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Otterbein University

Graduate Studies in Nursing



Graduate Handbook

2017 - 2018

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I

NURSING PROGRAM DESCRIPTION

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

Reviewed 4/17/15

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.

Reviewed 4/17/15

PURPOSE OF THE MSN PROGRAM

The purpose of the Otterbein Master of Science in Nursing Degree Program is to provide registered nurses the opportunity to synthesize knowledge and develop skills to use as a basis for advanced nursing practice, teaching, management, and research. The curriculum enables graduate students to expand their mastery of the major undergraduate program concepts of person, society, health, and nursing. The Master's program prepares graduates who apply the nursing process within a framework of caring to maximize the health potential of clients.

Reviewed 4/4/17

PURPOSE OF THE DNP PROGRAM

The Doctor of Nursing Practice (DNP) Degree Program 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 program develops 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.

The Advanced Practice 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 focus 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 physicians and other health care professionals in redesigning health care.

Revised 4/4/17

HOLISTIC CARING TAPESTRY

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

Commitment:

- ✚ Dedication
- ✚ Quality and Safe Care
- ✚ Inquiring/Questioning
- ✚ Evidence Based Practice
- ✚ Continuous Professional Development
- ✚ Present and 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/Critical Reasoning
- ✚ Theory Application
- ✚ Synthesis
- ✚ Cultural Competence
- ✚ Information Management and Patient Care Technology
- ✚ Creativity
- ✚ Reflection

Conduct:

- ✚ Professionalism/Leadership
- ✚ Accountability for Self and Delegated Care
- ✚ Pride/Enthusiasm
- ✚ Civility/Role Modeling
- ✚ Collaboration with Inter-professional Team
- ✚ Self-Care
- ✚ Aesthetic/Art

Reviewed 4/17/15

HOLISTIC CARING TAPESTRY: DEFINITIONS

Caring:

This 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:

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:

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:

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/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:

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:

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 and 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:

Collaborating with the inter-professional 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.

Reviewed 4/4/17

ACCREDITATIONS OF NURSING PROGRAMS

CCNE Statement

The Baccalaureate, Master of Science in Nursing, and Doctor of Nursing Practice programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington, D.C., 20036-1120. The telephone number is 202-887-6791.

The baccalaureate degree in nursing, Master of Science in Nursing degree and the Doctor of Nursing Practice at Otterbein University are accredited by the Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791

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, Master's 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

- **Master of Science in Nursing Degree Program**
 - Associate's-to-MSN Program
 - Clinical Nurse Leader Major
 - Family Nurse Practitioner Major
 - Post-Baccalaureate MSN Program
 - Clinical Nurse Leader Major
 - Family Nurse Practitioner Major
 - Nurse Anesthesia Major
- **Post-Master's Certificate Program**
 - Family Nurse Practitioner Certificate
 - Nurse Anesthesia Certificate
 - Advanced Practice Nurse Educator Certificate
- **Doctor of Nursing Practice Degree Program**
 - Advanced Practice Nursing Focus
 - Nurse Executive Focus

MASTER OF SCIENCE IN NURSING (MSN) DEGREE PROGRAM

CURRICULUM

The Master of Science in Nursing (MSN) Degree Program at Otterbein provides the registered nurse with an opportunity to synthesize knowledge and develop skills for advanced nursing practice, teaching, management, and research. Current MSN majors include Clinical Nurse Leader, Family Nurse Practitioner (FNP), and Nurse Anesthesia (NA). These majors may be completed through the Post-Baccalaureate MSN Program. The CNL and FNP majors may also be completed through the Associate-to-MSN Program by registered nurses with an Associate's Degree in nursing.

CURRICULUM OBJECTIVES

Upon completion of the Master of Science in Nursing Degree Program, 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.

ADMISSION REQUIREMENTS

All Applicants

Admission is not denied on the basis of race, religion, age, gender, color, disability, sexual orientation, national or ethnic origin, political affiliation, or marital or veteran status.

