to acclimate to MTSA.

MTSA First Day

Practice Doctorate students are also required to attend the "MTSA First Day" on the first day of their enrollment.

While the New Student Orientation focuses on what students need to do to prepare to start the program, the MTSA First Day focuses on orienting students to the campus,

MTSA staff and faculty work together to help students prepare to start the program

PEER SUPPORT

Bigs/Littles

During each student's first semester, they are partnered with a student in their second year of the program.

These student pairs are often referred to as "Bigs" (the upperclassman) and "Littles" (the new student).

The "Bigs" act as peer mentors/support for the "Littles."

Parent-Student Volunteer List

This is a list of MTSA students, who are also parents, volunteering for other students planning to become parents, expecting, or already parents. The Assistant Program Administrator will maintain this list and provide it to MTSA students seeking parent-student volunteers by request.

All student conduct standards should apply to any interactions. Participation is completely voluntary. Volunteers may add or remove their names from this list at will by emailing the Assistant Program Administrator.

PROFESSIONAL DEVELOPMENT

Multiple opportunities exist for students to participate as student representatives from their class in local, regional, and national meetings and conferences as MTSA promotes and encourages student's participation in local, regional and national committees that govern CRNAs. Students are elected to these positions by their class, and appointment is confirmed by administration. MTSA financially supports a student representative to attend selected professional conferences. These activities are intended to promote learning about CRNA issues as well as enhance development of specific professional aspects in their behavior. These conferences may include but are not limited to: Tennessee Association of Nurse Anesthetists (TANA) Annual Conference, American Association of Nurse Anesthesiology (AANA) Congress, AANA MidYear Assembly, and Tennessee Legislative Day on Capitol Hill.

PROFESSIONAL LIABILITY INSURANCE

MTSA carries liability insurance for students to offer specific protection against third party claims that may arise as a result of some action when students are participating in the provision of anesthesia. When a claim is made, the insurance carrier has the right to defend the insured, thus MTSA has afforded students this protection. Student are required to notify the Program Administrator of any issue that could be a liability. For more information, see the Additional Expenses section of this handbook.

PROGRAM COMPLETION

MTSA monitors student progress and collects student information prior to each student's anticipated completion date. This includes updated contact information, employment information, as well as information related to the commencement ceremony.

MTSA orders diplomas/certificates for each student upon program completion at no cost to the student.

PD students who complete their program before the date of the commencement ceremony will be awarded their diploma the day of the commencement ceremony.

Diplomas/certificates will be mailed to all other students to the address provided on the Graduate Information form via a third-party service.

Students who complete their program before the commencement ceremony each year are invited to participate in the yearly commencement ceremony.*

*The commencement ceremony is a requirement for all DNAP Practice Doctorate graduates.

Students must meet all academic, clinical, and financial obligations before their diplomas can be released.

REGISTRATION & ACADEMIC SCHEDULES

The Registrar's Office registers all students for their courses each semester, using the Course Sequence found in the Student Handbook.

The Registrar's Office emails didactic course schedules each semester for the upcoming semester. This schedule is also accessible via the student portal.

SAFETY GUIDANCE GROUP

The MTSA Safety Guidance Group, led by the Administrative Campus Safety Officer, consists of designated employees from each floor of all campus buildings to collaborate with the Coordinator of Plant Operations to assist in identifying any potential safety concerns. The Safety Guidance Group also provides awareness and education to the MTSA community, based on the MTSA Safety Campaign developed by this group. Several members of this group are Building Coordinators, who plan and facilitate evacuation for the announced fire and/or tornado drills.

SCHOOL CHAPLAIN

The School Chaplain is available to support individual students and the MTSA community through pastoral care. The Chaplain leads the weekly on-campus religion DREL 800 series, where all first-year Practice Doctorate students are in attendance. Through this relationship, students have a source to contact should they face emotional or spiritual issues. The School Chaplain is also available via email or phone.

SCHOOL/CLINICAL RELATED ACCIDENT INSURANCE

Because students perform clinical assignments in a health care arena where accidents may happen, such as needle sticks, and because clinical affiliate hospitals are unwilling to assume the risk of caring for students in such situation, MTSA provides an accident insurance policy to assure they have appropriate healthcare treatment for an untoward event. Although MTSA provides this personal school-related accidental/injury insurance policy, MTSA does not assume the student's medical care nor provide health insurance. This coverage applies only to school related activities. The student must carry personal health insurance at all times throughout the program. For more information, see the Additional Expenses section of this handbook.

SCHOOL LIFE & WELLNESS COMMITTEE

The goal of the School Life and Wellness Committee is to support the MTSA Vision and Core Values, which include a wholistic approach to education, healthcare and a balanced lifestyle, along with the development of a life of service.

The School Life and Wellness Committee disseminates information and resources related to the interrelated dimensions of wellness, including but not limited to the following:

- Physical Wellness
- Mental Wellness
- Spiritual Wellness
- Academic/Occupational Wellness
- Safety
- Community

The committee includes [student representatives](#) from each Practice Doctorate cohort, student representatives from the online programs, and MTSA staff and faculty.

The committee meets once a semester to discuss improvements to campus spaces, topics that arise in day-to-day life at MTSA, and opportunities that would benefit and enhance the overall well-being of each student.

The School Life and Wellness Committee also plans one event each semester. These events allow students, staff, and faculty to congregate. Past events have included chili cookoffs, wellness fairs, and baking contests.

The committee also provides snacks to students during exam week as a way to decrease stress and encourage students to take a break from studying.

The committee also organizes Service Month each year. See Community Service ([ADD LINK](#)) for more information.

SIGMA THETA TAU: AN HONOR SOCIETY

MTSA joined Vanderbilt School of Nursing to advance the IOTA Chapter of Sigma Theta Tau to an “at Large” chapter. This union allows MTSA to offer its students an opportunity to participate in an honor society. Sigma’s mission is to help in “developing nurse leaders anywhere to improve healthcare everywhere.” Sigma now has over 135,000 active members in over 100 countries.

MTSA focuses on the scholarship and service arms of Sigma that merge thoughtfully with the MTSA mission of excellence in education and life of service. Multiple scholarship funds exist for students, fellows and faculty to apply for assistance in their research endeavors. Our local IOTA at large chapter participates with multiple local organizations to provide service for those in need.

To apply for new membership, please contact the MTSA Evidence-based practice instructor. To transfer your membership to the IOTA at large chapter, please visit <https://www.sigmanursing.org/>

SIMULATION

MTSA has state of the art simulation facilities on campus.

In addition to the simulation requirements that are part of the curriculum, students may utilize the simulation labs for additional practice, if available.

Schedule

Simulation schedules are accessible in the Simulation course in the Learning Management System.

STUDENT ADVISEMENT

Advising is an essential part of student success and progression at MTSA. Success in the graduate program of nurse anesthesia depends not only on being a successful student in the academic courses, but also includes being successful in each of the clinical assignments. Therefore, advising at MTSA takes two forms, academic advising and clinical advising.

Upon enrollment, students are assigned a CRNA faculty member for the purpose of advisement/mentorship. The student is to have scheduled advising sessions throughout semesters 1-6.. During these sessions, the students’ academic and clinical performances are reviewed, discussion of student progress or lack of progress occurs, and any performance improvement plans can be made. These sessions may be modified based upon the progress of the student. Online meetings can occur via audio/video call, telephone conversations or email communication as the student may be traveling to distant clinical sites.

The CRNA Advisor/Mentors review progress with each of their assigned students in both the academic and clinical areas. These evaluations are summaries of the student’s self-evaluation form, Daily Case Evaluations, Semester

Evaluations, and the Academic Record. Because Senior students are not on campus at regularly scheduled times, the advisement session for semesters 7-9 may take place by telephone, email, or virtually, any combination of these methods.

The MTSA Program Administrator is the full-time MTSA administrator who has the primary responsibility for interim student advisement. However, if the student chooses, the Assistant Program Administrators are also available on a full-time basis and for student advisement. These full-time CRNA administrators are available for informal discussions with students, and dialogue is encouraged.

STUDENT RECORDS/TRANSCRIPT REQUESTS

The purpose of the MTSA Registrar's Office is to serve as custodian of student academic and clinical records. This office provides verification of enrollment or graduation upon request by students and alumni. All requests for verifications, transcripts, and/or letters of reference should be submitted IN WRITING to the Academic Support Specialist who is responsible for such records.

Transcript request information is located on the MTSA website in the Alumni section or can be accessed via this link (<https://mtsa.edu/alumni/transcript-requests/>).

To request a copy of your transcript, complete the [Transcript Request Form](#) and return it to Registrar's Office at MTSA via email (verifications@mtsa.edu), fax, or mail as stated on the form. Students and alumni can also request an [electronic copy of their MTSA transcript](#) through the National Student Clearinghouse.

MTSA STAFF, FACULTY, AND ADMINISTRATION

Academic Faculty

APPENDIX E: ORGANIZATIONAL CHART

DOWNLOAD IMAGE (CLICK HERE FOR CLEAREST PICTURE)



ACADEMIC POLICIES

ACADEMIC POLICIES POLICY

Policy Number: 3.3.114

MTSA publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. Educational policies appear in MTSA publications including the student handbooks and Faculty Handbook. These handbooks are available to their constituents through handbooks either the MTSA website, MTSA's internal ShareFile network, or in print, upon request. The handbooks are reviewed and updated annually to ensure accurate information is disseminated.

POLICY FOR AWARDING CREDIT

Policy Number: 3.3.115

MTSA uses semester credit hours as the basis for measuring the amount of learning accomplished. This measurement of engaged learning delineates the units connected with student learning experiences in both traditional classroom settings and nontraditional classroom settings such as laboratories, studios, internships, practica and other experiential learning, and in semester and non-semester-based, face-to-face and distance learning delivery modes.

The purpose of this policy is to provide academic administrators and faculty of MTSA guidance in setting credit hour recommendations for MTSA academic courses and programs consistent with federal regulations.

To comply with federal regulations and with the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) policy, MTSA has adopted the federal definition of the Credit Hour as identified by SACSCOC in their policy statement on credit hours (approved June 2011, edited January 2012 and August 2018), as follows:

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations (34 CFR 600.2), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

- a. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or at least the equivalent amount of work over a different amount of time, or
- b. At least an equivalent amount of work as required outlined in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The awarding of credit hours for academic courses and programs:

MTSA is responsible for determining the amount of credit hours awarded for MTSA academic courses and programs and will abide by the SACSCOC guidelines for flexibility in interpretation when assigning credit hours for student coursework, stated as follows.

The institution determines the amount of credit for student work.

- a. A credit hour is expected to be a reasonable approximation of a minimum amount of student work in accordance with commonly accepted practice in higher education*
- b. The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- c. The definition does not dictate particular amounts of classroom time versus out-of- class student work.
- d. In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.
- e. To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- f. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

For the purposes of this policy, an "hour" of instruction is interpreted as 50 minutes of contact time or its equivalent. Thus, each semester hour of credit involves 15 weeks x 50 minutes = 750 minutes = 12.5 hours of contact time, or its equivalent, excluding registration and final examination periods.

This is also in compliance with U.S. Department of Education (DOE) definition of a credit hour, as published in the "instructions" for completing Integrated Postsecondary Educational Data Systems (IPEDS) reports on 12-month enrollment and the Federal Student Aid Handbook. The Glossary accompanying the IPEDS instructions defines a credit hour as:

A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Instructional engagement activities include lectures, presentations, discussions, groupwork, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting or in a synchronous online class.

DEFINING ENROLLMENT STATUS

Policy Number: 3.3.119

MTSA defines full-time enrollment status as enrollment for eight (8) or more credit hours in a semester and half- time enrollment status across all programs as enrollment in 4-7 credit hours.

OWNERSHIP OF INTELLECTUAL PROPERTY

Policy Number: 4.2.113

MTSA recognizes the importance of intellectual property (IP) rights and seeks to establish clear guidelines regarding the ownership of materials, processes, and inventions developed by faculty members.

FACULTY-OWNED INTELLECTUAL PROPERTY

Faculty members retain ownership of any materials, processes, or inventions developed solely through their individual effort, time, and expenses. Such works may be copyrighted or patented in the faculty member's name.

Faculty members who have previously developed intellectual property meeting these criteria and wish to retain ownership and rights must disclose such works prior to any use on behalf of MTSA.

MTSA-OWNED INTELLECTUAL PROPERTY (WORK FOR HIRE)

Materials, processes, or inventions created or produced on behalf of MTSA as part of a faculty member's paid employment will be considered Work for Hire. In such cases, ownership shall vest in MTSA, and MTSA reserves the right to copyright or patent the intellectual property in its name.

SHARED DEVELOPMENT AND INSTITUTIONAL SUPPORT

If a faculty member utilizes MTSA resources (including but not limited to time, facilities, or funding) to develop materials, processes, or inventions, ownership and rights must be negotiated in advance. A written agreement between the faculty member and MTSA shall specify the ownership, vesting, and copyright rights prior to the commencement of work.

If no written agreement is established, ownership and all associated rights shall vest in MTSA.

STUDENT EXAM TAKING POLICY (FORMERLY STUDENT TESTING POLICY)

Policy Number: 5.1.104

All quizzes, tests, exams, and skill performance exams given at MTSA will be administered at the discretion of the instructor. A staff person may be asked to act as a test proctor. Staff proctor will communicate with the instructor any suspicions or concerns.

- MTSA expects that all students will take each quiz, test, exam, and skill performance exam with integrity and honesty.
- Students caught cheating or stealing testing material will immediately be asked to leave the classroom and will receive a grade of zero for that quiz or exam and will be subject to disciplinary action, up to and including dismissal/termination.
- Any and all supplemental material, books, magazines, journals, papers (including blank paper), laptops, cell phones or any other electronic devices (smart watches, etc.), caps, hats (scrub hats are OK, but must be left on at all times during testing sessions), or any other material/device that may be construed as a device for cheating, must be removed from the testing area.
- Only the following materials are allowed on the desktop during **testing**: a writing utensil and scratch paper given by instructor, and an MTSA calculator if permitted by the instructor.
- All students present for the testing session must be in their assigned test seats before the session begins.
- There is to be **NO** talking, whispering, sign language, or gesturing once password for entry to test is presented.
- If a student must leave the room during test taking time for an emergency, they must have permission from the instructor, proctor, or classroom assistant.
- During test taking time, to leave your seat you must first upload test.
- After completing your test, the student must immediately and quietly leave the classroom, without returning to his test or lecture seat (per instructor allowing).
- When students leave the classroom, they must not cause excessive noise or disturbance outside the classroom in the hallway.
- A mechanism for quiz/test/exam review is specific to each instructor and is included in the course syllabus.

STUDENT TESTING EXPECTATIONS

- Download test 1 hour prior to test time
- Make sure laptop, iPad/Microsoft Surface Pro is at least 50% charged (bring charger/power source)
- No hats (except scrub hat)
- No cell phones, smart watches, or any other smart technology
- All bags and books are removed from testing area
- If allowed by instructor, scratch paper is to be turned in with name on top
- Your electronic testing device must remain flat on desk
- Any issue with uploading exam should be brought to the attention of the proctor, instructor or classroom assistant before the student leaves the classroom.
- Any issue with the test administration software, the student must immediately notify the proctor, instructor or classroom assistant by raising their hand and not pressing any other buttons or changing device settings. Failure to comply may result in forfeiture of exam and a grade of zero for that exam/quiz.

INSTRUCTOR TESTING EXPECTATIONS

- Address in syllabus to allow/not allow students to go outside when finished with exam
- If using ExamSoft computerized testing, the test will be posted the day before
- Assure all student materials & electronics are away from the testing area before testing begins
- Once password is released, **NO TALKING**
- **No questions answered once test begins**

REFUND POLICY/WITHDRAWAL PROCEDURES

Policy Number: 5.1106

Any student who seeks to withdraw from MTSA must notify their respective Program Administrator(s) in writing of this action. A meeting with the Program Administrator(s) is required prior to withdrawal. If a student withdraws without such meeting(s), their actions may be considered permanent.

REFUND POLICY

MTSA will permit any student to cancel their enrollment agreement within 5 MTSA business days of the enrollment day. A student beginning enrollment on a Monday has until 6:00 pm the following Monday to cancel their first tuition payment with a 100% refund minus the deposit submitted to hold the student position in class. Should a cancellation occur MTSA will refund 100% of the first tuition payment that was made by the student, minus the deposit submitted to hold the student position in class. Students who have been given a medical withdrawal are assessed and adjusted no differently than other withdrawals.

PRO RATA REFUND

Students who withdraw or are terminated after the first 5 MTSA business days of their first semester and have completed 60% or less of the period of attendance (semester), the student is entitled to a partial prorated refund. MTSA will calculate whether a tuition refund is due, and if so, remit a refund within 45 days following the students withdrawal or termination. For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the aid programs in the order required under Federal Law. For students receiving funds through a non-federal loan, the VA, or sponsor, unearned funds will be returned to the lender or agency. Any remaining balance will be paid to the student. The pro rata percentage is based on days of attendance within the period of attendance. Students who stop attending all classes but do not complete the official withdrawal process could owe a repayment of Title IV funds. Please contact the Office of Financial Aid (615-732-7884) for more information.

DETERMINATION OF THE WITHDRAWAL DATE

The student's "official" withdrawal date is the date the student signs the completed withdrawal form. If the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student who takes an institutional leave of absence is the last date of attendance prior to the leave.

MTSA INTERNAL WITHDRAWAL PROCEDURES:

1. Notify in writing the Program Administrator(s)*, who will, in turn, notify the Executive Vice President and Registrar, of your intent to withdraw.

- DNAP PD: Richie Flowers (richie.flowers@mtsa.edu).
- DNAP-C & NAEP: Contact Hallie Evans (hallie.evans@mtsa.edu).
- ASPMF: Contact Christian Falyar (christian.falyar@mtsa.edu)

2. Meet with respective Program Administrator(s) to discuss withdrawal.

3. Schedule an appointment with the Executive Vice President if requested.

4. The Registrar sends the student the withdrawal form to complete and sign electronically.

5. After the student signs, the completed form is sent to the Program Director(s)* for signature.

6. The withdrawal process will be initiated upon receipt of the completed withdrawal form.

STUDENT RECEIVING VETERANS BENEFITS WITHDRAWAL PROCEDURE:

1. Complete withdrawal procedure as noted above.
2. Contact the Office of Financial Aid for information regarding your veterans' benefits.
3. It is VA's policy, if you withdraw from your program at MTSA, Veterans Affairs (VA) must reduce or stop your benefits. You may have to repay all benefits for the program unless you can show that the change was due to mitigating circumstances.*

"Mitigating circumstances" are unavoidable and unexpected events that directly interfere with your pursuit of a course and are beyond your control. Examples of reasons VA may accept are extended illness and unscheduled changes in your employment. Examples of reasons VA may not accept are withdrawal to avoid a failing grade or dislike of the

instructor. VA may ask you to furnish evidence to support your reason for a change. If a serious injury or illness caused the change, obtain a statement from your doctor. If a change in employment caused the change, obtain a statement from your employer.

For more information about VA policies, please contact <https://benefits.va.gov/gibill/> 1-888-GIBILL1 (1-888-442-4551)

Administrative Withdrawal:

Students may be administratively withdrawn for non-attendance/participation. Any student who is not actively engaged in a course within 5 MTSA business days will be administratively withdrawn from the course.

In order to demonstrate active engagement in a course, each student must confirm that they have read the course syllabus and plan to participate in the course. This is done through a survey in the Learning Management System.

Each semester, each student must log into each course in which they are enrolled and complete this survey. Failure to complete this survey by the deadline to drop the course will result in Administrative Withdrawal.

The Registrar's Office will email students each semester to remind them of this requirement.

STUDENT TEMPORARY LEAVE OF ABSENCE

Policy Number: 5.1.108

The study of nurse anesthesia is highly specialized, and the curriculum is formatted to follow a natural progression from basic principles to more advanced topics. Rarely, a student may experience a life circumstance that necessitates a temporary leave of absence from the program. The maximum duration of a Temporary Leave of Absence (TLOA) is twelve (12) weeks for students in the DNAP Practice Doctorate Program, one (1) year in the Fellowship Program, and one (1) year for students in the DNAP Completion Program. Exceptions to the 12-week program limits may be granted under extenuating circumstances. Students may request a TLOA from the nurse anesthesia program for the following reasons:

1. Medical emergency
2. Maternity
3. Call to active military service

MTSA will maintain the confidentiality of all information regarding TLOA in accordance with federal, state, and local law, and to the greatest extent consistent with the goal of processing such leaves. All records concerning a TLOA are confidential and the official copy of such records shall be retained by the school. Access to these records is limited by appropriate federal, state, and local law.

PROCESS FOR STUDENT TLOA:

The Program Administrator must approve a student's TLOA. Only students who are in good standing (no current clinical or academic probation) can be granted a TLOA. TLOA must be requested and approved before, or within the current quarter of the absence. Requests for retroactive TLOA will not be approved.

To request a TLOA, a student must:

1. Notify the Program Administrator in writing (i.e. email) intent to request TLOA.
2. Meet personally with the Program Administrator and the Assistant Program Administrator to discuss the reasons for the TLOA (unless medical circumstances prevent it).
3. Submit the [MTSA Request for Temporary Leave of Absence](#) form. This form is located on the MTSA website, and must be submitted in writing, signed and dated by student, and include the reason for the student's request. The form will need to be signed by the Program Administrator and the Director of Financial Aid (if student has Title IV loans and needs a financial aid TLOA). A copy of the completed, signed form will be given to the Registrar and the Coordinator of Clinical Support, and kept in the student's permanent file.
4. Following the meeting with the Program Administrator, the student will be notified in writing about the TLOA decision and any requirements for the student's return to the nurse anesthesia program. The Program Administrator will determine requirements for re-entry into the nurse anesthesia program. Requirements for return may include: repeating some courses, extended clinical work, and/or extension of time in the nurse anesthesia program. These requirements will be in writing and signed by the Program Administrator and the student, and a copy will be kept in the student's permanent file. Applicable tuition will be determined by the Office of Financial Aid.

TYPES OF TLOA:

Medical/maternity TLOA: Requests must be accompanied by a statement from a medical doctor explaining why the student must interrupt enrollment. Students granted a medical or maternity TLOA, must have a licensed physician certify in writing that the student's physical and/or mental health is sufficient to continue in the nurse anesthesia program. This documentation must state the student's condition that necessitated the TLOA has been corrected and the student is able to complete all curriculum requirements with reasonable accommodation; including classroom, simulation, and clinical, before they will be allowed to return to MTSA.

Military Leave of Absence: For those being inducted, requests must be accompanied by a copy of military orders indicating the induction date. For students being called to active military service Title 5, Section 40401, provides for an extended leave of absence up to a maximum of two (2) years due to approved educational reasons and for circumstances beyond a student's control. MTSA will approve a TLOA for students called for active military service as a result of mobilization of U.S. military reserves. Students will retain a student position.

ACADEMIC INTEGRITY POLICY

Policy Number: 5.1.109

Any student cheating on any test, exam, quiz, or assignment; who has falsified clinical documents, such as clinical evaluations or any other documentation; falsified signatures; or who has plagiarized any assignment, will be placed on immediate probation, with the recommendation for termination from the program. The case will be heard by the Progressions Committee and the Committee will make a determination of the recommendation for termination.

POSSESSION OR SHARING OF FACULTY PROPERTY OR MTSA PROPERTY

ALL quiz/test/exam questions/items are the express property of the faculty member who authored them and MTSA, and these questions/items are confidential information.

Any attempt to obtain, retain, re-create, possess, copy/reproduce, distribute, disclosure, transmit, or share of any portion of any quiz/test/exam materials (including portions of compilations of quiz/test/exam questions/items) from any class, by any instructor (whether they teach at MTSA or on any other campus), from any time (whether current or past), by any means (by written, electronic, oral or other form of communication, including but not limited to emailing, copying or printing of electronic files, and reconstruction through memorization/dictation), at any time (before, during, or after any quiz/test/exam), is considered to be cheating and stealing.

Receipt or acceptance of any portion of ANY quiz/test/exam questions/items is considered to be cheating.

After a quiz/test/exam, if a student has a question regarding any quiz/test/exam question/item, he or she must direct such a query only to the designated faculty member(s) responsible for that course (i.e. not to a guest lecturer), as students are prohibited from reviewing any quiz or test materials with MTSA staff members without instructor approval.

Nothing (to include notes and study guides) compiled during one year's class is to be shared in any manner with any other individual or group of individuals in any other year's class.

Any student found to have any such material in his or her possession, or to have participated in any such prohibited activities here identified, will be subject to disciplinary action, up to and including termination.

DISTANCE EDUCATION GUIDELINES

Policy Number: 5.4.110

DISTANCE EDUCATION GUIDELINES

Middle Tennessee School of Anesthesia categorizes courses into three formats.

Face to Face (F2F) indicates that at least 51% or more of class time is face-to-face on-campus.

1. Hybrid indicates that a course includes F2F and online teaching modalities.
2. Online indicates that more than 49% or more of class time is online.

For all DNAP PD courses, instructors are responsible for recording the method of teaching that will be used for each class meeting in the Topic Outline section of the syllabus.

They may choose from the following options:

1. Face to Face (F2F) – This indicates that the class will meet on-campus.
2. Online/Synchronous – This indicates that the course will meet online, and students are required to attend at a specific date and time.
3. Online/Asynchronous – This indicates that the course will meet online in a format that the students may complete on their own schedule.
4. Instructors must report any changes to the method of teaching listed in the syllabus to schedulechange@mtsa.edu.

The Registrar's Office documents the method of teaching listed in each syllabus and any changes that are reported throughout the semester. The Faculty Assistant confirms with instructors each week that the correct method of teaching is reported.

At the end of each semester, the Registrar's Office calculates the percentage of each method of teaching for each course to determine the course formats.

