

**Graduate Nursing
Student Handbook
2023-2024**



**Otterbein University
Graduate Studies in Nursing**

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I.

**GRADUATE STUDIES IN NURSING:
DESCRIPTION**

DEPARTMENT OF NURSING

MISSION STATEMENT

The Department of Nursing is committed to quality nursing education that uses a holistic caring framework to promote quality and safe healthcare. Our mission encourages personal and professional development of faculty, staff, and students. An appreciation for diverse perspectives and humane values is central to the mission. Building on a liberal arts education and a strong science foundation, the goal of the Department of Nursing is to prepare lifelong learners who are committed to the profession, the community, and to meeting the changing health care needs of society

VALUES

We believe in:

- The value of lifelong learning that includes development of intellectual abilities and humane values.
- The integration of liberal arts with a strong science base as the foundation of quality nursing care.
- Holistic caring as the framework for nursing practice to promote health of clients of all ages and in all health conditions.
- Purposeful and reflective clinical experience as the basis for developing expert nurse clinicians.
- The value of diversity to the profession and learning community with multicultural sensitivity incorporated into delivery of health care.
- Service as an inherent component of professional nursing that will promote access to quality nursing care.
- Scholarship that includes inquiry and critical reasoning as necessary for development of nursing knowledge and evidence for delivery of nursing care.
- The value of using developing technology to enhance nursing practice.

PURPOSE OF THE GRADUATE PROGRAM

The purpose of the Otterbein University Graduate Nursing Program is to provide registered nurses the opportunity to synthesize knowledge and develop skills to use as a basis for advanced nursing practice as a transformational clinician, nurse executive, or nursing educator. The curricula enable graduate students to expand their mastery of the major undergraduate program concepts of person, society, health, and nursing.

PURPOSE OF THE DOCTOR OF NURSING PRACTICE DEGREE

The Doctor of Nursing Practice (DNP) Degree prepares expert advanced practice nurses and nurse executives to provide health care and leadership using a holistic caring framework in an increasingly complex environment. The curricula develop advanced practice nurses and nurse executives committed to scholarly, evidence-based practice, innovation, testing of care delivery models, and evaluation of health outcomes for the good of all members of society. The development of clinical, organizational, economic, and leadership skills to design, implement and evaluate programs of care delivery allows students to improve health outcomes and to transform health care. Students will gain knowledge and skill sets to promote positive health outcomes for individuals and populations, lead nursing and health care organizations, and influence health policy.

At the post-baccalaureate level, the advanced practice nursing majors (Family Nurse Practitioner, Nurse Anesthesia, and Psychiatric & Mental Health Nurse Practitioner) prepare graduates who apply the nursing process within a framework of caring to maximize the health potential of clients.

At the post-master's level, the Advanced Practice Nurse focus prepares nurses to develop additional competencies in direct practice. They assess, manage, and evaluate patients at the most independent level of clinical nursing practice. They make diagnostic and practice management decisions based on practice expertise and specialized knowledge. The Nurse Executive focus prepares nurses to concentrate on health systems as businesses, including macro financial management, cost/benefit analyses of innovation, and

the writing of business plans, which will allow graduates to be full partners with other health care professionals in redesigning health care.

PURPOSE OF THE MASTER OF SCIENCE IN NURSING DEGREE

The Master of Science in Nursing (MSN) degree recognizes the achievement of academic preparation for advanced practice nursing as a nurse practitioner, as long as the law allows.

HOLISTIC CARING TAPESTRY

Otterbein Nursing's Holistic Caring Tapestry comprises six components that are interdependent and interwoven into an educational framework for the graduate nursing program which integrates the mission, values, and purpose of the program.

Commitment:

- Dedication
- Quality & Safe Care
- Inquiring & Questioning
- Evidence-Based Practice
- Continuous Professional Development
- Present & Future Orientation
- Global Health

Compassion:

- Service
- Sensitivity & Empathy
- Human Dignity
- Embracing Diversity

Conscience:

- Altruism
- Advocacy
- Autonomy
- Accountability
- Integrity & Honesty
- Political Activism
- Social Justice

Confidence:

- Leadership
- Management
- Adaptability
- Nurse-Patient Relationship
- Collaborative Communication

Competence:

- Nursing Process
- Evidence-Based Practice
- Prioritization & Delegation
- Liberal Arts Foundation
- Science Foundation
- Research
- Clinical Reasoning & Critical Reasoning
- Theory Application
- Synthesis
- Cultural Competence
- Information Management & Patient Care Technology
- Creativity
- Reflection

Conduct:

- Professionalism & Leadership
- Accountability for Self & Delegated Care
- Pride & Enthusiasm
- Civility & Role Modeling
- Collaboration with Inter-professional Teams
- Self-Care
- Aesthetic & Art

Caring is a central theme and core of the nursing caring tapestry and is pivotal in all the activities that are associated with the art and science of nursing. Caring is a dynamic, multi-dimensional, and universal concept that enhances and preserves human dignity. Caring interventions contribute to health promotion, maintenance, and restoration to achieve the greatest potential for holistic well-being. Caring is guided by compassion, conscience, conduct, competence, confidence, and commitment where there is mutual trust and sound moral and ethical values. Caring for self and others involves self-awareness and belief in personal empowerment, and includes promoting academic and practice standards to ensure the quality of the profession.

Commitment is a pledge to integrate shared decision-making, quality, and safety components into holistic care. It is the affective ability needed to keep one's obligations congruent with one's desires and to guide choices related to one's trust and obligation to the profession of nursing. The dedication of the graduate is one of inquiry and questioning to constantly endeavor to strive toward providing the highest level of professional care. Commitment is made to lifelong professional development and to evidence-based practice. Commitment includes the attitudes of empowerment, advocacy, assertiveness, courage, self-responsibility, and accountability. Global health and sustainability will provide direction for the future endeavors in the delivery of patient care.

Compassion encompasses both the nurse's empathy for and connection with the patient/family and the nurse's ability to translate these affective characteristics into culturally sensitive care that embraces diversity and individualizes care for each patient. Preserving and promoting human dignity and autonomy are constant from birth until death.

Conscience involves knowledge, skills, and attitudes constituting an awareness of one's moral responsibility to self and others. Nurses need knowledge of ethical theory, legal principles, moral development, social justice, and self-determination theory. Conscience serves as a guide and provides insight into personal as well as values of diverse societies. Conscience will be evidenced by attitudes of open-mindedness, truth seeking, courage, examination of one's values, and respect for cultural beliefs and values of others, as well as social justice. Professional practice will be autonomous within the legal parameters of the nursing profession and will actively seek ways to enhance health for everyone.

Confidence implies a pervading belief or trust in one's self. It is a belief in one's abilities to accomplish a desired task within a caring relationship with: clients, students, faculty, nurses, and other healthcare professionals. Confidence is demonstrated by an assertive demeanor, verbalized positive regard for self and others, willingness to learn, empowerment, adaptability, and self-awareness. Collaborative communication is essential to an effective nurse-patient relationship. The graduate possesses skills that provide the basis for leadership and management within the context of patient-nurse relationships with advancement into larger realms of responsibility. Effective written, oral, electronic, and non-verbal communication is required of professional nurses.

Competence possesses the knowledge, judgment, skills, energy, experience, and motivation to fulfill the demands of professional practice. Competence builds on the liberal arts and science foundations as well as the knowledge and skill sets of nursing. It integrates reflective clinical and creative reasoning, theory application, collaboration, negotiations, and the nursing process, as well as prioritization and delegation of care. Competence begins with being inquisitive and willing to seek help and to provide help and builds from novice to expert. It requires lifelong professional development and a commitment to research and evidence-based practice. Cultural competence is sensitivity to culture, race, gender, and sexual orientation with the ability to provide holistic individualized care to every client. With competence, there is an ability to be creative in relationships, care, and critical analysis.

Conduct in the professional arena involves collaboration, professionalism, critical thinking, and communication. Collaborating with the transdisciplinary, interprofessional team is the ability to work with others for a common goal. There is a need to be responsive to a number of constituents, and skills needed include negotiation, communication, problem solving, role modeling, and critical thinking. Clear, assertive, and honest communication is necessary to establish and maintain caring human relationships that form the basis for professional nursing. Professionalism includes a respect for diversity, a positive response to change, and a belief in the positive benefits of self-care and health promotion. Critical thinking involves using nursing practice, theory, and research for professional decision making, and the pride and enthusiasm to be creative in approach to individualizing care.

ACCREDITATIONS

CCNE STATEMENT

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Otterbein University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

COA STATEMENT

The Nurse Anesthesia program is accredited by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, IL, 60068-4001. The telephone number is 847-692-7050.

UNIVERSITY ACCREDITATION

Otterbein University holds regional accreditation from The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 (800-621-7440; ncahlc.org).

Otterbein University is authorized to offer Baccalaureate, Masters and the Doctor of Nursing Practice degrees by the Ohio Department of Higher Education, 25 South Front Street, Columbus, OH 43215 (614-466-6000; ohiohighered.org).

II. GRADUATE STUDIES IN NURSING: CURRICULA

- **Doctor of Nursing Practice Degree**
 - Bachelor's Degree in Nursing to DNP Curriculum
 - Nurse Anesthesia Major
 - Family Nurse Practitioner Major, MSN included
 - Psychiatric & Mental Health Nurse Practitioner Major, MSN included
 - Master's Degree to DNP Curriculum
 - Advanced Practice Nurse Focus
 - Nurse Executive Focus

- **Master of Science in Nursing**
 - Post-Baccalaureate MSN
 - Family Nurse Practitioner Major
 - Psychiatric & Mental Health Nurse Practitioner Major

- **Post-Graduate Certificates**
 - Family Nurse Practitioner Certificate
 - Psychiatric & Mental Health Nurse Practitioner Certificate

Additional requirements and information for the BSN-to-DNP Nurse Anesthesia major are in the *Nurse Anesthesia Addendum to the Graduate Nursing Student Handbook*, available on the Nurse Anesthesia web presence in Blackboard.

DOCTOR OF NURSING PRACTICE (DNP) DEGREE

The Doctor of Nursing Practice (DNP) degree prepares expert advanced practice nurses and nurse executives to provide health care and leadership using a holistic caring framework in an increasingly complex environment. The curricula develop advanced practice nurses and nurse executives committed to scholarly evidence-based practice, innovation, testing of care delivery models, and evaluation of health outcomes for the good of all members of society. The development of clinical, organizational, economic, and leadership skills to design, implement and evaluate programs of care delivery allows students to positively impact health outcomes and to transform health care. Students will gain knowledge and skill sets to promote positive health outcomes for individuals and populations, lead nursing and health care organizations, and positively influence health policy.

CURRICULUM OBJECTIVES

Upon completion of a Doctor of Nursing Practice curriculum, the graduate will be able to:

1. Integrate nursing science with knowledge from the natural and social sciences as a basis for the highest level of nursing practice;
2. Provide organizational and systems leadership to improve patient and healthcare outcomes, through advocacy and implementation of management and quality improvement strategies;
3. Provide leadership for evidence-based practice, through translation of research for practice, dissemination of research findings, application of research findings, implementation of quality improvement methodologies, evaluation of practice outcomes and participation in collaborative research;
4. Demonstrate proficiency in the utilization and evaluation of information systems technology resources for knowledge application, management of individual and aggregate data and quality improvement;
5. Provide leadership in the analysis, development, implementation and evaluation of health care policies, congruent with advocacy for social justice, equity and ethics in global health care;
6. Employ effective communication collaboration and leadership skills with individuals, groups and teams to facilitate problem solving and team functioning for improvement in health care and health care delivery;
7. Analyze epidemiological, bio-statistical, environmental and other appropriate data for developing, implementing and evaluating clinical prevention and population health interventions;
8. Demonstrate advanced levels of clinical judgment in designing, implementing and evaluating therapeutic interventions to improve patient and/or healthcare outcomes;
9. Analyze the legal political, ethical economic and professional functions of the Advanced Practice Nurse or Nurse Executive; and
10. Integrate caring behaviors and patterns including cultural competence and attention to underserved regional and global individuals and groups.

CURRICULA

Entry into a Doctor of Nursing Practice curriculum is available to Registered Nurses prepared at the bachelor's degree, master's degree, or doctoral degree levels. All DNP curricula culminate in a comprehensive capstone experience which includes a translational change project.

Bachelor's Degree in Nursing to Doctor of Nursing Practice Curricula

Students who hold a bachelor's degree in nursing and wish to become an advanced practice nurse begin graduate-level coursework by following the curriculum for their desired advanced practice nursing major, that is, Family Nurse Practitioner, Psychiatric & Mental Health Nurse Practitioner, or Nurse Anesthesia. When the final scholarly project is completed and all requirements are met, the student is awarded the

Doctor of Nursing Practice degree. All BSN-to-DNP majors begin summer semester and courses are offered only once each academic year (Summer, Fall, or Spring).

For students in the nurse practitioner majors (FNP and PMHNP), when the requirements for the Master of Science in Nursing degree are met, students earn the MSN degree. Prior to completing the requirements for the DNP degree, they are then eligible to sit for a national-board certification exam in their major and, if the laws of the state in which they intend to practice allow, apply to their state Board of Nursing for licensure to practice. They then are licensed to practice at the advanced level to work as an APRN while completing requirements for the Doctor of Nursing Practice degree.

PMHNP students qualify to take the American Nurse Credentialing Center (ANCC) Certification Examination for Psychiatric/Mental Health Nurse Practitioners (Across the Lifespan). FNP students are prepared to sit for the ANCC Certification Examination for Family Nurse Practitioners and the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners. For national board certification to apply to a state board of nursing to practice as a family nurse practitioner, passing only one of these exams is required.

Master's Degree to Doctor of Nursing Practice Curricula

Students with a master's degree in nursing and who are advanced practice nurses can earn the Doctor of Nursing Practice degree with the Advanced Practice Nurse focus. Students who hold the combination of (a) a bachelor's degree in nursing, and (b) master's degree in nursing or in a health-related field, or the Master of Business Administration degree, can earn the Doctor of Nursing Practice degree with the Nurse Executive focus. The Advanced Practice Nurse focus enables already-practicing advanced practice nurses to develop additional competencies in direct practice. They make diagnostic and practice management decisions based on practice expertise and specialized knowledge. Students in the Advanced Practice Nurse focus must have completed graduate-level physical assessment, pathophysiology and pharmacology classes. The Nurse Executive focus prepares nurses to focus on health systems as businesses, including macro financial management, cost/benefit analyses of innovation, and the writing of business plans, preparing the DNP Nurse Executive graduates to be full partners with multidisciplinary teams of health care professionals in redesigning health care.

A Master's Degree to DNP student will be able to complete the curriculum in two years, taking two courses per semester or six credits as a full-time course of study. Courses are typically offered once per year and students should take the courses sequentially as indicated in the sample curricula. A part-time course of study is also available. All DNP Core Courses (NURS 7210 - NURS 7260) and DNP Project Courses (NURS 7920 - NURS 8000) are offered online with face-to-face meetings held via virtual meeting tools as needed. Classes may be offered as asynchronous (student access class content and respond to discussion on their own time schedule) or synchronous (all students must attend an online class or webinar at the same time).

Additional information on courses, pre-requisites, graduation requirements, admittance, retention, and assistive services for students can be found in the *Graduate Catalog* or on the *Graduate Nursing Program* website.

TIME LIMIT FOR COMPLETION OF THE DNP DEGREE.

After a student has been admitted to a DNP curriculum, continuous progress toward completion of the degree is expected. With consideration that issues can arise that will not permit full-time study, the time limit for completion is six (6) years, except for the Nurse Anesthesia major, which is four (4) years. The time limit is computed from the first date credit is recorded on the University's transcript until the curriculum requirements are completed.