CNL and FNP Majors in the ADN-TO-MSN Program and the Post-Bacc MSN Program

All applicants must have a current, valid, and unrestricted license as a registered nurse in the State of Ohio. In addition, an applicant must not have had a previous revocation, denial, suspension, or restriction of their license from any state or country.

Nurse Anesthesia Major in the Post-Bacc MSN program:

All applicants must have a current, valid, and unrestricted license as a registered nurse in the U.S. In addition, an applicant must not have had a previous revocation, denial, suspension, or restriction of their license from any state or country. Otterbein NA students must have a current, valid, and unrestricted Ohio license at least one semester prior to Nurse Anesthesia program clinical course work.

MSN PROGRAMS, MAJORS, AND SAMPLE COURSES OF STUDY

Associate's-Degree-in-Nursing-to-MSN Degree Program

The ADN-to-MSN Program provides to registered nurses with an associate's degree in nursing with an opportunity to pursue a Master of Science in Nursing degree with a Clinical Nurse Leader (CNL) or Family Nurse Practitioner (FNP) major. The Nurse Anesthesia major (Otterbein University/Grant Medical Center Program) is not offered through the ADN-to-MSN Program. The ADN-to-MSN Program is aimed at select registered nurses who have demonstrated high academic achievement and proven success in clinical settings. Applicants must hold a current unrestricted registered nurse license from Ohio and give evidence of the intellectual, academic, and personal ability to succeed in graduate studies.

All ADN-to-MSN applicants must have work experience as a registered nurse within the last 5 years of one year full-time experience or the part-time equivalent (for example, 2 years at 50% part-time equals 1 year full-time).

The ADN-to-MSN student **must complete all prerequisite courses prior to applying to the program.** The following courses must be completed at an accredited college with a grade of C or higher. They include:

- Composition & Literature (2 courses)
- Chemistry 1
- Anatomy
- Physiology
- Microbiology
- Nutrition
- Introduction to Psychology
- Developmental Psychology
- Anthropology or Sociology (either course)
- Statistics

Once admitted, the ADN-to-MSN student is **required to take transition courses before beginning MSN clinical courses.** These **transition courses are taken in the first year** of the program and include: INST 220X – Philosophy (U). Must select from INST 2201, 2202, 2203, 2204, or 2205. May be taken prior to the first year of the program.

NURS 3000 OL – Theoretical & Evidence Based Foundation for Practice in Nursing (U)

NURS 3510 OL – Community Health Nursing; includes 8 hours of clinical hours/week, usually on a weekday between 8 am-6 pm. (U)

For descriptions of these transition courses, see the Otterbein University Undergraduate Course Catalog (available on the Otterbein web page at <http://www.otterbein.edu/>)

Student Status & Financial Aid. ADN-to-MSN students take transition courses with undergraduate status and then after the transition, take the core and clinical courses with graduate status. Because financial aid is handled differently for undergraduate status and graduate status, ADN-to-MSN students are urged to contact a graduate financial aid advisor after the FAFSA form has been completed online. Call 614-823-1379 to set up an appointment. Students seeking undergraduate financial aid must take 6 credit hours per semester to qualify for financial aid (for example, taking INST 2200 with NURS 3000).

Time Limit for Completion of ADN-to-MSN Degree Program. After a student has been admitted to the ADN-to-MSN program, continuous progress toward completion of the degree is expected. The time limit for completion of the program is six (6) years. The time limit is computed from the first date credit is recorded on the University's transcript until the program curriculum requirements are completed.