STUDENT APPEALS

Policy Number: 5.1.116

APPEAL OF A FINAL COURSE GRADE

MTSA maintains a grade appeal and due process protocol. Students of MTSA have the right to appeal a final course grade they consider to have been assigned unfairly, or the grade was derived in a different manner than was outlined in the course syllabus. The faculty members of MTSA have the responsibility of assigning final course grades according to the course syllabus and grading rubrics. Should a disagreement occur about a grade assignment, it is the intention of MTSA to uphold the integrity of both students and faculty. This appeal process is not intended to weaken the work of the faculty. This grade appeal process does not apply to any dismissal from MTSA related to academic standing.

1. **Within 5 MTSA business days after posting of final grades:** The student must email a request to meet with the course instructor (to the instructor's MTSA email address), to discuss how the grade was assigned. After this meeting, if the student and faculty member agree the grade was appropriately assigned, the appeal process ends, and the final grade will stand as posted. If the issue is still unresolved, the student may continue to the next step of the grade appeal process.
2. **Within 5 MTSA business days after receiving decision from Instructor:** The student must file the written grade appeal form, (available by electronic request from the Office of Executive Vice President) supporting documents, and the written decision of the instructor, to the Office of Executive Vice President. The Office of Executive Vice President will have five MTSA business days to review the appeal and supporting documents. The Office of Executive Vice President may also ask to meet with the student and/or the course instructor for clarification of information, or additional information that may be deemed necessary. The decision of the Office of Executive Vice President will be emailed (via MTSA email addresses) to the student and course instructor.

If a student is not satisfied with the resolution of their appeal, they can request to be heard by the next meeting of the Progressions Committee. If the grade the student received causes dismissal from the program, an ad hoc Progressions Committee may be requested.

APPEAL OF A PROGRESSIONS COMMITTEE DISCIPLINARY ACTION

The disciplinary action of the Progressions Committee may be appealed to the next higher body, the MTSA Appeals Committee. The standard procedure of an appeal is as follows:

1. In all cases, the request for an appeal must be submitted in writing to the Program Administrator within four (4) MTSA business days of written notice of the Progressions Committee decision. If the fourth day falls on a legal or School holiday, the time is extended to the next regular MTSA business day. Regular business days for MTSA are Monday through Thursday.
2. All written documentation from the appellant must be submitted for the Appeals Committee's consideration within the same time provided for filing a request for an appeal (4 MTSA business days). Within 12 MTSA business days of the receipt of a written request for an Appeals Committee hearing, the President will designate an Appeals Committee according to administrative policy of MTSA. The Appeals Committee will meet and make a decision within 12 MTSA business days after the designation of the Appeals Committee. This time may be extended by MTSA administration for good cause.
3. The Appeals Committee will review the request for appeal together with any written documents and other supporting evidence to determine if the appeal presents a substantial question within the scope of review. The scope of review shall be limited to the following:

- i. **Appropriateness of the Penalty:** In cases appealing the appropriateness of the penalty, the Appeals Committee shall uphold the penalty unless the penalty is shown to be “clearly unreasonable” or arbitrary (i.e., “that which has been clearly and fully proven to have no sound basis or justification in reason.”).
 - ii. **New Evidence:** In cases appealed on grounds of new evidence, the student(s) must show that such evidence is material to the decision of the Appeals Committee on issue of the charges and the findings and that said evidence could not have been discovered with due diligence prior to the original hearing.
 - iii. **Due Process:** In cases appealed on grounds of denial of due process, the student(s) must demonstrate that the Progressions Committee’s process at the initial hearing was not conducted in conformity with properly prescribed procedures. The student(s) must also show that the alleged discrepancy was materially averse to the student(s) interest.
4. The decision of the Appeals Committee shall be final. Any reconsideration of the decision will be remanded to the Progressions Committee.

STUDENT PROGRESSIONS

ACADEMIC AND CLINICAL PROGRESSION

Advancement of each student to the next higher level of anesthesia training and responsibility is made by recommendations from the Progressions Committee per semester.

In order to receive an unencumbered recommendation for academic progression, the student must meet the conditions of the [Grading Policy 5.4.108](#). MTSA expects graduate students to:

- Maintain graduate level coursework at a minimum earned grade of B
- Maintain a minimum overall academic cumulative GPA of 3.0

In order to receive an unencumbered recommendation for clinical progression, the student must meet the conditions of the [Policy of MTSA Clinical Standards 5.4.103](#). MTSA expects graduate students to:

- Complete all clinical objectives for the current level for advancement to the next level
- Receive satisfactory clinical evaluations
- Keep current multi-state Tennessee Nursing License or Nurse Licensure Compact (NLC) or enhanced Nurse Licensure Compact (eNLC) nursing license on file at MTSA
- Obtain any other nursing license in timely manner for additional out of state rotations

DISCIPLINARY ACTIONS

ADMINISTRATIVE RESPONSIBILITY TO DISCIPLINARY ACTIONS

In accordance with School policy, By-Laws, and Board of Trustees actions, the Program Administrator, who is the chief disciplinary officer, delegates the supervision of student disciplinary actions to the Progressions Committee, the NAP Council, and the President’s Council. Actions that may be taken by the Program Administrator prior to presentation to the Progressions Committee include verbal counseling, disciplinary warning, remediation, probation, suspension, and loss of privilege. Recommendations and actions taken by the Progressions Committee may be subject to review by the NAP Council and/or the President’s Council, prior to going to the Appeals Committee.

The Program Administrator, administrative officers, faculty, and staff are responsible for working with students to encourage compliance with all School policies and the Standards of Conduct.

PROGRESSIONS COMMITTEE

The MTSA Progressions Committee is an ongoing committee which meets regularly to determine students’ progress within the program. When the Progressions Committee meets to discuss specific issues that involve individual student(s), the individual student(s) will be invited to speak to the Progressions Committee regarding the issue before a decision is rendered. The individual student(s) are invited to speak to the Progressions Committee, but the student(s) are not permitted to invite others to attend. The NAP Council is responsible for implementation and monitoring of any remedial and/or punitive actions. If the student(s) is (are) not satisfied with the decision of the Progressions Committee and/or the NAP Council or President’s Council, the student(s) may request a formal hearing by the MTSA Appeals Committee.

There may be times the Progressions Committee, in its discussion of students’ performance in general, determines that an action should be taken related to individual students. Upon notification of the decision, any students who feel extenuating circumstances existed which may have impacted on any decision of the Progressions Committee, and were unable to speak on their own behalf before the original decision was rendered, may give a written request to the Progressions Committee to speak on their own behalf to appeal the decision. The Progressions Committee will meet

to allow a student to speak to the issue. The Progressions Committee may decide to alter its original decision or to stand by it. Should a student still not be in agreement with the final decision, the student may address the issue to the Appeals Committee.

ACTIONS WHICH MAY BE RECOMMENDED BY PROGRESSIONS COMMITTEE

The following actions may be recommended by this committee and may not apply to all programs.

LOSS OF PRIVILEGE

These penalties are intended to serve as reminders of operating regulations and are for specific periods of time. Such penalties may include loss of scholarship, loss of right to participate in certain School activities, loss of privilege of use of facilities, etc.

DISCIPLINARY WARNING

Disciplinary warnings are used for minor infractions. A warning indicates that further violations will result in more severe disciplinary actions. Warnings will be issued to a student in written form. A written warning, once issued, will be placed on the permanent file of the student. A student may petition the Warning to the NAP Council for documented situations, such as sickness or family issues.

PROBATION

Probation means that a student is permitted to remain at the School or clinical affiliate on a probationary status. If a student is found responsible for a similar violation during probation, the student may be suspended or dismissed. Other conditions of probation are specific to the individual case and may include loss of eligibility to serve on School committees or participate in specified School activities. Any probation for any cause will be reflected on the permanent transcript. An active vote to carry probation over to another term will count as an additional probation. Students' clinical probationary status will be made known to the affiliates' clinical coordinators where the student is scheduled to affiliate.

ANY probationary period, regardless of the type of or reason for the probation, may negatively affect a student's eligibility to receive federal financial assistance.

INDEFINITE SUSPENSION

Indefinite suspension means that no specific date has been recommended for readmission of the suspended student. This penalty is used when the prognosis of rehabilitation is uncertain, and the Progressions Committee and/or the NAP or President's Council desires that some additional evidence of rehabilitation be presented by the student prior to readmission to the School. Applications for readmission shall be considered by the Admissions Committee, with consultation from the Progressions Committee and the NAP and/or President's Council.

PERMANENT DISMISSAL/TERMINATION

Permanent dismissal means that a student is permanently barred from readmission to the School. This penalty is used when the violation of one or more of the Standards of Conduct is deemed so serious as to warrant a total and permanent disassociation from the School community.

PROFESSIONAL ISSUES

- A student may be placed on a professional probation for issues, such as if conduct or health that fails to meet acceptable levels. Professional probation may be at the recommendation of the NAP C Committee to the Progressions Committee, the Program Administrator to the Progressions Committee or the Progressions Committee independently. The duration of probation is determined by the Progressions Committee or the Program Administrator and reviewed by the Progressions Committee. Upon completion of the probationary period, the student may be restored to full student standing, have probation continued (duration is at the discretion of the Progressions Committee), or, in extreme cases, be dismissed from the program.
- A student may be placed on suspension if conduct in any area fails to meet acceptable levels, to include plagiarism or cheating in any form. The duration of the suspension will be determined by the Progressions Committee. Upon completion of the suspended period, the student may be restored to full standing with no probation, or allowed to re-enter the program and placed on probation for a duration that will be determined by the Progressions Committee.
- Disciplinary actions for violations of the standards of academic or personal conduct shall include, but not be limited to, the following or any combination thereof: written disciplinary warning, probation, suspension (including suspensions from classes), and termination from the School.

DISCIPLINE/PROBATION/PENALTY RELATED ISSUES

The discipline/penalty related issues addressed in this section are applicable whether the issue is academic or general/other in nature.

- In extreme cases, a student may be dismissed from the program without probation or suspension.
- Students who are required to spend an extended time in the program will be charged for the extension.
- Students must give written notice to the Program Administrator if they desire to have a decision heard by the Appeals Committee. The Appeals Committee has the right to review the entire issue and may support the Progressions Committee's action or may render a decision that may be more lenient or more severe. The student and Progressions Committee are expected to abide by the decision of the Appeals Committee. ([See Appeals Process](#))
- Any student who has been placed on academic, clinical AND professional probation will be recommended to the Progressions Committee for dismissal from the program.
- Students who are placed on probation (academic, clinical or professional) and have a reoccurrence of the same disciplinary type will be recommended to the Progressions Committee for dismissal from the programs.
- Upon completion of a probationary period, the student's situation will be reviewed by the Progressions Committee and his or her status determined.
- Any probationary period, regardless of the type of probation or the reason for the probation, will be reflected in the student's permanent file.
- Any probationary period, regardless of the type of or reason for the probation, may negatively affect a student's eligibility to receive financial assistance.
- Students receive certain penalties for late documentation. If documentation is not submitted as indicated, the student will not receive a diploma until all documentation is completed.

PRACTICE DOCTORATE PROGRAM PERFORMANCE IMPROVEMENT POLICY

Policy Number: 5.4.106

Rather than discipline, the Program Administrator and the nurse anesthesia program faculty members may elect for student performance improvement for issues in such areas as academic performance, clinical performance, or professionalism issues. It is recognized that a number of issues may lead to remediation, most of which are related to clinical / academic / professional problematic behavior and are defined as (but not limited to):

1. An inability or unwillingness to acquire and integrate clinical/academic/professional standards into one's repertoire of acceptable behavior;
2. An inability or unwillingness to acquire and integrate clinical/academic/professional skills in order to reach an expected level of competency;
3. An inability or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with clinical/academic/professional functioning.

Professional judgement by the Program Administrator and the nurse anesthesia program faculty members is utilized to determine when a student's behavior rises to the level of remediation or discipline.

Examples of problems which usually require performance improvement include one or more of the following traits:

- The student does not acknowledge, understand, or address the problem when it is identified;
- The problem is not a simple reflection of a skill deficit that can be remedied by academic or clinical training;
- The quality of services delivered by the student is deemed unsafe clinical practice or academically consistently below the level expected of a doctorate program;
- The problem is not restricted to one area of clinical/academic/professional functioning;
- A disproportionate amount of attention by faculty/training personnel is required to address the student's problems;
- The student's behavior does not change as a function of feedback, remedial efforts, and/or time;
- The problematic behavior has ethical or legal ramifications for the department;
- The student's behavior when representing the department negatively affects the public view of the department.

Performance Improvement plans will be written and signed by both the Program Administrator and the student. The content of the contract is completely dependent on the type and scope of identified problematic behavior and is at the discretion of the Program Administrator and the nurse anesthesia program faculty.

Failure to successfully complete a performance improvement plan may result in disciplinary action, including a formal written warning, probation, suspension, or dismissal.

ACCOMMODATION REQUESTS

Policy Number: 5.1.303

MTSA complies with the Americans with Disabilities Act (ADA). To ensure equal opportunity for all qualified persons, students with documented disabilities requiring accommodation have access to support personnel within the Office of the Executive Vice President. An agent of this office will collaborate with other faculty and staff as necessary to provide reasonable accommodations for courses and examinations. Accommodations help qualified students with disabilities access resources to assist them in meeting the technical standards for nurse anesthesia program admission, continuation, and graduation.

Requests for accommodation of a disability must be made in a timely manner to the Office of the Executive Vice President. Accommodations provided by MTSA are not retroactive.

Students who receive accommodations are responsible for notifying instructors before beginning each course.

PROCEDURE FOR REQUESTING ACCOMMODATIONS

Students with a documented disability may request a reasonable testing accommodation by submitting a written request along with supporting documentation to test.accommodation@mtsa.edu. These requests will be reviewed by the Office of the Executive Vice President.

Supporting documentation includes the following:

1. A written personal statement identifying the basis of your need for accommodation, the specific accommodation(s) you are requesting, history of past accommodations given, and how a documented disability impacts your testing ability.
2. A current, complete, and comprehensive evaluation from a qualified healthcare professional performed within the past five years. Qualified healthcare professionals must be licensed or otherwise properly credentialed, possess expertise in the diagnosis of the disability for which the accommodation(s) is sought, and have administered an individualized assessment of the student that supports the need for the requested accommodations.
3. Documentation from qualified healthcare professionals must include the following:
 1. Document presented on official letterhead from a licensed or qualified healthcare professional who has examined the student.
 2. Official diagnosis, date of diagnosis, and identification of current need for accommodations as supported by the diagnosis.
 3. Specific recommended accommodations/modifications.
 4. Dated and signed by a qualified healthcare professional.
 5. Results of psycho-educational or other professional evaluation(s).

EVALUATING AND AWARDING ACADEMIC CREDIT POLICY (FORMERLY TRANSFER POLICY)

Policy Number: 5.4.105

DNAP PRACTICE DOCTORATE:

Due to the single purpose, lock-step nature, anesthesia-focused educational curricula that MTSA offers, transfer credits will not be accepted for students to the DNAP PD program.

DNAP COMPLETION

In the rare instance that a student applies to transfer into the DNAP Completion program from another DNAP completion program, MTSA would allow that applicant to petition the NAP Council for consideration of transfer of up to six (6) hours of academic credit for courses that are determined to be identical in overall student learning outcomes.

NURSE ANESTHESIA EDUCATOR PROGRAM

Transfer credits are not accepted for the Nurse Anesthesia Educator Program.

ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP

Transfer credits are not accepted for the Acute Surgical Pain Management Fellowship.

GRADING POLICY (DNAP PRACTICE DOCTORATE)

Policy Number: 5.4.108

Advancement of each student to the next semester is made by the Progressions Committee, with faculty recommendation, at the end of each semester.

Students can view their final grades for each semester anytime by visiting the transcript section of the MTSA Student Portal.

The MTSA Grading Scale is based on the following 4.0 grading system:

A =	90-100%	(4.0 Quality Points)
B =	80-89.9%	(3.0 Quality Points)
C =	70-79.9%	(2.0 Quality Points)
F =	Below 70%	(0.0 – Failing)
I =	Incomplete	<i>See Grade of Incomplete below</i>
W =	Withdrew	<i>See Grade of Withdrew below</i>
WF=	Withdrew Failing	<i>See Grade of Withdrew Failing below</i>
T=	Terminated	<i>See Terminated below</i>

(There is no grade of “D” in the program)

No grades, including final course grades, will be rounded up.

ACADEMIC GRADES

MTSA expects that all graduate -level coursework should result in a minimum earned final course grade of “B”. The first final course grade earned below 80% will require a scheduled meeting with the Program Administrator to discuss the student's performance. A final course grade of “C” will also lead to an automatic academic probation and an invitation to appear before the Progressions Committee. The second earned final course grade of “C” will result in dismissal from the program.

MTSA requires students to maintain a minimum overall academic cumulative GPA of 3.0 for both graduation and good academic standing. A student who falls below an academic cumulative GPA of 3.0 will be placed on academic/clinical probation. The student will have one (1) semester to improve the academic cumulative GPA to 3.0 or greater to be removed from probation. If the student fails to improve his or her GPA to 3.0 or greater during the following semester, they will be dismissed from the program.

Students will automatically be dismissed from the program for receiving a failing course grade in any course. Failing is defined as any grade below 70%.

Students have the right to appeal decisions of the Progressions Committee by filing an appeal with the Appeals Committee.

CLINICAL GRADES

Clinical grades will be determined based on the average scores from formative clinical evaluations during the respective semesters, as well as adjustments for quantity of formative evaluations submitted for the semester.

MTSA requires formative clinical evaluations to be submitted for 75% of each student's clinical case days (as described in [MTSA Clinical Standards Policy](#)). The final course grade will be adjusted as noted below, based on the percentage of clinical case days that were evaluated:

- >95% of days evaluated = +5% to final grade
- >90% = +4%
- >85% = +3%
- >75% = +2%

- 75% requirement = no adjustment
- <75% = -2%
- <60% = -4%
- <50% = -6%
- <40% = -8%
- <30% = -10%
- <25% = possible repeat rotation or program extension

Pass/Fail grades are used for all clinical courses.

P =	Above 70%	Pass
F =	Below 70%	Dismissal
I =	Incomplete	<i>See Grade of Incomplete below</i>
NR=	Not Reported	<i>See Grade of Not Reported below</i>
W =	Withdrew	<i>See Grade of Withdrew below</i>
WF=	Withdrew Failing	<i>See Grade of Withdrew Failing below</i>
T=	Terminated	<i>See Terminated below</i>

Any student who earns an F C for the semester clinical grade will be placed on Clinical Probation. The length of the probation will be determined by the Program Administrator, as well as any performance improvement plan.

Any failure of a clinical rotation will be reviewed by the Program Administrator or Progressions Committee for determination of remediation, or up to and including dismissal from the program. If the student remains in the program, the student will be placed on Clinical Probation for a length determined by the Program Administrator. Any failed clinical rotation will be repeated and must be successfully completed (grade of B or greater) prior to degree conferral.

Notice of Placement on Academic/Clinical Probation

If it is deemed by the Program Administrator or the Progressions Committee that the student will be on probation due to clinical or academic issues, the student will be notified in the following ways:

1. The student will have a meeting with the Program Administrator or Executive Vice President;
2. An e-mail with "read-receipt" will be sent to the student's @mtsa.edu e-mail address documenting the probation decision

GRADE OF INCOMPLETE (I)

If a student is unable to meet all the requirements of a course by the end of the semester, a temporary grade of Incomplete (I) may be awarded by an instructor, at the instructor's discretion. An incomplete grade requires written understanding between the instructor and student acknowledging when the course will be completed, in the form of the signed Incomplete Contract.

To be awarded an Incomplete grade, the Incomplete Contract must be signed by the student, instructor, and Program Director and submitted to the Registrar's office by the last day of the semester. The maximum time limit for submission of all course work necessary for removal of an incomplete is the end of the last day of classes of the following semester in which the incomplete was incurred (i.e. an incomplete awarded in the 2nd semester must be converted by the last day of classes in the 3rd semester). If the time limit passes and the course is not completed, an unremoved grade of incomplete is changed automatically to a failing grade. Any failing grade will result in termination from the program. A grade of incomplete is not calculated in the grade point average. No student may complete the program with an Incomplete on their transcript.

EXTENSION OF INCOMPLETE GRADE

For justifiable reasons, students may petition to extend the 'I' grade past the end of the deadline listed on the contract. Extensions require a new Incomplete Contract to be signed by the conclusion of the prior Incomplete Contract. Requests for extensions must be approved prior to the deadline, and the extension cannot be made retroactively.

Grade of Not Reported (NR)

This designation of "Not Reported" is given at the end of the semester to courses only when no other grade has been reported. This grade is not included in a student's GPA calculations.

If an instructor does not enter grades for a student before the grade entry deadline, the Registrar's office will post a temporary grade of NR (Not Reported). Once a letter grade is entered, the NR grade will be replaced with the corrected grade as submitted by the instructor.

WITHDRAWING FROM A COURSE

Students may drop a course within the first 5 MTSA business days of the semester with no grade.

GRADE OF WITHDREW (W)

Students wishing to withdraw from a course after the first 5 MTSA business days will either receive a grade of "W" or "WF." To receive a W grade, a student must drop didactic the course within the first 60% of the semester, or 60% of the clinical semester. A "W" grade does not impact a student's GPA.

GRADE OF WITHDREW FAILING (WF)

Students wishing to withdraw from a clinical or didactic course after the deadline to withdraw with a "W" grade (see above) will receive a grade of "WF." A WF grade is calculated into a student's GPA as a failing grade (F).

TERMINATED (T)

An administratively terminated student is issued a final grade of "T" for all courses in which he/she is currently enrolled, and the termination is noted on the student's transcript.

STUDENT RECORDS/TRANSCRIPT REQUESTS

The purpose of the MTSA Registrar's Office is to serve as custodian of student academic and clinical records. This office provides verification of enrollment or graduation upon request by students and alumni. All requests for verifications, transcripts, and/or letters of reference should be submitted IN WRITING to the Academic Support Specialist who is responsible for such records.

Transcript request information is located on the MTSA website in the Alumni section or can be accessed via this link (<https://mtsa.edu/alumni/transcript-requests/>).

To request a copy of your transcript, complete the [Transcript Request Form](#) and return it to Registrar's Office at MTSA via email (verifications@mtsa.edu), fax, or mail as stated on the form. Students and alumni can also request an [electronic copy of their MTSA transcript](#) through the National Student Clearinghouse.

GENERAL SCHOOL POLICIES

NONDISCRIMINATORY POLICY

Policy Number: 3.2.104

MTSA admits students without regard to race, color, sex, age, disability, marital status, full- or half-time status, religion, sexual orientation, gender identity, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. MTSA does not discriminate on the basis of race, color, sex, age, disability, marital status, full- or half-time status, religion, sexual orientation, gender identity, or national origin in administration of its educational policies, admission policies, grant and loan programs, or any other School-

administered programs. The School will make reasonable accommodation wherever necessary for all applicants with disabilities, provided that the individual is otherwise qualified to safely perform the duties and assignments connected with requirements of the curriculum.

DISCRIMINATION/HARASSMENT

Policy Number: 3.2.303

Discrimination/Harassment will not be tolerated. Employees and students at MTSA shall be provided a work and learning environment free of discrimination/harassment per the MTSA Nondiscriminatory Policy. It shall be a violation of this policy for any employee or any student to discriminate against or harass an employee or student through disparaging conduct or communication that is inherently discriminatory. The basis of these complaints may arise, but not be limited to, the following provisions of law:

- Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.;
- Title VII of the Code of Federal Regulations; 29 CFR §1604.11;
- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.;
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.;
- Claims of sexual harassment under Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

The following situations are examples of when employees and students should report possible discrimination / harassment to the Title IX Coordinator:

- Unreasonably interferes with the individual's work or performance;
- Feels intimidated, hostility or an offensive work environment;
- Explicit or implicit term threats to terms of employment or academic success;
- Encounters submission to or rejection of sexual conduct will be used as a basis for decisions affecting the harassed employee or student.

Alleged victims of sexual, racial, ethnic, sexual orientation, or religious discrimination/ harassment shall report these incidents immediately if they believe their rights as guaranteed by the State or Federal Constitution, State or Federal laws or School policies have been violated. This report should be made in writing to the Title IX Coordinator, except when the Title IX Coordinator is the offending party. If the Title IX Coordinator is the offending party, the report shall be made to the President of MTSA. All allegations of discrimination/harassment shall be reported in writing to and fully investigated by the office of the Title IX Coordinator or the President, as appropriate.

Reports should be addressed to:
Title IX Coordinator
Middle Tennessee School of Anesthesia
PO Box 417
Madison, TN 37116
titleIXcoordinator@mtsa.edu

An oral complaint may be submitted; however, such complaint shall be reduced to writing to insure a more complete investigation. The complaint should include the following:

- Identity of the alleged victim and person accused;
- Location, date, time and circumstances surrounding the alleged incident;
- Description of what happened;
- Identity of witnesses (if any); and
- Any other evidence available.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including removal from the School.

There will be no retaliation against any such person who reports discrimination/harassment or participates in an investigation. However, any employee/student who refuses to cooperate or who gives false information during the course of any investigation may be subject to disciplinary action. The willful filing of a false report shall itself be treated as a violation of this policy and shall result in severe repercussions to the maker of the report.

INVESTIGATION PROCEDURES

The privacy and anonymity of all parties and witnesses to complaints will be respected. The complaint and identity of the complaining party shall not be disclosed except (1) as required by law or this policy; or (2) as necessary to fully investigate the complaint; or (3) as authorized by the complaining party. However, because an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations, legal proceedings, to

provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed. This will occur only in appropriate circumstances and only to individuals deemed necessary to possess such knowledge.

The Title IX Coordinator, or a designated complaint manager appointed by them, shall address the complaint of discrimination/harassment promptly and equitably. The person conducting the complaint investigation shall file a written report within ten (10) MTSA business days with the

Title IX Coordinator. After receipt of the report from the person conducting the investigation, the Title IX Coordinator of MTSA, or the President, as appropriate, shall render a written decision within ten (10) MTSA business days.