Nurse practitioner majors completing the requirements for the MSN degree may request a DNP hiatus for up to four years before returning to complete the final DNP year. All students may petition for an

extension of the time limit. Petitions requesting a DNP hiatus or an extension of the time limit may be submitted to the Department of Nursing Curriculum Committee via email to the Department of Nursing. Extensions may be considered: (1) if any unusual circumstances beyond the control of the student caused failure to meet the time limit policy, and (2) contingent on space available in the current class.

GRADUATION REQUIREMENTS.

The graduation requirements for the DNP degree are specific to each major or focus. These requirements include:

- Successful completion of all required coursework (i.e., Science Core Courses, Specialty Didactic Courses, Specialty Clinical Courses, DNP Core Courses, and DNP Project Courses as specified for the individual curriculum and major)
 - Master's Degree to DNP: 35 semester hours
 - NA major: 101 semester hours
 - FNP major: 72 semester hours
 - PMHNP major: 83 semester hours
- Cumulative grade point-hour average (GPA) of at least 3.0
- Completion and documentation of required clinical practice hours (per curriculum and major)
- Completion and documentation of required clinical immersion hours (per curriculum and major)
- Completion and documentation of electronic portfolio (e-portfolio in Digication)
- Completion and documentation of DNP Final Scholarly Project and submission of upload form and DNP Final Scholarly Project Document (uploaded to the Digital Commons @ Otterbein and to OhioLink Electronic Theses and Dissertations, or ETD)
- Participation in a DNP End-of-Program Evaluation
- Completion and submission of an Application for Degree to the Registrar at least one semester prior to the term in which the degree is to be conferred; and
- Meet all outstanding financial requirements.

DOCTORAL CLINICAL PRACTICE HOURS.

Otterbein University has adopted *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006). The American Association of Colleges of Nursing, as outlined in *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) requires 1,000 hours of post-baccalaureate practice as part of a supervised academic program.

Each BSN-to-DNP major includes clinical hours for advanced practice nursing preparation. These hours count toward the student's Doctoral Clinical Practice Hours. If the number of hours achieved in the advanced practice nursing preparation of the student's major meets or exceeds the required 1,000 hours, the student is not required to complete additional hours. If the number of clinical hours in the student's advanced practice nursing preparation is fewer than 1,000 hours, the student must obtain additional Doctoral Clinical Practice Hours during the student's degree program.

Doctoral Clinical Practice Hours, also known as Clinical Immersion Hours, are designed individually to stretch each student to their fullest expression of the student learning outcomes of the DNP degree. They are not necessarily clinical hours in the sense of your pre-licensure preparation but can be completed as such.

Each Master's Degree to DNP student requires a gap analysis to be completed by the Director, Master's Degree to DNP majors to determine the number of Doctoral Clinical Practice Hours needed to be completed by that student for the DNP degree. The student will verify previously-completed supervised clinical hours by completing the *DNP Clinical Hours Claim Form* and submitting documentation of the hours completed in their post-baccalaureate programs within the first semester of their enrollment to the Director, Master's Degree to DNP majors. Documentation may include a letter from the director of the attended program, verification of national certification examination, course syllabi, or verification from the preceptor. A letter confirming the number of accepted practice hours will be sent to the student by the

end of the first enrolled semester. Master's Degree to DNP students with 700 or more hours of supervised practice hours earned past the bachelor's degree are expected to complete a minimum of 300 hours in a DNP curriculum at Otterbein University.

For all students requiring Doctoral Clinical Practice Hours in addition to their earned supervised practice hours, a plan to obtain hours will be individually developed in collaboration with Otterbein personnel. Although some hours are included in specific courses, most hours will be completed during the project implementation and evaluation phases in the last year of study. Doctoral Clinical Practice Hours are individualized for each student, and may take a variety of forms, from direct patient care to analysis of organizational needs. Examples include such experiences as continuing education focused on increasing student knowledge related to the project; clinical practice experiences with a preceptor; experiences with a legislator; an internship related to health policy and others. Although practice hours may occur in the student's workplace, the focus of the Doctoral Practice Hours must be beyond the student's current employment job duties.

Prior to beginning the Doctoral Clinical Practice Hours, if any, all health requirements must be current. They may not be allowed to expire during the term. A *Preceptor Arrangement Form* must be completed for each preceptor and submitted along with a copy of the preceptor's resume to Department of Nursing office. The preceptor, placement, and goals of the experience must be approved by the student's academic advisor and the Department of Nursing prior to the student initiating any Doctoral Clinical Practice Hours. Preceptors serve as an extension of faculty and assist in providing student learning opportunities and evaluation (See Policy: Preceptor).

Practice hours will be documented in a systematic format that will be maintained on the student's e-portfolio site as the *DNP Clinical Practice Hours Log*. The *DNP Clinical Practice Hours Log* includes:

- Goal of the experience and objectives
- Essential or course objective
- Preceptor
- Date
- Outcome and reflection of experience
- Hours achieved for that experience & cumulative hours

HEALTH REQUIREMENTS.

Students may not participate in any practice hours unless all health requirements are up-to-date and on file in the Department of Nursing. These requirements are due before the first day of class and include:

- Student Health Assessment including all immunizations or documentation of immunity on file as determined by the Department of Nursing.
 - two-step TB skin test
 - Polio (4 dates or equivalent)
 - MMR (2 dates)
 - Varicella (2 dates)
 - Annual Influenza
 - Hepatitis B (2 dates)
 - COVID-19
- Current American Heart Association BLS for health care providers certification (plus ACLS for the Nurse Anesthesia major).
- Completed Ohio background check (BCI) and if a Nurse Anesthesia Major or if not lived in Ohio for the past 5 years, completed FBI background check.
- 10-substance panel drug screen

All health requirements are submitted through an automated collection system. Students receive instructions for submitting health requirements upon admission and are responsible for keeping all requirements current.

REQUIRED EPORTFOLIO.

All students are responsible for completing an e-portfolio documenting their academic and practice path using the *DNP Template* in *Digication* accessible from the Otterbein University web presence. Information regarding creating the e-portfolio will be covered at orientation or early in the curriculum. The portfolio is a compilation of work completed by each student that demonstrates a synthesis of doctoral-level competencies. The e-portfolio is structured using the *Essentials* and DNP Curriculum Objectives as a framework and students will add artifacts from course work into the e-portfolio throughout the curriculum. The e-portfolio will also include the student professional resume, and reflections on how experiences in the DNP curriculum have facilitated meeting the DNP Curriculum Objectives and other major-specific artifacts. The final reflection includes a synthesis of the achievement of the DNP Curriculum Objectives as operationalized into the student's professional life and the impact on future directions.

DNP FINAL SCHOLARLY PROJECT

The DNP Final Scholarly Project is an evidence-based project that demonstrates synthesis of use of scientific nursing research, leadership, critical thinking, and practice as an advanced practice nurse or nurse executive. The project will be a faculty-guided scholarly process that demonstrates a systematic approach to change, knowledge development, and outcomes evaluation, and addresses identified needs of a group, population, or community. Projects may take a variety of forms but must clearly exemplify critical thinking at the doctoral level and appropriate use of scholarly methods to further the transformation of nursing practice. Project outcomes will be disseminated within the professional community demonstrating high standards of professional communication.

DNP Final Scholarly Projects will be based on *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and if applicable, the *Recommended Criteria for NP Scholarly Projects in the Practice Doctorate Program* (NONPF, 2007), the *Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate* (COA, 2022), and/or *Scholarly Work for Practice Doctorate Nurse Anesthesia Programs: Current State and Guidance* (COA, 2019). Examples of Otterbein DNP Final Scholarly Projects are available from the Digital Commons @ Otterbein, through the Courtright Memorial Library web presence.

POST-GRADUATE CERTIFICATES

The Post-Graduate Certificate provides the Registered Nurse educated with a master's or doctoral degree with the appropriate additional education and clinical experience in preparation for a national board certification as a nurse practitioner. Certificates are offered in two majors: Family Nurse Practitioner and Psychiatric & Mental Health Nurse Practitioner.

REQUIRED SCIENCE CORE COURSES

All nurse practitioner curricula require the student to have documented that they have taken courses in Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Health Assessment. Upon application for admission to a Post-Graduate Certificate program, students must demonstrate that they have had these courses prior to matriculation. If a student is unable to demonstrate that they have taken these courses, they will be required to complete them prior to starting courses in the certificate's major.

Furthermore, for initial licensure in Ohio as an Advanced Practice Nurse with prescriptive authority, the student must demonstrate that they have taken Advanced Pharmacology no later than 5 years prior to

applying for licensure. If the Advanced Pharmacology of record is older than 5 years, then the student is required to take Advanced Pharmacology prior to starting courses in the certificate's major.

TIME LIMIT FOR COMPLETION OF POST-GRADUATE CERTIFICATE.

After a student has been admitted to a Post-Graduate Certificate major, continuous progress toward completion of the certificate is expected. The time limit for completion of the certificate is three (3) years and is computed from the first date credit is recorded on the University's transcript until the certificate requirements are completed. All students may petition for an extension of the time limit. Petitions requesting an extension of the time limit may be submitted to the Department of Nursing Curriculum Committee via email to the Department of Nursin. Extensions may be considered: (1) if any unusual circumstances beyond the control of the student caused failure to meet the time limit policy, and (2) contingent on space available in the current class.

HEALTH REQUIREMENTS.

Students may not participate in any practice hours unless all health requirements are up-to-date and on file in the Department of Nursing. These requirements are due before the first day of class and include:

- Completion and submission of the Student Health Assessment form including all immunizations or documentation of immunity on file as determined by the Department of Nursing.
 - two-step TB skin test
 - Polio (4 dates or equivalent)
 - MMR (2 dates)
 - Varicella (2 dates)
 - Annual Influenza
 - Hepatitis B (2 dates)
 - COVID-19
- Current American Heart Association BLS for health care providers certification (plus ACLS for the Nurse Anesthesia major).
- Completed Ohio background check (BCI). If a Nurse Anesthesia Major or if not lived in Ohio for the past 5 years, a completed FBI background check.
- 10-substance panel drug screen

All health requirements are submitted through an automated collection system. Students receive instructions for submitting health requirements upon admission and are responsible for keeping all requirements current.

FAMILY NURSE PRACTITIONER CERTIFICATE

CURRICULUM.

The FNP major prepares the student for a role in primary care as an advanced practice nurse with the population focus across the lifespan. Students are prepared to sit for the American Nurses Credentialing Center (ANCC) Certification Examination for Family Nurse Practitioners and the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners. For national board certification to apply to a state board of nursing to practice as a family nurse practitioner, passing only one of these exams is required.

Students completing this curriculum are awarded a Certificate of Completion, which is not a graduate degree. As such, Post-Graduate Certificate students should check with a financial aid counselor about the applicability of student loans to this program.

CURRICULUM OBJECTIVES.

Upon completion of the Family Nurse Practitioner Post-Graduate Certificate, the student will:

1. Synthesize theories and research from the physical and behavioral sciences relevant to primary care advanced nursing practice.
2. Incorporate a caring framework in applying the nursing process with healthy families and those with acute or chronic problems.
3. Perform comprehensive health assessments utilizing a research-based practice, principles of problem-oriented data collection, concepts of epidemiology, therapeutic communication, history-taking skills, techniques of assessment and pertinent diagnostic data.
4. Interpret data to identify excesses, norms and deficits of individuals in a variety of health care settings.
5. Perform holistic, continuous, comprehensive and individualized primary health care to clients and families that includes anticipatory guidance appropriate for age/developmental status through the health/illness continuum.
6. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making with attention to safety, cost, invasiveness, simplicity, acceptability and efficacy.
7. Implement primary care management strategies with acute and chronic needs and problems.
8. Evaluate one's own performance in the independent, collaborative and multifaceted aspects of the advanced practice nursing role in primary care.
9. Examine the legal, political, ethical, financial and professional aspects of the nurse practitioner role.

FNP: Post-Graduate Certificate			
<p>Note: If student does not have the 3Ps (Adv Patho, Adv Pharm, & Adv Physical Assessment), they must be completed prior to beginning the certificate program. For first licensure in Ohio with prescriptive authority, Adv Pharm must be completed within five years of application for licensure.</p>			
2 YEARS			
	SUMMER	FALL	SPRING
YEAR 1	6810 Advanced Pathophysiology for the Advanced Practice Nurse (3) Hybrid	6820 Advanced Pharmacology for the Advanced Practice Nurse (3) Hybrid	6830 Advanced Physical & Health Assessment for the Advanced Practice Nurse (3) Hybrid 7510 Health Promotion for the Family Nurse Practitioner (3) Online
YEAR 2	7520 Procedures, Skills, & Prescribing for the Family Nurse Practitioner (3) Hybrid 7530 Common & Acute Illnesses for the Family Nurse Practitioner (5) Hybrid 150 Clinical Hours	7540 Complex & Chronic Illnesses for the Family Nurse Practitioner (6) Hybrid 200 Clinical Hours	7550 Advanced Practicum & the Family Nurse Practitioner Role (5) Hybrid 250 Clinical Hours Post-Graduate Certificate awarded
<p>For more information, visit www.otterbein.edu/gradnursing or call 614-623-1096.</p>			

PSYCHIATRIC & MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE

CURRICULUM

The PMHNP major prepares the student to assume a role as an advanced practice nurse with the population focus of psychiatric and mental health nursing across the lifespan. Students are prepared to sit for the American Nurses Credentialing Center (ANCC) Certification Examination for Psychiatric/Mental Health Nurse Practitioners.

Students completing this curriculum are awarded a Certificate of Completion, which is not a graduate degree. As such, Post-Graduate Certificate students should check with a financial aid counselor about the applicability of student loans to this program.

CURRICULUM OBJECTIVES

Upon completion of the Psychiatric & Mental Health Nurse Practitioner Post-Graduate Certificate, the student will:

1. Synthesize theories and research from the physical and behavioral sciences relevant to primary psychiatric and mental health advanced nursing practice.
2. Incorporate a caring framework in applying the nursing process with healthy families and those with acute or chronic psychiatric and mental health problems.
3. Perform comprehensive health assessments utilizing a research-based practice, principles of problem-oriented data collection, concepts of epidemiology, therapeutic communication, history-taking skills, techniques of assessment and pertinent diagnostic data.
4. Interpret data to identify excesses, norms and deficits of individuals in a variety of health care settings.
5. Perform holistic, continuous, comprehensive, and individualized primary psychiatric and mental health care to clients and families that includes anticipatory guidance appropriate for age/developmental status through the health/illness continuum.
6. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making with attention to safety, cost, invasiveness, simplicity, acceptability and efficacy.
7. Implement primary psychiatric and mental health care management strategies with acute and chronic needs and problems.
8. Evaluate one's own performance in the independent, collaborative and multifaceted aspects of the advanced practice nursing role in primary psychiatric and mental health care.
9. Examine the legal, political, ethical, financial and professional aspects of the nurse practitioner role.

PMHNP: Post-Graduate Certificate



Note: If student does not have the 3Ps (Adv Patho, Adv Pharm, & Adv Physical Assessment), they must be completed prior to beginning the certificate program. For first licensure in Ohio with prescriptive authority, Adv Pharm must be completed within five years of application for licensure.

2 YEARS			
	SUMMER	FALL	SPRING
YEAR 1	7310 Psychopharmacology & Prescribing (3) 7320 Neurobiology & Psychopathology (3)	7330 Psychiatric Diagnosis & Management: Adults (3) 7340 Systems Interventions: Individual's & Families (3)	7350 Psychiatric Diagnosis & Management: Children (3) 7410 Advanced Practice Psychiatric & Mental Health Nursing: The Role in Health Delivery & Promotion (4)
YEAR 2	7420 Clinical Psychiatric Internship I (3) 145 Clinical Hours	7430 Clinical Psychiatric Internship II (6) 145 Clinical Hours	7440 Clinical Psychiatric Internship III (5) 290 Clinical Hours <i>Post-Graduate Certificate awarded</i>

For more information, visit www.otterbein.edu/gradnursing or call 614-825-1096.