Health Requirements. These health requirements are due by the first day of class and must be maintained throughout enrollment, and include:

1. Personal Health Assessment including all immunizations or documentation of immunity [annual TB, Polio (4 dates), MMR (2 dates), Varicella (2 dates or titer showing immunity) Influenza, Hepatitis B (3 dates)] on file with the Student Health Center
2. Current American Heart Association BLS for health care providers completion card.
3. Completed background check (BCI and/or FBI)
4. 10 panel drug screen

Refer to CLINICAL AND IMMERSION EXPERIENCE in Part IV for detailed information concerning requirements. ***All health requirements are due by the first day of the student's first semester of enrollment regardless if course has a clinical or immersion component, and must be kept current throughout enrollment.***

Clinical Nurse Leader Major

The CNL major is an innovative master's degree that prepares the student to achieve positive patient outcomes directly at the bedside. This major has a total of 30 credit hours with an immersion quarter comprising 320 precepted clinical hours. The clinical immersion allows the student to work closely with nursing faculty and institutional partners to develop skills such as transformational leadership, change management, conflict resolution and integration of evidence-based practice.

During the immersion process, the graduate student will assimilate theory into practice by completing a project in conjunction with the institutional partner. Projects will positively enhance health care delivery and prepare the graduate nurse for leadership positions within a unit or specialty group practice. Students are eligible to take the American Nurses Credentialing Center at the end of their program.

Associate Degree in Nursing to Master of Science in Nursing Degree CNL Major

Sample Program Curriculum Grid

	Summer	Fall	Spring
Year One		NURS 3000-OL Theoretical and Evidence Based Foundation for Practice in Nursing (4)	NURS 3510-OL Community Health Nursing (6)
Year Two	NURS 5210-OL Epidemiology/ Healthy Populations (3)	NURS 5230-OL Leadership (3)	NURS 5220-OL Evidence-Based Practice/Informatics (3)
Year Three	NURS 5330-OL Advanced Pathophysiology (3)	NURS 5310-OL Advanced Pharmacology (3)	NURS 5320 Advanced Health Assessment (3) hybrid
Year Four	NURS 6100 Role Development for the Clinical Nurse Leader (3) hybrid	NURS 6110 CNL Immersion I (4) hybrid	NURS 6120 CNL Immersion II (5) hybrid

INST 2200 Philosophy must be completed prior to graduation.

OL = online course, hybrid = mixture of online, intensive campus experience & up to one evening per week. All other courses not noted are otherwise one evening per week

Clinical Nurse Leader major 40 semester hours.

Ref. 11-14

Family Nurse Practitioner Major.

The FNP major prepares the graduate to assume a role as an advanced practice nurse with the population focus across the lifespan. The coursework prepares students to sit for the American Nurses Credentialing Center Certification (ANCC) Exam for Family Nurse Practitioners and the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners. Students may take one or both exams, but only one is required for certification.

In addition to meeting the objectives of the Master of Science in Nursing program, 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.

After the transition courses are completed, 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.

**Associate Degree in Nursing to Master of Science in Nursing Degree
FNP Major**

Sample Program Curriculum Grid

	Summer	Fall	Spring
Year One		NURS 3000-OL Theoretical and Evidence Based Foundation for Practice in Nursing (4)	NURS 3510-OL Community Health Nursing (6)
Year Two	NURS 5310-OL Epidemiology/Healthy Populations. (3)	NURS 5230-OL Leadership & Advocacy in Policy and Healthcare Organizations (3)	NURS 5220-OL Evidence-based Practice/Informatics (3)
Year Three	NURS 5330-OL Advanced Pathophysiology. (3)	NURS 5310-OL Advanced Pharmacology (3)	NURS 5320 Advanced Health Assessment (3) Hybrid NURS 6510-OL Promoting Health in Primary Care (2)
Year Four	NURS 5340-OL Prescribing for the APN (1) NURS 6520 Procedures / Skills (2) hybrid NURS 6530 Acute / Common Illnesses (5) hybrid* *100 clinical hours	NURS 6540 Complex / Chronic Illnesses (6)* *250 clinical hours	NURS 6550 Leadership in the NP Role (4)* *250 clinical hours

INST 2200 Philosophy must be completed prior to graduation.