COMPUTER AND NETWORK USE

Policy Number: 3.3.101

PURPOSE

Middle Tennessee School of Anesthesia (MTSA) provides computing, networking, and information services to all students, faculty, and staff. As this system often holds confidential, sensitive, and privileged information, MTSA expects all users to operate and maintain a secure environment, and to protect the system from misuse, unauthorized access, and potential corruption of the network infrastructure.

This policy applies to both school provided and personal devices that have interaction both internally and externally via the MTSA shared network, school provided e-mail accounts, school related software program/app, social media, and internet.

USER RIGHTS AND RESPONSIBILITIES

MTSA computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations.

MISUSE

Users will be held accountable for their conduct under current MTSA policies. Complaints alleging misuse of computing, networking, or information resources may result in the restriction of computing privileges and/or other internal disciplinary actions. Additionally, misuse can be prosecuted under applicable statutes. Reproduction or distribution of copyrighted works, including, but not limited to, images, text, or software, without permission of the owner is an infringement of U.S. Copyright Law and is subject to civil damages and criminal penalties including fines and imprisonment.

Examples of misuse include, but are not limited to, the activities in the following list:

- Using a computer account that you are not authorized to use. Obtaining a password for a computer account without the consent of the account owner.
- Using the Campus Network to gain unauthorized access to any computer systems.
- Knowingly performing an act which will interfere with the normal operation of computers, terminals, peripherals, or networks.
- Knowingly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This includes but is not limited to programs known as computer viruses, Trojan horses, and worms.
- Attempting to circumvent data protection schemes or uncover security loopholes.
- Violating terms of applicable software licensing agreements or copyright laws.
- Deliberately wasting computing resources.
- Using electronic mail to harass others (see *Computer Based Discrimination/Harassment* below).
- Masking the identity of an account or machine.
- Posting materials on electronic bulletin boards that violate existing laws or the University's codes of conduct.
- Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.

To report misuse of MTSA electronic resources, submit written communication to your immediate supervisor or the Director of IT.

ELECTRONIC BASED DISCRIMINATION/HARASSMENT

As per MTSA's [Discrimination/Harassment Policy](#) "It shall be a violation of this policy for any employee or any student to discriminate against or harass an employee or student through disparaging conduct or communication that is inherently discriminatory." This includes, but is not limited to, discrimination in regards to race, color, sex, age, disability, marital status, full or part-time status, religion, sexual orientation, gender identity, or national origin (see [Nondiscrimination Policy](#)).

This policy covers employee and student communication using MTSA issued e-mail (sent by or received to), school-based online programs/apps, and all employee and student social media accounts during their tenure when used as a representative of MTSA.

To report the misuse of MTSA electronic resources in relation to possible discrimination/harassment, a complaint may be submitted either orally, in writing, or electronically to the MTSA Title IX Coordinator (titleIXcoordinator@mtsa.edu).

MTSA SHARED NETWORK

The MTSA shared network is for staff and faculty use only. Permission to access files on the shared network will be requested for staff and faculty by administration. Requests will be sent to the MTSA IT Department. Requests for access will be approved after consideration of HIPAA and FERPA regulations related to the sharing of privileged information in the requested files (see [Release of Student Record Information](#) & [Stakeholder's Rights](#)).

At no time shall the following types of files be stored on the shared network: personal photos, music, videos, files that contain harmful components including malware, spyware, viruses, and/or tracking programs, pornography, or anything deemed harmful or illegal. The MTSA IT Department may access user files as required to protect the integrity of computer systems. For example, following organizational guidelines, IT may access or examine files or accounts that are suspected of unauthorized use or misuse, or that have been corrupted or damaged.

MTSA ISSUED E-MAIL ADDRESSES

MTSA currently issues each staff, faculty, and student an official MTSA e-mail account. This e-mail account is considered the official line of communication between these parties, as well as official MTSA communication outside of the school. This e-mail is not for personal use and is considered the property of MTSA.

This account is kept and maintained by the MTSA IT Department and is not considered a secure e-mail account to send privileged information across unless such attachments are encrypted or password protected.

If there is suspected abuse/neglect of MTSA issued e-mail accounts, MTSA IT can access any MTSA e-mail account with a written request from the Executive Committee and Director of IT to review and retrieve e-mails in relation to the claim. At least one-half of the Executive Committee must approve this request. These e-mails will then be shared with the Executive Committee and Director of IT and may result in disciplinary action by Progressions Committee for students and the Executive Committee for employees.

E-mail accounts converted to Alumni status after a student graduates from MTSA. E-mail accounts will be deleted one (1) week after students are dismissed from the program. Students are responsible for notifying their contacts and carrying their contact list over to a personal e-mail before deletion. No information will be kept from deleted accounts unless an e-mail is preserved as a PDF in the student permanent file.

E-mail accounts will be deleted 90 days after a staff, faculty, or administrative member leaves the employ of MTSA. The departing member is responsible for notifying their contacts and carrying their contact list over to a personal e-mail before deletion.

MTSA WEBSITE & SOCIAL MEDIA

MTSA has a website (www.mtsa.edu) that is maintained by the Office of Advancement & Alumni. Content to be posted to the website must be submitted to this office.

MTSA maintains school accounts on various social media platforms and will evaluate representation for the school on new platforms as they emerge. These accounts are also maintained by the Office of Advancement & Alumni, as well as the MTSA IT Department.

All policies, procedures, and guidelines regarding university trademarks, names, and symbols apply to the website and social media sites. The Department of Advancement & Alumni can offer guidance about how to properly use names, logos, etc., to resolve branding and copyright/trademark issues in these venues. MTSA does not permit explicit or implied institutional endorsements of any kind through use of its name, trademarks, logos, or images – including pictures of campus buildings.

MTSA does not prescreen content posted by third-person parties to social media sites, but it shall have the right to remove, in its sole discretion, any content that it considers to violate MTSA policies. MTSA does not endorse or take responsibility for content posted by third parties. MTSA, through the Department of Advancement & Alumni, will work to correct inaccuracies on MTSA sites by responding with correct, factual information and including source citations (links, video, contact information, etc.) when appropriate.

Acceptable content may be positive or negative in context to the conversation, regardless of whether it is favorable or unfavorable to MTSA. However, language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, harassing, abusive, hateful or embarrassing to any person or entity, or otherwise injurious or objectionable is unacceptable and shall be removed. MTSA will not tolerate content that infringes on proprietary information, or that is defamatory, pornographic, harassing, libelous or inhospitable to a reasonable work environment or not in harmony with the School's mission, vision, and core values.

MTSA AI USE

Artificial Intelligence, Large Language Models, and Machine Learning (hereafter referred to as AI) all rely on user input to generate effective responses. The quality of input is the responsibility of the user and directly impacts the accuracy and quality of any generated response by the AI tools.

Even with effective prompt writing and valid information as context for the prompt, AI can suffer from a phenomenon called "Hallucination." In the context of AI, hallucination is a confident response from an AI tool that is erroneous based on the data and training given to the tool. Therefore, all AI users at MTSA must recognize that the output of AI tools are the sole responsibility of the AI user and should be thoroughly inspected, validated, and vetted to ensure accuracy.

AI can be an effective tool for automation and assist with increasing task efficiency. However, any scripts, automations, alerts, or other functions must have a "procedural time out" to allow the owner of the information an opportunity validate the accuracy of any output before dissemination. An example of an acceptable use would be setting an AI tool to alert you or other members of your team of updates, changes, or tasking without manipulating the information. An unacceptable use would be allowing the AI tool to update someone's calendar based on the example above.

Microsoft Co-Pilot will be the default AI tool at MTSA as part of our Microsoft 365 tenant toolset. All other AI tools that come in contact with MTSA data must be approved based on an assessment by the Ed Tech department to ensure that data security standards are being met by the creators and administrators of the tool in question. A list of approved tools and the conditions of approval (paid subscription level, for example) will be maintained by the Ed Tech department.

PENALTIES

Abuse or misuse of MTSA computers, network, information services may not only be a violation of this policy or user responsibility, but it may also violate the criminal statutes. Therefore, MTSA will take appropriate action in response to alleged user abuse or misuse claims. Action may include, but not necessarily be limited to:

- suspension or revocation of computing privileges. Access to all computing facilities and systems can, may, or will be denied;
- reimbursement to the School for resources consumed;
- other legal action including action to recover damages;
- referral to law enforcement authorities;

- computer users (faculty, staff and/or students) will be referred to the appropriate office/committee for disciplinary action.

In connection with inquiries into possible abuses or misuse, MTSA reserves the right to examine files, programs, passwords, information, public website/social media posts, printouts or other material without notice.

STAKEHOLDERS' RIGHTS

Policy Number: 3.3.112

ACCREDITING AGENCIES' RIGHTS

Each accrediting agency with which MTSA has interaction shall expect that MTSA will be open and honest in its presentation of the School. It is expected that the administration will operate the School with the highest level of integrity, performance, and quality, so the accrediting agency and the public which the School serves shall have confidence in its operations.

AFFILIATING INSTITUTIONS' RIGHTS

MTSA maintains many clinical affiliations. Each affiliate site should expect that MTSA will solicit and maintain licensure information, and a pertinent health history on each student such as current TB skin tests and relevant immunizations. Affiliates shall expect that MTSA will instruct its students as to maintaining the privacy of health information of its patients. They shall expect that MTSA will provide basic safety instruction and an orientation related to anesthesia practice, and that MTSA will provide information regarding the outcomes expectations of students at each level.

FACULTY AND STAFF MEMBERS' RIGHTS

Members of the MTSA administration, staff and faculty shall have academic freedom in teaching. This group shall be able to speak, write or act as citizens without institutional censorship or discipline, providing such actions are in harmony with the MTSA Mission, Vision, Values and Goals as found in the *MTSA Administrative Manual*.

Additionally, administration, staff and faculty must understand that as persons of learning and educational representatives of MTSA, they must remember the public may judge their professions and the institution by their words and acts.

While off campus, yet representing the School (i.e., conventions, seminars, etc.), at all times, administration, staff and faculty should be accurate and show respect for the opinions of others, while abiding by MTSA standards and policies. Special care should be given when personal opinion is shared that may conflict with MTSA standards and/or policies and procedures.

MTSA faculty and staff have the right to be treated with respect by each student, and the student will be held accountable for doing so. Digressions may be reported to, with possible hearing by, the Progressions Committee and/or the President's Council.

Faculty and staff have a right to the grievance and due process protocol, as listed in the

MTSA Administrative Manual and *Faculty Handbook*.

PATIENTS' RIGHTS

Patients have a right to be cared for with the utmost respect by nurse anesthesia students as they are specializing in anesthesia. They should expect that the quality of care will reflect the scope and standards for nurse anesthesia practice, and abide by HIPAA regulations.

Doctoral students that are utilizing any patients or subjects in the course of their scholarly projects must have their project approved by the institutional review board (IRB).

APPLICANTS' RIGHTS

Applicants have a right to expect that MTSA will follow the most current edition of the *MTSA Student Handbook* related to admission requirements and processes for the program in which they are interested, with the understanding that there will be updates and revisions at least annually.

STUDENTS' RIGHTS

Students have a right to expect that MTSA will treat them with respect and will abide by the standards set forth in the most current edition of the *MTSA Student Handbook* applicable to their program of study. Students have the right to a grievance process as described in policy 5.1.102: Students' Rights: Complaints/Grievances.

ANNUAL SECURITY REPORT AVAILABILITY

Policy Number: 3.3.113

Annually, MTSA collects and submits the crime statistics from the Annual Security Report to the Secretary of Education to comply with the Jeanne Clery Campus Safety Act. The Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to the campus. The statistics are collected from the Campus Security Authorities and the Metro Nashville Police Department. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. A paper or electronic copy of the Annual Security Report may be obtained by contacting the Office of the Executive Vice President or at <http://www.mtsa.edu>.

The Annual Security Report is distributed to the campus community via email annually by October 1st each year.

STUDENT COMPLAINT/GRIEVANCE POLICY

Policy Number: 5.1.102

Students have a right to expect that MTSA will treat them with respect, and will abide by the standards set forth in the most current edition of the program's MTSA Catalog & Student Handbook.

MTSA encourages and welcomes feedback on aspects of its operation. It recognizes the rights of students to express dissatisfaction or make formal complaints about processes or services provided by MTSA. Grievances are formal complaints brought by a student regarding MTSA's provision of education and academic services affecting their role as a student. A grievance must be based on a claimed violation of an MTSA rule, policy, or established practice. This policy does not limit MTSA's right to change rules, policies, or practices.

The three categories for grievances are as follows: Complaints, Discrimination / Harassment allegations, and an Appeal of a Committee Decision (such as Progressions Committee or NAP Council)

HOW TO FILE AN INFORMAL COMPLAINT

As a first step, MTSA offers students an informal process to lodge a concern or suggestion. This process allows students to provide MTSA with information or suggestions relating to processes or services provided.

Step 1: Student raises concern regarding a particular service or process with the relevant faculty, staff member, or brings an item to the School Life & Wellness Committee (SLWC) to be heard.

Step 2: Faculty, staff member, or SLWC will listen to or consider the concern

Step 3: Faculty, staff member, or SLWC explores options/implications of resolving the issue, i.e. No action is deemed appropriate

Lodging a suggestion letter to the Executive Vice President

Advising the student to lodge a Formal Written Complaint

GROUNDINGS FOR A FORMAL COMPLAINT

A student has the right to file a complaint. This MTSA Student Complaint/Grievance Policy is for all issues in which the student believes he or she has been adversely affected. Examples may include:

- Improper, irregular, or negligent conduct against a student by a faculty or staff member of MTSA; Failure to adhere to appropriate or relevant published MTSA policies and procedures;
- A decision made without sufficient consideration of facts, evidence or circumstances of specific relevance to the student;
- A penalty, where applied, is considered too harsh;
- Failure by MTSA to make a decision within a timely manner, reasonable to the complaint.

HOW TO FILE A FORMAL WRITTEN COMPLAINT

A complaint must be submitted in writing to the MTSA Executive Vice President using the Student Complaint form, available on the MTSA website or through the Executive Office of Vice President, identifying the student grievant, the respondent individual(s) involved, the incident, the rule/policy/established practice claimed to be violated, and a brief statement of the redress sought. Upon submission of a written complaint, the Executive Vice President will provide the student grievant with written acknowledgment of receipt of the complaint via e-mail, as well as a more detailed outline of the process.

Complaints should be addressed to:

Office of Executive Vice President
Middle Tennessee School of Anesthesia
P.O. Box 417
Madison, TN 37116

WITHDRAWAL OF COMPLAINT

A student may at any time during the complaints resolution process withdraw a complaint. This is done by putting their intent to withdraw an informal or formal complaint in writing and forwarding it to the Office of the Executive Vice President.

APPEAL OF A COMMITTEE DECISION

Students who are not satisfied with the decisions of the Progressions Committee can appeal those decisions to the Appeals Committee, the highest appellate body in the School. The Appeals Committee has the right to review the entire issue, and may support the Progressions Committee's action or return it to the Progressions Committee for further review.

STUDENT COUNSELING POLICY

Policy Number: 5.1.105

In accordance with MTSA's mission and core values, MTSA believes students should strive to achieve a healthy & balanced life. MTSA also believes that at times counseling may be needed to help students readjust to the stressful environment and changing lives of graduate school. MTSA has established a plan of action to assist students maintain this balance.

Should the need arise for counseling services for students, MTSA will provide referral to a counseling service and will fund the initial three (3) assessment/counseling sessions. The Executive Vice President maintains a list of current approved providers for counseling. Students can be referred for counseling by Administration, Faculty, Mentor, or student's self- referral to the Executive Vice President.

MTSA offers counseling for financial issues, referral can be made through the Director of Financial Aid.

STUDENT LINES OF COMMUNICATION

Policy Number: 5.1.110

Email is the official form of communication between students and MTSA. This is how a student will be updated on policies, procedures, and items related to degree requirements.

Students are issued an MTSA email address and are expected to check their email on a routine basis. **No other email account may be used for official communication with the school.**

Failure to respond to emails from MTSA faculty and staff within two MTSA business days is considered unprofessional conduct, which is addressed in the [Standards of Conduct](#).

In emergency situations only, text messages will be sent from the school's emergency management software to students' cellphones to keep them informed of the situation.

There are times when the students may not be able to talk directly with the Program Administrator as quickly as they may wish or may be uncomfortable talking to specific administrators. The following is an attempt to assure that students continue to have open lines of communication for issues they may perceive as problematic.

Should students find there are School-related issues they wish to address, the Program Administrator is the first person to whom students should address these issues. If the Program Administrator is unavailable, the following faculty members are able to address these concerns: the Faculty Mentor/Advisor to whom the student is assigned, the Assistant Program Administrator, or the Executive Vice President. If the issue involves an area other than academic, or students do not feel comfortable or it is not convenient to approach any of these faculty members, then it is entirely appropriate and even encouraged for students to address their concerns and/or issues with any of the MTSA administrators.

Students are encouraged to submit feedback via evaluations. Evaluations provide a method of constructive, confidential feedback.

Student Microsoft Office accounts will be changed to limited access accounts after program completion. At this point, students will no longer have full access to many Microsoft 365 applications (e.g., Word, PowerPoint, etc.).

MTSA email addresses will be deactivated one year after program completion. Students will receive an email before their accounts are changed and deactivated.

Text messages may be sent as an additional line of communication. For example, text messages may be used to communicate some deadlines and reminders. However, email is the primary and official form of communication.

Students must opt-in to receive text messages from MTSA. Applicants may opt-in on the application or inquiry form on the MTSA website.

You may opt-out anytime by texting STOP, via the student portal, or by emailing registrar@mtsa.edu. Please note that opting out will remove you from all future text communications.

Standard messages and data rates from your wireless carrier may apply. MTSA will not ask you for, nor should you provide, personally identifiable information, passwords, or any other confidential or sensitive information in SMS messages.

Each PD cohort selects several student representatives to join the [School Life and Wellness Committee](#). These students assist with communication between students, staff, and faculty. Click the following link for a detailed description of each class representative position: [Class Representatives](#).

STUDENT DRUG & ALCOHOL POLICY

Policy Number: 5.1.111

STANDARDS OF CONDUCT

MTSA prohibits the unlawful manufacture, possession, use, or distribution of illegal drugs and alcohol on the MTSA campus, and any contingent site, or on the campus of any clinical affiliate site. To further MTSA's commitment to provide a healthy and thriving educational environment, and to stay in compliance with the Drug Free Schools and Communities Act Amendments of 1989, MTSA has established the following drug and alcohol policy.

Since many drugs alter one's alertness, and mental alertness is crucial during the provision of anesthesia, students may be screened for drugs and alcohol at any time after acceptance and throughout enrollment at MTSA. MTSA contracts with an outside company to perform drug/alcohol screening of students throughout the program of study, as needed. See [Drug Testing Policy](#) for more information.

Students should be aware that if they are found to test positive for alcohol, illegal substances or substances without a current and valid prescription, MTSA is obligated to report such violation of the drug and alcohol policy to the State Board of Nursing. Therefore, students are required to report any alertness-altering prescribed substance use (i.e. treatment for anxiety and learning disabilities) to the Program Administrator.

MTSA SANCTIONS

To underscore the seriousness with which MTSA takes the issue of health and welfare of its constituent populations, the School will impose disciplinary sanctions on students - up to and including expulsion. If drug and alcohol violations are turned over to the State Board of Nursing, that Board will investigate and handle any prosecutions.

HEALTH RISKS

As part of the Drug-Free Schools and Communities Act of 1989, MTSA is required to inform all students of the health risks associated with the use of illicit drugs and the abuse of alcohol. The School recognizes that Substance Use Disorder of any sort is a major health problem.

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse.

Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

You can find more information on Substance Abuse and Health Risks in the Department of Justice's, Drugs of Abuse resource guide here: https://www.dea.gov/sites/default/files/drug_of_abuse.pdf.

RESOURCES

MTSA does not provide on-campus drug/alcohol counseling, treatment, or rehabilitation programs for students. There are many community resources that provide support, information and treatment. Upon request or in appropriate situations, the School may refer the student to a counselor, center, or program for assistance with such needs.

LOCAL RESOURCES FOR HELP

Nashville Poison Control	615-936-2034	https://www.vumc.org/poisoncenter/
AANA Peer Assistance Resource	800-654-5167	http://peerassistance.aana.com/directory.asp
TANA Peer Assistance Resource	800-654-5167	https://www.tncrna.com/peer-assistance/
Alcoholics Anonymous	615-831-1050	http://www.aanashville.org/
Narcotics Anonymous	888-476-2482	https://nanashville.org/
Cumberland Heights Treatment Ctr	615-356-2700	https://www.cumberlandheights.org/
TN Professional Assistant Program	615-726-4001	http://www.tnnap.org/
JourneyPure Treatment Center	888-633-9588	https://journeypure.com
Celebrate Recovery	615-604-2210	https://www.celebraterecovery.com/
Foundations Nashville	615-994-7872	https://www.foundationsrecoverynetwork.com
TN Crisis Svs & Suicide Prevention	855-274-7471	https://www.tn.gov/behavioral-health/need-help.html

DRUG LAWS

A full list of controlled substances as defined by Tennessee state law can be found here: http://www.lcle.la.gov/sentencing_commission/Resources/l%20C.%20TN%20drug%20laws.pdf
<https://statelaws.findlaw.com/tennessee-law/tennessee-drug-laws.html>
<https://discoveryplace.info/legal/drug-laws-tennessee/>

The Federal DEA guidebook of Drugs of Abuse can be found on the DEA website. For more information: https://www.dea.gov/sites/default/files/drug_of_abuse.pdf#page=30

FEDERAL TRAFFICKING PENALTIES

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500-4999 grams mixture	First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual. Second Offense: Not less than 10 yrs. and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.	5 kgs or more mixture	First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual. Second Offense: Not less than 20 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual. 2 or More Prior Offenses: Life imprisonment. Fine of not more than \$20 million if an individual. \$75 million if not an individual.
Cocaine Base (Schedule II)	28-279 grams mixture	280 grams or more mixture		
Fentanyl (Schedule II)	40-399 grams mixture	400 grams or more mixture		
Fentanyl Analogue (Schedule I)	10-99 grams mixture	100 grams or more mixture		
Heroin (Schedule I)	100-999 grams mixture	1 kg or more mixture		
LSD (Schedule I)	1-9 grams mixture	10 grams or more mixture		
Methamphetamine (Schedule II)	5-49 grams pure or 50-499 grams mixture	50 grams or more pure or 500 grams or more mixture		
PCP (Schedule II)	10-99 grams pure or 100-999 grams mixture	100 gm or more pure or 1 kg or more mixture		
PENALTIES				
Other Schedule I & II drugs (and any drug product containing Gamma Hydroxybutyric Acid)	Any amount	First Offense: Not more than 20 yrs. If death or serious injury, not less than 20 yrs, or more than life. Fine \$1 million if an individual, \$5 million if not an individual. Second Offense: Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine \$2 million if an individual, \$10 million if not an individual.		
Flunitrazepam (Schedule IV)	1 gram			
Other Schedule III drugs	Any amount	First Offense: Not more than 10 years. If death or serious injury, not more than 15 yrs. Fine not more than \$500,000 if an individual, \$2.5 million if not an individual. Second Offense: Not more than 20 yrs. If death or serious injury, not more than 30 yrs. Fine not more than \$1 million if an individual, \$5 million if not an individual.		
All other Schedule IV drugs	Any amount	First Offense: Not more than 5 yrs. Fine not more than \$250,000 if an individual, \$1 million if not an individual. Second Offense: Not more than 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if other than an individual.		

Flunitrazepam (Schedule IV)	Other than 1 gram or more	
All Schedule V drugs	Any amount	First Offense: Not more than 1 yr. Fine not more than \$100,000 if an individual, \$250,000 if not an individual. Second Offense: Not more than 4 yrs. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.

LEGAL SANCTIONS UNDER STATE AND FEDERAL LAW

The following is a summary of Tennessee and federal sanctions for the unlawful use of illicit drugs and alcohol. While the summary is a good faith effort to provide information, MTSA does not guarantee that it is an error-free or exhaustive accounting

Under federal law, a civil penalty of up to \$100,000 and imprisonment of up to one year may be imposed for simple possession of certain specified controlled substances. Possession of crack cocaine may lead to civil penalties of up to \$250,000 and imprisonment of up to twenty years. Also, possession of a controlled substance can result in the denial of federal benefits, such as student loans, grants, contracts and professional and commercial licenses, and the forfeiture of personal property and real estate used to transport, conceal or facilitate such possession. In addition, possession of a controlled substance can lead to ineligibility to receive or purchase a firearm.

Under federal law, it is unlawful to manufacture, distribute, dispense, deliver, sell or possess with intent to manufacture, distribute, dispense, deliver or sell controlled substances. The penalty imposed depends upon many factors that include the type and amount of controlled substance involved; the number or prior offenses, if any; whether death or serious bodily harm resulted from the use of such substance; and whether any other crimes were committed in connection with the use of the controlled substance. Even a first-time violation can result in life imprisonment; a fine of up to \$4,000,000 per individual; supervised release; or any combination of these penalties. These sanctions are doubled when the offense involves either: (1) distribution or possession at or near a school or university campus, or (2) distribution to persons under 21 years of age. Repeat offenders may face greater penalties.

Under Tennessee law, it is unlawful for any person under the age of 21 to buy, possess, transport (unless in the course of their employment) or consume alcoholic beverages, including wine or beer. It is unlawful for any adult to buy alcoholic beverages for or furnish them for any purpose to anyone under 21 years of age. These offenses are classified Class A Misdemeanors punishable by imprisonment for not more than eleven months and twenty-nine days or a fine of not more than \$2,500 or both. The offense of public intoxication is a Class A Misdemeanor punishable by imprisonment of not more than thirty days or a fine of not more than \$50 or both.