MASTER OF SCIENCE IN NURSING (MSN) DEGREE

The Master of Science in Nursing (MSN) degree at Otterbein gives registered nurses the opportunity to synthesize knowledge and develop skills to use as a basis for advanced nursing practice as a transformational clinician.

- Students who **enrolled before Summer 2019 in the MSN curriculum** (no longer accepting applications) earn the **MSN degree** upon completion of the degree requirements with a major in either Nurse Anesthesia or Family Nurse Practitioner. They will be afforded the ability to complete their MSN curriculum or its equivalent within the 6-year time limit.
- Students who **enrolled before Summer 2019 in the Associate's Degree in Nursing to MSN (FNP or PMHNP major) curriculum** (no longer accepting applications) earn the **MSN degree** upon completion of the degree requirements with a major in either Family Nurse Practitioner or Psychiatric & Mental Health Nurse Practitioner. They will be afforded the ability to complete their MSN curriculum or its equivalent within the 6-year time limit.
- Students who **enrolled beginning Summer 2019 in the Bachelor's Degree in Nursing to DNP (FNP or PMHNP major) curriculum or the Associate's Degree in Nursing to DNP (FNP or PMHNP major) curriculum** (no longer accepting applications) earn the MSN degree upon completion of the degree requirements with major in either Family Nurse Practitioner or Psychiatric & Mental Health Nurse Practitioner before completing the DNP Final Scholarly Project to earn the Doctor of Nursing Practice degree. They will be afforded the ability to complete their MSN curriculum or its equivalent within the 6-year time limit.

Note: Numbers for graduate nursing courses changed beginning Summer 2019. If you began a graduate nursing degree before Summer 2019, work with your academic advisor to make sure you are counting your courses correctly and that you are taking the correctly numbered courses to complete your program.

TIME LIMIT FOR COMPLETION OF THE MASTER OF SCIENCE IN NURSING DEGREE.

After a student has been admitted to a DNP major that includes a Master of Science in Nursing (MSN) degree, continuous progress toward completion of the degree is expected. The time limit for completion of the degree is six (6) years and is computed from the first date credit is recorded on the University's transcript until the degree requirements are completed. All students may petition for an extension of the time limit. Petitions requesting an extension of the time limit may be submitted to the Department of Nursing Curriculum Committee via email to the Department of Nursing. Extensions may be considered: (1) if any unusual circumstances beyond the control of the student caused failure to meet the time limit policy, and (2) contingent on space available in the current class.

HEALTH REQUIREMENTS.

Students may not participate in any practice hours unless all health requirements are up-to-date and on file in the Department of Nursing. These requirements are due before the first day of class and include:

- Completion and submission of the Student Health Assessment form including all immunizations or documentation of immunity on file as determined by the Department of Nursing.
 - two-step TB skin test
 - Polio (4 dates or equivalent)
 - MMR (2 dates)
 - Varicella (2 dates)
 - Annual Influenza
 - Hepatitis B (2 dates)
 - COVID-19
- Current American Heart Association BLS for health care providers certification.

- Completed Ohio background check (BCI). If not lived in Ohio for the past 5 years, a completed FBI background check.
- 10-substance panel drug screen

All health requirements are submitted through an automated collection system. Students receive instructions for submitting health requirements upon admission and are responsible for keeping all requirements current.

CURRICULUM OBJECTIVES

Upon completion of the Master of Science in Nursing curriculum, the graduate will be able to:

1. Synthesize knowledge from nursing and relevant fields of study as a basis for an advanced nursing role.
2. Use the nursing process to perform the independent, collaborative and multifaceted functions of an advanced nursing role to optimize health care outcomes.
3. Demonstrate critical thinking when making decisions regarding the delivery of quality, cost effective, culturally relevant health care to individuals or populations including the vulnerable or underserved.
4. Analyze the legal, political, ethical, social, financial and professional functions of advanced nursing roles.
5. Examine health issues, health care delivery systems, including informatics and the implications for nursing.
6. Provide nursing leadership through advocacy and change management within the health care delivery system in advanced nursing roles.
7. Integrate caring behaviors and patterns into advanced nursing roles.
8. Apply the body of nursing knowledge through systematic inquiry, professional standards of care and evidence-based practice.

FAMILY NURSE PRACTITIONER MAJOR

The FNP major prepares the student for a role in primary care as an advanced practice nurse with the population focus across the lifespan. Students are prepared to sit for the American Nurses Credentialing Center (ANCC) Certification Examination for Family Nurse Practitioners and the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners. For national board certification to apply to a state board of nursing to practice as a family nurse practitioner, passing only one of these exams is required.

In addition to meeting the objectives of the Master of Science in Nursing curriculum, graduates with the Family Nurse Practitioner major will be able to:

1. Synthesize theories and research from the physical and behavioral sciences relevant to primary care advanced nursing practice.
2. Incorporate a caring framework in applying the nursing process with healthy families and those with acute or chronic problems.
3. Perform comprehensive health assessments utilizing a research-based practice, principles of problem-oriented data collection, concepts of epidemiology, therapeutic communication, history-taking skills, techniques of assessment and pertinent diagnostic data.
4. Interpret data to identify excesses, norms and deficits of individuals in a variety of health care settings.
5. Perform holistic, continuous, comprehensive and individualized primary health care to clients and families that includes anticipatory guidance appropriate for age/developmental status through the health/illness continuum.
6. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making with attention to safety, cost, invasiveness, simplicity, acceptability and efficacy.
7. Implement primary care management strategies with acute and chronic needs and problems.

8. Evaluate one's own performance in the independent, collaborative and multifaceted aspects of the advanced practice nursing role in primary care.
9. Examine the legal, political, ethical, financial and professional aspects of the nurse practitioner role.

The curriculum of the FNP major is designed with a core component and a clinical component. The core component courses in epidemiology, leadership and advocacy, and health promotion. The clinical component includes courses in wellness, acute/common illnesses, complex/chronic illnesses and skills courses as well as transition to role practice immersion course.

Master of Science in Nursing Degree Program - FNP Major Sample Plan of Study

FNP: BSN to MSN in 2 Years			
Our flexible program completion pathways let you choose a timeline that works for you. You can even take a break after you complete the MSN and come back for your DNP at a later date. Graduates who wish to begin practicing upon earning their MSN degree may return within five years to complete their DNP.			
			
MSN			
	SUMMER	FALL	SPRING
YEAR 1	7220 Evidence-Based Practice & Informatics for the Doctor of Nursing Practice (3) Online 6810 Advanced Pathophysiology for the Advanced Practice Nurse (3) Hybrid	7230 Biostatistics & Epidemiology for the Doctor of Nursing Practice (3) Online 6820 Advanced Pharmacology for the Advanced Practice Nurse (3) Hybrid	7260 Leadership for the Doctor of Nursing Practice (3) Online 6830 Advanced Physical & Health Assessment for the Advanced Practice Nurse (3) Hybrid 7510 Health Promotion for the Family Nurse Practitioner (3) Online
YEAR 2	7520 Procedures, Skills, & Prescribing for the Family Nurse Practitioner (3) Hybrid 7530 Common & Acute Illnesses for the Family Nurse Practitioner (5) Hybrid 150 Clinical Hours	7540 Complex & Chronic Illnesses for the Family Nurse Practitioner (6) Hybrid 200 Clinical Hours	7550 Advanced Practicum & the Family Nurse Practitioner Role (5) Hybrid 250 Clinical Hours MSN awarded
For more information, visit www.otterbein.edu/gradnursing or call 614-623-1096.			

PSYCHIATRIC & MENTAL HEALTH NURSE PRACTITIONER (PMHNP) MAJOR.

The PMHNP major prepares the graduate to assume a role as an advanced practice nurse with the population focus of psychiatric and mental health nursing across the lifespan. Students are prepared to sit for the American Nurses Credentialing Center (ANCC) Certification Examination for Psychiatric/Mental Health Nurse Practitioners.

In addition to meeting the objectives of the Master of Science in Nursing curriculum, graduates of the Psychiatric & Mental Health Nurse Practitioner major will be able to:

1. Synthesize theories and research from the physical and behavioral sciences relevant to primary care advanced nursing practice.
2. Incorporate a caring framework in applying the nursing process with healthy families and those with acute or chronic psychiatric or mental health problems.
3. Perform comprehensive health assessments utilizing a research-based practice, principles of problem-oriented data collection, concepts of epidemiology, therapeutic communication, history-taking skills, techniques of assessment and pertinent diagnostic data.
4. Interpret data to identify excesses, norms and deficits of individuals in a variety of health care settings.
5. Perform holistic, continuous, comprehensive and individualized primary health care to clients and families that includes anticipatory guidance appropriate for age/developmental status through the health/illness continuum.
6. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making with attention to safety, cost, invasiveness, simplicity, acceptability and efficacy.

7. Implement primary care management strategies with acute or chronic psychiatric or mental health problems.
8. Evaluate one's own performance in the independent, collaborative and multifaceted aspects of the advanced practice nursing role in primary care.
9. Examine the legal, political, ethical, financial and professional aspects of the nurse practitioner role.

The PMHNP curriculum comprises (1) Science Core courses, (2) APRN Core courses, (3) PMHNP Didactic Courses, and (4) PMHNP Clinical Courses. All courses or their equivalents are required.

Master of Science in Nursing Degree Program - PMHNP Major Sample Plan of Study

PMHNP: MSN in 3 Years			
Our flexible program completion pathways let you choose a timeline that works for you. You can even take a break after you complete the MSN and come back for your DNP at a later date. Graduates who wish to begin practicing upon earning their MSN degree may return within five years to complete their DNP.			
OTTERBEIN UNIVERSITY GRADUATE NURSING			
MSN			
	SUMMER	FALL	SPRING
YEAR 1	6830 Advanced Pathophysiology for the Advanced Practice Nurse (3) 7210 Knowledge Building for the Doctor of Nursing Practice (3) 7220 Evidence-Based Practice & Informatics for the Doctor of Nursing Practice (3)	6820 Advanced Pharmacology for the Advanced Practice Nurse (3) 7230 Biostatistics & Epidemiology for the Doctor of Nursing Practice (3) 7240 Quality Practice for the Doctor of Nursing Practice (3)	6830 Advanced Physical & Health Assessment for the Advanced Practice Nurse (3) 7250 Policy & Politics for the Doctor of Nursing Practice (3) 7260 Leadership for the Doctor of Nursing Practice (3)
YEAR 2	7310 Psychopharmacology & Prescribing (3) 7320 Neurobiology & Psychopathology (3)	7330 Psychiatric Diagnosis & Management: Adults (3) 7340 Systems Interventions: Individuals & Families (3)	7350 Psychiatric Diagnosis & Management: Children (3) 7400 Advanced Practice Psychiatric & Mental Health Nursing: The Role in Health Delivery & Promotion (4)
YEAR 3	7420 Clinical Psychiatric Internship I (3) 145 Clinical Hours	7430 Clinical Psychiatric Internship II (3) 145 Clinical Hours	7440 Clinical Psychiatric Internship III (3) 290 Clinical Hours MSN awarded

For more information, visit www.otterbein.edu/gradnursing or call 614-621-7096.

NURSE ANESTHESIA (NA) MAJOR (NOT ACCEPTING APPLICATIONS.)

The overall objectives of the nurse anesthesia major are to prepare graduates with the knowledge, skills, and competencies in advanced sciences, perianesthetic management, patient safety, critical thinking, and communication to fulfill their professional responsibilities as Certified Registered Nurse Anesthetists.

In addition to meeting the objectives of the Master of Science in Nursing Graduate Program, graduates of the Nurse Anesthesia major will be able to:

1. Integrate patient safety principles into all phases of anesthesia management.
2. Design, administer, and manage patient-specific anesthesia care for individuals of all ages and physical conditions undergoing a variety of elective and non-elective surgical and diagnostic procedures.
3. Demonstrate competency in utilizing a variety of anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia services.
4. Use critical thinking to anticipate and solve problems, make decisions and apply knowledge from the sciences of nurse anesthesia practice.
5. Use effective written, verbal, and nonverbal skills to communicate with patients, families and other healthcare providers in the delivery of anesthesia services.
6. Assume responsibility and accountability for professional actions and interact with integrity in the delivery of patient care.
7. Analyze information from a variety of sources and apply evidence to nurse anesthesia practice based on sound principles.

**Master of Science in Nursing Degree Program - NA Major
Sample Plan of Study**

	Spring 1 (15 credits)	Summer 1 (12 credits)	Fall 1 (13 credits)
Year One	NURS 5010 Anatomy & Physiology for Nurse Anesthesia (3) NURS 5310-OL Advanced Pharmacology (3) NURS 6716 Basic Principles of Nurse Anesthesia I (4) NURS 6717 Pharmacology for Nurse Anesthesia (4) NURS 6718 Nurse Anesthesia Laboratory Practicum (1)	NURS 6726 Basic Principles of Nurse Anesthesia II (4) NURS 5210-OL Epidemiology & Healthy Populations (3) NURS 5320 Advanced Health Assessment (3) NURS 6729 Nurse Anesthesia Clinical Practicum I (2)	NURS 6736 Advanced Principles of Nurse Anesthesia I (4) NURS 5330-OL Advanced Pathophysiology (3) NURS 6739 Nurse Anesthesia Clinical Practicum II (3) NURS 5230-OL Leadership and Advocacy in Policy & Healthcare Organizations (3)
	Spring 2 (13credits)	Summer 2 (6 credits)	Fall 2 (6 credits)
Year Two	NURS 6746 Advanced Principles of Nurse Anesthesia II (4) NURS 6749 Nurse Anesthesia Clinical Practicum III (4) NURS 5220-OL Evidence Based Practice & Informatics (3) NURS 6747 Advanced Practice Anesthesia Nursing: The Role in Health Delivery (2)	NURS 6759 Advanced Practicum in Nurse Anesthesia I (6)	NURS 6769 Advanced Practicum in Nurse Anesthesia II (6)
	Spring 3 (6 credits)		
Year Three	NURS 6779 Advanced Practicum in Nurse Anesthesia III (6)		Total: 71 semester hours