OL = online course, hybrid = mixture of online, intensive campus experience & up to one evening per week. All other courses not noted are otherwise one evening per week

Family Nurse Practitioner Major 48 credit hours

The Post-Baccalaureate MSN Degree Program is the traditional route of a Registered Nurse with a Bachelor of Science in Nursing degree to a Master of Science in Nursing degree. Three majors are offered at Otterbein University in this program: the Clinical Nurse Leader (CNL) major, the Family Nurse Practitioner (FNP) major and the Nurse Anesthesia (NA) major.

All post-baccalaureate MSN applicants for the CNL major and the FNP major must have work experience as a registered nurse within the last 5 years of one year full-time experience or the part-time equivalent (for example, 2 years at 50% part-time equals 1 year full-time).

All post-baccalaureate MSN applicants for the NA major must have a minimum of one (1) year full-time experience as a registered nurse in a critical care unit within the last five years by the application deadline. Experience in interpretation of invasive monitors, titration of vasoactive infusions, management of ventilated patients, and care of acutely ill patients accepted. Operating room, PACU emergency room and telemetry unit experience are not accepted as critical care experience.

Time limit for completion of Post-Bacc MSN degree program

CNL & FNP Majors. After a student has been admitted to the MSN program as a CNL major or FNP major, continuous progress toward completion of the degree is expected. The time limit for completion of the program is six (6) years. The time limit is computed from the first date credit is recorded on the University's transcript until the program curriculum requirements are completed.

NA Major. After a student has been admitted to the MSN program, continuous progress toward completion of the degree is expected. The program grids of courses and their sequences are structured for completion in three academic years. With consideration that issues can arise that will not permit full-time study, the time limit for completion of the MSN program – NA major is four (4) years. The time limit is computed from the first date credit is recorded on the University's transcript until the program curriculum requirements are completed.

Health Requirements. These health requirements are due by the first day of class and must be maintained throughout enrollment, and include:

1. Personal Health Assessment including all immunizations or documentation of immunity [annual TB, Polio (4 dates), MMR (2 dates), Varicella (2 dates or titer showing immunity) Influenza, Hepatitis B (2 dates)] on file with the Student Health Center
2. Current American Heart Association BLS for health care providers completion card.
3. Completed background check (BCI and/or FBI)
4. 10 panel drug screen

Refer to the CLINICAL AND IMMERSION EXPERIENCE section for detailed information concerning requirements. Please note that all health requirements are due by the first day of the student's first semester of enrollment regardless if course has a clinical or immersion component, and must be kept current throughout enrollment.

Clinical Nurse Leader Major

The CNL major is an innovative master's degree that prepares the student to achieve positive patient outcomes directly at the bedside. This major has a total of 30 credit hours with an immersion quarter comprising 320 precepted clinical hours. The clinical immersion allows the student to work closely with nursing faculty and institutional partners to develop skills such as transformational leadership, change management, conflict resolution and integration of evidence-based practice.

During the immersion process, the graduate student will assimilate theory into practice by completing a project in conjunction with the institutional partner. Projects will positively enhance health care delivery and prepare the graduate nurse for leadership positions within a unit or specialty group practice. Students are eligible to take the American Nurses Credentialing Center at the end of their program.

Clinical Nurse Leader Curriculum Requirements

Graduate Nursing Core

NURS 5210	Epidemiology & Health Promotion	3 hrs
NURS 5220	Evidence-Based Practice & Informatics	3 hrs
NURS 5230	Leadership and Advocacy in Policy & Healthcare Org.	<u>3 hrs</u>
	Total	9 hrs

Clinical Nurse Leader Core

NURS 5310	Advanced Pharmacology	3 hrs
NURS 5320	Advanced Health Assessment	3cr
NURS 5330	Advanced Pathophysiology	<u>3cr</u>
	Total =	9cr