Under Tennessee law, the offense of possession or casual exchange of a controlled substance (such as marijuana) is punishable as a Class A Misdemeanor (eleven months, twenty-nine days and/or a fine of \$2,500). For the third and subsequent offense of possession of ½ oz. or less of marijuana, punishment is one to six years of imprisonment and a \$3,000 fine. If there is an exchange from a person over 21 years of age to a person under 21 and the older person is at least two years older than the younger and the older person knows that the younger person is under 21, then the offense is classified as a felony. Possession of more than ½ oz. of marijuana under circumstances where intent to resell may be implicit is punishable by one to six years of imprisonment and a \$5,000 fine for the first offense. Maximum Tennessee penalties for possession, manufacture or distribution of substantial quantities of a controlled substance range from fifteen to sixty years of imprisonment and up to a \$500,000 fine. The State of Tennessee may, under certain circumstances, impound a vehicle used to transport or conceal controlled substances.

STUDENT AID AND DRUG CONVICTIONS

The Higher Education Act (HEA) of 1965 as amended suspends aid eligibility for students who have been convicted under federal or state laws of the sale or possessions of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid (grants, loans). <https://studentaid.gov>

HONOR CODE

Policy Number: 5.1.113

DECLARATION OF HONOR

MTSA's mission, focus on academic excellence, and culture of faith are grounded in the Christian values of truth, honor, and virtue. Abiding by these principles illuminates the pathway of learning, sustains the integrity and purpose of the School, thus preparing competent and caring nurse anesthetists.

HONOR CODE

The Honor Code of Middle Tennessee School of Anesthesia is reflective of the Christian principles of truth, honor, integrity, and virtue. The Honor Code is vital in fostering an environment of trust, order, and unity within the school. Students are responsible for familiarizing themselves with and abiding by the Honor Code and all School policies.

ACADEMIC STANDARDS OF CONDUCT

A thorough understanding and commitment to this Declaration of Honor and the Honor Pledge is essential to success of MTSA's honor system. The following avenues will be utilized to facilitate implementation of these statements:

1. Information regarding the Declaration of Honor and the Honor Code will be included in the program's *MTSA Student Handbook*.
2. The Declaration of Honor and the Honor Pledge will be discussed during all orientation programs.
3. Implementation and monitoring of adherence to these standards will be accomplished through the MTSA NAP Council, Progressions Committee, the President's Council, and the MTSA Appeals Committee.

HONOR PLEDGE

As a student of Middle Tennessee School of Anesthesia, I will integrate the principles of truth, honor, integrity, and virtue in all that I do while enrolled at MTSA. I acknowledge the Honor Code as vital in fostering an environment of trust, order, and unity within the School. I accept the sacred trust placed upon me to continue this heritage of honor in my efforts to become a competent doctoral-prepared nurse anesthetist. I freely pledge to abide by the MTSA Standards of Conduct and this Honor Code in all of my conduct.

Practice Doctorate students must sign the Honor Pledge before starting the program. It will be kept in the student's academic file.

STUDENT BEREAVEMENT

Policy Number: 5.1.115

The loss of a family member may require time away from MTSA. The family is defined as spouse/partner, son, daughter, mother, father, mother-in-law, father-in-law, sister, brother, sister-in-law, brother-in-law, son-in-law, daughter-in-law, grandparent, grandparent-in-law, or grandchild. This policy would also include step-parent, step-sibling and step-child.

If there is a death in the family, students may take up to three (3) consecutive days off as leave. For students in a program with a clinical component, this leave may be taken without withdrawing time from the bank of emergency time and vacation days.

All students are eligible to utilize bereavement leave, if needed. Bereavement leave must be utilized within fourteen (14) days of the date of death. Exceptions for unusual circumstances (i.e., remains must be transported from overseas) must be coordinated with Program Administration, and with the Coordinator of Clinical Support if in clinical rotations. Students may be asked by MTSA personnel to provide a certification of the death, such as a death certificate or a published death notice.

STUDENT STANDARDS OF CONDUCT

Policy Number: 5.1.114

It is the philosophy of MTSA to uphold Christian ideals and values. While it is MTSA's policy to freely accept students regardless of religious persuasion, MTSA's philosophy is that students, faculty and staff are public representatives of MTSA, and are expected to avoid any conduct that would conflict with its Christian values.

Actions and conduct not in harmony with the Christian standards of MTSA include, but are not limited to, the following, and commission of any of these actions will result in disciplinary action that may include dismissal from the program.

For the purpose of enforcing the Student Standards of Conduct, students are accountable to these Standards from the time they are notified of their acceptance until they receive their degree, withdraw, or are dismissed. This includes conduct that occurs between semesters, while a student is on temporary leave (voluntary or involuntary), or has been suspended from MTSA.

Students who have participated in any of the following activities are required to report such infractions to MTSA administration. Students who witness or have personal knowledge of any participation in the following activities on the MTSA campus, any contingent site, or on the campus of any clinical affiliate site have a responsibility to report such infractions to MTSA administration.

Additionally, helping another student violate, or attempt to violate, any item addressed by these Standards of Conduct is also prohibited.

To underscore the seriousness with which MTSA takes the issue of health and welfare of its constituent populations, the School will impose disciplinary sanctions on students - up to and including expulsion, and possible referral for prosecution. Dismissal from the School or any lesser penalty as determined by the Program Director and the Progressions Committee may result from participation in any of the following activities:

1. Furnishing false information to the School with the intent to deceive;
2. Knowingly providing false information or testimony during the investigation of, or hearing on a disciplinary matter;
3. Refusal or failure to respond to a request from MTSA to report to a School administrative office or other location;
4. Vandalism, malicious destruction, damage, or misuse of private or public property, including library or computer center material;
5. Forgery, alteration, destruction, or misuse of School documents, records, or identification.
6. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other School activities, including any authorized activities on School property; In no event shall this rule be construed to prevent speech protected by the First Amendment to the United States Constitution;
7. Unauthorized use of or entry to School facilities and/or unauthorized possession of keys to School facilities;
8. Disorderly conduct or lewd, indecent, or obscene conduct on School-owned property or at any other institution affiliated with the School, or at School-sponsored functions;
9. Physical abuse of any person, or other conduct which threatens or endangers the health or safety of any person (i.e., this includes attending class or clinical under the influence of drugs or alcohol) whether such conduct occurs on or off School property;
10. Participation of students in group activities on or adjacent to the campus, which causes damage to public or private property, causes injuries to persons, or interferes with the orderly functioning of the School or the normal flow of traffic;
11. Violation of written School policies or regulations as stipulated herein or as published and/or announced by authorized School personnel;
12. Falsely reporting the presence of an unlawful explosive or incendiary device with the intent to mislead, deceive, or disrupt the operation of the School or a scheduled event sponsored by the School;
13. The use of tobacco in any form, other than in properly designated smoking areas;
14. Possession, while on School-owned property, or of any other institution affiliated with the School, of any weapon such as, but not limited to, rifles, shotguns, ammunition, handguns, air guns, including explosives, such as firecrackers, unless authorized in writing by the School Administration.
15. Unauthorized use or misuse of MTSA's computing facilities to include logging on an account without the knowledge and permission of the owner; changing, deleting, or adding to the programs, files and/or data without authorization of the owner; theft of program data or machine resources; attempts to thwart security of the computer system, including hardware and software;
16. Use of technological/electronic device(s) in the classroom. Students are allowed to use iPads/Microsoft Surface Pro or laptop computers in the classroom before class begins. However, the only use for iPads/Microsoft Surface Pro or laptops during any class will be for taking notes specifically related to the current class in session. No other activities utilizing any technological/electronic device(s), including but not limited to computers, iPads/Microsoft Surface Pro, cell phones, or scanners, such as (but not limited to) web-surfing, clinical case record completion, game-playing, or text-messaging will not be allowed during any class. The only exception to this is if web-based research is part of the curriculum for a given class, and this is specifically stated by the instructor. Some (but not all) instructors may allow calculators to be used during quizzes/tests/exams. If they do, students are only permitted to use calculators provided by MTSA at that time, which have no communication or data storage capability (i.e. no cell phone or PDA calculators).
17. Participation in or conviction of theft, wrongful appropriation (i.e., theft with intent to temporarily deprive the owner of possession), unauthorized possession, or sale or damage to School property or any organization affiliated with the School or of another member of the School community (i.e., faculty, staff, student, or campus visitor);
18. Any act of arson, falsely reporting a fire or other emergency, falsely setting off a fire alarm, tampering with or removing from its proper location fire extinguishers, hoses, or any other fire emergency equipment, except when done with real need for such equipment;
19. An attempt to commit or to be accessory to the commission of any act in violation of other Standards of Conduct;

20. Commission of an act or an attempt to commit an act on School property or involving members of the School community (i.e., faculty, staff, student or campus visitor) in an act that would be in violation of state or federal law;
21. Violation of local, state, or federal law, whether on or off campus, when it appears that the student has acted in a way that adversely affects or seriously interferes with the School's normal educational function, or that injures or endangers the welfare of any member of the School or its affiliate community. Such violations include, but are not limited to, violation of state or federal drug laws, commission of or attempt or threat to commit rape, murder, felonious assault, arson, domestic or dating violence, sexual assault, stalking, or any other felonious crime against person or property. Any violation results in an arrest; the School must be notified within 24 hours.
22. Unprofessional conduct, or any conduct or action that could bring dishonor or discredit on MTSA or would reflect unfavorably on its reputation as a Christian institution
23. The use of any illegal drug.
24. The use of addicting drugs and/or alcohol, which would impair judgment or function, including those prescribed by a physician, since mental alertness is crucial during the provision of anesthesia. Students participating in clinical rotations must submit a current copy of any prescription to the Clinical Support Coordinator of any medications they are using which may impair judgment or function. If this prescription is changed or modified, the Clinical Support Coordinator needs to be notified. Additionally, whenever specimen samples are collected for drug testing, the student must notify the collection personnel of any medications in use currently. Student anesthetists administer narcotics daily and must not be lax in signing out drugs, administering them properly, or properly disposing of unused portions. If circumstantial evidence renders students suspect of drug abuse, they may be asked to have urine, blood, or hair analyses to document their non-use of drugs. MTSA reserves the right, and students should expect, that a routine or random analysis for drugs may be requested at any time and without prior notice, to rule out substance abuse.
25. Reporting for duty at any hospital or for any class or professional meeting while under the influence of drugs, alcohol, or ANY mood-altering substance;
26. Unlawful manufacture, possession, use, influence or distribution of illegal drugs and alcohol
27. No student should start or initiate a general or regional anesthetic without proper supervision of a licensed anesthesia personnel.
28. Refusing to follow the campus health guidelines.
29. Misrepresenting credentials, current academic programs, degrees, or professional accomplishments.
30. Violating the [Academic Integrity Policy](#).

MINOR CHILDREN ON MTSA PROPERTY

Policy Number: 51.304

Students may not bring children into instructional settings, such as classrooms, labs, the learning resource center, or student study spaces. In some instances, children may be allowed to accompany their parents when the parents are on campus to conduct brief school business, but in no instance will children be allowed to be disruptive. No child may be left unattended anywhere on the MTSA campus. Anyone observing an unattended child should report the matter to Administration.

ANIMALS ON MTSA PROPERTY

Policy Number: 51.305

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 ("ADA"), Service Animals are permitted on campus for individuals with disabilities. As a non-residential day-use higher educational campus, MTSA does not allow emotional support animals or pets on campus. These guidelines address animals utilized for disability purposes.

Service Animals

In Tennessee, only dogs are considered to be Service Animals. A Service Animal is a dog individually trained to do work or perform work tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or work tasks performed by a Service Animal must be directly related to the individual's disability. Providing emotional support, well-being, comfort, or companionship does not constitute work or work tasks for this definition. A Handler is a person with a Service Animal.

Service Animals are permitted on campus when both of the following conditions are met:

- The Handler has a disability as defined by the ADA
- The accompanying Service Animal is trained to do a specific task for the Handler

MTSA has a right to request the Handler to request the following:

- Affirmation that the Service Animal is required due to disability
- A description of the specific tasks or work the Service Animal has been trained to perform
- Proof of the Service Animal's current vaccination and registration (to be updated annually)

Handler Responsibility for Service Animals

- Handler is responsible for attending to and being in complete control of the Service Animal at all times.
- A Service Animal must wear a leash, harness, or cape that identifies the animal as a Service Animal when on duty anywhere on campus, unless the Handler is able to use a harness, leash, or tether; or using a harness, leash, or tether will interfere with the animal's ability to safely and effectively perform its duties.
- Costs of care necessary for the well-being of the Service Animal
- Arrangements and sole responsibility for the care of the Service Animal at all times, such as including regular bathing and grooming, as needed
- Independently removing or arranging for the removal of the Service Animal's waste
- Complying with local and state licensing laws, the Service Animal should be current with immunizations and wear a rabies vaccination tag.
- Paying for any damage to MTSA property caused by the Service Animal.

STUDENT REPRESENTATION IN COMMITTEES POLICY

Policy Number: 5.1.118

Middle Tennessee School of Anesthesia has students from each class as full members on major committees within the School. In these committees, they have full voting rights afforded to any member of the committee. Students are selected for a term that includes the full period of time they are in school at MTSA.

The students nominate their class representatives on these committees, which are taken to NAP Council for confirmation. As sensitive issues about individuals and situations are likely to occur in many of these meetings, students are expected to keep within the committee those things discussed in the committee, keeping personal issues confidential.

Alternates to each position are selected as each student may be unable to come to the School due to distance, clinical, work, or call obligation. In these instances, an alternate is asked to serve, if available. Every effort is made to have a student representative available if decisions are to be made that may affect any student's progression in the School.

Student representatives serve as full voting members on the following committees:

PRACTICE DOCTORATE PROGRAM:

- Progressions Committee
- Practice Doctorate Admissions Committee
- Appeals Committee
- School Life & Wellness Committee
- Information Technology Committee

AANA MEETING REPRESENTATIVES

- TANA

POST-GRADUATE PROGRAMS:

- Progressions Committee
- Admissions Committee
- Appeals Committee

- School Life & Wellness Committee
- Information Technology Committee

STUDENT DRESS CODE POLICY

Policy Number: 5.1.119

This covers expected standards for dress in both clinical practice settings and academic settings, in addition to all other functions of the School, to include professional meetings. Students are also expected to abide by any affiliate hospital's dress code which may be more specific than MTSA's policy. At all times the student is expected to dress in a manner which is commensurate with being in a doctoral level program of nurse anesthesia. Any violation of this dress code may subject the student to an audience with and/or disciplinary action by the NAP Council and/or Progressions Committee.

All students are expected to present themselves in a clean, neat, and well-groomed manner. The following standards apply:

1. Clothing:

- Clinical:** Students are expected to own their own scrub clothes and to wear them where the clinical sites allow. At all times these are to be clean and fresh each day. Scrub pants and tops should be worn in such a manner that at no time do they reveal the undergarments. Students should dress in full scrub attire top and bottom (T-shirt tops and scrub bottoms are not a complete uniform). Students are subject to being sent home for failure to comply with appropriate dress policies, and the clinical day will have to be made up on another day. Scrubs provided by clinical sites are to be returned daily and are not to be worn away from the clinical site.
 - Simulation Labs:** Students are expected to wear clean scrubs when they are scheduled for simulation lab. Scrub pants and tops should be worn in such a manner that at no time do they reveal the undergarments.
 - Classroom:** Students may wear their personal surgical scrub clothes to class. All clothes must be neat and clean. They must not be faddish, to include torn or tattered jeans or offensive logos on shirts. Tops with spaghetti straps or tube-type tops are not appropriate, nor are clothes that reveal the midriff or undergarments, or tops that are revealingly low-cut. No workout attire is permitted in the classroom. For ladies, skirts must be a modest length. Longer styles of shorts may be worn, but they must not be short shorts; Ball caps must be removed during any test period. Surgical scrub caps may be worn in class.
 - Professional** (To include AANA or TANA meetings and when giving class presentations): The attire must be "professional" to include at minimum a dress shirt and tie for men with khaki or dress pants. Professional attire does not include sandals or tennis shoes. **Lab coats:** After successful completion of the second semester, each student will be presented with a lab coat with the MTSA logo. Students are expected to wear this lab coat over their scrubs when they arrive and whenever they leave the operating room area at their clinical assignments. Students are responsible to keep this lab coat clean and in good condition. Prior to some events (i.e. occasional TANA events), MTSA may notify students that they are expected to wear their lab coats at the occasion. If this occurs, students are expected to wear this MTSA logo lab coat and are responsible to ensure the lab coat is clean, pressed, and in good condition before the event.
 - NAEP only: Education Practicums:** Students are expected to dress in professional attire when attending Education Practicums at any academic campus. This includes numbers 2-9 below as well as either a collared shirt or a blazer or jacket with professional slacks or skirt. In clinical education and simulation settings, clean and pressed scrubs following the institution's rules are appropriate.
- Jewelry:** Jewelry is to be limited to no more than one ring per hand (wedding set counts as one ring), no more than one earring per earlobe (dime size or smaller and only in the earlobes), and no necklaces. Jewelry is to be modest in appearance and moderate in quantity, with no visible body piercing or subcutaneous implants. Students must follow clinical sites rules in regards to jewelry if they differ from the above.
 - Tattoos:** In the clinical area, classroom, or professional meetings, students will not have visible *offensive* tattoos. Such must be covered at all times. Any visible tattooing must be moderate in amount.
 - Hair:** Hair must be neat and clean and out of the face at all times. In the clinical area, it must be covered completely by a surgical scrub cap.
 - Facial Hair:** Facial hair must be neat, well-trimmed and not to exceed three inches in length. In most clinical facilities, facial hair is subject to approval by Infection Control and the Operating Room Supervisor, those who are responsible for assuring it is appropriately covered in the operating room.
 - Fingernails:** Fingernails must be neat and clean, not longer than 1/4th inch beyond the end of the fingertip. Only natural nails are approved for use in the clinical area. Polish is to be of a single color (clear, pale, pink, white, or red) with no adornments; no black or dark colors. Students must comply with individual facility Hospital requirements regarding nail polish.
 - Shoes:** In the clinical and simulation areas, there shall be no open-toed footwear. Students may wear their own surgical shoes or clogs, if they contain no holes; however, in many affiliates, footwear may be required to be covered by shoe covers. In the classroom, tennis shoes or sandals may be worn if they are neat and clean.

8. **Aromas:** No perfumes, fragrant lotions, or colognes are to be worn in the clinical area. Any offensive or overpowering odor is to be called to the attention of the student as soon as it is noticed, whether in clinical or in the classroom. This includes the personal hygiene responsibilities of each student.
9. **Gum chewing:** Students are to use good judgment and demonstrate appropriate discretion and respect in deciding when gum chewing is acceptable. In the clinical area, it is never acceptable for students to chew gum while interacting with patients and/or family members preoperatively or postoperatively. In the classroom setting, it is never acceptable for students to chew gum while making presentations. In professional settings, it is never acceptable for students to chew gum while making presentations or interacting with officials, such as TANA officers or state legislators.

RELEASE OF STUDENT RECORD INFORMATION

Policy Number: 5.1.301

MTSA shall comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended) (20 U.S.C. § 1232g, 34 CFR Part 99) pertaining to the release of student education records. MTSA shall disclose to current students annually of their rights under the FERPA Act.

MTSA INTERNAL CONSTITUENTS

Student information, not identified as "Directory information", shall only be available to MTSA employees with a legitimate educational interest to carry out job related functions. The Registrar shall maintain a list of current employees with electronic access to student records to fulfill their job requirements. MTSA's President, Executive Vice President, or Program Administrator may grant temporary authorization for electronic access. Any access, other than electronic, into a student's record, should be appropriately logged.

STUDENT RIGHTS UNDER FERPA

- Students have the right to inspect and review their educational record within 45 calendar days of making a request to the school's Registrar. The student will submit a written request that identifies the record(s) the student wishes to inspect. The Registrar will then forward the request to the Program Administrator who will facilitate a meeting of the educational record review. A record of the request for access will be kept in the student education record.
- Students have the right to request that the school correct records they believe to be inaccurate or misleading by submitting a written request for amendment to either MTSA's President, Executive Vice President, or Program Administrator within 7 calendar days of discovery. The student must identify the part of the record that they want changed and specify why it should be changed. If the school decides an amendment to the record is not warranted, MTSA will notify the student in writing of the decision stating they have a right to a formal hearing. "After the hearing, if the school decides not to amend the record, the... eligible student has the right to place a statement with the record setting forth his or her view about the contested information" (99.31).
- Students have the right to provide written consent before MTSA discloses personally identifiable information (PII) from the student's education records to third parties, except to the extent that FERPA authorizes disclosure without consent. MTSA discloses education records without a student's prior written consent under the FERPA exception for disclosure to (34CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies.

Legitimate educational interest is access to educational records, by appropriate MTSA Administrators, faculty and staff members and other outside service providers, to fulfill his or her professional responsibilities for the School.

No official academic or clinical information concerning a student shall be released until all MTSA forms and records are updated and in proper form for release. Prior to the release of information, all currently enrolled students shall have no outstanding debt with MTSA. A health-related entity financially supporting a student during enrollment at MTSA may request/require periodic academic and/or clinical reports. MTSA shall release the information to such entities **only after receiving a signed and dated written release from the student** specifying the entity to which information is to be released. The releases must be filed with the Registrar's Office, which is under the supervision of the Executive Vice President of the School.

DIRECTORY INFORMATION

Except as herein provided, all directory information may be released to appear in public documents and/or publications or may otherwise be disclosed without student consent; unless a written notice barring disclosure is filed in the Registrar's Office.

"Directory Information" at MTSA shall include the following student information:

- Name
- Home Address
- Local Address
- Telephone Listing (home and cell phone)
- Email Address
- Major Field of Study
- Dates of Attendance
- The institution(s) attended and from which degree(s) were earned
- Clinical Schedule
- Degrees Awarded and/or Honors Received
- Student Identification Photographs
- Any photographs or digital audio/video recordings taken as part of the educational program or at any School-related functions
- Date & Place of Birth

MTSA CLINICAL AFFILIATES

As completion of affiliations is a graduation requirement, students are required to sign a pre-release consent form. The following information shall have limited release (primarily to affiliate health care institutions where students may participate in clinical rotations), at the discretion of MTSA:

- Evidence of Health Insurance
- Evidence of Liability Insurance
- Recommendations/References
- Copies of health history including vaccinations
- Academic Record
- Clinical Record
- Emergency Information Form
- Background Check
- Drug Screen Results

EXTERNAL PUBLICATION OF INFORMATION

The MTSA Administration will be the official clearing house for all publications targeted for external use (primarily used for marketing purposes, news release information, professional journal articles, *Airways Newsletter*, etc.) This Office is responsible for all communications to the media, for release of information regarding staff, faculty and students in attempt to provide a uniform, coordinated and professional posture in the community served. The Administrative representative has the right to prohibit newsmen from interviewing students, faculty and/or staff. It is the objective of this policy to provide accurate, timely and quality publications and media release information.

If a student believes there is a violation of their rights under FERPA they are encouraged to contact the compliance office within 180 calendar days at:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
1-800-USA-LEARN (1-800-872-5327)

<https://www.ed.gov/category/keyword/family-policy-compliance-office-fpco>

STUDENT RECRUITMENT INFORMATION POLICY

Policy Number: 5.1.304

The following policy was created in response to the Solomon Amendment, a federal law mandating that institutions receiving certain federal funding must fulfill military recruitment requests for access to campus and lists containing student recruiting information.

Middle Tennessee School of Anesthesia does not comply with requests for student recruiting information. MTSA is a single-purpose graduate institution whose students attend an intensive course of study, taking them into the clinical arena each year they attend. MTSA's student body consists of non-traditional students who likely have or would have made decisions about joining a military branch prior to attending MTSA.

Military recruiters are given the same opportunities as other employers to inform students of their recruitment activities. For example, MTSA offers a career fair for its students, which permits employers and military recruiters the same degree of access to its students.

CONSUMER PROTECTION POLICY

Policy Number: 5.1.203

Procedures to follow in response to U.S. Department of Education 10.29.10 Final Rules

In accordance with the Department of Education's final regulations published on October 29, 2010, the following is the complaint process related to receiving and resolving complaints for TICUA member institutions that are legally authorized to provide post-secondary education in Tennessee and are exempt from regulation by the Tennessee Higher Education Commission.

HOW STUDENTS MAY FILE A FORMAL WRITTEN COMPLAINT

Student Complaints Process

MTSA wants to ensure all students have a positive educational experience, are treated fairly by faculty and staff, and are provided an outlet to address circumstances that concern them.

Any student who believes he or she has been treated unfairly by a school employee or process may seek resolution through the Director of Human Resources. A complaint must be submitted in writing using the Student Complaint-Grievance form available on the MTSA website. Complaints should be addressed to:

Office of Executive Vice President
Middle Tennessee School of Anesthesia
P.O. Box 417
Madison, TN 37116

Download» [Complaint-Grievance Form](#)

[MTSA Student Complaints Policy»](#)

Complaints and appeals are to be well-documented and move through the appropriate campus supervisory structure before appealing to any off-campus authority.

- Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), (<https://sacscoc.org/about-sacscoc/faqs/>) or the Council on Accreditation (COA) (<https://www.coacrna.org/contact-us/>)
- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);
- For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that unit (<http://www.tn.gov/commerce/section/consumer-affairs>).
- For out-of-state students using distance learning programs, complaints related to consumer protection laws shall be filed using the Tennessee NC-SARA Portal form: [Request for Complaint Review](#)

DISTANCE EDUCATION AND STATE AUTHORIZATION

As an institution that participates in federal financial aid programs under Title IV of the Higher Education Act of 1965, MTSA is required to comply with regulations regarding distance education. MTSA's distance education is authorized on a state level primarily through the Tennessee Higher Education Commission. MTSA participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA), which is an agreement among states that

establishes national standards for the interstate offering of postsecondary distance-education courses and programs. This authorization is required by both state and federal law. See below information regarding MTSA's membership and participation in NC-SARA:

[Middle Tennessee School of Anesthesia NC-SARA Approval \(https://www.nc-sara.org/directory\)](https://www.nc-sara.org/directory)

DISTANCE EDUCATION COMPLAINT PROCESS

Students with a grievance regarding their distance education should seek a resolution of all matters through MTSA's complaint structure first. A complaint must be submitted in writing using the Complaint-Grievance form. Complaints should be addressed to:

Office of Executive Vice President
Middle Tennessee School of Anesthesia
P.O. Box 417
Madison, TN 37116

Download» [Complaint-Grievance Form](#) from the website

MIDDLE TENNESSEE SCHOOL OF ANESTHESIA COMPLAINT POLICIES FOR CERTAIN DISTANCE EDUCATION STUDENTS ENROLLED THROUGH THE STATE AUTHORIZATION RECIPROCITY AGREEMENTS ("SARA")

The below policies apply to students who are:

- non-Tennessee residents in [State Authorization Reciprocity Agreement \("SARA"\) states](#) and who are enrolled in a distance education program/course or
- attending an out-of-state learning placement in a [SARA state](#) other than Tennessee

The nature of complaints to be addressed through these policies include violations of SARA policies and dishonest or fraudulent activity. These policies do not apply to complaints concerning student grades or student conduct violations. For more information on complaint subject matter see [SARA Policy Manual](#) Sections 4.2 and 4.3.