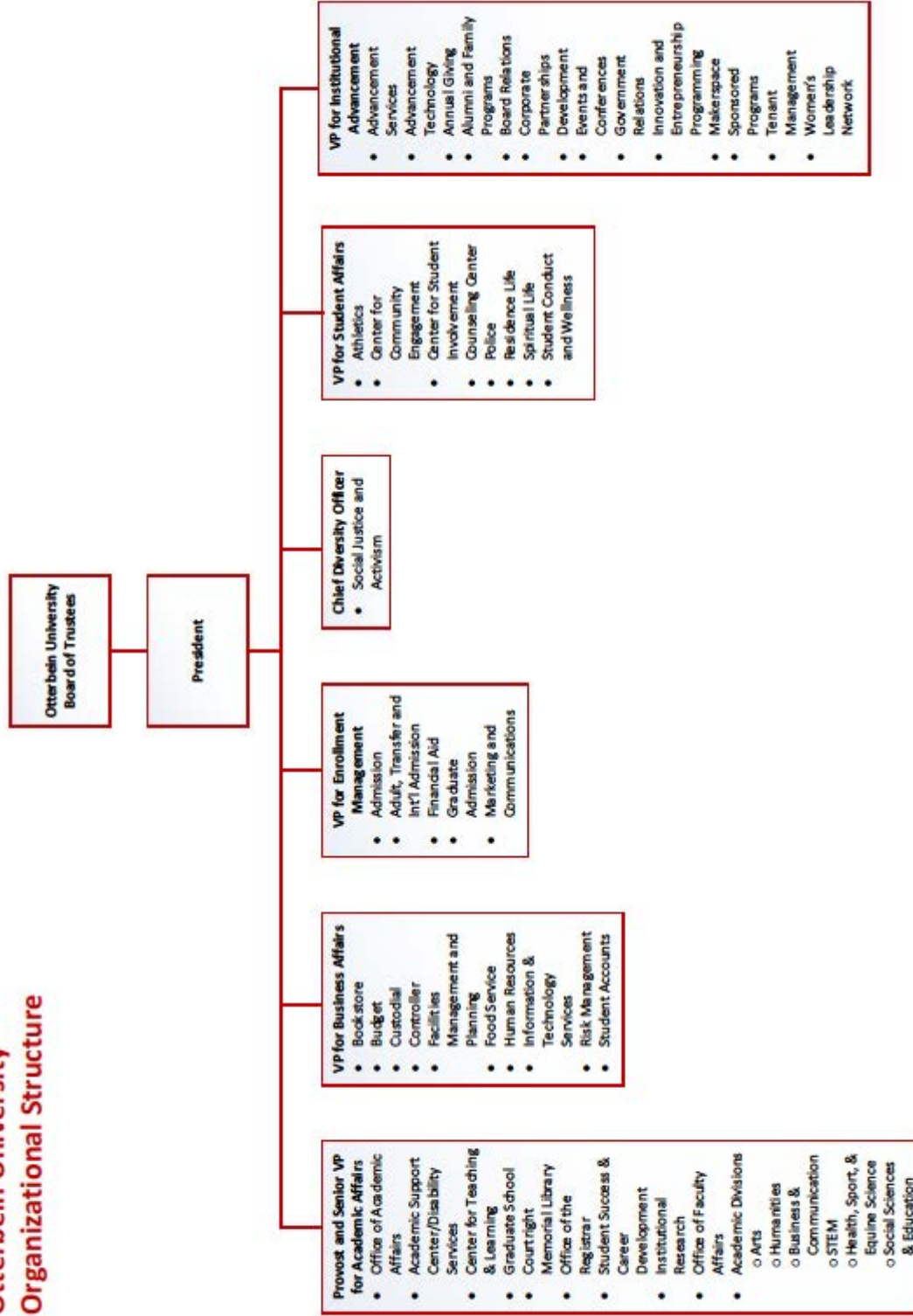
Note: Clinical Practicum Courses – 1 credit = 1 OR day (the Advanced Practicum courses will have 1 semester hour worth of seminar each semester). All courses required or equivalent.

Additional requirements specific to the NA program are in the *Nurse Anesthesia Addendum to the Graduate Nursing Student Handbook*.

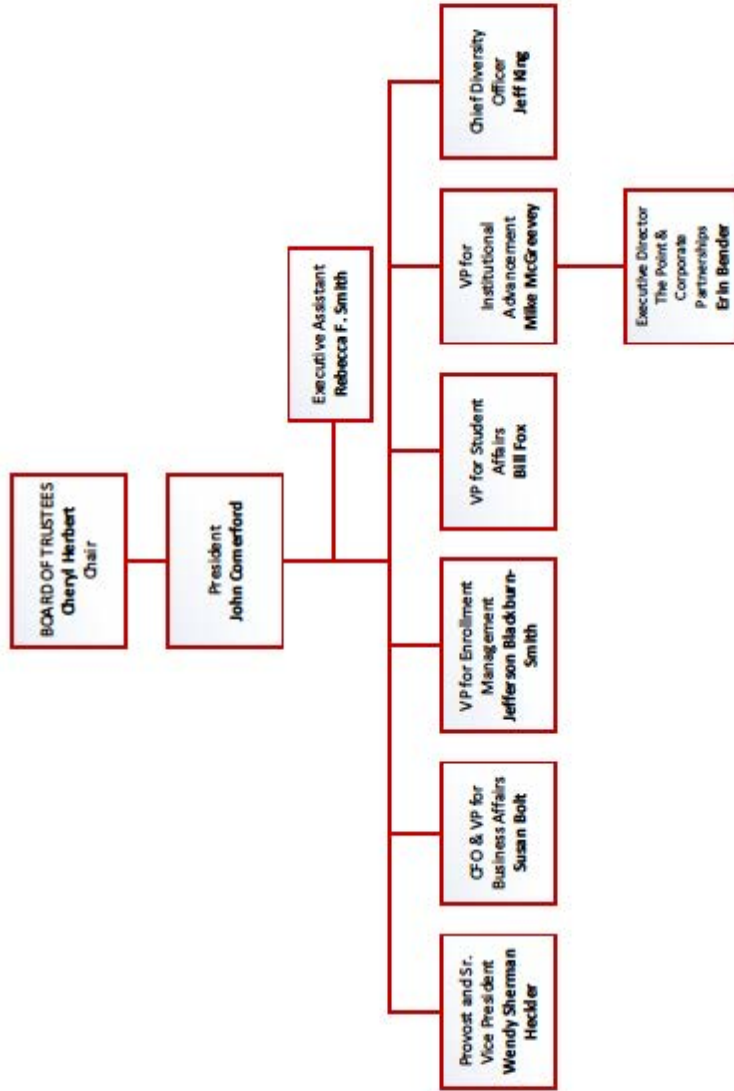
III.

GRADUATE STUDIES IN NURSING: ORGANIZATIONAL STRUCTURE

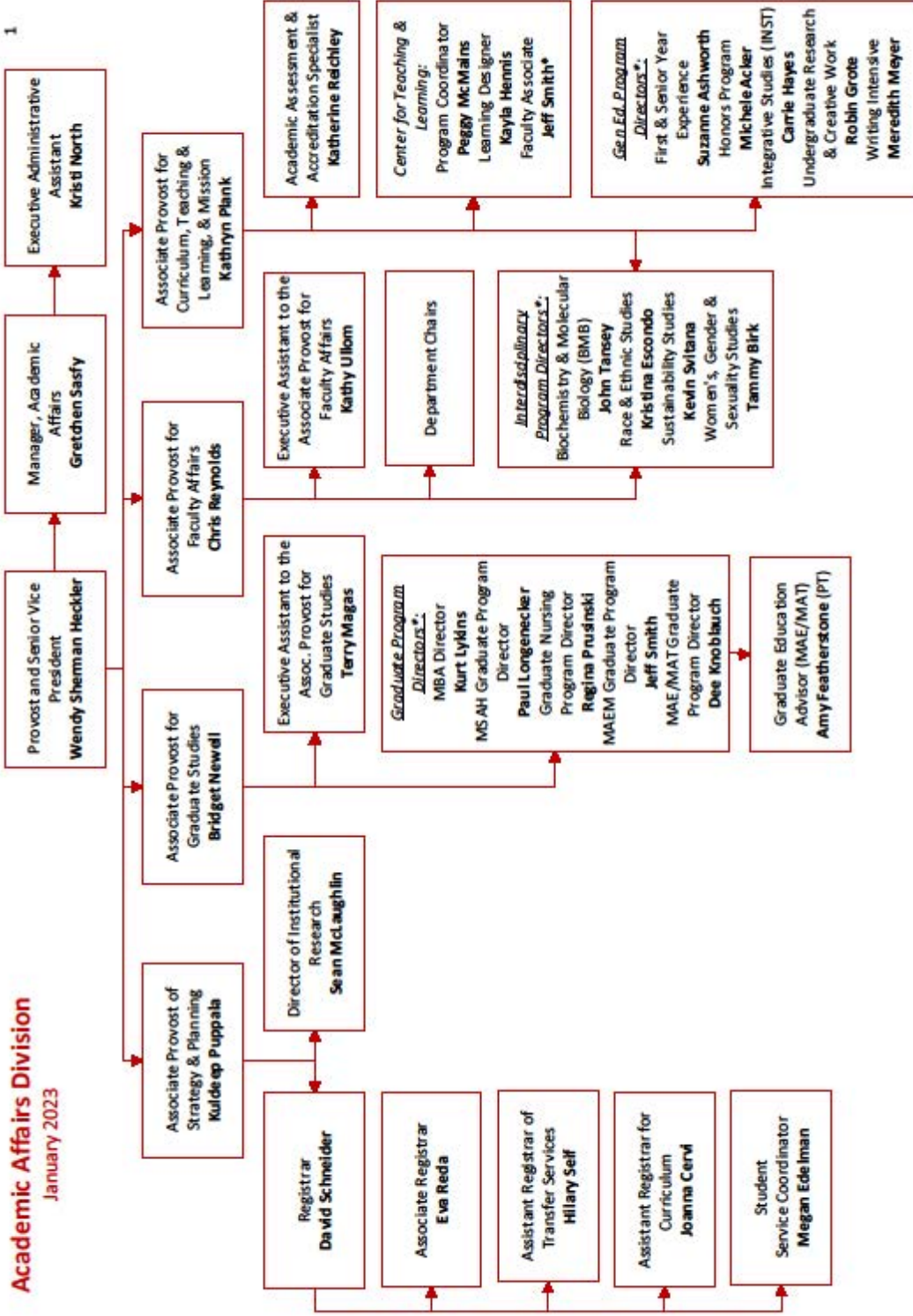
Otterbein University Organizational Structure



Office of the President Cabinet

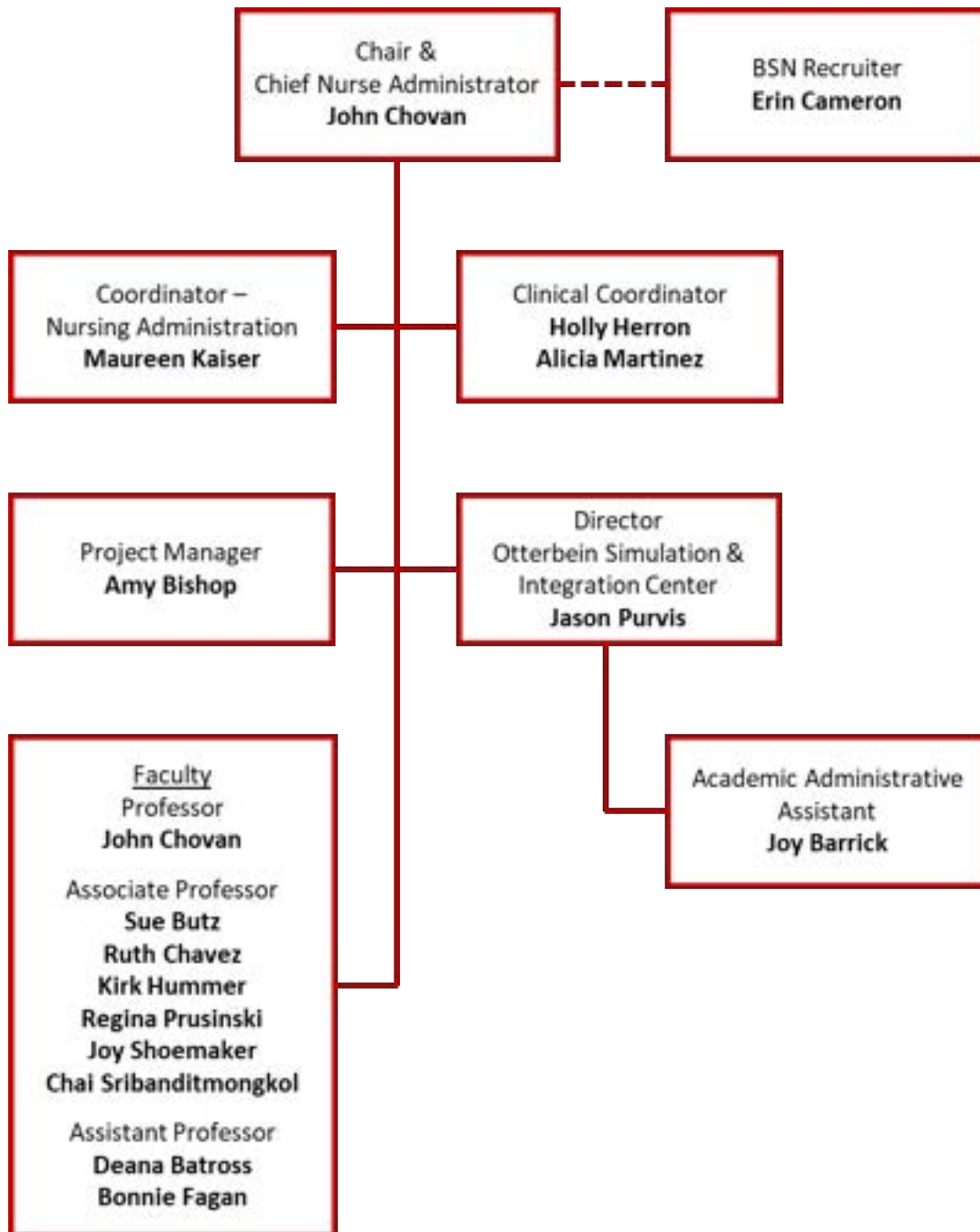


Academic Affairs Division January 2023



* Incumbent reports to supervisor or listed for role listed, but also serves as faculty assigned within an academic department.

Department of Nursing



DEPARTMENT OF NURSING LEADERSHIP TEAM

Chairperson John Chovan, PhD, DNP, RN, CNP, CNS, PMHNP-BC, PMHCNS-BC
Coordinator – Nursing Administration..... Maureen Kaiser, BA
Director, Otterbein Simulation & Integration Center.. Jason Purvis, MSN, RN
Academic Administrative Assistant..... Joy Barrick

Bachelor of Science in Nursing

Senior BSN Faculty Sue Butz, DNP, RN, CCRN-K

Graduate Studies in Nursing

Director Regina Prusinski, DNP, RN, APRN, FNP-BC, CPNP-AC

Master's Degree to Doctor of Nursing Practice.... Regina Prusinski, DNP, RN, APRN, FNP-BC, CPNP-AC

Family Nurse Practitioner Regina Prusinski, DNP, RN, APRN, FNP-BC, CPNP-AC

Psychiatric & Mental Health Nurse Practitioner.. Deana Batross, DNP, RN, CNP, FNP-BC, PMHNP-BC

Nurse Anesthesia

Director Kacy Ballard, DNP, MSN, CRNA

Assistant Director Brian Garrett, DNP, MSN, CRNA

Faculty Committee Co-Chairs

Nursing Admission Review Committee..... Kacy Ballard, DNP, MSN, CRNA
Regina Prusinski, DNP, RN, CNP, FNP-BC, CPNP-AC

Nursing Curriculum Committee..... Deana Batross, DNP, RN, CNP, FNP-BC, PMHNP-BC
Vorachai Sribanditmongkol, PhD, RN, IBCLC

Nursing Program Effectiveness Committee Joy Shoemaker, DNP, RN, CNP, FNP-BC, CNE
Kirk Hummer, DNP, MBA, RN, CNP, FNP-BC

Nursing Student-Faculty-Staff Committee..... Ruth Chavez, DNP, RN, CNP, FNP-BC
Bonnie Fagan, DNP, RN, CCRN

STANDING COMMITTEES OF THE DEPARTMENT OF NURSING FACULTY ORGANIZATION

NURSING CURRICULUM COMMITTEE (CURRICULUM)

The functions of the Nursing Curriculum Committee are to review and evaluate courses, proposed curriculum changes, grading and evaluation policies, and clinical expectations.

NURSING ADMISSION REVIEW COMMITTEE (NARC)

The functions of the Nursing Admission Review Committee are to evaluate admission policies and procedures, provide accurate information for prospective students, to review applicants for admission, to make final decisions about student admissions, and to establish and implement student recruitment procedures.