Clinical Nurse Leader Specialty

NURS 6100	Role Development for the Clinical Nurse Leader	3 hrs
NURS 6110	Clinical Nurse Leader Seminar	4 hrs
NURS 6120	Clinical Nurse Leader Immersion	<u>5 hrs</u>
	Total =	12 hrs

Clinical Nurse Leader Major Total = 30 hrs

Revised 12/14

Post-Baccalaureate Master of Science in Nursing Degree Program CNL Major

Sample Program Curriculum Grid

	Summer	Fall	Spring
Year One	NURS 5210-OL Epidemiology/ Healthy Populations (3)	NURS 5230-OL Leadership (3)	NURS 5220-OL Evidence-Based Practice/Informatics (3)
Year Two	NURS 5330-OL Advanced Pathophysiology (3)	NURS 5310-OL Advanced Pharmacology (3)	NURS 5320 Advanced Health Assessment (3) hybrid
Year Three	NURS 6100 Role Development for the Clinical Nurse Leader (3) hybrid	NURS 6110 CNL Immersion I (4) hybrid	NURS 6120 CNL Immersion II (5) hybrid

OL = online course, hybrid = mixture of online, intensive campus experience & up to one evening per week. All other courses not noted are otherwise one evening per week

Clinical Nurse Leader Major: 30 credit hours

Family Nurse Practitioner Major

The FNP major prepares the graduate to assume a role as an advanced practice nurse with the population focus across the lifespan. The coursework prepares students to sit for the American Nurses Credentialing Center Certification (ANCC) Exam for Family Nurse Practitioners and the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners. Students may take one or both exams, but only one is required for certification.

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 as well as a transition to role practice immersion course.

In addition to meeting the objectives of the Master of Science in Nursing graduate program, graduates of the Family Nurse Practitioner Program 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.

**Post-Baccalaureate Master of Science in Nursing Degree Program
FNP Major**

Sample Program Curriculum Grid

	Summer	Fall	Spring
Year One	NURS 5310-OL Epidemiology/Healthy Populations. (3)	NURS 5230-OL Leadership & Advocacy in Policy and Healthcare Organizations (3)	NURS 5220-OL Evidence-based Practice/Informatics (3)
Year Two	NURS 5330-OL Advanced Pathophysiology. (3)	NURS 5310-OL Advanced Pharmacology (3)	NURS 5320 Advanced Health Assessment (3) Hybrid NURS 6510-OL Promoting Health in Primary Care (2)
Year Three	NURS 5340-OL Prescribing for the APN (1) NURS 6520 Procedures / Skills (2) Hybrid NURS 6530 Acute / Common Illnesses (5) Hybrid* *100 clinical hours	NURS 6540 Complex / Chronic Illnesses (6)* *250 clinical hours	NURS 6550 Leadership in the NP Role (4)* *250 clinical hours

OL = online course, hybrid = mixture of online, intensive campus experience & up to one evening per week. All other courses not noted are otherwise one evening per week

Family Nurse Practitioner Major 38 credit hours

Revised: 4/4/17

Nurse Anesthesia (NA) Major.

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.

**Post-Baccalaureate Master of Science in Nursing Degree Program
NA Major**

Sample Program Curriculum Grid

	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)

Additional Requirements. For additional requirements for the NA major, please see the *Nurse Anesthesia Student Supplement* to the *Graduate Nursing Handbook*.

POST-MASTER'S CERTIFICATE PROGRAM

The Post-Master's Certificate Program provides the Master's-prepared Registered Nurse with the appropriate additional education and clinical experience in preparation for national board certification. Certificates are offered in three majors: Family Nurse Practitioner, Nurse Anesthesia, and Advanced Practice Nurse Educator.

Time Limit for Completion of Post-Master's Certificate Program. After a student has been admitted to the Post-Master's Certificate Program, continuous progress toward completion of the degree is expected. The time limit for completion of the program is three (3) years. The time limit is computed from the first date credit is recorded on the University's transcript until the program curriculum requirements are completed.