Institution Complaint Policy:

[Student Complaint/Grievance Policy](#)

Additional Complaint Policies

- Tennessee Higher Education Commission ("THEC")
- Students (as described above) must complete the institution complaint process before appealing to THEC.
- Students who are not satisfied with the institution's resolution of their complaint may appeal the institution decision to THEC using the [Request for Complaint Review form](#). Additional information on the THEC complaint process is available at [THEC Complaint Review Process](#). Students may also contact THEC.RCD@tn.gov with questions.
- The appeal to THEC must be filed within two (2) years of the incident about which the complaint is made.
- Out-of-state student may also contact their home state higher education authority; although student may be referred to THEC. See [State Portal Entity Contacts | NC-SARA](#) for a listing of SARA states and contacts.
- Students residing in non-SARA states, currently California only, should consult their respective state of residence for further instructions for filing a complaint.

PRACTICE DOCTORATE PROGRAM STUDENT EVALUATIONS

Policy Number: 5.4.107

Students at MTSA evaluate all aspects of the program, facilities, and their own progression. These evaluations are coordinated and scheduled by the Clinical Support Specialist and are conducted online. The data from these evaluations are compiled by the Clinical Support Specialist and are reviewed by the Evaluations Committee each semester.

Evaluations students complete:

Student Evaluation of:	When Evaluation is Done:
Academic	
Student Evaluation of First Intensive Week	End of first week of Semester 1
Second Semester Orientation Evaluation	End of Semester 2
Student Evaluation of Academic Faculty	End of each Semester (<i>one per course</i>)
Student Evaluation of Academic Courses	End of each Semester (<i>one per course</i>)
Simulation Experiences Evaluation	End of Semesters 2, 3, 4, & 5
Concepts in Clinical Course Series Evaluation	End of Semesters 6, 7, 8, & 9
Prodigy Anesthesia Program Evaluation	End of Semester 9
APEX Training Program Evaluation	End of Semester 9
Clinical	
Student Clinical Evaluation	<i>Min 75% Completion</i>
Student Clinical Site Evaluation	End of each Clinical Rotation
Student Clinical Faculty Evaluation	End of each Clinical Rotation
MTSA Student Self-Evaluation	End of each Semester
Senior Elective Rotation Evaluation	End of Senior Elective Rotation
Program	
Student Advisement Evaluation	End of each Semester
First Year Student Affairs/Needs Evaluation	End of First Year at MTSA
Benchmarking Student Opinions of Performance	End of Semester 5
Second Year Student Affairs/Needs Evaluation	End of Second Year at MTSA
Student Evaluation of the Learning Resource Center	Prior to End of Each School Year
Student Evaluation of Technology	Prior to End of Each School Year
Financial Lectures & Guest Speaker Evaluations	At end of each Lecture (<i>as needed</i>)
MTSA Program (Exit/Graduation Evaluation)	Day after Graduation
One-Year Post Graduation	One Year after Graduation Date

PRACTICE DOCTORATE PROGRAM STUDENT DRUG TESTING

Policy Number: 5.4.109

MTSA is a faith-based institution committed to the health and well-being of its students, employees, and the patients served during clinical rotations. As part of this commitment, MTSA maintains a safe, drug-free learning environment and requires all students to participate in drug screening before and throughout their enrollment.

MTSA contracts with a third-party that maintains sites nationwide to perform chain of custody drug screening. MTSA financially supports mandatory drug screening.

- Mandatory Initial Drug Screening:** All students will be required to have a drug screening prior to enrollment. Students are responsible for paying for drug screens completed prior to enrollment.
- Mandatory Random Selection Drug Screening:** While enrolled at MTSA, each semester a student(s) will be selected to participate in a random drug screening. The choice of student is randomly selected using an internet

based random selection process generated by a computer program. Students will be required to have their test completed within 24 hours of notification. Clinical coordinators may be notified to allow students time to go to the closest testing site. MTSA pays for this testing.

3. **For Cause Drug Screening:** MTSA reserves the right to request for cause drug screening at any time. This screening must be completed within 24 hours of request. MTSA pays for this testing. Any of the following will result in a required drug screen:
 1. Receipt of a "red card" in clinical
 2. Erratic student behavior in classroom/simulation
 3. Behavior outbursts
 4. Calling out at clinical without a physician visit for illness
 5. Other incidents.
4. **Confirmational Drug Screening (Hair Test):** A hair test drug screen will be conducted following any failed medical review. This test will be at the student's own expense.

MTSA acknowledges the increasing availability of products that may contain THC. However, students who test positive for any drug or alcohol, including THC, will be removed from clinical duties and referred to MTSA leadership for evaluation. This meeting is intended to determine whether further support, intervention, and/or disciplinary actions may be needed.

To resume clinical participation, the student must:

- Submit weekly drug tests at their own expense until a negative ("clear") result is obtained
- Make up any missed clinical time, which may require an extension of the program beyond the original anticipated graduation date
- Be responsible for any associated fees resulting from program extension
- Fulfill all other requirements/conditions set forth by the Program Administrator

Students may not return to clinical rotations until a negative ("clear") test result is received and all conditions set forth by the Program Administrator have been met.

If a student is unable to complete their drug screening within 24 hours or provide urine, additional testing may be performed at the student's added expense. Any test that results in a "non-negative" will require follow up. Any additional retesting will be at the student's expense.

CONSUMER INFORMATION

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), include requirements for disclosing information to the public. It is our hope that this concerted effort between MTSA and the Department of Education to provide pertinent consumer data will allow all students access to information they need to make the best decision possible for them and their future. These disclosures may be obtained from the MTSA administrative offices or by visiting the Middle Tennessee School of Anesthesia website - <http://mtsa.edu/admissions/financial-aid/consumer-information/>.

STOP CAMPUS HAZING ACT

Policy Number: 3.3.121

PURPOSE

To prevent hazing and ensure a safe and respectful campus environment, in alignment with the federal Stop Campus Hazing Act, Tennessee's Tyler Head Law, and institutional values.

SCOPE

This policy applies to all students, faculty, staff, and affiliated organizations at Middle Tennessee School of Anesthesia.

DEFINITION

Hazing is any act committed as part of an initiation, admission, affiliation, or continued membership in a group or organization that:

- Endangers the mental or physical health or safety of an individual;
- Humiliates, intimidates, demeans, or causes psychological harm;

- Coerces participation in activities regardless of an individual's willingness;
- Violates institutional rules or state/federal laws.

Hazing includes, but is not limited to:

- Forced consumption of food, alcohol, or drugs;
- Physical brutality (e.g., whipping, beating, branding);
- Sleep deprivation, exposure to extreme weather, or forced physical activity;
- Threats or intimidation;
- Performing illegal or unethical tasks.

Consent is not a defense under this policy.

REPORTING HAZING

All members of the campus community are encouraged—and employees are required—to report suspected hazing. All crimes, including hazing, should be reported to an MTSA Campus Security Authority.

CAMPUS SECURITY AUTHORITIES:

Chris Hulin, President 615-732-7841, 615-732-7676 Chris.hulin@mtsa.edu,

Alescia Bethea, Executive Vice President 615-732-7862 Alescia.bethea@mtsa.edu

Jon Ronning, Vice President 615-732-7672 Jon.ronning@mtsa.edu

In Person: Executive Administration Suite, PT Magan Hall Building

In emergencies, call 911 or the Administrator on Call (AOC) at (615)912-0139.

INVESTIGATION & CONSEQUENCES

All reports are investigated promptly and impartially by the Office of Executive Administration in coordination with the Title IX Coordinator, if applicable. At a minimum, an investigation will include an assessment of the report, determination as to whether any interim measures are needed, fact gathering by a neutral investigator that may include interviews of parties and witnesses and gathering any physical, digital, or other evidence, and a written rationale as to whether the information gathered makes it more likely than not that the hazing policy has been violated. Students and/or organizations found responsible for violating this policy will be issued sanctions which may range from a warning and educational requirements up to expulsion from MTSA or loss of recognition for the organization or group.

Investigations will:

- Protect the confidentiality of reporters when possible;
- Provide due process to the alleged individuals or organizations;
- Ensure support services for affected parties.

Reports involving criminal conduct may also be referred to law enforcement.

RETALIATION

It is a violation of this policy to retaliate toward any person for reporting an alleged violation of this policy or for cooperating with a institutional investigation related to this policy. Retaliation includes, but is not limited to, verbal or implied threats, physical or psychological abuse, intimidation, harassment (verbal or written), isolation, or any other action intended to create a hostile environment for the intended target of the retaliation.

EDUCATION & TRANSPARENCY

Annual hazing prevention training is required for students, staff, and organization leaders. All hazing violations and sanctions are published twice yearly on the school's website and in the Campus Hazing Transparency Report.

REVIEW

This policy is reviewed annually and updated as needed to reflect legal and institutional changes.

APPENDICES

APPENDIX A: ACADEMIC CALENDARS

Please click the links below to access the Academic Calendar for each currently enrolled PD cohort.

[Class of 2028 Academic Calendar](#)

[Class of 2027 Academic Calendar](#)

[Class of 2026 Academic Calendar](#)

[Class of 2025 Academic Calendar](#)

[Class of 2024 Academic Calendar](#)

APPENDIX B: INSTITUTIONAL STATISTICS

Date: Updated 7/10/25

ATTRITION & NATIONAL CERTIFICATION EXAM (NCE) PASS RATES DOCTORATE OF NURSE ANESTHESIA (DNAP) PRACTICE DOCTORATE PROGRAM

CLASS OF 2024	NUMBER OF STUDENTS	MTSA BENCHMARK
Enrolled (January 2022)	67	72
Attrition rate	3%	</= 6%
Graduated	65	94%
Employed within 6 months of Graduation	65 (100%)*	100%
Passed NCE 1st Time	63 out of 65 (97%)	=/>National Mean
Passed NCE 2nd attempt within 60 days	1 Student (1%) 98% 1st & 2nd Attempt Pass Rate	
Passed a subsequent NCE	1 Student (1%) 100% NCE Pass Rate	100%
National Average	89%	N/A

CLASS OF 2023	NUMBER OF STUDENTS	MTSA BENCHMARK
Enrolled (January 2021)	71	72
Attrition rate	1%	</= 6%
Graduated	70	94%
Employed within 6 months of Graduation	69 (99%)	100%
Passed NCE 1st Time	58 out of 70 (83%)	=/>National Mean
Passed NCE 2nd attempt within 60 days	10 Students (14%) 96% 1st & 2nd Attempt Pass Rate	
Passed a subsequent NCE	2 Students (3%) 100% NCE Pass Rate	100%

National Average	83.2%	N/A
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CLASS OF 2022	NUMBER OF STUDENTS	MTSA BENCHMARK
Enrolled (January 2020)	69	72
Attrition rate	9%	</= 6%
Graduated	63	94%
Employed within 6 months of Graduation	63 (100%)	100%
Passed NCE 1st Time	61 out of 63 (97%)	=/>National Mean
Passed NCE 2nd attempt within 60 days	2 students (3%) 100% 1st & 2nd Attempt Pass Rate	
Passed a subsequent NCE	N/A	100%
National Average	83.4%	N/A

CLASS OF 2021	NUMBER OF STUDENTS	MTSA BENCHMARK
Enrolled (January 2019)	71	72
Attrition rate	6%	</= 6%
Graduated	67	94%
Employed within 6 months of Graduation	67 (100%)	100%
Passed NCE 1st Time	58 out of 67 (87%)	=/>National Mean
Passed NCE 2nd attempt within 60 days	7 Students (10%) 97% 1st & 2nd Attempt Pass Rate	
Passed a subsequent NCE	2 Students (3%) 100% NCE Pass Rate	100%
National Average	84.1%	N/A

CLASS OF 2020	NUMBER OF STUDENTS	MTSA BENCHMARK
Enrolled (January 2018)	66	72
Attrition rate	3%	</= 6%
Graduated	64	94%
Employed within 6 months of Graduation	64 (100%)	100%
Passed NCE 1st Time	50 out of 64 (78%)	=/>National Mean
Passed NCE 2nd attempt within 60 days	11 Students (17%) 95% 1st & 2nd Attempt Pass Rate	
Passed a subsequent NCE	3 Students (5%) 100% NCE Pass Rate	100%
National Average	85.2%	N/A

COURSE CATALOG

DACP 800-860: CLINICAL PRACTICUM I-VII

DACP 800: CLINICAL PRACTICUM I

This initial clinical course is designed to integrate clinical practice with basic didactic coursework. Students are assigned to affiliated clinical sites with designated anesthesia areas. Students are introduced to anesthesia equipment, procedures, medications and the perioperative environment. A proper understand of basic anesthesia equipment, and monitors will allow the student to expound basic nursing principles to the anesthesia environment. Students are required to meet or exceed level specific objectives and experiences which build from simple cases and techniques to the more complex cases and procedures. Clinical experience will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 800: CLINICAL PRACTICUM I

This initial clinical course is designed to integrate clinical practice with basic didactic coursework. Students are assigned to affiliated clinical sites with designated anesthesia areas. Students are introduced to anesthesia equipment, procedures, medications and the perioperative environment. A proper understand of basic anesthesia equipment, and monitors will allow the student to expound basic nursing principles to the anesthesia environment. Students are required to meet or exceed level specific objectives and experiences which build from simple cases and techniques to the more complex cases and procedures. Clinical experience will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 800: CLINICAL PRACTICUM I

The initial clinical course is designed to integrate clinical practice with basic didactic coursework. Students are assigned to affiliate clinical sites with designated anesthesia areas. Students are introduced to anesthesia equipment, procedures, medications, and the perioperative environment. A proper understanding of basic anesthesia equipment and monitors will allow the student to expound basic nursing principles to the anesthesia environment. Students are required to meet or exceed level specific objectives and experiences which build from simple cases and techniques to the more complex cases and procedures. Clinical experience will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 800: CLINICAL PRACTICUM I

The initial clinical course is designed to integrate clinical practice with basic didactic coursework. Students are assigned to affiliate clinical sites with designated anesthesia areas. Students are introduced to anesthesia equipment, procedures, medications, and the perioperative environment. A proper understanding of basic anesthesia equipment and monitors will allow the student to expound basic nursing principles to the anesthesia environment. Students are required to meet or exceed level specific objectives and experiences which build from simple cases and techniques to the more complex cases and procedures. Clinical experience will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 800: CLINICAL PRACTICUM I

The initial clinical course is designed to integrate clinical practice with basic didactic coursework. Students are assigned to affiliate clinical sites with designated anesthesia areas. Students are introduced to anesthesia equipment, procedures, medications, and the perioperative environment. A proper understanding of basic anesthesia equipment and monitors will allow the student to expound basic nursing principles to the anesthesia environment. Students are required to meet or exceed level specific objectives and experiences which build from simple cases and techniques to the more complex cases and procedures. Clinical experience will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 810: CLINICAL PRACTICUM II

This second clinical course is designed to integrate with more advanced didactic coursework with focus on pathophysiology. Students will experience more advanced anesthetic techniques, and initiate call responsibilities. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to more complicated cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 810: CLINICAL PRACTICUM II

The second clinical course is designed to integrate more advanced didactic coursework. Students experience more advanced anesthetic techniques at assigned affiliate clinical sites. Students are assigned to more complicated cases and are required to meet or exceed level-specific objectives. Clinical experiences are guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 810: CLINICAL PRACTICUM II

The second clinical course is designed to integrate more advanced didactic coursework. Students experience more advanced anesthetic techniques at assigned affiliate clinical sites. Students are assigned to more complicated cases and are required to meet or exceed level-specific objectives. Clinical experiences are guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 810: CLINICAL PRACTICUM II

The second clinical course is designed to integrate more advanced didactic coursework. Students experience more advanced anesthetic techniques at assigned affiliate clinical sites. Students are assigned to more complicated cases and are required to meet or exceed level-specific objectives. Clinical experiences are guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 810 : CLINICAL PRACTICUM II

The second clinical course is designed to integrate more advanced didactic coursework. Students experience more advanced anesthetic techniques at assigned affiliate clinical sites. Students are assigned to more complicated cases and are required to meet or exceed level-specific objectives. Clinical experiences are guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 820: CLINICAL PRACTICUM III

The third clinical practicum course is designed to build on more advanced didactic coursework including in depth pathophysiology, applied pharmacology and specialty case management. Case specific focus should focus on the continued development with more common surgical procedures and exposure to more complex surgical procedures to include thoracic, cranial vault procedures and vascular procedures. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 820: CLINICAL PRACTICUM III

The third clinical practicum course is designed to build on more advanced didactic coursework including in depth pathophysiology, applied pharmacology and specialty case management. Case specific focus should focus on the continued development with more common surgical procedures and exposure to more complex surgical procedures to include thoracic, cranial vault procedures and vascular procedures. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 820: CLINICAL PRACTICUM III

The third clinical practicum course is designed to build on more advanced didactic coursework including in depth pathophysiology, applied pharmacology and specialty case management. Case specific focus should focus on the continued development with more common surgical procedures and exposure to more complex surgical procedures to include thoracic, cranial vault procedures and vascular procedures. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 820: CLINICAL PRACTICUM III

The third clinical practicum course is designed to build on more advanced didactic coursework including in depth pathophysiology, applied pharmacology and specialty case management. Case specific focus should focus on the continued development with more common surgical procedures and exposure to more complex surgical procedures to include thoracic, cranial vault procedures and vascular procedures. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 820: CLINICAL PRACTICUM III

The third clinical practicum course is designed to build on more advanced didactic coursework including in depth pathophysiology, applied pharmacology and specialty case management. Case specific focus should focus on the continued development with more common surgical procedures and exposure to more complex surgical procedures to include thoracic, cranial vault procedures and vascular procedures. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and anesthesiologists.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 830: CLINICAL PRACTICUM IV

The fourth clinical practicum course is designed to assist the nurse anesthesia student to apply concepts from didactic coursework including focus on cardiovascular, thoracic, and vascular anesthesia. Advanced airway techniques and sophisticated laboratory analysis will be included. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists

Credits: 10.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 830: CLINICAL PRACTICUM IV

The fourth clinical practicum course is designed to assist the nurse anesthesia student in applying concepts from didactic coursework to cardiovascular, thoracic, and vascular anesthesia. Advanced airway techniques and sophisticated laboratory analysis are included. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and must meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 10.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 830: CLINICAL PRACTICUM IV

The fourth clinical practicum course is designed to assist the nurse anesthesia student in applying concepts from didactic coursework to cardiovascular, thoracic, and vascular anesthesia. Advanced airway techniques and sophisticated laboratory analysis are included. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and must meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

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Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 830: CLINICAL PRACTICUM IV

The fourth clinical practicum course is designed to assist the nurse anesthesia student in applying concepts from didactic coursework to cardiovascular, thoracic, and vascular anesthesia. Advanced airway techniques and sophisticated laboratory analysis are included. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and must meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D38

DACP 840: CLINICAL PRACTICUM V

This fifth clinical course is designed to assist the nurse anesthesia student to apply concepts from didactic coursework including focus on professional interpersonal relations becoming of a nurse anesthetist, while clinically focusing on case requirements required for neurosurgical, trauma, orthopedic, renal transplant and hepatic transplant anesthesia. Students will apply advanced principles of fluid and blood management and demonstrate the ability to treat perioperative hematologic disorders. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 840: CLINICAL PRACTICUM V

This fifth clinical course is designed to assist the nurse anesthesia student to apply concepts from didactic coursework including focus on professional interpersonal relations becoming of a nurse anesthetist, while clinically focusing on case requirements required for neurosurgical, trauma, orthopedic, renal transplant and hepatic transplant anesthesia. Students will apply advanced principles of fluid and blood management and demonstrate the ability to treat perioperative hematologic disorders. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 840: CLINICAL PRACTICUM V

This fifth clinical course is designed to assist the nurse anesthesia student to apply concepts from didactic coursework including focus on professional interpersonal relations becoming of a nurse anesthetist, while clinically focusing on case requirements required for neurosurgical, trauma, orthopedic, renal transplant and hepatic transplant anesthesia. Students will apply advanced principles of fluid and blood management and demonstrate the ability to treat perioperative hematologic disorders. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 840: CLINICAL PRACTICUM V

This fifth clinical course is designed to assist the nurse anesthesia student to apply concepts from didactic coursework including focus on professional interpersonal relations becoming of a nurse anesthetist, while clinically focusing on case requirements required for neurosurgical, trauma, orthopedic, renal transplant and hepatic transplant anesthesia. Students will apply advanced principles of fluid and blood management and demonstrate the ability to treat perioperative hematologic disorders. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 840: CLINICAL PRACTICUM V

This fifth clinical course is designed to assist the nurse anesthesia student to apply concepts from didactic coursework including focus on professional interpersonal relations becoming of a nurse anesthetist, while clinically focusing on case requirements required for neurosurgical, trauma, orthopedic, renal transplant and hepatic transplant anesthesia. Students will apply advanced principles of fluid and blood management and demonstrate the ability to treat perioperative hematologic disorders. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 850: CLINICAL PRACTICUM VI

This sixth clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist focusing on communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 850: CLINICAL PRACTICUM VI

This sixth clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist focusing on communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 850: CLINICAL PRACTICUM VI

This sixth clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist focusing on communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 850: CLINICAL PRACTICUM VI

This sixth clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist focusing on communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 850: CLINICAL PRACTICUM VI

This sixth clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist focusing on communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students will be assigned to affiliated clinical sites and anesthesia related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and/or anesthesiologists.

Credits: 10.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 860: CLINICAL PRACTICUM VII

This seventh clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist including communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students are assigned to affiliate clinical sites and anesthesia-related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 7.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 860: CLINICAL PRACTICUM VII

This seventh clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist including communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students are assigned to affiliate clinical sites and anesthesia-related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 9.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 860: CLINICAL PRACTICUM VII

This seventh clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist including communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students are assigned to affiliate clinical sites and anesthesia-related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 9.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 860: CLINICAL PRACTICUM VII

This seventh clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist including communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students are assigned to affiliate clinical sites and anesthesia-related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 9.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACP 860: CLINICAL PRACTICUM VII

This seventh clinical course is designed to assist the nurse anesthesia student to synthesize content from all advanced principles courses and to become increasingly independent in their clinical practice. Students should demonstrate the professional traits of a nurse anesthetist including communication and proper interpersonal relationships conducive to all staff involved in an operative procedure. Students are assigned to affiliate clinical sites and anesthesia-related specialty areas. Students will be assigned to increasingly complicated and specialty cases and will be required to meet or exceed level-specific objectives. Clinical experiences will be guided by certified registered nurse anesthetists and physician anesthesiologists.

Credits: 9.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D25, D26, D27, D28, D29, D30, D31, D32, D33, D34, D35, D36, D37, D38

DACS 800-850: SIMULATION I-V

DACS 800: SIMULATION I

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 800: SIMULATION I

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 800: SIMULATION I

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 800: SIMULATION I

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 805: SIMULATION & CASE CONFERENCE I

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 805: SIMULATION & CASE CONFERENCE I

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 810: SIMULATION II

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences.

Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 810: SIMULATION II

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences.

Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 810: SIMULATION II

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences.

Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 810: SIMULATION II

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences.

Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 815: SIMULATION & CASE CONFERENCE II

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences.

Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 815: SIMULATION & CASE CONFERENCE II

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences.

Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11,

Objectives: D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 820: SIMULATION III & CASE CONFERENCE

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 820: SIMULATION III & CASE CONFERENCE

This course provides one credit hour with separate grades given for each learning experience. Each simulation has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice hypotension and hypertension management for patients undergoing induction of general anesthesia, management of difficult airway anesthesia cases, and additional topics. Case conference provides student groups to debrief a challenging case from their first semester of clinical experience.

Credits: 1.00

Learning Objectives: D8, D9, D13, D14, D15, D17, D19, D21, D22, D26

DACS 820 : SIMULATION III & CASE CONFERENCE

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 830: SIMULATION IV

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 830: SIMULATION IV

This course spans four semesters, with one credit hour per course awarded and with separate grades given for each consecutive course. Each course has learning activities aligned to supplement classroom teachings and readings. Simulation is intended for students to practice and demonstrate basic, advanced skills, decision-making and critical thinking as they progress in their studies and clinical practice experiences. Students practice fiberoptic intubations, jet ventilation, advanced airway techniques for difficult airways, CVP placement, one lung ventilation, hypo and hypertension management, epidural and spinal placement, pediatric laryngospasm, ultrasound guided regional anesthesia, and management of vascular complications.