NURSING PROGRAM EFFECTIVENESS COMMITTEE (PEC)

The functions of the Nursing Program Effectiveness Committee are to monitor and evaluate progression, retention, and graduation of students in the undergraduate and graduate programs; to conduct and analyze student evaluations including end-of-program evaluations, post-graduation evaluations, and the employer evaluations to develop, revise, and assure implementation of the Department of Nursing Evaluation Plan; and to maintain longitudinal data to evaluate program success and to identify and track changes in programs or curriculum that are responses to evaluation feedback.

NURSING STUDENT-FACULTY-STAFF COMMITTEE (STUDENT-FACULTY-STAFF)

The functions of the Nursing Student-Faculty-Staff Committee are to provide a communication link between students, faculty, and staff on matters not directly related to curriculum concerns and assess faculty and staff satisfaction. The committee plans and implements student-faculty-staff activities that facilitate student-faculty-staff interaction, coordinates and evaluates community outreach efforts that involve student-faculty-staff participation, and establishes and coordinates faculty and staff development activities to meet the professional and curricular needs.

The Nursing Curriculum Committee, Nursing Admissions Review Committee, Nursing Program Effectiveness Committee, and Nursing Student-Faculty-Staff Committee include student membership from the BSN class officers and the graduate student body. For more information, see the *Department of Nursing Faculty Manual* on Sharepoint.

UNIVERSITY REPRESENTATION

GRADUATE COMMITTEE

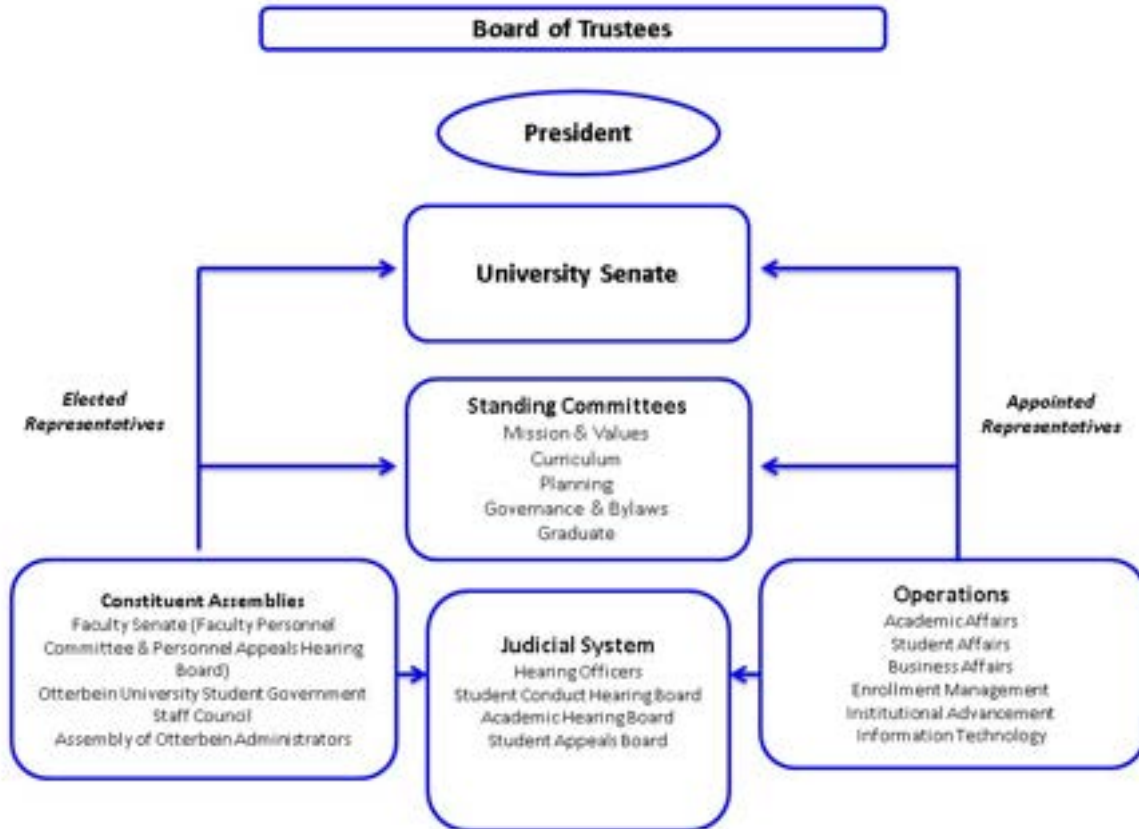
The function of the Graduate Committee is to monitor all policies and procedures relating to graduate programs across campus; to review current resources and make recommendations for future needs of the graduate programs; and to appoint subcommittees for areas related to the graduate programs. The Department of Nursing is represented on the Graduate Committee by the Director, Graduate Studies in Nursing.

OTTERBEIN UNIVERSITY GOVERNANCE

University governance gives students, faculty, and staff representative voting rights on all campus policy and decision-making bodies. In the University Senate, the major policy-making body, students sit in equal numbers with faculty and staff. Students also sit on most councils and committees on campus. All students in good standing are eligible for election to the Senate. Students can also participate in a Student

Forum. Students, faculty, and staff may also participate in standing committees of the Senate and other departmental, school, and university-level committees.

The Otterbein University Board of Trustees has legal authority over all actions of the Senate. Two elected students and two elected members of the university faculty are voting members of the 30-member board.



IV.

DEPARTMENT OF NURSING PRACTICES, POLICIES, AND PROCEDURES

Additional resources include the Nurse Anesthesia Addendum to the Graduate Nursing Student Handbook, the Graduate School Handbook, the Graduate Catalog, and the Campus Life Handbook.

All students must be familiar with and adhere to university policies.

ABSENCE

Graduate students are adult learners and make choices about classroom attendance. Some classroom and laboratory learning experiences may be mandatory. Sometimes class attendance and participation will be graded.

If a classroom or laboratory absence occurs, it is the responsibility of the student to contact the instructor or a fellow student to obtain the missed material and assignments. Not all missed assignments can be made up. Students should review each course syllabus to determine the course policy for missing exams, quizzes, and graded assignments.

At the discretion of course faculty, the student may be asked to submit an official written statement from a licensed healthcare provider stating the reason for the student's absence from course work and their fitness to return after an absence.

Students are **REQUIRED** to attend **ALL** clinical learning experiences and observations:

1. In cases where the student's physical or mental health is in question, upon request of the clinical instructor and course coordinator, the student will be required to submit an official written statement from a licensed healthcare provider stating that the student is physically/mentally capable of completing their clinical assignment.
2. In cases of absence, the student will initiate contact with their clinical preceptor concerning possible alternative learning experiences. Determination of whether alternative learning experiences to meet clinical objectives are available is at the discretion of course faculty.
3. If the clinical objectives for the course are not met by the end of the last week of the semester, the student will receive an "unsatisfactory" for clinical performance.

ACADEMIC PROGRESSION

After a student has been admitted to the nursing graduate program, continuous progress toward completion of the degree is expected and within the published time limits.

ACADEMIC STANDING

Grade Policy. A minimum grade of B minus (B-, 80%) is required in all graduate course work. If a grade lower than B minus is earned, this course must be repeated successfully before enrollment in subsequent nursing courses. Students must have a cumulative graduate grade point-hour average at least 3.0 (B) out of 4.0 to receive the Master of Science in Nursing degree or the Doctor of Nursing Practice degree.

A student may attempt only one graduate course a second time in the graduate program. An attempt is defined as being enrolled in a course beyond the end of the fourth week of a term. For specific date, refer to the academic calendar at: <http://www.otterbein.edu/public/About/Calendars/AcademicCalendar.aspx>
Receiving a grade of C plus (C+) or lower, or a W (Withdrawal) in any graduate course constitutes an unsuccessful attempt.

Any student accumulating two unsuccessful attempts will be dismissed from the graduate nursing program.

Academic Standing Requirements (per The Graduate School). Graduate students must maintain a 3.0 (B) cumulative graduate grade point-hour average to be considered in **good standing**.

Students will be placed on **academic probation** when the graduate GPA falls below 3.0. If a student's graduate GPA for a semester falls below 3.0, a review by The Graduate School will be conducted and a decision regarding status will be made. Written notice of academic probation will be sent to the student. A student may be on probation only once during the program of study. A probationary period consists of up

to two registered academic terms. Students must raise their GPA to 3.0 or above during the next two semesters of enrollment in required or elective courses. If the cumulative GPA falls below 3.0 a second time, the student will be dismissed from the program.

Grades of B minus are considered **marginal progress**. Any such outcome, or a GPA that falls below 3.0, or satisfactory academic progress that falls below expectations, warrants an academic advising conversation between the advisor and student, and possibly with the director of the major, the chair of the Department of Nursing, or the Associate Provost for Graduate Studies. In some cases, students earning marginal progress in selected courses may be required to repeat and achieve a grade of satisfactory progress in these select courses to continue in the program of study.

Learning Contract Policy. To assist the nursing student to attain their highest level of academic, clinical, and professional success, the course professor may institute a learning contract. A learning contract will be established with the student to support identified educational needs including but not limited to course requirements, and clinical and professional performance concerns.

ACCOUNTABILITY

The student demonstrates professional accountability and learner responsibility by the following behaviors:

1. Conducting oneself with integrity in professional and academic endeavors. Although cheating and plagiarism is not expected, the student is responsible for reading and understanding the statement on Plagiarism and Cheating that is found in the *Otterbein University Campus Life Handbook* and this handbook. Any infraction of these guidelines will result in a student failing the course.
2. Completing written work, skills, examinations, and capstone requirements at designated times and achievement levels.
3. Being present and punctual for clinical experience; and reporting absence using the proper mechanism.
4. Taking initiative for making alternative arrangements when unable to meet commitments.
5. Participating in one's own self-evaluation and identifying own areas of strengths and areas for growth.
6. Applying ethical codes and legal guidelines regarding written work and in the application of the nursing process.
7. Seeking learning experiences as needed to reach designated achievement level.
8. Maintaining client confidentiality and privacy.
9. Maintaining health care agency confidentiality.

APPLICATIONS - MATRICULATION STATUS

Potential students working through the application process and students who have completed the application process are considered the following as defined:

Application, Incomplete: Otterbein University Office of Admissions has a record of your intent to apply, but not all documents have been received.

Application, Complete: Otterbein University Office of Admissions has a record of your intent to apply, and all documents have been received. Only completed applications will be forwarded to the Nursing Admission Review Committee for a decision regarding acceptance along with the entire pool of applicants. Applicants for the Nurse Anesthesia major will be considered only once per year. Applicants for all other graduate nursing majors will be considered on an ongoing basis.

Accepted: The prospective student has received an official letter from Otterbein University offering a seat in the curriculum to which the prospective student has applied. Once an offer of acceptance is made, the

prospective student must confirm intent to accept the seat in the program by completing both steps below by the stated deadlines:

1. Return a confirmation email message to the Department of Nursing indicating the prospective student's desire to accept a seat in the program, and
2. Pay the required program deposit fee to the Otterbein University Business Office.

If the accepted student does not complete these steps by the deadline, the offer of acceptance will expire. Prospective students whose offer has expired may be considered for the next admission cycle. To be considered for the next admission cycle along with all other applicants, the prospective student must submit another application before the next deadline.

Admitted: The prospective student has indicated their intent to accept a seat in the curriculum to which they have applied and paid the deposit fee, if any.

Enrolled: An admitted student who has registered for classes and paid the appropriate tuition and fees. An admitted student who does not register for classes the first semester and pay the appropriate tuition and fees will forfeit the deposit and lose the offered seat in the program. To be considered for the next admission cycle along with all other applicants, the student must submit another application before the next deadline. See **REAPPLICATION** below.

In Attendance: An enrolled student who is participating in courses. See **Satisfactory Progress, Marginal Progress, In Good Standing, and On Probation** above. An enrolled student who does not successfully complete at least one course during the first semester of the curriculum will forfeit the seat in the program; to be considered for the next admission cycle along with all other applicants, the student must submit another application before the next deadline. See **REAPPLICATION** below.

Leave of Absence: Due to unexpected circumstances, a student may request a leave of absence for up to one year from the date of last enrollment. See **Leave of Absence Procedure**. A student who has completed one or more courses in their curriculum and not enrolled for more than one calendar year and desires to enroll in courses again must petition the Nursing Admission Review Committee to re-enroll. By submitting a request per the procedure outlined below. The specific term for re-enrollment is dependent on seat availability. See **RE-ENROLLMENT** below.

Dismissed: Any student who is dismissed for any reason may not enroll in courses.

BACKGROUND CHECK

A criminal background check must be completed by all students prior to enrollment due to healthcare agency requirements. Newly-accepted students will be given information for completion at the time of acceptance. Students who are residents of the State of Ohio and who have lived in the State of Ohio continuously for at least 5 years are screened by the State of Ohio Bureau of Criminal Investigation (BCI). Students who have lived outside of the State of Ohio within the past five years must be screened by the State of Ohio BCI and the U.S. Federal Bureau of Investigation (FBI). ***All students matriculating outside of the State of Ohio and all Nurse Anesthesia students are required to be screened by both BCI and the FBI regardless of state of residency.*** Students must have an acceptable report from the BCI and the FBI, as required, to meet clinical requirements in the Department of Nursing programs. Any unacceptable reports, as measured by Ohio Board of Nursing (OBN) employment criteria, will be reviewed by the Chairperson of the Department of Nursing and any other parties as needed. Any unacceptable reports must be resolved prior to matriculation. Prior clearance through an employer is NOT accepted.

Note: Occasionally health care agencies may require the BCI clearance be repeated or an additional FBI clearance for students placed at their facility. Students are responsible to complete this as required at their own expense.

CPR CERTIFICATION

A completed American Heart Association Basic Life Support (BLS) Course (including CPR and AED) is required prior to taking classes. Certification is valid for two years and recertification is required **prior** to expiration. American Red Cross or any other organization's CPR classes are NOT accepted for this requirement. The student is responsible for tracking their own CPR certification, updating it as needed, and submitting documentation to the Department of Nursing as specific to each major.

CHANGE OF NURSING PROGRAM MAJOR

Policy. Students may apply to change their declared major, but may not change into the Nurse Anesthesia major. Acceptance into the new major is not guaranteed, pending an evaluation of academic performance and available space in the new major.

Procedure. When students are admitted into the Graduate Nursing Program, they are placed in the major that was indicated on the application form. Students who wish to change their declared major should talk with their academic advisor to explore what this change will mean in relation to needed course work. After making the decision to change majors, students should complete the *Graduate Nursing Major: Change Request Form* and submit it via email to Department of Nursing office. The request for change to another major may or may not be granted.

CLINICAL EXPERIENCES

Clinical experiences (including DNP Clinical Practice Hours) are designed to provide the student opportunity to apply the concepts of the curriculum and are therefore aligned with the objectives of the course in which they are completed. Specific requirements and procedures vary by major.

In general, clinical experiences for nurse practitioner and M2DNP majors in the Graduate Nursing Program are negotiated between the student, the preceptor, the clinical coordinator, and the course faculty member. This negotiation is finalized by all parties. In some courses, a formalized written contract is developed by the student. This contract is inclusive of learning objectives, learning resources and strategies, evidence of accomplishment of objectives, and criteria and means for validating the evidence. Preceptors of graduate students in the nurse practitioner and M2DNP majors should be master's prepared (preferred) and employed in a health care focused setting that allows the student to meet course and program objectives. Refer to **PRECEPTOR POLICY**.