FAMILY NURSE PRACTITIONER CERTIFICATE

Curriculum

The FNP major prepares the graduate to assume a role as an advanced practice nurse with the population focus across the lifespan. The coursework prepares students to sit for the American Nurses Credentialing Center Certification (ANCC) Exam for Family Nurse Practitioners and the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners. Students may take one or both exams, but only one is required for certification.

Students completing this program are awarded a post-master's certificate, which is not a graduate degree. As such, post-master's certificate students should check with a financial aid counselor about the applicability of student loans to this program. Also, post-master's students are not eligible to participate in graduation ceremonies.

Curriculum Objectives

Upon completion of the Post-Master's Family Nurse Practitioner Certificate Program, 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.

**Post-Master' Family Nurse Practitioner Certificate
Sample Program Curriculum Grid**

	Summer	Fall	Spring
<u>Year 1+</u> +6 hours May be transferred into Otterbein if less than 5 years old and meet all requirements Must submit transcript and course syllabi to graduate director.	NURS 5330-OL Advanced Pathophysiology (3)	NURS 5310-OL Advanced Pharmacology (3)	NURS 5320 Advanced Assessment (3) NURS 6510-OL Promoting Health in Primary Care (2)
<u>Year 2</u>	NURS 5340 Prescribing for the APN (1) Hybrid NURS 6520 Procedures/Skills (2) Hybrid NURS 6530 Acute/common Illnesses (5) Hybrid *100 clinical hours	N6540 Complex/chronic Illnesses (6) *250 clinical hours	N6550 Leadership in NP Role (4) *250 clinical hours

OL = online course, hybrid = mixture of online, intensive campus experience & up to one evening per week. All other courses not noted are otherwise one evening per week

Family Nurse Practitioner Major

Total = 29 credit hours

POST-MASTER'S NURSE ANESTHESIA CERTIFICATE

Curriculum

The Post-masters Nurse Anesthesia Certificate Program prepares registered nurses with a previous graduate degree in nursing to enter the field of nurse anesthesia. Students completing the program will receive a certificate and will be eligible to sit for the national certification examination administered by the Council on Certification of Nurse Anesthetists.

The post-master's certificate is not a graduate degree. As such, post-master's certificate students should check with a financial aid counselor about the applicability of student loans to this program. Also, post-master's students are not eligible to participate in graduation ceremonies.

Curriculum Objectives

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

Upon completion of the Post-Masters Nurse Anesthesia Certificate Program, graduates 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 arts and sciences to 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.

**Otterbein University - Grant Medical Center
Nurse Anesthesia Program**

Program of Study – Post-Master’s Certificate

<i>Spring 1 (15 credits)</i>	<i>Summer 1 (12 credits)</i>	<i>Fall 1 (13 credits)</i>
NURS 5010 Anatomy & Physiology for Nurse Anesthesia (3) NURS 6716 Basic Principles of Nurse Anesthesia I (4) NURS 6717 Pharmacology for Nurse Anesthesia (4) NURS 6718 Nurse Anesthesia Laboratory Practicum (1) <i>NURS 5320 Advanced Health Assessment (3) ***</i>	NURS 6726 Basic Principles of Nurse Anesthesia II (4) NURS 6729 Nurse Anesthesia Clinical Practicum I (2) <i>NURS 5330 Advanced Pathophysiology (3) ***</i>	NURS 6736 Advanced Principles of Nurse Anesthesia I (4) NURS 6739 Nurse Anesthesia Clinical Practicum II (3) <i>NURS 5310 Advanced Pharmacology (3) ***</i>
<i>Spring 2 (13credits)</i>	<i>Summer 2 (6 credits)</i>	<i>Fall 2 (6 credits)</i>
NURS 6746 Advanced Principles of Nurse Anesthesia II (4) NURS 6747 Advanced Practice Anesthesia Nursing: The Role in Health Delivery (2) NURS 6749 Nurse Anesthesia Clinical Practicum III (4)	NURS 6759 Advanced Practicum in Nurse Anesthesia I (6)	NURS 6769 Advanced Practicum in Nurse Anesthesia II (6)
<i>Spring 3 (6 credits)</i>		
NURS 6779 Advanced Practicum in Nurse Anesthesia III (6)		Total: 65 semester hours