Credits: 1.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D25, D26, D27, D28, D29, D30, D33, D34, D35, D36, D37, D38

DACS 840: SIMULATION V

Credits: 1.00

DACS 840: SIMULATION V
Credits: 1.00

DACS 840: SIMULATION V
Credits: 1.00

DACS 840: SIMULATION V
Credits: 1.00

DAHA 800: ADVANCED HEALTH ASSESSMENT

DAHA 800: ADVANCED HEALTH ASSESSMENT

This course provides a broad orientation to the basics, significance and strengths of the anesthesia focused perioperative evaluation and physical health assessment of the adult surgical patient. An introduction into patient point-of-care ultrasound (POCUS) assessment techniques will also be presented. Students will have the opportunity to practice POCUS and physical health assessment skills in a laboratory setting that will be accompanied by a competency assessment of each to show mastery of these concepts.
Credits: 4.00

Learning D1, D4, D5, D6, D7, D8, D9, D13, D14, D15,
Objectives: D16, D17, D19, D22, D25, D26, D27, D28

DAHA 800: ADVANCED HEALTH ASSESSMENT

This course provides a broad orientation to the basics, significance and strengths of the anesthesia focused perioperative evaluation and physical health assessment of the adult surgical patient. An introduction into patient point-of-care ultrasound (POCUS) assessment techniques will also be presented.

Credits: 4.00

Learning D1, D4, D5, D6, D7, D8, D9, D13, D14, D15,
Objectives: D16, D17, D19, D22, D25, D26, D27, D28

DAHA 800: ADVANCED HEALTH ASSESSMENT

This course provides a broad orientation to the basics, significance and strengths of the anesthesia focused perioperative evaluation and physical health assessment of the adult surgical patient. An introduction into patient point-of-care ultrasound (POCUS) assessment techniques will also be presented.

Credits: 3.00

Learning D1, D2, D5, D6, D7, D8, D9, D13, D14, D15,
Objectives: D17, D19, D23, D25, D26, D27, D28, D29,
D30, D34, D35, D44, D48, D49

DAHA 800: ADVANCED HEALTH ASSESSMENT

This course provides a comprehensive history and physical assessment, focusing on a thorough head-to-toe evaluation of all human body systems. It incorporates advanced assessment techniques, concepts, and clinical approaches to ensure students are well-prepared for clinical practice. In addition, students will develop proficiency in point-of-care ultrasound (POCUS), enabling them to combine physical examination findings with POCUS results for improved clinical decision-making, particularly in adult surgical patients. Through hands-on practice in a laboratory setting, students will have sufficient time to perform detailed assessments of each system and refine their POCUS techniques. At the end of the course, competency assessments will be conducted to ensure mastery of both physical health assessments and POCUS techniques.

Credits: 3.00

Learning D1, D5, D6, D7, D8, D9, D13, D14, D15, D17,
Objectives: D19, D22, D25, D26, D27, D28, D2, D3, D10,
D18, D21, D23, D29, D30, D34, D35, D44,
D48, D49

DAPH 800-830: PHARMACOLOGY & ADVANCED PHARMACOLOGY PRINCIPLES I-III

DAPH 800: PHARMACOLOGY FOR THE ADVANCED PRACTICE NURSE: NURSE ANESTHETISTS

This course is designed to discuss concepts related to the advanced pharmacotherapeutics of frequently encountered and prescribed non-anesthesia specific medications at the cellular and systems levels. Many patients receiving anesthesia will be concurrently receiving medications from one or more of the categories discussed. In addition to medication indications, interactions, side effects, contraindications, and important patient education; the legal requirements and implications of being a safe and conscientious provider and prescriber will be integrated throughout the course.

Credits: 2.00

Learning D1, D4, D5, D6, D7, D13, D14, D16, D17,
Objectives: D26, D34, D36, D37

Delivery Format: Online

**DAPH 800: PHARMACOLOGY FOR THE
ADVANCED PRACTICE NURSE: NURSE
ANESTHETISTS**

This course is designed to discuss concepts related to the advanced pharmacotherapeutics of frequently encountered and prescribed non-anesthesia specific medications at the cellular and systems levels. Many patients receiving anesthesia will be concurrently receiving medications from one or more of the categories discussed. In addition to medication indications, interactions, side effects, contraindications, and important patient education; the legal requirements and implications of being a safe and conscientious provider and prescriber will be integrated throughout the course.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D13, D14, D16, D17,

D26, D34, D36, D37

Delivery Format: Online

**DAPH 800: PHARMACOLOGY FOR THE
ADVANCED PRACTICE NURSE: NURSE
ANESTHETISTS**

This course is designed to discuss concepts related to the advanced pharmacotherapeutics of frequently encountered and prescribed non-anesthesia specific medications at the cellular and systems levels. Many patients receiving anesthesia will be concurrently receiving medications from one or more of the categories discussed. In addition to medication indications, interactions, side effects, contraindications, and important patient education; the legal requirements and implications of being a safe and conscientious provider and prescriber will be integrated throughout the course.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D13, D14, D16, D17,

D26, D34, D36, D37

Delivery Format: Online

**DAPH 800: PHARMACOLOGY FOR THE
ADVANCED PRACTICE NURSE: NURSE
ANESTHETISTS**

This course is designed to discuss concepts related to the advanced pharmacotherapeutics of frequently encountered and prescribed non-anesthesia specific medications at the cellular and systems levels. Many patients receiving anesthesia will be concurrently receiving medications from one or more of the categories discussed. In addition to medication indications, interactions, side effects, contraindications, and important patient education; the legal requirements and implications of being a safe and conscientious provider and prescriber will be integrated throughout the course.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D13, D14, D16, D17,

D26, D34, D36, D37

Delivery Format: Online

**DAPH 810: ADVANCED PHARMACOLOGY
PRINCIPLES I**

In this course topics will include: & pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of commonly used anesthesia medications and discussed at the systemic, organ, and cellular levels. Other areas addressed when applicable are the influence of genetics and integration to the clinical setting.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D11, D13,

D14, D21, D22

**DAPH 810: ADVANCED PHARMACOLOGY
PRINCIPLES I**

In this course topics will include: & pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of commonly used anesthesia medications and discussed at the systemic, organ, and cellular levels. Other areas addressed when applicable are the influence of genetics and integration to the clinical setting.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D11, D13,

D14, D21, D22

**DAPH 810: ADVANCED PHARMACOLOGY
PRINCIPLES I**

In this course topics will include: & pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of commonly used anesthesia medications and discussed at the systemic, organ, and cellular levels. Other areas addressed when applicable are the influence of genetics and integration to the clinical setting.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D11, D13,

D14, D21, D22

DAHP 810: ADVANCED PHARMACOLOGY PRINCIPLES I

In this course topics will include: pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of commonly used anesthesia medications and discussed at the systemic, organ, and cellular levels. Other areas addressed when applicable are the influence of genetics and integration to the clinical setting.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D11, D13, D14, D21, D22

DAHP 810: ADVANCED PHARMACOLOGY PRINCIPLES I

In this course topics will include: pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of commonly used anesthesia medications and discussed at the systemic, organ, and cellular levels. Other areas addressed when applicable are the influence of genetics and integration to the clinical setting.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D11, D13, D14, D21, D22

DAHP 820: ADVANCED PHARMACOLOGY PRINCIPLES II

This course is designed to build upon basic knowledge of pharmacologic mechanisms of action, cardiothoracic physiology and vasoactive medications. The course covers pathophysiologic considerations in the cardiac patient, as well as an overview of hemodynamic goals during anesthesia. In addition, clinical pharmacology of vasoactive drugs and their application during anesthesia is included. The course assists the student to build advanced knowledge in order to use a variety of current anesthetic techniques, agents, adjunctive drugs and equipment while providing anesthesia.

Credits: 2.00

Learning Objectives: D1, D4, D5, D7, D13, D14, D15, D19, D21, D22, D23

DAHP 820: ADVANCED PHARMACOLOGY PRINCIPLES II

This course is designed to build upon basic knowledge of pharmacologic mechanisms of action, cardiothoracic physiology and vasoactive medications. The course covers pathophysiologic considerations in the cardiac patient, as well as an overview of hemodynamic goals during anesthesia. In addition, clinical pharmacology of vasoactive drugs and their application during anesthesia is included. The course assists the student to build advanced knowledge in order to use a variety of current anesthetic techniques, agents, adjunctive drugs and equipment while providing anesthesia.

Credits: 2.00

Learning Objectives: D1, D4, D5, D7, D13, D14, D15, D19, D21, D22, D23

DAHP 820: ADVANCED PHARMACOLOGY PRINCIPLES II

This course is designed to build upon basic knowledge of pharmacologic mechanisms of action, cardiothoracic physiology and vasoactive medications. The course covers pathophysiologic considerations in the cardiac patient and an overview of hemodynamic goals during anesthesia. In addition, clinical pharmacology of vasoactive drugs and their application during anesthesia is included. The course assists the student to build advanced knowledge in order to use a variety of current anesthetic techniques, agents, adjunctive drugs and equipment while providing anesthesia.

Credits: 2.00

Learning Objectives: D1, D4, D5, D7, D13, D14, D15, D19, D21, D22, D23

DAHP 820: ADVANCED PHARMACOLOGY PRINCIPLES II

This course is designed to build upon basic knowledge of pharmacologic mechanisms of action, cardiothoracic physiology and vasoactive medications. The course covers pathophysiologic considerations in the cardiac patient and an overview of hemodynamic goals during anesthesia. In addition, clinical pharmacology of vasoactive drugs and their application during anesthesia is included. The course assists the student to build advanced knowledge in order to use a variety of current anesthetic techniques, agents, adjunctive drugs and equipment while providing anesthesia.

Credits: 2.00

Learning Objectives: D1, D4, D5, D7, D13, D14, D15, D19, D21, D22, D23

DAHP 820 : ADVANCED PHARMACOLOGY PRINCIPLES II

This course is designed to build upon basic knowledge of pharmacologic mechanisms of action, cardiothoracic physiology and vasoactive medications. The course covers pathophysiologic considerations in the cardiac patient and an overview of hemodynamic goals during anesthesia. In addition, clinical pharmacology of vasoactive drugs and their application during anesthesia is included. The course assists the student to build advanced knowledge in order to use a variety of current anesthetic techniques, agents, adjunctive drugs and equipment while providing anesthesia.

Credits: 2.00

Learning Objectives: D1, D4, D5, D7, D13, D14, D15, D19, D21, D22, D23

DAPH 830: ADVANCED PHARMACOLOGY PRINCIPLES III

This course is designed to build upon DAPH 810 and 820. DAPH 830 assists the student to build advanced knowledge for safe and appropriate use of a variety of current anesthetic and pharmacologic techniques, agents, and adjuncts while providing anesthesia. Content from DAPH 810, 820 and the 2023 Drug List may be incorporated in DAPH 830.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D13, D14, D15, D16, D19, D20, D21, D22, D23, D37, D44, D46, D47

DAPH 830: ADVANCED PHARMACOLOGY PRINCIPLES III

This course is designed to build upon DAPH 810 and 820. DAPH 830 assists the student to build advanced knowledge for safe and appropriate use of a variety of current anesthetic and pharmacologic techniques, agents, and adjuncts while providing anesthesia. Content from DAPH 810, 820 and the 2023 Drug List may be incorporated in DAPH 830.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D13, D14, D15, D16, D19, D20, D21, D22, D23, D37, D44, D46, D47

DAPH 830: ADVANCED PHARMACOLOGY PRINCIPLES III

This course is designed to build upon DAPH 810 and 820. DAPH 830 assists the student to build advanced knowledge for safe and appropriate use of a variety of current anesthetic and pharmacologic techniques, agents, and adjuncts while providing anesthesia. Content from DAPH 810, 820 and the 2023 Drug List may be incorporated in DAPH 830.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D13, D14, D15, D16, D19, D20, D21, D22, D23, D37, D44, D46, D47

DAPH 830: ADVANCED PHARMACOLOGY PRINCIPLES III

This course is designed to build upon DAPH 810 and 820. DAPH 830 assists the student to build advanced knowledge for safe and appropriate use of a variety of current anesthetic and pharmacologic techniques, agents, and adjuncts while providing anesthesia. Content from DAPH 810, 820 and the 2023 Drug List may be incorporated in DAPH 830.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D13, D14, D15, D16, D19, D20, D21, D22, D23, D37, D44, D46, D47

DAPH 830: ADVANCED PHARMACOLOGY PRINCIPLES III

This course is designed to build upon DAPH 810 and 820. DAPH 830 assists the student to build advanced knowledge for safe and appropriate use of a variety of current anesthetic and pharmacologic techniques, agents, and adjuncts while providing anesthesia. Content from DAPH 810, 820 and the 2023 Drug List may be incorporated in DAPH 830.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D9, D10, D13, D14, D15, D16, D19, D20, D21, D22, D23, D37, D44, D46, D47

DAPP 800-830: ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY I-III

DAPP 800: ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY

This course focuses on concepts foundational to an understanding of human physiology. Functional systems of the cell, cell metabolism, cell membrane transport, membrane potentials, action potentials, cell receptors, cell markers, the cardiovascular system, respiratory physiology, the renal system, muscle physiology, and the hematopoietic system will be covered. Selected pathophysiologic and anesthesia-related examples are integrated. Understanding these concepts is a prerequisite to a comprehension of all cell, tissue, organ, and systems physiology and pathophysiology. This content serves as a basis for everything else we will discuss during the second and third semesters.

Credits: 3.00

Learning Objectives: D13, D14, D21, D23

DAPP 800: ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY

This course focuses on concepts foundational to an understanding of human physiology. Functional systems of the cell, cell metabolism, cell membrane transport, membrane potentials, action potentials, cell receptors, cell markers, the cardiovascular system, respiratory physiology, the renal system, muscle physiology, and the hematopoietic system will be covered. Selected pathophysiologic and anesthesia-related examples are integrated. Understanding these concepts is a prerequisite to a comprehension of all cell, tissue, organ, and systems physiology and pathophysiology. This content serves as a basis for everything else we will discuss during the second and third semesters.

Credits: 3.00

Learning Objectives: D13

DAPP 800: ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY

This course focuses on concepts foundational to an understanding of human physiology. Functional systems of the cell, cell metabolism, cell membrane transport, membrane potentials, action potentials, cell receptors, cell markers, the cardiovascular system, respiratory physiology, the renal system, muscle physiology, and the hematopoietic system will be covered. Selected pathophysiologic and anesthesia-related examples are integrated. Understanding these concepts is a prerequisite to a comprehension of all cell, tissue, organ, and systems physiology and pathophysiology. This content serves as a basis for everything else we will discuss during the second and third semesters.

Credits: 3.00

Learning Objectives: D13, D14, D21, D23

DAPP 810: ADVANCED ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY I

This course is designed to discuss concepts related to anatomy and physiology of the nervous system, including the vertebral column, spinal cord, cranial nerves; the autonomic nervous system, the endocrine system, the immune system, and liver physiology. Selected pathophysiologic and anesthesia-related examples are integrated.

Credits: 3.00

Learning Objectives: D13

DAPP 810: ADVANCED ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY I

This course is designed to discuss concepts related to anatomy and physiology of the nervous system, including the vertebral column, spinal cord, cranial nerves; the autonomic nervous system, the endocrine system, the immune system, and liver physiology. Selected pathophysiologic and anesthesia-related examples are integrated.

Credits: 3.00

Learning Objectives: D13

DAPP 810: ADVANCED ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY II

This course is designed to discuss concepts related to anatomy and physiology of the nervous system, including the vertebral column, spinal cord, cranial nerves; the autonomic nervous system, the endocrine system, the immune system, and liver physiology. Selected pathophysiologic and anesthesia-related examples are integrated.

Credits: 3.00

Learning Objectives: D13

DAPP 820: ADVANCED ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY II

This course focuses on concepts related to inflammation-immunity; physiology of the renal system; acid-base balance; integrated mechanisms of blood pressure regulation; and the endocrine system. Selected pathophysiologic and anesthesia examples are integrated.

Credits: 3.00

Learning Objectives: D13, D14, D21, D23

DAPP 820: ADVANCED ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY II

This course focuses on concepts related to inflammation-immunity; physiology of the renal system; acid-base balance; integrated mechanisms of blood pressure regulation; and the endocrine system. Selected pathophysiologic and anesthesia examples are integrated.

Credits: 3.00

Learning Objectives: D13

DAPP 820: ADVANCED ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY II

This course focuses on concepts related to inflammation-immunity; physiology of the renal system; acid-base balance; integrated mechanisms of blood pressure regulation; and the endocrine system. Selected pathophysiologic and anesthesia examples are integrated.

Credits: 3.00

Learning Objectives: D13, D14, D21, D23

DAPP 820: ADVANCED ANATOMY, PHYSIOLOGY & PATHOPHYSIOLOGY III

This course focuses on concepts related to inflammation-immunity; physiology of the renal system; acid-base balance; integrated mechanisms of blood pressure regulation; and the endocrine system. Selected pathophysiologic and anesthesia examples are integrated.

Credits: 3.00

Learning Objectives: D13, D14, D21, D23

DAPP 830: ADVANCED TOPICS IN PATHOPHYSIOLOGY

This course engages the student in advanced clinically oriented topics that focus on advanced principles of management and techniques in the delivery of anesthesia. These concepts and principles are applied to patient situations in which the patient has a complex, or an unusual presentation. Special emphasis is placed on the anatomy, physiology, and pathophysiology topics found in the Basic Sciences section of the National Certification Examination.

Credits: 2.00

Learning Objectives: D1, D4, D5, D6, D7, D8, D9, D10, D13, D14, D16, D17, D18, D19, D21, D22, D23, D26

DAPP 830: ADVANCED TOPICS IN PATHOPHYSIOLOGY

This course engages the student in advanced clinically oriented topics that focus on advanced principles of management and techniques in the delivery of anesthesia. These concepts and principles are applied to patient situations in which the patient has a complex, or an unusual presentation. Special emphasis is placed on the anatomy, physiology, and pathophysiology topics found in the Basic Sciences section of the National Certification Examination.

Credits: 2.00

Learning Objectives: D4, D9, D10, D13, D16, D17, D19, D21, D22, D26

DAPP 830: ADVANCED TOPICS IN PATHOPHYSIOLOGY

This course engages the student in advanced clinically oriented topics that focus on advanced principles of management and techniques in the delivery of anesthesia. These concepts and principles are applied to patient situations in which the patient has a complex, or an unusual presentation. Special emphasis is placed on the anatomy, physiology, and pathophysiology topics found in the Basic Sciences section of the National Certification Examination.

Credits: 2.00

Learning Objectives: D4, D9, D10, D13, D16, D17, D19, D21, D22, D26

DAPP 830: ADVANCED TOPICS IN PATHOPHYSIOLOGY

This course engages the student in advanced clinically oriented topics that focus on advanced principles of management and techniques in the delivery of anesthesia. These concepts and principles are applied to patient situations in which the patient has a complex, or an unusual presentation. Special emphasis is placed on the anatomy, physiology, and pathophysiology topics found in the Basic Sciences section of the National Certification Examination.

Credits: 2.00

Learning Objectives: D4, D9, D10, D13, D16, D17, D19, D21, D22, D26

DAPP 830: ADVANCED TOPICS IN PATHOPHYSIOLOGY

This course engages the student in advanced clinically oriented topics that focus on advanced principles of management and techniques in the delivery of anesthesia. These concepts and principles are applied to patient situations in which the patient has a complex, or an unusual presentation. Special emphasis is placed on the anatomy, physiology, and pathophysiology topics found in the Basic Sciences section of the National Certification Examination.

Credits: 2.00

Learning Objectives: D4, D9, D10, D13, D16, D17, D19, D21, D22, D26

DAPP 840: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY I

This course is designed to discuss concepts related to anatomy and physiology of the nervous system, including the vertebral column, spinal cord, cranial nerves; the autonomic nervous system, the endocrine system, the immune system, and liver physiology. Selected pathophysiologic and anesthesia-related examples are integrated.

Credits: 3.00

Learning Objectives: D13

DAPP 850: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY II

This course focuses on concepts related to inflammation-immunity; physiology of the renal system; acid-base balance; integrated mechanisms of blood pressure regulation; and the endocrine system. Selected pathophysiologic and anesthesia examples are integrated.

Credits: 3.00

Learning Objectives: D13, D14, D21, D23

DBAP 800-810: BASIC AND ADVANCED PRINCIPLES OF ANESTHESIA I-III

DBAP 800: BASIC PRINCIPLES OF ANESTHESIA I

This course provides a broad orientation to the basic principles of anesthesia practice and the perioperative setting. The focus of the course includes: basics of anesthesia delivery systems, machines, airway equipment, monitoring devices, anesthetic techniques, fluid/volume assessment and management, patient positioning, basic/difficult airway management, acute/chronic pain management and basic clinical dosage calculations. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning Objectives: D1, D2, D3, D4, D5, D7, D9, D10, D13, D14, D16, D18, D19, D20, D21, D22, D23

DBAP 800: BASIC PRINCIPLES OF ANESTHESIA I

This course provides a broad orientation to the basic principles of anesthesia practice and the perioperative setting. The focus of the course includes: basics of anesthesia delivery systems, machines, airway equipment, monitoring devices, preoperative patient assessment, anesthetic techniques, fluid/volume assessment and management, patient positioning, basic/difficult airway management, local/regional anesthetics, and acute/chronic pain management. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning Objectives: D1, D2, D3, D4, D5, D7, D9, D10, D13, D14, D16, D18, D19, D20, D21, D22, D23

DBAP 800: BASIC PRINCIPLES OF ANESTHESIA I

This course provides a broad orientation to the basic principles of anesthesia practice and the perioperative setting. The focus of the course includes: basics of anesthesia delivery systems, machines, airway equipment, monitoring devices, preoperative patient assessment, anesthetic techniques, fluid/volume assessment and management, patient positioning, basic/difficult airway management, local/regional anesthetics, and acute/chronic pain management. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D2, D3, D4, D5, D7, D9, D10, D13, D14,
Objectives: D16, D18, D19, D20, D21, D22, D23

DBAP 800: BASIC PRINCIPLES OF NURSE ANESTHESIA I

This course provides a broad orientation to the basic principles of anesthesia practice and the perioperative setting. The focus of the course includes: basics of anesthesia delivery systems, machines, airway equipment, monitoring devices, anesthetic techniques, fluid/volume assessment and management, patient positioning, basic/difficult airway management, acute/chronic pain management and basic clinical dosage calculations. The course will also include patient positioning simulation experiences.

Credits: 3.00

Learning D1, D2, D3, D4, D5, D7, D9, D10, D13, D14,
Objectives: D16, D18, D19, D21, D22, D6, D8, D11, D12, D15, D17, D25, D26, D27, D28, D29, D32, D33, D34, D35, D36, D37, D49, D50

DBAP 805: BASIC PRINCIPLES OF ANESTHESIA II

This course expands on the foundation established in the Principles of Anesthesia I course. The goal will be to explore more advanced principles of anesthesia practice in the perioperative setting and responsibilities of the anesthesia provider. Focus of the course includes: intrabdominal laparoscopic/open procedures, ear/nose/neck and throat, orthopedic and pelvic procedures along with an additional exploration of special considerations for geriatric and obese patient subpopulations. This course prepares the learner for practice in the clinical setting through exploration of individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D2, D3, D4, D5, D7, D9, D10, D13, D14,
Objectives: D16, D18, D19, D20, D21, D22, D23

DBAP 805: BASIC PRINCIPLES OF ANESTHESIA II

This course expands on the foundation established in the Principles of Anesthesia I course. The goal will be to explore more advanced principles of anesthesia practice in the perioperative setting and responsibilities of the anesthesia provider. Focus of the course includes: intrabdominal laparoscopic/open procedures, ear/nose/neck and throat, orthopedic and pelvic procedures along with an additional exploration of special considerations for geriatric and obese patient subpopulations. This course prepares the learner for practice in the clinical setting through exploration of individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D2, D3, D4, D5, D7, D9, D10, D13, D14,
Objectives: D16, D18, D19, D20, D21, D22, D23

DBAP 805: BASIC PRINCIPLES OF ANESTHESIA II

This course expands on the foundation established in the Principles of Anesthesia I course. The goal will be to explore more advanced principles of anesthesia practice in the perioperative setting and responsibilities of the anesthesia provider. Focus of the course includes: intrabdominal laparoscopic/open procedures, ear/nose/neck and throat, orthopedic and pelvic procedures along with an additional exploration of special considerations for geriatric and obese patient subpopulations. This course prepares the learner for practice in the clinical setting through exploration of individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D2, D3, D4, D5, D7, D9, D10, D13, D14,
Objectives: D16, D18, D19, D20, D21, D22, D23

DBAP 805: BASIC PRINCIPLES OF ANESTHESIA II

This course expands on the foundation established in the Principles of Anesthesia I course. The goal will be to explore more advanced principles of anesthesia practice in the perioperative setting and responsibilities of the anesthesia provider. Focus of the course includes: intrabdominal laparoscopic/open procedures, ear/nose/neck and throat, orthopedic and pelvic procedures along with an additional exploration of special considerations for geriatric and obese patient subpopulations. This course prepares the learner for practice in the clinical setting through exploration of individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D7, D9, D10, D13, D14,
Objectives: D16, D18, D19, D20, D21, D22, D23

DBAP 805: BASIC PRINCIPLES OF ANESTHESIA II

This course expands on the foundation established in the Principles of Anesthesia I course. The goal will be to explore more advanced principles of anesthesia practice in the perioperative setting and responsibilities of the anesthesia provider. Focus of the course includes: intrabdominal laparoscopic/open procedures, ear/nose/throat and throat, orthopedic and pelvic procedures along with an additional exploration of special considerations for geriatric and obese patient subpopulations. This course prepares the learner for practice in the clinical setting through exploration of individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 4.00

Learning D1, D2, D3, D4, D5, D7, D9, D10, D13, D14,

Objectives: D16, D18, D19, D20, D21, D22, D23

DBAP 810: ADVANCED PRINCIPLES IN NURSE ANESTHESIA III

This course is a continuation of the concepts covered in Principles of Anesthesia I/II. The focus will be on more advanced principles of anesthesia practice in the perioperative setting, and provider responsibilities will be expanded to include more complex and challenging surgical procedures. Topics covered in the course include: intracranial, neuroskeletal, vascular, thoracic, cardiac, organ transplantation, trauma and burn anesthesia. This course prepares the learner for practice in the clinical setting through exploration of complex individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D4, D5, D6, D7, D8, D9, D10, D13, D14,

Objectives: D18, D19, D20, D21, D22, D23

DBAP 810: ADVANCED PRINCIPLES IN NURSE ANESTHESIA III

This course is a continuation of the concepts covered in Principles of Anesthesia I/II. The focus will be on more advanced principles of anesthesia practice in the perioperative setting, and provider responsibilities will be expanded to include more complex and challenging surgical procedures. Topics covered in the course include: intracranial, neuroskeletal, vascular, thoracic, cardiac, organ transplantation, trauma and burn anesthesia. This course prepares the learner for practice in the clinical setting through exploration of complex individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D4, D5, D6, D7, D8, D9, D10, D13, D14,

Objectives: D18, D19, D20, D21, D22, D23

DBAP 810: ADVANCED PRINCIPLES IN NURSE ANESTHESIA III

This course is a continuation of the concepts covered in Principles of Anesthesia I/II. The focus will be on more advanced principles of anesthesia practice in the perioperative setting, and provider responsibilities will be expanded to include more complex and challenging surgical procedures. Topics covered in the course include: intracranial, neuroskeletal, vascular, thoracic, cardiac, organ transplantation, trauma and burn anesthesia. This course prepares the learner for practice in the clinical setting through exploration of complex individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D4, D5, D6, D7, D8, D9, D10, D13, D14,

Objectives: D18, D19, D20, D21, D22, D23

DBAP 810: ADVANCED PRINCIPLES IN NURSE ANESTHESIA III

This course is a continuation of the concepts covered in Principles of Anesthesia I/II. The focus will be on more advanced principles of anesthesia practice in the perioperative setting, and provider responsibilities will be expanded to include more complex and challenging surgical procedures. Topics covered in the course include: intracranial, neuroskeletal, vascular, thoracic, cardiac, organ transplantation, trauma and burn anesthesia. This course prepares the learner for practice in the clinical setting through exploration of complex individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D4, D5, D6, D7, D8, D9, D10, D13, D14,

Objectives: D18, D19, D20, D21, D22, D23

DBAP 810 : ADVANCED PRINCIPLES IN NURSE ANESTHESIA III

This course is a continuation of the concepts covered in Principles of Anesthesia I/II. The focus will be on more advanced principles of anesthesia practice in the perioperative setting, and provider responsibilities will be expanded to include more complex and challenging surgical procedures. Topics covered in the course include: intracranial, neuroskeletal, vascular, thoracic, cardiac, organ transplantation, trauma and burn anesthesia. This course prepares the learner for practice in the clinical setting through exploration of complex individual adult surgical procedures and anesthesia plans of care. This course spans one semester and is three credit hours of credit.