Clinical Practice Hours Expectations

1. Preceptors will play a role in the evaluation of nursing students.
2. Procedures for assigning students to preceptors vary by program.
 - a. Master's Degree to DNP students will work with their advisor and course faculty to identify appropriate preceptors.
 - b. FNP & PMHNP students will provide course faculty the name(s) of the preceptor(s) and other contact information in a timely manner (before the course starts or by the first day of class).
 - c. Preceptors for Nurse Anesthesia students will be assigned on a daily basis depending upon the student's knowledge and experience, the experience of the preceptor, the acuity of the patient and extent of the surgical procedure.
3. Students will wear the Otterbein University ID badge and conduct themselves in a professional manner and dress to meet the agency or organization's standards.
4. Students will attend clinical experiences at the designated settings and times as negotiated or assigned. In cases where the student's health is in question, however, students will notify the preceptor(s) in advance and reschedule.

DNP FINAL SCHOLARLY PROJECT

In partial fulfillment of the requirements for the degree Doctor of Nursing Practice, the student must show evidence of scholastic ability. The Graduate Nursing Program includes the DNP Final Scholarly Project as a clinical change project that is documented and vetted through a rigorous academic process.

ESSENTIAL PERFORMANCE REQUIREMENTS

To accomplish the objectives of the nursing program safely, students must possess the ability and fitness to perform in a manner that will not jeopardize safety and well-being of their patients or themselves as appropriate to the setting. The Department of Nursing may require nursing students who pose a threat to the safety of others or to themselves in the health care environment to withdraw from the nursing program pursuant to the policy in the *Otterbein University Graduate Course Catalog* on withdrawal and subject to the Grade Policy in the Department of Nursing *Graduate Nursing Student Handbook*. All students admitted to the nursing program must be able to meet the essential performance requirements with or without accommodations. Each situation will be reviewed on an individual basis.

These essential performance requirements include but are not limited to the following five areas of ability:

Observation: Must be able to observe demonstrations and experiments in the basic sciences. Must be able to observe a patient accurately to identify cyanosis or absence of respiratory movement and when a patient is in imminent danger or escalating behaviors; perform equipment calibrations; read small print on medication containers, orders, and equipment monitors; and perform nursing assessments.

Communication: Must be able to speak, hear, and observe patients to elicit information, describe changes in the patient, and perceive nonverbal communications. Must be able to hear monitor alarms, emergency signals, patients' calls for help, call bells from patients, and stethoscope sounds originating from a patient. Must have verbal and language capabilities to communicate effectively and sensitively with patients regarding their nursing plan of care. Must have reading and writing skills enough for patient communication, record keeping, and professional health care team interactions.

Motor: Must be able to stand for prolonged periods of time, perform cardiopulmonary resuscitation, quickly move about and transport patients during emergencies, carry infants, and maneuver quickly in confined spaces. Other motor requirements include carrying equipment, pushing, pulling, stooping, kneeling, bending, and climbing stairs. Must be able to lift, push and pull with assistance (mechanical or co-worker) the weight of the average patient specific to the clinical area. Other motor skills include eye-hand-foot coordination, repetitive arm and hand movements and finger dexterity, using sterile techniques, inserting catheters, preparing and administering medication (oral, intramuscular, intravenous), and numerous other invasive and non-invasive procedures.

Intellectual-Conceptual, Integrative, and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, a critical skill for nurses, requires all these intellectual abilities. Must be able to collect data pertinent to a patient's health, analyze the assessment data, identify outcomes for an individualized plan of care for the patient, develop a plan of care that prescribes strategies to attain the expected outcomes, and evaluate the achievement of the expected patient care outcomes. The ability to incorporate new information from peers, teachers, and the professional literature in formulating diagnoses and care plans is essential.

Behavioral, Social, and Ethical Attributes: Emotional stability and the ability to accept responsibility, and accountability is essential. Must be capable of developing mature, sensitive, and effective relationships with patients from diverse social, cultural, and ethnic backgrounds. Must have awareness of ethical actions related to the well-being of others and as part of the direct patient service role required of registered nurses. Must be able to tolerate physically- and mentally-taxing workloads, and function effectively under stress.

The Department of Nursing may require nursing students with special needs who, because of their special needs, pose a threat to the safety of others or to themselves in the health care environment to withdraw from the program. Each situation will be reviewed on an individual basis.

EVALUATION

Evaluation of the student learning experience is an ongoing process throughout the curriculum that includes self-evaluation, clinical evaluation, academic evaluation, and program evaluation. The student is expected to demonstrate professional accountability and responsibility through self-directed learning experiences and goals.

Self-Evaluation. Self-evaluation is an integral part of assuming responsibility for one's own learning. The student will demonstrate professional role behaviors by conducting oneself with integrity in clinical and academic endeavors; applying ethical codes in personal conduct with peers, faculty and clients; and demonstrating accountability for personal and professional growth.

The student is expected to complete course work in a timely manner at an appropriate achievement level, demonstrate safe clinical practice, and assume accountability for actions. The student will actively participate in the final evaluation during each clinical course to establish and review mutually determined learning goals and opportunities. The student is responsible for contacting the faculty and preceptor periodically for evaluation as the student works toward the completion of the course objectives.

Clinical or Immersion Evaluation. The student is expected to demonstrate safe and effective care to a diverse client population by integrating the advanced professional nursing role of clinician, consultant, change agent, caregiver, teacher, collaborator, researcher, and leader. The student will apply the nursing process, nursing theory, and nursing research within a caring framework. Evaluation of progress toward completion of goals will be conducted with the faculty and preceptor.

Academic Evaluation. The student is expected to demonstrate academic achievement through the individual course objectives and evaluation process as outlined in the individual course syllabus. The student is evaluated by course faculty through an ongoing process that may include course examinations, written projects, oral presentations, or other assignments. The student is responsible for contacting the faculty periodically for evaluation as needed.

Program Evaluation. The student is expected to demonstrate satisfactory completion of overall program objectives by the end of the academic curriculum. The evaluation process will be a continuing process by the course faculty, preceptors, and student advisor.

The student will have the opportunity and responsibility to evaluate overall curriculum, individual course curriculum, and faculty teaching. The student will complete course evaluations and teaching evaluations at the completion of each course. The student will also be encouraged to provide feedback to faculty through informal discussions and dialogue.

The student who has graduated is expected to evaluate the nursing curriculum through periodic surveys, informal discussions, and dialogue.

Employers of students who have graduated from the nursing graduate program are encouraged to provide feedback regarding the performance and preparation of the graduates through periodic surveys, informal discussion, and dialogue.

EXPECTATIONS OF NURSES AND NURSING STUDENTS

- INTEGRITY – as exemplified by honesty
- ACCOUNTABILITY – by being answerable for one’s own actions
- RESPONSIBILITY – by being reliable and conscientious
- DEPENDABILITY – by being trustworthy and reliable
- COURTESY – by being polite and respectful of others

FACULTY ACADEMIC ADVISOR

Following admission to the nursing graduate program, students are assigned a faculty member as the academic advisor and a different faculty member as a project team leader. The student has the option to change at any time with permission of the new advisor or project team leader.

Faculty post regularly-scheduled office hours each semester and are also available by appointment during the academic year. The advising process is an ongoing series of consultations between the student and the advisor. Faculty members are available for advising via appointments, telephone, e-mail communication, and virtual meeting software. Appointments with academic advisors should be made by students to review a planned course of study and graduation or completion requirements. Both the advisee and the advisor share the responsibility of being active participants in the advising process. However, the student is responsible for making decisions regarding personal and educational goals and satisfying all graduation requirements. The advisor may recommend support services provided by the University to assist the student in successfully completing program requirements.

GUIDELINES FOR WRITTEN PAPERS

Papers submitted to complete course requirements are expected to follow the American Psychological Association (APA) manuscript format unless otherwise specified. The current reference for the APA format is: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (7th edition). Author. Consult this reference for general and specific guidelines and format for written papers including title page, body of paper, quotations, use of citations in the paper, and use of references on the reference page

HEALTH INSURANCE

Adequate health insurance coverage is **strongly recommended**. Students are financially responsible for any testing or treatment needed following a course-related injury or illness. Some clinical institutions may require proof of health insurance.

HEALTH ALTERATIONS

Students are responsible for informing faculty about health alterations which may affect safety and competency in the clinical setting. Students are required to submit to the course coordinator a faculty-specified health provider’s statement on appropriate letterhead regarding status of this health condition before participating in clinical experiences. **Students are also responsible** to inform clinical instructors about any condition (e.g. pregnancy, skin is not intact, or immunocompromised condition) which may affect their clinical assignment to clients with serious communicable diseases. If student is uncertain, the student should discuss questions with faculty. Confidentiality of information will be maintained.

INCIDENT REPORTING

Students enrolled in the Otterbein University Graduate Studies in Nursing Program are required to report and document incidents that occur during course activities which may or potentially lead to personal injury or harm.

When such an incident occurs:

1. **Immediately**, students are required to report the incident to their on-site supervisor,
2. An **agency-specific incident report form** must be completed by the student and reviewed and signed by the on-site supervisor before then submitting it to the agency supervisor,
3. **Within 24 hours**, an *Otterbein Nursing Student Incident Report* must be completed by the student and then signed by both the student and the on-site supervisor. The course coordinator must then also read and sign the report.
4. The *Otterbein Nursing Student Incident Report* will be placed in the student's file located in the Department of Nursing office. The faculty member and department Chairperson are responsible for documenting any actions recommended with respect to the incident. *Otterbein Nursing Student Incident Report* forms are available on the Department of Nursing website.

Students are financially responsible for any testing or treatment for course-related injuries (see **HEALTH INSURANCE POLICY**).

LEAVE OF ABSENCE (LOA)

Policy. Students will be allowed a limited LOA due to pregnancy or illness. Students who are in good academic and clinical standing may request a LOA for other reasons. Approval for these other reasons depends on the academic status of the student, the length of the LOA requested, the curriculum plan for the student, and the reason of the request.

Procedure.

1. The LOA request must be made in writing prior to the LOA start date. Please contact your program advisor for the form.
2. The length of time, start and end dates, required restart date, and the terms of the LOA are to be determined prior to the start of the LOA.
 - a. Failure to participate in the program of study on or before the restart date will result in dismissal from the program unless a written request of extension of the LOA is submitted and approved.
 - b. All missed didactic and clinical requirements must be completed upon return to the program. The length of the program may be extended to allow for successful completion of these requirements. See Time Limits above.
3. The maximum length of time for a LOA is 12 months.
 - a. Any student requiring longer than 12 months will be dismissed from the program and may petition to be readmitted at a later date.
4. Only one LOA may be requested during the student's program of study. Requesting a second LOA from the program will result in dismissal from the program but the student may petition to be readmitted at a later date.

LIABILITY INSURANCE

Individual professional liability insurance is recommended for every nursing graduate student but is not required by the Department of Nursing (effective Jan. 2008). Nurse Anesthesia students may be required to purchase individual liability policies.

PETITIONS (Curriculum)

Policy. A student enrolled in the graduate nursing program may petition the Department of Nursing Curriculum Committee to consider an exception, waiver, or modification of selected curriculum requirements. A student may petition to consider one or more of the following:

- a. A change in nursing course sequence.
- b. Waiver or modification of nursing courses prerequisites.
- c. An exception to a curriculum policy or policies.

Procedure.

1. The student must consult with the faculty advisor or other appropriate faculty member prior to submitting the petition to the committee.
2. A written petition must be submitted to the Nursing Curriculum Committee at least one week prior to a meeting of the committee. The petition must contain:
 - a. A copy of the current curriculum requirement or policy;
 - b. A brief description of the requested alteration;
 - c. A statement of rationale; and
 - d. Additional background or related information, if necessary, which may assist the committee in making an appropriate decision.
3. The student may, if desired, appear before the committee to discuss the petition.
4. Written notice of the committee's recommendations on the petition will be given to the student, placed in the student's file in the Department of Nursing office, and sent to The Graduate School.
5. The decision of the committee will be implemented unless the student chooses to appeal the finding to the Faculty Organization at a scheduled meeting.
6. The student must notify the Chair, Department of Nursing, of the intent to appeal the decision at least 24 hours before the scheduled Faculty Organization meeting at which they desire to appear.
7. Written notice of the Faculty Organization decision on the appeal will be given to the student within 10 days of the decision, and will be delivered by the Chair, Department of Nursing. A copy of the decision will also be placed in the student's file in the Department of Nursing office and forwarded to The Graduate School.

PETITIONS (Admissions & Progression)

Policy. A student enrolled in the graduate nursing program may petition the Department of Nursing Admissions Review Committee to consider admission and progression issues. A student may petition to consider one or more of the following:

- a. Re-enrollment in an unsuccessful attempt at a course.
- b. Re-admission to the program if dismissed
- c. Leaves of absence requests

Procedure.

1. The student must consult with the faculty advisor or other appropriate faculty member prior to submitting the petition to the committee.
2. A written petition must be submitted to the Nursing Admissions Review Committee at least one week prior to a meeting of the committee. The petition must contain:
 - a. The exact request for review (e.g. re-enrollment in NURS 3800 spring semester 2024)
 - b. A statement of rationale;
 - c. The student's plan for a different approach, if approved; and
 - d. Additional background or related information, if necessary, which may assist the committee in making an appropriate decision.
3. The student may, if desired, appear before the committee to discuss the petition.
4. Written notice of the committee's recommendations on the petition will be given to the student, placed in the student's file in the Department of Nursing office, and sent to The Graduate School.
5. The decision of the committee will be implemented unless the student chooses to appeal the finding to the Faculty Organization at a scheduled meeting.
6. The student must notify the Chair, Department of Nursing, of the intent to appeal the decision at least 24 hours before the scheduled Faculty Organization meeting at which they desire to appear.
7. Written notice of the Faculty Organization decision on the appeal will be given to the student within 10 days of the decision, and will be delivered by the Chair, Department of Nursing. A copy of the decision will also be placed in the student's file in the Department of Nursing office and forwarded to The Graduate School.

PREREQUISITES & COREQUISITES

Prerequisites (prereqs) are requirements that are judged necessary prior to beginning a course for the successful completion of the course. Corequisites (coreqs) are requirements that are judged necessary to successful completion of a course but may be completed simultaneously with the course. Students who register for a course without taking the prerequisite or registering for the corequisite are subject to being withdrawn from the course by the instructor or the Registrar. It is the student's responsibility to assure that a prerequisite has been met prior to registration. If a student drops any course that is a co-requisite for a course being taken at the same time, the student is subject to being withdrawn from both courses.

PRECEPTORS

Note: This policy is not applicable to Nurse Anesthesia students.

Policy. A formalized preceptor-student relationship is required of students enrolled in courses in the Otterbein University Department of Nursing who are in off-campus roles providing supervised administrative, educational, or clinical services to clients within approved community agencies and institutions.

Preceptor Definition. A preceptor is a person focusing on health care in their professional role who advocates and fosters personal and professional growth of the student while serving as a supporter, role model, and resource person. The preceptor serves as an extension of faculty and assists in providing student learning opportunities and evaluation. The student is evaluated by the preceptor and the course faculty.

Preceptor Role. In fulfilling the role, the preceptor will:

- a. Complete and submit the *Preceptor Qualification* information in Typhon.
- b. Complete preceptor orientation.
- c. Participate in identification of learning needs of the student.
- d. Set goals with the student in collaboration with the course faculty.
- e. Plan learning experiences and assignments to assist the student to meet professional and identified goals.
- f. Provide the student with feedback on the student's progress, based on preceptor's observation of performance, assessment of achievement of competencies and outcomes documentation.
- g. Demonstrate leadership skills in problem solving, decision making, priority setting, delegation of responsibility, and accountability.
- h. Recognize that role elements may be new to the student.
- i. Facilitate the student's professional socialization into the new role and provide nursing care in accordance with established, evidence-based nursing practice standards.
- j. Act as a role model.
- k. Maintain mature and effective working relationships with other team members.
- l. Fulfill duties according to institutional policies and procedures.
- m. Use resources safely, effectively, and appropriately.
- n. Consult with course faculty as necessary.

Preceptor Qualifications. Qualifications for preceptors and for organizational/systems preceptors may overlap depending on the desired learning outcome.

Clinical Preceptor Qualifications.

- a. Unencumbered professional license to practice in the State of Ohio or in state where preceptorship occurs.
- b. At least one year of experience with demonstrated competence in the area of clinical practice working with individuals and groups in which the preceptor provides educational opportunities to a nursing student.
- c. A master's degree or higher is preferred to precept graduate students.

- d. If functioning as an Advanced Practice Nurse, must be certified in his/her area of expertise and hold appropriate licensure to practice as such. Possible additional qualification requirements may be included based on specialty certification requirements for advanced practice.
- e. Willingness to commit to student learning, orientation, and communication with faculty.

Organizational/Systems Preceptor Qualifications. Qualifications for preceptors and for organizational/systems preceptors may overlap depending on the desired learning outcomes.

- a. Is a recognized leader and a positive role model, leader, and change agent.
- b. Is able to facilitate the learner's acquisition of systems knowledge and skillsets related to the student's learning objectives and the objectives of the field work experience.
- c. Engages learner in guided experience by applying knowledge to practice.
- d. Disseminates evidence-based research for use in practice.
- e. Competency skills may include:
 - Financial skills
 - Information technology skills
 - Human resources/marketing/public relations
 - Clinical operations skills
 - Analytic and conceptual reasoning skills
 - Interpersonal and emotional intelligence skills.

Preceptor Identification and Selection. Preceptors are identified in various ways according to the needs of individual learning experiences and course requirements. Preceptors will be selected through collaboration with healthcare agencies, clinical coordinators, and course faculty members. Preceptors must meet qualifications as outline in the syllabus to be selected. Graduate students may suggest a preceptor, but final approval must be made by course faculty. Institutional contracts must be completed by the Department of Nursing Chair prior to student placement. Course faculty are responsible for assessing preceptor-student teaching relationships and for determining students' final grades with input from the preceptors.

Preceptor Orientation. Preceptors will complete an orientation with the course coordinator that includes:

- a. Role expectations
- b. Review of course materials provided by faculty
- c. Review of evaluation of student form
- d. Contact information for course faculty

REGISTERED NURSE LICENSURE

All students must have an active, unrestricted license as a registered nurse in the state where the clinical experiences take place and must meet requirements set by the applicable nursing board. It is incumbent on the student to ensure that the Otterbein credential is accepted by their state board of nursing.

SOCIAL MEDIA POLICY

The rationale of this policy is to protect the Otterbein nursing student, the Department of Nursing at Otterbein University, and to safeguard patient/client privacy. The policy represents a set of standards of conduct when students identify themselves with Otterbein University and is not established as a set of formalized rules that will be enforced with punitive consequences. The one exception is any violation of patient privacy protected under the federal statute and rules of the Health Insurance Portability and Accountability Act (HIPAA) of 1996. The US Health and Human Services website with HIPAA can be found at: <http://www.hhs.gov/ocr/privacy/>

Students are personally responsible for all content that they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. All becomes immediately available on the internet and is accessible by the public. This content immediately leaves individual's control forever and may be traced back to the individual after long periods of time.

This policy is not intended for internet activities that do not associate or identify a student with Otterbein University, the Department of Nursing, or a violation of patient confidentiality according to HIPAA regulations.

Purpose. To provide guidelines outlining how Otterbein University Department of Nursing students support institutional communication goals and social computing guidelines.

Definitions.

Social media platforms: Technology tools and online spaces for integrating and sharing user-generated content in order to engage others in communication. Examples are Instagram, Facebook, Twitter, LinkedIn, YouTube, and blogs.

Professional boundaries: The spaces between the nurse’s power and the patient’s vulnerability. (National Council of State Boards of Nursing)

Guidelines for Personal Activities.

1. **Review guidelines** in the *Otterbein Campus Life Handbook* under Electronic Exploitation found on the Website Policy.
<http://www.otterbein.edu/public/CampusLife/HealthAndSafety/StudentConduct.aspx>
2. **Protect confidential information.** While posting to your friends, many sites are open to browsing by the public. Be thoughtful about what you publish. Do not disclose or use confidential information or that of any other person or agency. A good rule of thumb is that if you would not want what you posted on a social media site to be on the front page of tomorrow’s newspaper, credited to you, then do not post it at all.
3. **Be thoughtful about how you present yourself.** Otterbein nursing students are preparing for careers providing services to the public. Otterbein and future employers hold you to a high standard of behavior. Ensure that the content associated with you is consistent with your professional goals. Consider whether you would want a future employer to view content before you post it; many are now scanning social media related to prospective employees. Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared with everyone. The content immediately leaves the contributing individual student’s control forever!
4. **Respect your audience and coworkers.** Otterbein University and the Department of Nursing embrace students, faculty, and clients who have diverse sets of customs, values, and points of view. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images, etc.) but also proper consideration for privacy and of topics that may be considered objectionable or inflammatory—such as politics and religion. What may be humorous to some; may be offensive to others. Civility is an important component of on-line communication.
5. At the end of each course, students are provided an avenue to evaluate course materials and faculty. Social media vehicles are considered inappropriate locations to provide this feedback.

Guidelines for Professional Activities. The registered nurse’s role must be consistent with the scope of practice defined in the law regulating nursing practice in Ohio and any state in which they participate in clinical experiences, rules of the relevant state boards of nursing, and standards developed by nationally recognized professional associations.

ANA’s Principles for Social Networking.

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantages of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.

6. Nurses should participate in developing institutional policies governing online conduct.

Confidentiality and Privacy.

1. Any patient information learned by the nurse during the course of treatment must be safeguarded by that nurse.
2. Such information may only be disclosed to other members of the health care team for the purpose of providing care for the patient.
3. Confidential information should be shared only with the patient's informed consent, when legally required or where failure to disclose the information could result in significant harm. Beyond those very limited exceptions, a nurse is obligated to safeguard confidential information. Nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
4. Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. Nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or to degrade or embarrass the patient. (National Council of State Boards of Nursing)

Guidelines for Social Networking.

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online or phone contact with patients blurs this boundary when not included in a written policy or procedure of the health care facility, e.g. following up with discharged patient's understanding of medications or treatments.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy to the health care agency/organization and to your faculty course coordinator.
7. A verbal consent is not valid in the State of Ohio. A written consent by an impaired individual is not valid nor is the consent of a family member or friend. In other words, none!

Associated parts of the Ohio Administrative Code at <http://codes.ohio.gov/oac/4723-4>

4723-4-03 Standards Relating to the Competent Practice as a Registered Nurse

4723-4-05 Standards Relating to the Competent Practice as a Certified Nurse Mid-Wife, Certified Nurse Practitioner, Certified Registered Nurse Anesthetists, or Clinical Nurse Specialist.

4723-4-06 Standards of Nursing Practice Promoting Client Safety

The student is responsible for reviewing the appropriate law and rules in the state in which clinical practice experiences, immersion experiences, and the final scholarly project take place.

Consequences of Violation of HIPAA Rules.

1. The Department of Nursing has the responsibility to report any violations to the healthcare facility in which the individual was a patient or client.
2. The Department of Nursing also has the responsibility to report to the Ohio Board of Nursing what it considers significant infractions of HIPAA rules as these are federal offences according to Jodie Hostettler at OBN (personal communication, March 19, 2012).
3. Complaint form is found at: <http://www.nursing.ohio.gov/forms.htm>
4. Such violations may also result in disciplinary action by the Department of Nursing and Otterbein University. These are considered such serious offences that some nursing programs have suspended and expelled students. Each case will be reviewed individually.

References

American Nurses Association (2011, September). *Principles for social networking and the nurse*. Silver Spring, MD; Author.

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- National Council of State Boards of Nursing (nd). *A nurse's guide to the use of social media*. Chicago, IL; Author.
- National Council of State Boards of Nursing (2011, August). *White Paper: A nurse's guide to the use of social media*. Chicago, IL; Author.
- Ohio Administrative Code (nd). *Ohio Administrative Code on Standards of Nursing Practice*. Ohio Board of Nursing. Retrieved from <http://codes.ohio.gov/oac/4723-4> .
- Otterbein University (2013). *Campus Life Handbook*. Retrieved from <http://www.otterbein.edu/public/CampusLife/HealthAndSafety/StudentConduct.aspx>

STUDENT APPEAL PROCESS

If a student has concerns or objections regarding grading, academic progression, academic or immersion misconduct, or academic standing, the process for resolution is outlined below. The student should address their concern objection by talking to individual persons.

Students are first expected to express their views and try to resolve conflict on an informal basis. Ample opportunities exist for students to express these views and concerns through individual and small group discussion.

1. Procedure for resolution of concerns within the Department of Nursing:
 - a. Every effort should be made by the student to resolve the conflict with the individual faculty member.
 - b. Should no resolution occur, the student is urged to discuss the situation with the Course Coordinator.
 - c. Should no resolution occur, the student is urged to discuss the situation with the director of the major or focus.
 - d. Should no resolution occur, the student is urged to discuss the situation with the Chair, Department of Nursing.
 - e. Should no resolution occur, the student is urged to discuss the situation with the Associate Provost for Graduate Studies.
 - f. The Nursing Curriculum Committee, Nursing Admissions Review Committee, and the Nursing Student-Faculty Committee are available as vehicles for the receipt and consideration of students' views and grievances relevant to the stated purpose of each committee.
2. The Associate Provost for Graduate Studies shall consult with the student and the faculty member, after which the student's concern may be passed on for appeal.
3. If a student's perceived concern is not resolved through departmental or school procedures, the University's formal system of due process may be initiated by the student as outlined in the *Otterbein University Campus Life Handbook* under Appeals Council and Academic Council. Refer to: <http://www.otterbein.edu/public/CampusLife/HealthAndSafety/StudentConduct.aspx>

Any student who is convinced that academic performance has been evaluated on other than academic basis or in a prejudiced or capricious manner has the right to appeal to the Academic Hearing Board. The Academic Hearing Board hears student appeals of academic policies. Appeals to the Academic Hearing Board are filed through the Office of Career Services and Student Success.

STUDENT LEARNING CONTRACTS

Policy. To assist a nursing student to attain a satisfactory level of academic, clinical, and professional success, a learning contract may be initiated by the course coordinator for the student to support identified educational needs. Issues related to academic concerns, clinical concerns, or professional performance concerns can be found in the student handbook, course syllabus, and the clinical course evaluation. Failure to meet all elements of the learning contract constitutes failure in the course.

Applicability. The Learning Contract policy applies to Otterbein University students enrolled in all nursing curricula.

Policy Authority. Chair, Department of Nursing, who may be contacted through the Department of Nursing office at 614-823-1614.

Forms. Blank Learning Contract forms are available to faculty only.

Related Policies or Requirements. The requirements for the Department of Nursing course are listed in the syllabus for that course and in the Graduate Course Catalog.

Procedure.

1. The Course Coordinator accesses the Learning Contract form and completes all items on the form as appropriate to the needs for the contract with this student.
2. The Course Coordinator arranges a meeting with the student and at least one other member of the Department of Nursing faculty.
3. The meeting is held with both faculty members and the student present. The terms of the Learning Contract are reviewed with the student and questions are fielded by the faculty.
4. The student is encouraged to comment on the learning contract and offer suggestions pertaining to the student's own learning objective.
5. Both faculty members present must sign and date the Learning Contract.
6. The student is asked to sign the Learning Contract to indicate that they have read the document and are informed that the signature does not imply agreement with the agreement listed in the Learning Contract.
7. If the student refuses to sign the Learning Contract, the Course Coordinator notes such on the document.
8. The Learning Contract is submitted to the Department of Nursing office. A copy of the Learning Contract is sent to the student and the original is placed in the student's permanent file.

STUDENT RECORDS POLICY

Student files will be kept in a secured file cabinet in the student's specific major or focus office. Student files will contain the following records:

- Nursing program application
- Letter of acceptance
- Evaluation of transfer credit or previously achieved clinical hours.
- Letters of petition and response
- Clinical evaluations
- Advisor notes
- Program requirements
- Other additions as per faculty need.

SUBSTANCE USE & ABUSE

The Department of Nursing is committed to educating students about the problems of substance use and abuse because this significant health risk is unfortunately prevalent among nurses. The most common cause for disciplinary action by the Ohio Board of Nursing and other state boards of nursing concerns

substance use and abuse. In addition to the impact on the personal and psychological integrity of substance users, substance use and abuse may significantly impact the ability of nurses and nursing students to provide safe, competent patient care. Recognizing that substance use and abuse can be both a disease and a professional hazard, the Department of Nursing has established this substance use and abuse policy in addition to that found in the *Campus Life Handbook*.

This Department of Nursing policy has been written in accordance with the American Association of Colleges of Nursing (AACN)'s Substance Abuse Statement (updated 1998) found at: <http://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Substance-Abuse>

This policy emphasizes that Department of Nursing's conduct standards for nursing are greater than those of the ordinary student or citizen due to the inherent responsibilities assumed by the nursing role and the trust the public places in the nursing profession to do no harm. To further the interests of the academic community and clinical agencies with which our student nurses gain their practical experiences, the Department of Nursing adopts this policy to assist each student to develop a responsible lifestyle which is both rewarding to the student and respectful of the rights of others.

Policy. For obvious health and safety concerns, nurses must conduct health care and educational activities as fully in control of their manual dexterity and skills, mental faculties, and judgment as possible. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students in a health care setting poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. Preventing or detecting substance use and abuse, as defined below, is particularly critical in the nursing programs, where students spend considerable amount of time learning patient care in a variety of clinical settings. The Department of Nursing recognizes its responsibility to endeavor to provide a safe, healthy, and efficient academic environment for students and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students' clinical experiences in their facilities. The following policy, therefore, has been adopted to:

1. Proscribe substance use and abuse, and activities or behaviors that (a) are prohibited by the University's Drug and Alcohol policies under University Judicial System Defined, (b) may subject the involved student, other individuals, and the University to legal penalties or consequences, or (c) may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;
2. Identify students in the undergraduate and graduate nursing programs who may have a substance-related impairment or conviction that may impact on their ability to learn safe nursing care practices or that may create unacceptable risks for the University or clinical agencies in which students have clinical experiences;
3. Cooperate with affiliating clinical agencies by requiring nursing students reporting to such agencies to consent voluntarily to (a) allow those agencies to screen the student for substance use or abuse in accordance with their policies, and (b) disclose any results of the screening to the Chair, Otterbein University, Department of Nursing.
4. Require all students enrolled in an Otterbein University Nursing program to submit to mandatory substance testing based upon reasonable suspicion of substance use or abuse.

The following are prohibited:

1. The illegal purchase, manufacture, distribution, possession, sale, storage, or use of alcohol, an illegal drug, or a controlled substance (including medically-indicated marijuana) while on the premises or property owned or controlled by the University or in vehicles used for University business;

2. Use of alcohol, a drug, or a controlled substance (including medically-indicated marijuana) that occurs while not on University property or in University vehicles, but that adversely affects the safety of other students, employees, visitors, or patients. This includes the use of alcohol at authorized official University functions or at an authorized University site that may adversely affect the safety of any other person;
3. Use of prescription or over-the-counter medications without heed to warnings about impact on performance or safety;
4. Illegal distribution to others of alcohol, illegal drugs, or controlled substances (including medically-indicated marijuana) obtained pursuant to a prescription except by a duly licensed and certified person, while in or on premises or property owned or controlled by the University;
5. Arrival to class or the clinical setting under the influence of alcohol or illegal drugs.
6. Arrival to class or the clinical setting under the influence of legal drugs (including medically-indicated marijuana) to the extent that there is an adverse effect on the student's ability to perform;
7. Failure to abide by clinical agencies' substance use and abuse policies and procedures;
8. Failure to submit to a substance screen or any actions taken to falsify a positive result when requested by the Department of Nursing or any assigned clinical agency; and
9. Failure of any student who is convicted under a criminal statute for a drug-related offense to notify the Associate Provost for Graduate Studies and the program director or appropriate Otterbein University representative no later than five days after such conviction.