Credits: 3.00

Learning D1, D4, D5, D6, D7, D8, D9, D10, D13, D14,

Objectives: D18, D19, D20, D21, D22, D23

DBAP 820-840: ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY COURSES

DBAP 820: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: REGIONAL ANESTHESIA

An introduction to regional anesthesia techniques commonly used in the management pain during the perioperative period with a comprehensive review of the anatomy and physiology related to each procedure through didactic lecture, hands-on simulation lab, and cadaveric education. Pharmacologic implications specific to regional anesthesia its applications are investigated. This course also describes the neurophysiologic implications of acute and chronic pain and the management principles for each.

Credits: 5.00

Learning D1, D2, D3, D4, D5, D7, D8, D11, D13, D14,

Objectives: D15, D16, D17, D18, D19, D20, D21, D22, D23, D29, D30, D44

DBAP 820: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: REGIONAL ANESTHESIA

An introduction to regional anesthesia techniques commonly used in the management pain during the perioperative period with a comprehensive review of the anatomy and physiology related to each procedure through didactic lecture, hands-on simulation lab, and cadaveric education. Pharmacologic implications specific to regional anesthesia its applications are investigated. This course also describes the neurophysiologic implications of acute and chronic pain and the management principles for each.

Credits: 5.00

Learning D1, D2, D3, D4, D5, D7, D8, D11, D13, D14,

Objectives: D15, D16, D17, D18, D19, D20, D21, D22, D23, D29, D30, D44

DBAP 820: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: REGIONAL ANESTHESIA

An introduction to regional anesthesia techniques commonly used in the management pain during the perioperative period with a comprehensive review of the anatomy and physiology related to each procedure through didactic lecture, hands-on simulation lab, and cadaveric education. Pharmacologic implications specific to regional anesthesia its applications are investigated. This course also describes the neurophysiologic implications of acute and chronic pain and the management principles for each.

Credits: 5.00

Learning D1, D2, D3, D4, D5, D7, D8, D11, D13, D14,

Objectives: D15, D16, D17, D18, D19, D20, D21, D22, D23, D29, D30, D44

DBAP 820: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: REGIONAL ANESTHESIA

An introduction to regional anesthesia techniques commonly used in the management pain during the perioperative period with a comprehensive review of the anatomy and physiology related to each procedure through didactic lecture, hands-on simulation lab, and cadaveric education. Pharmacologic implications specific to regional anesthesia its applications are investigated. This course also describes the neurophysiologic implications of acute and chronic pain and the management principles for each.

Credits: 5.00

Learning D1, D2, D3, D4, D5, D7, D8, D11, D13, D14,

Objectives: D15, D16, D17, D18, D19, D20, D21, D22, D23, D29, D30, D44

DBAP 820: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: REGIONAL ANESTHESIA

An introduction to regional anesthesia techniques commonly used in the management pain during the perioperative period with a comprehensive review of the anatomy and physiology related to each procedure through didactic lecture, hands-on simulation lab, and cadaveric education. Pharmacologic implications specific to regional anesthesia its applications are investigated. This course also describes the neurophysiologic implications of acute and chronic pain and the management principles for each.

Credits: 5.00

Learning Objectives: D1, D2, D3, D4, D5, D7, D8, D11, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D29, D30, D44

DBAP 830: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: OBSTETRICS ANESTHESIA

An in-depth review of practicing anesthesia in specialized areas of nurse anesthesia practice in obstetrics, geriatrics, and the obese patient. The student will receive special emphasis on physiology, pathophysiology, and pharmacology in each area of sub-specialization. Current evidence-based techniques and best practices related to safe management of all patients will be presented.

Credits: 2.00

Learning Objectives: D13, D15, D16, D17, D19, D21, D22

DBAP 830: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: OBSTETRICS ANESTHESIA

An in-depth review of practicing anesthesia in specialized areas of nurse anesthesia practice in obstetrics, geriatrics, and the obese patient. The student will receive special emphasis on physiology, pathophysiology, and pharmacology in each area of sub-specialization. Current evidence-based techniques and best practices related to safe management of all patients will be presented.

Credits: 2.00

Learning Objectives: D13, D15, D16, D17, D19, D21, D22

DBAP 830: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: OBSTETRICS ANESTHESIA

An in-depth review of practicing anesthesia in specialized areas of nurse anesthesia practice in obstetrics, geriatrics, and the obese patient. The student will receive special emphasis on physiology, pathophysiology, and pharmacology in each area of sub-specialization. Current evidence-based techniques and best practices related to safe management of all patients will be presented.

Credits: 2.00

Learning Objectives: D13, D15, D16, D17, D19, D21, D22

DBAP 830: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: OBSTETRICS ANESTHESIA

An in-depth review of practicing anesthesia in specialized areas of nurse anesthesia practice in obstetrics, geriatrics, and the obese patient. The student will receive special emphasis on physiology, pathophysiology, and pharmacology in each area of sub-specialization. Current evidence-based techniques and best practices related to safe management of all patients will be presented.

Credits: 2.00

Learning Objectives: D13, D15, D16, D17, D19, D21, D22

DBAP 830: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: OBSTETRICS ANESTHESIA

An in-depth review of practicing anesthesia in specialized areas of nurse anesthesia practice in obstetrics, geriatrics, and the obese patient. The student will receive special emphasis on physiology, pathophysiology, and pharmacology in each area of sub-specialization. Current evidence-based techniques and best practices related to safe management of all patients will be presented.

Credits: 2.00

Learning Objectives: D13, D15, D16, D17, D19, D21, D22

DBAP 840: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: PEDIATRIC ANESTHESIA

This course introduces the basic and advanced concepts and techniques necessary for the provision of safe anesthesia in the OR/ procedure rooms for neonates, infants, children, and adolescents. Special consideration is given to mental and physical developmental benchmarks for this age group. Lectures will include specific aspects of pediatric airway management, anatomy & physiology, congenital heart disease, pharmacology, most common pediatric syndromes, caudal (regional) anesthesia, treatment of pediatric trauma and abuse.

Credits: 3.00

Learning Objectives: D1, D3, D4, D5, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D21, D25, D26, D27, D28, D29, D30, D31, D35, D36, D37

DBAP 840: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: PEDIATRIC ANESTHESIA

This course introduces the basic and advanced concepts and techniques necessary for the provision of safe anesthesia in the OR/ procedure rooms for neonates, infants, children, and adolescents. Special consideration is given to mental and physical developmental benchmarks for this age group. Lectures will include specific aspects of pediatric airway management, anatomy & physiology, congenital heart disease, pharmacology, most common pediatric syndromes, caudal (regional) anesthesia, treatment of pediatric trauma and abuse.

Credits: 2.00

Learning Objectives: D1, D3, D4, D5, D7, D8, D9, D10, D11, D13, D14, D15, D16, D17, D18, D21, D25, D26, D27, D28, D30, D31, D35, D37, D6, D19, D20, D22, D23, D33, D34, D38, D45

DBAP 840: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: PEDIATRIC ANESTHESIA

This course introduces the basic and advanced concepts and techniques necessary for the provision of safe anesthesia in the OR/ procedure rooms for neonates, infants, children, and adolescents. Special consideration is given to mental and physical developmental benchmarks for this age group. Lectures will include specific aspects of pediatric airway management, anatomy & physiology, congenital heart disease, pharmacology, most common pediatric syndromes, caudal (regional) anesthesia, treatment of pediatric trauma and abuse.

Credits: 3.00

Learning D1, D3, D4, D5, D7, D8, D9, D10, D11, D13,

Objectives: D14, D15, D16, D17, D18, D21, D25, D26, D27, D28, D29, D30, D31, D35, D36, D37

DBAP 840: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: PEDIATRIC ANESTHESIA

This course introduces the basic and advanced concepts and techniques necessary for the provision of safe anesthesia in the OR/ procedure rooms for neonates, infants, children, and adolescents. Special consideration is given to mental and physical developmental benchmarks for this age group. Lectures will include specific aspects of pediatric airway management, anatomy & physiology, congenital heart disease, pharmacology, most common pediatric syndromes, caudal (regional) anesthesia, treatment of pediatric trauma and abuse.

Credits: 3.00

Learning D1, D3, D4, D5, D7, D8, D9, D10, D11, D13,

Objectives: D14, D15, D16, D17, D18, D21, D25, D26, D27, D28, D29, D30, D31, D35, D36, D37

DBAP 840: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: PEDIATRIC ANESTHESIA

This course introduces the basic and advanced concepts and techniques necessary for the provision of safe anesthesia in the OR/ procedure rooms for neonates, infants, children, and adolescents. Special consideration is given to mental and physical developmental benchmarks for this age group. Lectures will include specific aspects of pediatric airway management, anatomy & physiology, congenital heart disease, pharmacology, most common pediatric syndromes, caudal (regional) anesthesia, treatment of pediatric trauma and abuse.

Credits: 3.00

Learning D1, D3, D4, D5, D7, D8, D9, D10, D11, D13,

Objectives: D14, D15, D16, D17, D18, D21, D25, D26, D27, D28, D29, D30, D31, D35, D36, D37

DBAP 850: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: CARDIAC AND RESPIRATORY ANESTHESIA

This course presents anesthesia considerations for patients with a variety of cardiac lesions, including coronary artery disease, valve disease, hypertrophic cardiomyopathy, congenital cardiac disease and different forms of cardiomyopathy. Anesthesia techniques specifically tailored to meet the unique needs of each lesion are discussed, and monitoring strategies are considered. Surgical concerns for coronary artery bypass, valve repair/replacement, cardiac transplantation and non-cardiac surgery issues are covered. Vascular surgery in relationship to cardiac disease is reviewed, as well as many uncommon cardiac diseases.

Credits: 2.00

Learning D1, D3, D4, D5, D8, D9, D13, D14, D16, D17,

Objectives: D18, D19, D21, D22, D23, D25, D26, D29, D32, D35, D36, D37

DBAP 850: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: CARDIAC AND RESPIRATORY ANESTHESIA

This course explains and discusses pathophysiologic considerations in the respiratory patient with a variety of diseases, including asthma, COPD, pulmonary hypertension, pulmonary embolism, obstructive sleep apnea and restrictive lung diseases. These concepts are incorporated into clinical application by discussion of specific pathologic states, assessment of pulmonary function and anesthetic risk and optimization during the conduct of anesthesia. The course covers pathophysiologic considerations in the cardiac patient with a variety of diseases including hypertension, pericardial disease, valvular disease, and different cardiomyopathies. Anesthesia techniques meeting the unique needs of each disease are discussed, and monitoring strategies are considered. The course includes a double-lumen tube simulation experience that covers one and two-lung pulmonary mechanics, control of ventilation, shunt and trouble-shooting techniques.

Credits: 2.00

Learning D1, D3, D4, D5, D8, D9, D13, D14, D16, D17,

Objectives: D18, D19, D21, D22, D23, D25, D26, D29, D32, D35, D36, D37

**DBAP 850: ADVANCED PHYSIOLOGY &
PATHOPHYSIOLOGY: CARDIAC AND RESPIRATORY
ANESTHESIA**

This course explains and discusses pathophysiologic considerations in the respiratory patient with a variety of diseases, including asthma, COPD, pulmonary hypertension, pulmonary embolism, obstructive sleep apnea and restrictive lung diseases. These concepts are incorporated into clinical application by discussion of specific pathologic states, assessment of pulmonary function and anesthetic risk and optimization during the conduct of anesthesia. The course covers pathophysiologic considerations in the cardiac patient with a variety of diseases including hypertension, pericardial disease, valvular disease, and different cardiomyopathies. Anesthesia techniques meeting the unique needs of each disease are discussed, and monitoring strategies are considered. The course includes a double-lumen tube simulation experience that covers one and two-lung pulmonary mechanics, control of ventilation, shunt and trouble-shooting techniques.

Credits: 3.00

Learning Objectives: D1, D4, D13, D14, D17, D21, D23

**DBAP 850: ADVANCED PHYSIOLOGY &
PATHOPHYSIOLOGY: CARDIAC AND RESPIRATORY
ANESTHESIA**

This course explains and discusses pathophysiologic considerations in the respiratory patient with a variety of diseases, including asthma, COPD, pulmonary hypertension, pulmonary embolism, obstructive sleep apnea and restrictive lung diseases. These concepts are incorporated into clinical application by discussion of specific pathologic states, assessment of pulmonary function and anesthetic risk and optimization during the conduct of anesthesia. The course covers pathophysiologic considerations in the cardiac patient with a variety of diseases including hypertension, pericardial disease, valvular disease, and different cardiomyopathies. Anesthesia techniques meeting the unique needs of each disease are discussed, and monitoring strategies are considered. The course includes a double-lumen tube simulation experience that covers one and two-lung pulmonary mechanics, control of ventilation, shunt and trouble-shooting techniques.

Credits: 3.00

Learning Objectives: D1, D3, D4, D5, D8, D9, D13, D14, D16, D17, D18, D19, D21, D22, D23, D25, D26, D29, D32, D35, D36, D37

DBAP 850: ADVANCED PHYSIOLOGY & PATHOPHYSIOLOGY: CARDIAC AND RESPIRATORY ANESTHESIA

This course explains and discusses pathophysiologic considerations in the respiratory patient with a variety of diseases, including asthma, COPD, pulmonary hypertension, pulmonary embolism, obstructive sleep apnea and restrictive lung diseases. These concepts are incorporated into clinical application by discussion of specific pathologic states, assessment of pulmonary function and anesthetic risk and optimization during the conduct of anesthesia. The course covers pathophysiologic considerations in the cardiac patient with a variety of diseases including hypertension, pericardial disease, valvular disease, and different cardiomyopathies. Anesthesia techniques meeting the unique needs of each disease are discussed, and monitoring strategies are considered. The course includes a double-lumen tube simulation experience that covers one and two-lung pulmonary mechanics, control of ventilation, shunt and trouble-shooting techniques.

Credits: 3.00

Learning D1, D3, D4, D5, D8, D9, D13, D14, D16, D17,

Objectives: D18, D19, D21, D22, D23, D25, D26, D29, D32, D35, D36, D37

DEBP 810-830: EVIDENCE-BASED PRACTICE I-IV

DEBP 810: EVIDENCE-BASED PRACTICE I

This course is designed to introduce the purpose and components of the evidence-based process (EBP). Doctoral learners will gain a thorough understanding of EBP, with emphasis on the first three steps: (0) cultivate a spirit of inquiry, (1) formulate a compelling clinical PICOT question, and (2) search for the best evidence. Students will learn to embrace questioning attitudes and expected levels of uncertainty, as they explore clinical issues to determine problems relevant to anesthesiology. Knowledge and application of the EBP practice paradigm will be learned through reading, classroom lecture, applied technology and informatics, group discussion, skills practice, complex analysis, and peer feedback. Attained knowledge will be evidenced by development of PICOT format questions, evidence searches with reference lists, concept analyses, and digital poster projects.

Credits: 2.00

Learning D23, D26, D27, D30, D31, D32, D33, D34,

Objectives: D35, D37, D38, D40, D44, D45, D46, D47, D48, D49, D50

DEBP 810: EVIDENCE-BASED PRACTICE I

This course is designed to introduce the purpose and components of the evidence-based process (EBP). Doctoral learners will gain a thorough understanding of EBP, with emphasis on the first three steps: (0) cultivate a spirit of inquiry, (1) formulate a compelling clinical PICOT question, and (2) search for the best evidence. Students will learn to embrace questioning attitudes and expected levels of uncertainty, as they explore clinical issues to determine problems relevant to anesthesiology. Knowledge and application of the EBP practice paradigm will be learned through reading, classroom lecture, applied technology and informatics, group discussion, skills practice, complex analysis, and peer feedback. Attained knowledge will be evidenced by development of PICOT format questions, evidence searches with reference lists, concept analyses, and digital poster projects.

Credits: 2.00

Learning D23, D26, D27, D30, D31, D32, D33, D34,

Objectives: D35, D37, D38, D40, D44, D45, D46, D47, D48, D49, D50

DEBP 810: EVIDENCE-BASED PRACTICE I

This course is designed to introduce the purpose and components of the evidence-based process (EBP). Doctoral learners will gain a thorough understanding of EBP, with emphasis on the first three steps: (0) cultivate a spirit of inquiry, (1) formulate a compelling clinical PICOT question, and (2) search for the best evidence. Students will learn to embrace questioning attitudes and expected levels of uncertainty, as they explore clinical issues to determine problems relevant to anesthesiology. Knowledge and application of the EBP practice paradigm will be learned through reading, classroom lecture, applied technology and informatics, group discussion, skills practice, complex analysis, and peer feedback. Attained knowledge will be evidenced by development of PICOT format questions, evidence searches with reference lists, concept analyses, and digital poster projects.

Credits: 2.00

Learning D23, D26, D27, D30, D31, D32, D33, D34,

Objectives: D35, D37, D38, D40, D44, D45, D46, D47, D48, D49, D50

DEBP 810: EVIDENCE-BASED PRACTICE I

This course is designed to introduce the purpose and components of the evidence-based process (EBP). Doctoral learners will gain a thorough understanding of EBP, with emphasis on the first three steps: (0) cultivate a spirit of inquiry, (1) formulate a compelling clinical PICOT question, and (2) search for the best evidence. Students will learn to embrace questioning attitudes and expected levels of uncertainty, as they explore clinical issues to determine problems relevant to anesthesiology. Knowledge and application of the EBP practice paradigm will be learned through reading, classroom lecture, applied technology and informatics, group discussion, skills practice, complex analysis, and peer feedback. Attained knowledge will be evidenced by development of PICOT format questions, evidence searches with reference lists, concept analyses, and digital poster projects.

Credits: 2.00

Learning D23, D26, D27, D30, D31, D32, D33, D34,

Objectives: D35, D37, D38, D40, D44, D45, D46, D47, D48, D49, D50

DEBP 810: EVIDENCE-BASED PRACTICE I

This course is designed to introduce the purpose and components of the evidence-based process (EBP). Doctoral learners will gain a thorough understanding of EBP, with emphasis on the first three steps: (0) cultivate a spirit of inquiry, (1) formulate a compelling clinical PICOT question, and (2) search for the best evidence. Students will learn to embrace questioning attitudes and expected levels of uncertainty, as they explore clinical issues to determine problems relevant to anesthesiology. Knowledge and application of the EBP practice paradigm will be learned through reading, classroom lecture, applied technology and informatics, group discussion, skills practice, complex analysis, and peer feedback. Attained knowledge will be evidenced by development of PICOT format questions, evidence searches with reference lists, concept analyses, and digital poster projects.

Credits: 2.00

Learning D23, D26, D27, D30, D31, D32, D33, D34,

Objectives: D35, D37, D38, D40, D44, D45, D46, D47, D48, D49, D50

DEBP 820: EVIDENCE-BASED PRACTICE II

This course is designed to build upon DEBP 810 and further develop an understanding of the evidence-based process. DEBP 820 will include (2) searching for the best evidence, (3) critical appraisal of the evidence, and (4) integration of the evidence with clinical expertise. Through careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, examine human subject research and the IRB process, complete a literature review, critically appraise and synthesize the evidence, develop an evidence-based recommendation, and create a doctoral project proposal.

A study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nurse anesthesia profession, and affect health care policy is the focus. Emphasis is on the translation of research knowledge into practice through planned change processes and includes an in-depth study of the steps involved in implementing evidence-based practice. Activities are designed to facilitate development of the DNAP project.

Credits: 2.00

Learning D13, D14, D23, D26, D27, D30, D33, D34,

Objectives: D35, D36, D37, D44, D45, D46, D47, D48

DEBP 820: EVIDENCE-BASED PRACTICE II

This course is designed to build upon DEBP 810 and further develop an understanding of the evidence-based process. DEBP 820 will include (2) searching for the best evidence, (3) critical appraisal of the evidence, and (4) integration of the evidence with clinical expertise. Through careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, examine human subject research and the IRB process, complete a literature review, critically appraise and synthesize the evidence, develop an evidence-based recommendation, and create a doctoral project proposal.

A study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nurse anesthesia profession, and affect health care policy is the focus. Emphasis is on the translation of research knowledge into practice through planned change processes and includes an in-depth study of the steps involved in implementing evidence-based practice.

Activities are designed to facilitate development of the DNAP project.

Credits: 2.00

Learning D13, D14, D23, D26, D27, D30, D33, D34,

Objectives: D35, D36, D37, D44, D45, D46, D47, D48

DEBP 820: EVIDENCE-BASED PRACTICE II

This course is designed to build upon DEBP 810 and further develop an understanding of the evidence-based process. DEBP 820 will include (2) searching for the best evidence, (3) critical appraisal of the evidence, and (4) integration of the evidence with clinical expertise. Through careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, examine human subject research and the IRB process, complete a literature review, critically appraise and synthesize the evidence, develop an evidence-based recommendation, and create a doctoral project proposal.

A study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nurse anesthesia profession, and affect health care policy is the focus. Emphasis is on the translation of research knowledge into practice through planned change processes and includes an in-depth study of the steps involved in implementing evidence-based practice.

Activities are designed to facilitate development of the DNAP project.

Credits: 2.00

Learning D13, D14, D23, D26, D27, D30, D33, D34,

Objectives: D35, D36, D37, D44, D45, D46, D47, D48

DEBP 820: EVIDENCE-BASED PRACTICE II

This course is designed to build upon DEBP 810 and further develop an understanding of the evidence-based process. DEBP 820 will include (2) searching for the best evidence, (3) critical appraisal of the evidence, and (4) integration of the evidence with clinical expertise. Through careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, examine human subject research and the IRB process, complete a literature review, critically appraise and synthesize the evidence, develop an evidence-based recommendation, and create a doctoral project proposal.

A study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nurse anesthesia profession, and affect health care policy is the focus. Emphasis is on the translation of research knowledge into practice through planned change processes and includes an in-depth study of the steps involved in implementing evidence-based practice.

Activities are designed to facilitate development of the DNAP project.

Credits: 2.00

Learning D13, D14, D23, D26, D27, D30, D33, D34,

Objectives: D35, D36, D37, D44, D45, D46, D47, D48

DEBP 820 : EVIDENCE-BASED PRACTICE II

This course is designed to build upon DEBP 810 and further develop an understanding of the evidence-based process. DEBP 820 will include (2) searching for the best evidence, (3) critical appraisal of the evidence, and (4) integration of the evidence with clinical expertise. Through careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, examine human subject research and the IRB process, complete a literature review, critically appraise and synthesize the evidence, develop an evidence-based recommendation, and create a doctoral project proposal.

A study of critical analysis and utilization of research evidence to improve health care outcomes, advance the nurse anesthesia profession, and affect health care policy is the focus. Emphasis is on the translation of research knowledge into practice through planned change processes and includes an in-depth study of the steps involved in implementing evidence-based practice.

Activities are designed to facilitate development of the DNAP project.

Credits: 2.00

Learning D13, D14, D23, D26, D27, D30, D33, D34,

Objectives: D35, D36, D37, D44, D45, D46, D47, D48

DEBP 830: EVIDENCE-BASED PRACTICE III

This course is designed to build upon DEBP 820 and further develop an understanding for the evidence-based process. DEBP 830 will examine steps 5 and 6 of the evidence-based process: Step (5) evaluate the outcomes of practice change based on evidence and (6) disseminate the outcomes of the evidence-based practice change. Through the careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, complete a literature review, write a review of the literature, appraise the literature, write a proposal for a doctoral project, and present this proposal. This course focuses on the creation of a project, the development of a plan for implementation, and the development of a plan for evaluation to improve practice or healthcare outcomes. SRNAs will work in their groups under the direction of the course instructor to present their projects. It will be presented in a hybrid format (web-based and face-to-face) as a majority of work will be completed on the group's time.