Failure to comply with this policy by any student will constitute grounds for disciplinary action.

Definition of Terms

Substance testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for detecting the use of alcohol or a drug (including medically-indicated marijuana).

Illegal drug means any drug which is not legally obtainable, any drug which is legally obtainable but has not been legally obtained, any prescribed drug not legally obtained, any prescribed drug not being used for the prescribed purpose by the person for whom it was prescribed, any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer or being used for a purpose other than the purpose intended by the manufacturer, and any drug being used for a purpose or by a person not in accordance with *bona fide* medical therapy. Examples of illegal drugs include, but are not limited to, prescription drugs not prescribed to you, prescription drugs prescribed to you and not used as prescribed, stimulants, depressants, narcotic or hallucinogenic drugs, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, and demeanor and attitudes as manifested in speech or actions. Impairment might also include physical or psychological dependence and addiction behaviors.

Nursing student means any person who has been admitted to or enrolled in an Otterbein University nursing program in pursuit of BSN, MSN, or DNP degrees or Post-Graduate Certificates, including registered nurses (RN) and students taking courses via distance education, special students, or students in post-graduate study, either alone or in combination with any other degree, irrespective of the location of the student.

Reasonable suspicion means that evidence that forms a reasonable basis for concluding that it is more likely than not that a person has engaged in substance use or abuse. Facts which could give rise to reasonable suspicion include but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

Substance use and abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal substance by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; (b) the illegal consumption, possession, or distribution of alcohol by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site sponsored or related activity, including any nursing-related course or clinical training activity unless the student is of legal age and the service of alcohol is approved by the University or clinical agency; and (c) a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

Clinical agencies are any location where the student is placed as a learning opportunity that is or is affiliated with an organization that has contracted with Otterbein University for such purposes.

Substance Testing Procedures.

Initial urine drug screen: A urine drug screen is required of all students, at the student's expense, prior to matriculation. The results are sent directly to the Department of Nursing. A positive drug screen will result in an inability to successfully enter or progress in the nursing program. Any attempt to provide a fraudulent urine specimen will result in an inability to successfully enter or progress in the nursing program. Subsequent drug screening may be requested by nursing faculty. Failure to comply with such requests will result in an inability to successfully enter or progress in the nursing program. All such cases will be evaluated on an individual basis. Contact the Department of Nursing for information regarding initial urine drug screen as needed.

Subsequent urine drug screen: If there is reasonable suspicion that the student is using substances or is impaired due to substance use, substance testing is mandatory. If the student refuses to submit to testing based upon reasonable suspicion, the refusal will be documented in the student's file kept in the Department of Nursing office, and the student will be dismissed from the nursing program.

1. Substance tests for accepted or existing students will be arranged by the Department of Nursing unless done in cooperation with the affiliating clinical agency or if on campus by University policy. The cost of this testing will be borne by the Department of Nursing for existing nursing students.
2. Tests will be conducted by a qualified laboratory in accordance with established methods and procedures. Confidentiality of the student as well as the validity of the sample will be protected by the testing facility. The procedure for collection as determined by the collection site will involve a witness to the voiding of a urine sample, securable urine containers, and chain of custody procedures that ensure that the samples identified to a nursing student actually contain materials from that student, that the samples are protected from tampering, and that the analysis of them is done in accordance with reasonable and accepted practice standards.

- a. If suspicion of impairment occurs at an agency with a qualified laboratory, the tests will be conducted at the clinical agency.
- b. If suspicion of impairment occurs on university property, the course faculty will notify the Otterbein Police Department to escort the student to an OhioHealth-affiliated facility for testing.
- c. The Otterbein Police Department will escort the student to an identified safe place following testing.

If the suspicion occurs off campus without immediate access to a testing laboratory, the course faculty will determine how and where testing will be accomplished with contact the local police department to provide transportation to and from the facility.

3. The test shall screen for the use of substances whose use is either illegal or prone to abuse as determined at the discretion of the Medical Review Officer of the testing facility, or for the use of any substances which are reasonably suspected of being used or abused by the student.
4. Presumed positive test results will be confirmed by the best currently-available techniques. If the test is confirmed positive, the entirety of the available evidence including health history will be used to determine the presence or absence of substance abuse.
5. If the test was requested by the Department of Nursing, the testing facility will notify the Chair, Department of Nursing, of test results. If the test was requested by a clinical agency, the testing facility will notify the Associate Provost for Graduate Studies of test results.

Outcomes. The following actions will be taken based on the outcomes of the testing.

All students who are admitted to a graduate nursing major or focus but have not yet matriculated in the graduate nursing major or focus who have an initial substance test result of confirmed positive will be denied their seat in that class and may reapply for admission the following academic year. A note will be added to their academic record held by the university. If confirmed positive on the second application, the student will be denied and further applications for the graduate nursing major or focus will not be considered from this applicant.

For matriculated students in the graduate nursing major or focus:

1. If the initial substance test is negative, that fact will be noted in the student's file and, unless there is compelling evidence to do otherwise, the investigation will cease and the student will be released from further action.
2. If the initial test is confirmed as positive, that fact will be noted in the student's file and the student will be dismissed from the nursing program.
3. If the student has engaged in acts to falsify a positive result, the action will be noted in the student's file and the student will be dismissed from the nursing program.
4. Licensed nursing students who refuse to submit to substance testing based upon reasonable suspicion or who have positive test results will also be reported to the state board(s) of nursing by which they are licensed, to the extent required by law. Full reinstatement of licensure will be required for an unrestricted return to the educational program.

Confidentiality. All testing results will be treated by Otterbein University and the Department of Nursing as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student has consented in writing to the release of the information. The Department of Nursing and the university shall have the right to use

and disclose the results of testing required by this policy in connection with internal academic purposes, and in connection with the defense of any student grievance and any claims filed by the student or personal representative.

Consideration for Re-Entry into a Nursing Program at Otterbein University. A student who is dismissed from an Otterbein University nursing program due to a positive test result will be considered for readmission if the following conditions are met:

1. Submission of a verifiable letter from a recognized treatment agency stating that the student has successfully completed a substance abuse rehabilitation program;
2. Submission to another test prior to readmission. This test will be at the student's expense. A positive test will result in ineligibility for readmission;
3. Agreement to submission to tests as requested by the Department of Nursing or clinical agencies after readmission at the student's expense; and
4. For licensed nursing students, full reinstatement of professional licensure as necessary for the completion of their course of study.

Incidence of Reoccurrence after Re-admission. A student who had been dismissed due to a positive test result and subsequently re-admitted to the nursing program, and thereafter tests positive for any substance test or is otherwise determined to have engaged in substance abuse as defined herein, will be dismissed from the program and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the nursing program. Licensed nursing students will be reported to their state board(s) of nursing.

Appeal Process. A nursing student may appeal the Department of Nursing's decision to dismiss or to not re-admit a student through the established University Appeals Procedure found in the *Campus Life Handbook*.

TRANSFER CREDIT

Policy. Transfer credit for graduate-level course work will be considered if:

1. The course work is evaluated by the appropriate course faculty as being substantially equivalent.
2. The transcript and syllabus reflect same-level course work from an institution that is accredited by the appropriate regional accrediting agency and whose same-level nursing program is accredited by ACEN and/or CCNE.
3. The content of the course is substantially equivalent to a course offered in the appropriate Otterbein University degree programs.
4. The course is not a clinical course.
5. The course was completed with a grade of B or higher. Note: The actual grade is not transferred and thus will not be included in the Otterbein grade point average.

Credit for life or professional experiences is not granted for undergraduate or graduate courses.

The Director, Graduate Studies in Nursing brings any eligible transfer credit coursework to the Nursing Curriculum Committee for a final vote to accept or deny the student's request for transfer credit.

Procedure. After admission to the Graduate Studies in Nursing Program, the student submits to the Director, Graduate Studies in Nursing:

1. A letter from describing what transfer credit is being sought.
2. The syllabus of the course for which transfer credit is being sought.

The grade will be reviewed on the official transcript on file for the student and the syllabus will be reviewed by the appropriate course coordinator for substantial equivalency. The course coordinator will

then send the report to the Director, Graduate Studies in Nursing who will submit to the Nursing Curriculum Committee for faculty approval. Upon approval, the Director, Graduate Studies in Nursing will complete the form, secure the chair's signature, and forward the form to the Registrar, copying the director of the major and the Coordinator – Nursing Administration. The Coordinator will put a copy in the student's file and also alert the student of the decision.

UNSAFE BEHAVIOR POLICY

Unsafe (negligent) behavior is defined as one or more errors in judgment or incompetent performance of service or procedure in which the client is potentially or actually harmed physically, socially, and/or emotionally. Unsafe behavior includes actions performed as well as actions omitted. Unsafe behavior at any time during a nursing course on the part of a student may result in course failure.

V.
RESOURCES

DEPARTMENT OF NURSING

OFFICE: Science Center (Shear-McFadden), Room 236
155 West Main Street, Westerville, OH 43081

PHONE: (614) 823-1614

FAX: (614) 823-3131

HOURS: Fall & Spring Semesters: Monday through Friday, 8 AM to 5 PM.
Summer Semester: Monday through Friday 7:30 AM to 4:30 PM

PERSONNEL: The Department of Nursing administrative staff are available to provide information about the university and the department.
Coordinator – Nursing Administration: Maureen Kaiser 232 Science
Administrative Assistant: Joy Barrick, 236 Science

MAILBOXES: Faculty mailboxes are located 4th floor of the Science Center, Room 439 to facilitate the communication process. A drop box is available on across the hall from 439 Science.

Otterbein University / OhioHealth Grant Medical Center Nurse Anesthesia Program

OFFICE: Grant Medical Education
323 E. Town Street, Suite 100, Columbus, OH 43215

PHONE: (614) 566-8879

FAX: (614) 566-8073

PERSONNEL: Tina Hugley, Program Specialist

ALUMNI ASSOCIATION

Graduates of Otterbein nursing programs are eligible for membership in the Otterbein Alumni Association. Alumni are encouraged to join this association and the Otterbein Nursing Alumni Network affiliate group (Ott-NAN). Nurse Anesthesia graduates are also encouraged to join the Nurse Anesthesia affiliate group of the Alumni Association (Nurse Anesthesia Alumni Network).

COMMENCEMENT

The University holds commencement ceremonies at the end of Spring Semester. All degree recipients (Summer, Autumn, and Spring) are invited to the Spring commencement. Certificate recipients are not conferred degrees and as such do not participate in commencement proceedings. Guest seating at commencement is limited according to space availability. See the Graduation web page on the Otterbein University web presence for more information.

Students receiving a degree at commencement must wear the regalia appropriate to their degree and major. Graduates attending commencement to receive the Doctor of Nursing Practice degree must wear the official Otterbein University Doctor of Nursing Practice regalia.

FINANCIAL AID

Financial aid for graduate students is available. Information about scholarships and loans may be obtained from the Financial Aid Office. If receiving support from an employer, students are asked to report this to the Financial Aid Office for university reporting purposes.

Sigma Theta Tau, Kappa Lambda Chapter, offers eligible students an opportunity to apply for an annual scholarship offered by the chapter.

Nurse Anesthesia students in the second year of the program may apply for Nurse Anesthesia Traineeships. Information on these traineeships and other scholarships for nurse anesthesia students is available from the Nurse Anesthesia Program Director.

Limited funds are available for nursing students experiencing an emergency. To access funds, contact the Promise House at promisehouse@otterbein.edu or 614-823-2074.

OTTERBEIN SIMULATION AND INTEGRATION CENTER (OSIC)

(formerly the Nursing Skills Laboratory)

The Otterbein Simulation & Integration Center comprises five areas in the Science Center in rooms 335, 336, 337, 441, and 442. The OSIC Supervisor and Instructors teach and evaluate the integration of psychomotor skills with critical thinking in selected courses in the graduate program. The lab in Science 336 is available to students who want to reinforce or refresh their psychomotor skills and clinical decision-making most evenings. Contact lab staff to sign up for open lab times.

OUT OF STATE STUDENTS

Students in graduate nursing programs who are taking courses online from a location outside of Ohio must contact their state board or nursing to report that they are doing so. It is the student's responsibility to comply with their state nurse practice act and any rule and law associated with their practice. Out-of-state students who may also contact their state agency that deals with student complaints if those complaints are not satisfactorily resolved. Below is contact information for some states.

South Carolina
Commission on Higher Education
1122 Lady St., Suite 300
Columbia, SC 29201
(803) 737-2260-OL (phone)
<http://www.che.sc.gov>

Tennessee
Higher Education Commission
404 James Robertson Pkwy., Suite 1900
Nashville, TN 37243
(614) 741-3605 (phone)
<http://www.tn.gov/thec/index.html>

Wisconsin
Education Approval Board
201 W. Washington Ave., 3rd Floor
Madison, WI 53703
(608) 266-1996 (phone)
eabmail@eab.wisconsin.gov
<http://eab.state.wi.us/resources/complaint.asp>

SIGMA THETA TAU INTERNATIONAL

Kappa Lambda Chapter

The Honor Society of Nursing, Sigma Theta Tau International is the second largest nursing organization in the United States. The name Sigma Theta Tau is derived from the initials of the Greek words Στοργή (Storgé; Love), Θάρρος (Tharos, Courage), Τιμή (Timé, Honor) and represents the charge of the Society.

The purposes of the Society are to:

1. Recognize superior achievement.
2. Encourage the development of leadership qualities.
3. Foster high professional standards.
4. Stimulate creative work.
6. Strengthen commitment to the ideals and purposes of the profession.
7. Provide support, including funding, to other organizations exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code.
8. Assist and engage in any other activities which are permitted to be carried on by organizations exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code (International bylaws, 2011-2013).

Membership is conferred upon nursing students in baccalaureate and graduate programs who demonstrate excellence in nursing or upon qualified bachelors, masters, and doctoral graduates who demonstrate exceptional achievement in the nursing profession. The Sigma Theta Tau chapter at Otterbein University is Kappa Lambda. Membership in the chapter is through invitation. The requirements for student candidates are superior academic achievement, academic integrity, and professional leadership potential.

Baccalaureate students must complete at least one-half of the required nursing curriculum and rank not lower than the highest 35 percent of their class in scholarship, measured by grade-point average.

Graduate students who have completed at least one-quarter of the required nursing curriculum and achieved academic excellence with a grade-point average of at least a 3.5 out of 4.0 may be inducted as new members.

A graduate student may also be considered for membership under the Nurse Leader criteria. The candidate is eligible at any point in the program and must: be a registered nurse, legally recognized to practice; have a baccalaureate degree or the equivalent in any field; and be able to demonstrate achievement in nursing in the area of administration, education, global health, practice, publication, research, or another area. Letters of recommendation should be sent to the Counselor of Kappa Lambda Chapter (International Bylaws).

The chapter serves its members through a variety of programs, activities, and services.

For more information, email KappaLambdaSTTI@otterbein.edu

STUDENT RESEARCH FUND

The Student Research Fund has been established to support student research and other scholarly and creative endeavors. Application procedures are described on the Otterbein web site.