Credits: 2.00

Learning D13, D14, D23, D26, D30, D31, D32, D33,

Objectives: D34, D35, D36, D34, D38, D41, D44, D45, D46, D47, D48, D49, D50

DEBP 830: EVIDENCE-BASED PRACTICE III

This course is designed to build upon DEBP 820 and further develop an understanding for the evidence-based process. DEBP 830 will examine steps 5 and 6 of the evidence-based process: Step (5) evaluate the outcomes of practice change based on evidence and (6) disseminate the outcomes of the evidence-based practice change. Through the careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, complete a literature review, write a review of the literature, appraise the literature, write a proposal for a doctoral project, and present this proposal. This course focuses on the creation of a project, the development of a plan for implementation, and the development of a plan for evaluation to improve practice or healthcare outcomes. SRNAs will work in their groups under the direction of the course instructor to present their projects. It will be presented in a hybrid format (web-based and face-to-face) as a majority of work will be completed on the group's time.

Credits: 2.00

Learning D13, D14, D23, D26, D30, D31, D32, D33,

Objectives: D34, D35, D36, D34, D38, D41, D44, D45, D46, D47, D48, D49, D50

DEBP 830: EVIDENCE-BASED PRACTICE III

This course is designed to build upon DEBP 820 and further develop an understanding for the evidence-based process. DEBP 830 will examine steps 5 and 6 of the evidence-based process: Step (5) evaluate the outcomes of practice change based on evidence and (6) disseminate the outcomes of the evidence-based practice change. Through the careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, complete a literature review, write a review of the literature, appraise the literature, write a proposal for a doctoral project, and present this proposal. This course focuses on the creation of a project, the development of a plan for implementation, and the development of a plan for evaluation to improve practice or healthcare outcomes. SRNAs will work in their groups under the direction of the course instructor to present their projects. It will be presented in a hybrid format (web-based and face-to-face) as a majority of work will be completed on the group's time.

Credits: 2.00

Learning D13, D14, D23, D26, D30, D31, D32, D33,

Objectives: D34, D35, D36, D34, D38, D41, D44, D45, D46, D47, D48, D49, D50

DEBP 830: EVIDENCE-BASED PRACTICE III

This course is designed to build upon DEBP 820 and further develop an understanding for the evidence-based process. DEBP 830 will examine steps 5 and 6 of the evidence-based process: Step (5) evaluate the outcomes of practice change based on evidence and (6) disseminate the outcomes of the evidence-based practice change. Through the careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, complete a literature review, write a review of the literature, appraise the literature, write a proposal for a doctoral project, and present this proposal. This course focuses on the creation of a project, the development of a plan for implementation, and the development of a plan for evaluation to improve practice or healthcare outcomes. SRNAs will work in their groups under the direction of the course instructor to present their projects. It will be presented in a hybrid format (web-based and face-to-face) as a majority of work will be completed on the group's time.

Credits: 2.00

Learning D13, D14, D23, D26, D30, D31, D32, D33,

Objectives: D34, D35, D36, D34, D38, D41, D44, D45, D46, D47, D48, D49, D50

DEBP 830: EVIDENCE-BASED PRACTICE III

This course is designed to build upon DEBP 820 and further develop an understanding for the evidence-based process. DEBP 830 will examine steps 5 and 6 of the evidence-based process: Step (5) evaluate the outcomes of practice change based on evidence and (6) disseminate the outcomes of the evidence-based practice change. Through the careful exploration of these steps, the doctoral learner will participate in group discussions, listen to lectures, complete a literature review, write a review of the literature, appraise the literature, write a proposal for a doctoral project, and present this proposal. This course focuses on the creation of a project, the development of a plan for implementation, and the development of a plan for evaluation to improve practice or healthcare outcomes. SRNAs will work in their groups under the direction of the course instructor to present their projects. It will be presented in a hybrid format (web-based and face-to-face) as a majority of work will be completed on the group's time.

Credits: 2.00

Learning D13, D14, D23, D26, D30, D31, D32, D33,

Objectives: D34, D35, D36, D34, D38, D41, D44, D45, D46, D47, D48, D49, D50

DEDU 830: INTRODUCTION TO THE NURSE ANESTHESIA PROFESSION

DEDU 830: INTRODUCTION TO THE NURSE ANESTHESIA PROFESSION

This course is designed to introduce the profession and professionalism of nurse anesthesia. A careful exploration of the history and practice of nurse anesthesia will develop foundational knowledge of the profession. Examination of concepts related to the professional role of a nurse anesthetist will include advocacy, emotional intelligence, scholarship, and wellness. Course learning will include multi-media methodology, guest lectures, and collaboration with peers.

Credits: 2.00

Learning D13, D23, D26, D30, D33, D34, D36,

Objectives: D37, D39, D41, D48

Delivery Format: Online

DEDU 830: INTRODUCTION TO THE NURSE ANESTHESIA PROFESSION

This course is designed to introduce the profession and professionalism of nurse anesthesia. A careful exploration of the history and practice of nurse anesthesia will develop foundational knowledge of the profession. Examination of concepts related to the professional role of a nurse anesthetist will include advocacy, emotional intelligence, scholarship, and wellness. Course learning will include multi-media methodology, guest lectures, and collaboration with peers.

Credits: 2.00

Learning D13, D23, D25, D26, D30, D33, D34, D36,

Objectives: D37, D39, D41, D48

Delivery Format: Online

DEDU 830: INTRODUCTION TO THE NURSE ANESTHESIA PROFESSION

This course is designed to introduce the profession and professionalism of nurse anesthesia. A careful exploration of the history and practice of nurse anesthesia will develop foundational knowledge of the profession. Examination of concepts related to the professional role of a nurse anesthetist will include advocacy, emotional intelligence, scholarship, and wellness. Course learning will include multi-media methodology, guest lectures, and collaboration with peers.

Credits: 2.00

Learning D13, D23, D26, D30, D33, D34, D36,

Objectives: D37, D39, D41, D48

Delivery Format: Online

DEDU 830: INTRODUCTION TO THE NURSE ANESTHESIA PROFESSION

This course is designed to introduce the profession and professionalism of nurse anesthesia. A careful exploration of the history and practice of nurse anesthesia will develop foundational knowledge of the profession. Examination of concepts related to the professional role of a nurse anesthetist will include advocacy, emotional intelligence, scholarship, and wellness. Course learning will include multi-media methodology, guest lectures, and collaboration with peers.

Credits: 2.00

Learning D13, D23, D26, D30, D33, D34, D36,

Objectives: D37, D39, D41, D48

Delivery Format: Online

DEDU 830 : INTRODUCTION TO THE NURSE ANESTHESIA PROFESSION

This course is designed to introduce the profession and professionalism of nurse anesthesia. A careful exploration of the history and practice of nurse anesthesia will develop foundational knowledge of the profession. Examination of concepts related to the professional role of a nurse anesthetist will include advocacy, emotional intelligence, scholarship, and wellness. Course learning will include multi-media methodology, guest lectures, and collaboration with peers.

Credits: 2.00

Learning D13, D23, D26, D30, D33, D34, D36,

Objectives: D37, D39, D41, D48

Delivery Format: Online

DEDU 840: HEALTHCARE POLICY, BUSINESS, AND LEGAL ISSUES

DEDU 840: HEALTHCARE POLICY, BUSINESS, AND LEGAL ISSUES

This course focuses on public policy issues and how they relate to the nurse anesthesia profession. It will include an examination of the process of policy formation within the health care industry including origin, implementation, and analysis. The student will critically analyze a policy issue relating to their Capstone Phenomenon of Interest (if appropriate) using the policy review model of Equity, Efficiency, and Effectiveness (3 E's). Students will be prepared to assume leadership and influence of health policy development and advocacy for the patient and profession.

Credits: 3.00

Learning D5, D13, D14, D23, D26, D30, D31, D32, D34,

Objectives: D35, D37, D38, D39, D40, D41, D42, D43, D44, D45, D46, D47, D48, D51

DEDU 840: HEALTHCARE POLICY, BUSINESS, AND LEGAL ISSUES

This course focuses on public policy issues and how they relate to the nurse anesthesia profession. It will include an examination of the process of policy formation within the health care industry including origin, implementation, and analysis. The student will critically analyze a policy issue relating to their Capstone Phenomenon of Interest (if appropriate) using the policy review model of Equity, Efficiency, and Effectiveness (3 E's). Students will be prepared to assume leadership and influence of health policy development and advocacy for the patient and profession.

Credits: 3.00

Learning D26, D27, D28, D32, D33, D34, D36, D37,

Objectives: D38, D40, D41, D42, D43, D44, D47, D51

DEDU 840: HEALTHCARE POLICY, BUSINESS, AND LEGAL ISSUES

This course focuses on public policy issues and how they relate to the nurse anesthesia profession. It will include an examination of the process of policy formation within the health care industry including origin, implementation, and analysis. The student will critically analyze a policy issue relating to their Capstone Phenomenon of Interest (if appropriate) using the policy review model of Equity, Efficiency, and Effectiveness (3 E's). Students will be prepared to assume leadership and influence of health policy development and advocacy for the patient and profession.

Credits: 3.00

Learning D26, D27, D28, D32, D33, D34, D36, D37,

Objectives: D38, D40, D41, D42, D43, D44, D47, D51

DEDU 840: HEALTHCARE POLICY, BUSINESS, AND LEGAL ISSUES

This course focuses on public policy issues and how they relate to the nurse anesthesia profession. It will include an examination of the process of policy formation within the health care industry including origin, implementation, and analysis. The student will critically analyze a policy issue relating to their Capstone Phenomenon of Interest (if appropriate) using the policy review model of Equity, Efficiency, and Effectiveness (3 E's). Students will be prepared to assume leadership and influence of health policy development and advocacy for the patient and profession.

Credits: 2.00

Learning D26, D27, D28, D32, D33, D34, D36, D37,

Objectives: D38, D40, D41, D42, D43, D44, D47, D51

DEDU 840: HEALTHCARE POLICY, BUSINESS, AND LEGAL ISSUES

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Credits: 2.00

Learning D26, D27, D28, D32, D33, D34, D36, D37,

Objectives: D38, D40, D41, D42, D43, D44, D47, D51

DEDU 850: QUALITY IMPROVEMENT FOR SAFETY AND WELLNESS IN PATIENT POPULATIONS

DEDU 850: QUALITY IMPROVEMENT FOR SAFETY AND WELLNESS IN PATIENT POPULATIONS

Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course prepares the student to use epidemiological strategies to examine patterns of illness or injury in groups of people as well as threats to patient safety. Concepts of health, risk, and disease causality are examined. Implications for development of data-based programs for disease/injury prevention, quality improvement directed at improving individuals and aggregates receiving anesthesia are discussed. Further exploration of Quality Improvement for aggregates and individuals receiving anesthesia is achieved by providing opportunities to analyze, synthesize, and apply knowledge of quality improvement and patient safety in anesthesia practice. The course examines the theoretical basis of human error, introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis resource management and monitoring systems in anesthesia practice.

Credits: 2.00

Learning D1, D2, D4, D5, D6, D7, D9, D10, D11, D13,

Objectives: D14, D16, D21, D22, D23, D26, D30, D32, D35, D36, D37, D38, D43, D44, D45, D46, D47, D49, D50

DEDU 850: QUALITY IMPROVEMENT FOR SAFETY AND WELLNESS IN PATIENT POPULATIONS

Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course prepares the student to use epidemiological strategies to examine patterns of illness or injury in groups of people as well as threats to patient safety. Concepts of health, risk, and disease causality are examined. Implications for development of data-based programs for disease/injury prevention, quality improvement directed at improving individuals and aggregates receiving anesthesia are discussed. Further exploration of Quality Improvement for aggregates and individuals receiving anesthesia is achieved by providing opportunities to analyze, synthesize, and apply knowledge of quality improvement and patient safety in anesthesia practice. The course examines the theoretical basis of human error, introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis resource management and monitoring systems in anesthesia practice.

Credits: 3.00

Learning D1, D2, D4, D5, D6, D7, D9, D10, D11, D13,

Objectives: D14, D16, D21, D22, D23, D26, D30, D32, D35, D36, D37, D38, D43, D44, D45, D46, D47, D49, D50

DEDU 850: QUALITY IMPROVEMENT FOR SAFETY AND WELLNESS IN PATIENT POPULATIONS

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Credits: 3.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D13,

Objectives: D14, D15, D16, D17, D18, D19, D21, D22, D23, D25, D26, D30, D31, D33, D34, D35, D36, D38, D44, D45, D46, D47

DEDU 850: QUALITY IMPROVEMENT FOR SAFETY AND WELLNESS IN PATIENT POPULATIONS

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Credits: 2.00

Learning D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D13,

Objectives: D14, D15, D16, D17, D18, D19, D21, D22, D23, D25, D26, D30, D31, D33, D34, D35, D36, D38, D44, D45, D46, D47

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Credits: 2.00

Learning Objectives: D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D13,

D14, D15, D16, D17, D18, D19, D21, D22, D23, D25, D26, D30, D31, D33, D34, D35, D36, D38, D44, D45, D46, D47

DEDU 860-890: CONCEPTS IN CLINICAL: APPLICATION & P ION & PRACTICE I- IV

DEDU 820: ETHICS, LEADERSHIP AND MULTICULTURAL HEALTHCARE IN NURSE ANESTHESIA

The course is introduced with a review of philosophical foundations of applied and professional ethics, including ethical decision making. Within nursing as a profession, and nurse anesthesia as a specialty within nursing, are found statements of ethical promises made to society over time. Members of these professions are expected to act according to these ethical promises. For Certified Registered Nurse Anesthetists, these promises are codified in the American Association of Nurse Anesthetists Code of Ethics. As advanced practice nurses, Certified Registered Nurse Anesthetists care for patients across the lifespan. The focus of the course will be related to ethical issues in nurse anesthesia practice and ethical practice issues across advanced nursing specialties. Multi- cultural variances will be a sub-focus in this course with readings and discussions to address the everchanging role of culture in society and the effects of culture in healthcare, patient care delivery, and patient preferences.

Credits: 2.00

Learning Objectives: D6, D13, D26, D30, D31, D32, D33, D35,

D40, D44

DEDU 820: ETHICS, LEADERSHIP AND MULTICULTURAL HEALTHCARE IN NURSE ANESTHESIA

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Credits: 3.00

Learning Objectives: D6, D13, D25, D26, D27, D31, D33, D35,

D36, D37, D44

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Credits: 3.00

Learning Objectives: D6, D13, D26, D30, D31, D32, D33, D35,

D40, D44

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Credits: 2.00

Learning Objectives: D6, D13, D26, D30, D31, D32, D33, D35, D40, D44

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Credits: 2.00

Learning Objectives: D6, D13, D26, D30, D31, D32, D33, D35, D40, D44

DEDU 860: CONCEPTS IN CLINICAL APPLICATION & PRACTICE I

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking will be emphasized during the review sessions. During each semester the students will be on campus for focused review sessions that will be facilitated by the faculty members. Review materials will include the use of APEX Anesthesia Review, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 860: SENIOR BOARD REVIEW I

This course series is designed to assist the student in preparation for the Self-Evaluation Exam (SEE) and for the National Certification Exam (NCE), by integrating didactic and clinical knowledge. Both of these exams are administered through the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). The primary review materials use APEX Anesthesia Review for studying and assessing knowledge.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

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This course series is designed to assist the student in preparation for the Self-Evaluation Exam (SEE) and for the National Certification Exam (NCE), by integrating didactic and clinical knowledge. Both of these exams are administered through the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). The primary review materials use APEX Anesthesia Review for studying and assessing knowledge.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

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This course series is designed to assist the student in preparation for the Self-Evaluation Exam (SEE) and for the National Certification Exam (NCE), by integrating didactic and clinical knowledge. Both of these exams are administered through the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). The primary review materials use APEX Anesthesia Review for studying and assessing knowledge.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 870: CONCEPTS IN CLINICAL: APPLICATION & PRACTICE II

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking will be emphasized during the review sessions. During each semester the students will be on campus for focused review sessions that will be facilitated by the faculty members. Review materials will include the use of APEX Anesthesia Review, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 870: SENIOR BOARD REVIEW II

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking is emphasized during the review sessions. During each semester the students are on campus for focused review sessions facilitated by the faculty members. Review materials include the use of approved online board review course, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 870: SENIOR BOARD REVIEW II

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking is emphasized during the review sessions. During each semester the students are on campus for focused review sessions facilitated by the faculty members. Review materials include the use of approved online board review course, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 870: SENIOR BOARD REVIEW II

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking is emphasized during the review sessions. During each semester the students are on campus for focused review sessions facilitated by the faculty members. Review materials include the use of approved online board review course, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 880: CONCEPTS IN CLINICAL: APPLICATION & PRACTICE III

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking will be emphasized during the review sessions. During each semester the students will be on campus for focused review sessions that will be facilitated by the faculty members. Review materials will include the use of APEX Anesthesia Review, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 880: SENIOR BOARD REVIEW III

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking will be emphasized during the review sessions. During each semester the students will be on campus for focused review sessions that will be facilitated by the faculty members. Review materials will include the use of APEX Anesthesia Review, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 880: CONCEPTS IN CLINICAL: APPLICATION & PRACTICE III

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking will be emphasized during the review sessions. During each semester the students will be on campus for focused review sessions that will be facilitated by the faculty members. Review materials will include the use of APEX Anesthesia Review, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 880: SENIOR BOARD REVIEW III

This course series is designed to assist the student in preparation for the national certification examination by integrating clinical and didactic knowledge. Application of information and critical thinking will be emphasized during the review sessions. During each semester the students will be on campus for focused review sessions that will be facilitated by the faculty members. Review materials will include the use of APEX Anesthesia Review, assigned readings, and comprehensive examinations.

Credits: 3.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 890: CONCEPTS IN CLINICAL APPLICATION & PRACTICE IV

This course is designed to assist the student with final preparation for the National Certification Exam (NCE) through the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). Online resources (APEX and Prodigy), are utilized this semester for studying and assessing your readiness for the NCE. The Apex password protected comprehensive exams, Prodigy exams, and the second SEE are used for determination of grades in the course. MTSA's required benchmark must be achieved this semester.

Credits: 6.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 890: SENIOR BOARD REVIEW IV

This final Senior Board Review course uses a digital learning platform to continue targeted preparation for the National Certification Exam (NCE) administered through the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). Review activities emphasize the synthesis of clinical and didactic content, with continued support from faculty-led sessions and adaptive online tools.

Credits: 4.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 890: SENIOR BOARD REVIEW IV

This course is designed to assist the student with final preparation for the National Certification Exam (NCE) through the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). Online resources (APEX and Prodigy), are utilized this semester for studying and assessing your readiness for the NCE. The Apex password protected comprehensive exams, Prodigy exams, and the second SEE are used for determination of grades in the course. MTSA's required benchmark must be achieved this semester.

Credits: 4.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DEDU 890: SENIOR BOARD REVIEW IV

This course is designed to assist the student with final preparation for the National Certification Exam (NCE) through the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). Online resources (APEX and Prodigy), are utilized this semester for studying and assessing your readiness for the NCE. The Apex password protected comprehensive exams, Prodigy exams, and the second SEE are used for determination of grades in the course. MTSA's required benchmark must be achieved this semester.

Credits: 4.00

Learning Objectives: D5, D6, D7, D13, D14, D18, D19, D20, D21, D22, D23, D24

DMAT 800: MATH FOR NURSE ANESTHETISTS

DMAT 800: MATH FOR NURSE ANESTHETISTS

This course will build upon the math skills developed in the undergraduate nursing program of study. Emphasis will be placed on dosage calculations, dilutions, ratios, and conversions as they relate to time, temperature, pressure, and concentration. Each concept will be taught as it relates to the practice of nurse anesthesia. Students will be required to calculate the administration dosages of medicines used in both general and regional anesthesia, for patients of all ages, body mass indexes, and physical conditions. Classroom time will be used to present various patient related scenarios, and students will learn to apply knowledge to clinical practice in decision making and problem solving.

Credits: 1.00

Learning Objectives: D13, D17, D20

Delivery Format: Online

DMEA 800: MACHINE & EQUIPMENT OF ANESTHESIA

DMEA 800: MACHINE & EQUIPMENT OF ANESTHESIA

This course provides a detailed orientation to anesthesia delivery systems. The goal of this course will be to give the learner in-depth anesthesia machine and equipment knowledge, that can then be applied in clinical training and practice. Topics covered in the course includes: anesthesia machines, gases, vaporizers, breathing circuits, ventilators, patient monitoring, airway equipment, provider vigilance, safety, and quality. This course spans one semester and is three credit hours.

Credits: 3.00

Learning Objectives: D1, D3, D13, D18, D19, D20, D21, D22, D23

DMEA 800: MACHINE & EQUIPMENT OF ANESTHESIA

This course provides a detailed orientation to anesthesia delivery systems. The goal of this course will be to give the learner in-depth anesthesia machine and equipment knowledge, that can then be applied in clinical training and practice. Topics covered in the course includes: anesthesia machines, gases, vaporizers, breathing circuits, ventilators, patient monitoring, airway equipment, provider vigilance, safety, and quality. This course spans one semester and is three credit hours.

Credits: 3.00

Learning Objectives: D1, D4, D13, D14, D17, D18, D19, D20, D21, D22, D23, D26, D29, D33, D35, D36

DMEA 800: MACHINE & EQUIPMENT OF ANESTHESIA

This course provides a detailed orientation to anesthesia delivery systems. The goal of this course will be to give the learner in-depth anesthesia machine and equipment knowledge, that can then be applied in clinical training and practice. Topics covered in the course includes: anesthesia machines, gases, vaporizers, breathing circuits, ventilators, patient monitoring, airway equipment, provider vigilance, safety, and quality. This course spans one semester and is three credit hours.

Credits: 3.00

Learning Objectives: D1, D4, D13, D14, D17, D18, D19, D20, D21, D22, D23, D26, D29, D33, D35, D36

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Credits: 3.00

Learning Objectives: D1, D4, D13, D14, D17, D18, D19, D20, D21, D22, D23, D26, D29, D33, D35, D36

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Credits: 3.00

Learning Objectives: D1, D4, D13, D14, D17, D18, D19, D20, D21, D22, D23, D26, D29, D33, D35, D36

DPCE 800: PHYSICS, CHEMISTRY, AND BIOCHEMISTRY FOR NURSE ANESTHESIA

DPCE 800: PHYSICS, CHEMISTRY, AND BIOCHEMISTRY FOR NURSE ANESTHESIA

This course relates the physical principles and laws of the universe to the science and practice of anesthesia. The student is then shown how the physical forces of matter and energy may be controlled, regulated, and applied in the form of scientific and efficient anesthesia administration. A review of drug related mathematics is a part of this class. Lectures, problem-solving coaching, active learning sessions, and worksheets will be used to ensure that students are capable of transferring what is learned in this class to their final performance evaluation.

Credits: 2.00

Learning Objectives: D13, D17, D19, D20

DPCE 800: PHYSICS, CHEMISTRY, AND BIOCHEMISTRY FOR NURSE ANESTHESIA

This course relates the physical principles and laws of the universe to the science and practice of anesthesia. The student is then shown how the physical forces of matter and energy may be controlled, regulated, and applied in the form of scientific and efficient anesthesia administration. A review of drug related mathematics is a part of this class. Lectures, problem-solving coaching, active learning sessions, and worksheets will be used to ensure that students are capable of transferring what is learned in this class to their final performance evaluation.

Credits: 2.00

Learning Objectives: D1, D3, D4, D9, D10, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D30, D35, D37

DPCE 800: PHYSICS, CHEMISTRY, AND BIOCHEMISTRY FOR NURSE ANESTHESIA

This course relates the physical principles and laws of the universe to the science and practice of anesthesia. The student is then shown how the physical forces of matter and energy may be controlled, regulated, and applied in the form of scientific and efficient anesthesia administration. A review of drug related mathematics is a part of this class. Lectures, problem-solving coaching, active learning sessions, and worksheets will be used to ensure that students are capable of transferring what is learned in this class to their final performance evaluation.

Credits: 2.00

Learning Objectives: D1, D3, D4, D9, D10, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D30, D35, D37

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Credits: 2.00

Learning Objectives: D1, D3, D4, D9, D10, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D30, D35, D37

DPCE 800: PHYSICS, CHEMISTRY, AND BIOCHEMISTRY FOR NURSE ANESTHESIA

This course relates the physical principles and laws of the universe to the science and practice of anesthesia. The student is then shown how the physical forces of matter and energy may be controlled, regulated, and applied in the form of scientific and efficient anesthesia administration. A review of drug related mathematics is a part of this class. Lectures, problem-solving coaching, active learning sessions, and worksheets will be used to ensure that students are capable of transferring what is learned in this class to their final performance evaluation.

Credits: 2.00

Learning Objectives: D1, D3, D4, D9, D10, D13, D14, D15, D16, D17, D18, D19, D20, D21, D22, D23, D30, D35, D37

DREL 800-810: RELIGION AND A CHRISTIAN WORLDVIEW I-II

DREL 800: RELIGION AND A CHRISTIAN WORLDVIEW I

These courses address the spiritual component of MTSA's philosophy that true education involves the growth of the spiritual, intellectual, and physical aspects of the student. The Religion 800 section includes lectures, reading, and discussion designed to help students explore their spiritual beliefs and how those beliefs will impact their professional life as nurse anesthetists.

Credits: 1.00

Learning Objectives: D6, D13, D34, D35, D39

DREL 800: RELIGION AND A CHRISTIAN WORLDVIEW I

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DREL 810: RELIGION AND A CHRISTIAN WORLDVIEW II

These courses address the spiritual component of MTSA's philosophy that true education involves the growth of the spiritual, intellectual, and physical aspects of the student. Religion 810 focuses on the personal impact of one's spiritual worldview and examines specific doctrines of Judeo-Christian beliefs through the frame of Seventh-day Adventist Theology. This gives the student the opportunity to deeply consider their own beliefs.

Credits: 1.00

Learning Objectives: D6, D13, D34, D35, D39

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