Clinical Practicum Courses - 1 credit = 1 OR day (the Advanced Practicum courses will have 1 semester hour worth of seminar)

Master of Science in Nursing Core Courses in italics.

***** May be transferred up to 6 hours (2 courses) if less than 5 years old and meets all requirements. Transcript and course syllabi must be transmitted to Director, Graduate Studies in Nursing for evaluation.**

POST-MASTER'S ADVANCED PRACTICE NURSE EDUCATOR CERTIFICATE

Curriculum

The Post-Masters Advanced Practice Nurse Educator Program at Otterbein University provides the master's-prepared nurse the opportunity for advanced practice as an educator in nursing education programs. This program provides a Certificate of Completion and eligibility to sit for the National League for Nursing Nurse Educator Certification Examination.

Students completing this program are awarded a post-master's certificate, which is not a graduate degree. As such, post-master's certificate students should check with a financial aid counselor about the applicability of student loans to this program. Also, post-master's students are not eligible to participate in graduation ceremonies.

Curriculum Objectives

Upon completion of the Post-Masters Advanced Practice Nurse Educator Program, the graduate will:

1. Synthesize knowledge from nursing education and relevant fields of study as a basis for nursing education and professional development.
2. Use the nursing process to perform the independent, collaborative and multifaceted functions of the nurse educator.
3. Demonstrate critical thinking when making decisions regarding the delivery of quality, cost-effective educational programs.
4. Analyze the legal, political, ethical, social, cultural, financial and professional functions of the nurse educator role.
5. Examine health issues and health care delivery systems and their implications for nursing education, professional development, and/or client education programs.
6. Provide nursing leadership within health care and nursing education systems in the advanced nurse educator role.
7. Integrate caring behaviors and patterns into the advanced nurse educator role.
8. Extend the body of nursing knowledge through systematic inquiry.

Post-Master' Advanced Practice Nurse Educator Certificate Program Sample Program Curriculum Grid

SUMMER SEMESTER	FALL SEMESTER	SPRING SEMESTER
Nursing 6410-OL Educational Theory, Program Development and Evaluation (3))	Nursing 6420-OL Advanced Faculty Role in Nursing Education (3)	Nursing 6430-OL Nurse Educator Practicum (3)

Post-Master's Advanced Nurse Educator Certificate Program = 9 credit hours

DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

Curriculum

The Doctor of Nursing Practice (DNP) post-master's degree program 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 program develops 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.

The Advanced Practice Nursing 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 focus on health systems as businesses, including macro financial management, cost/benefit analyses of innovation, and the writing of business plans which will allow DNP Nurse Executive graduates to be full partners with physicians and other health care professionals in redesigning health care.

The curriculum culminates in a comprehensive capstone experience which includes a transformational change project. A post-master's DNP student will be able to complete the program in two years, taking two courses per semester or six credits as a full time course of study. Courses are typically offered once a year and students should take the courses sequentially as indicated in the Plan of Study. A part time course of study is also available. All courses are offered in a hybrid format, with 1-2 face to face meetings on the Westerville campus per semester, although most face-to-face meetings can be held via electronic meeting software, Collaborate. 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).

Students select either the Advanced Practice Focus (CNM, CNP, CNS, or CRNA) or the Nurse Executive Focus. Students in the Advanced Practice focus must have completed graduate-level physical assessment, pathophysiology and pharmacology classes.

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 website.

Students are required to attend a mandatory face-to-face New DNP Student Orientation session in connection to the first year summer classes. The Orientation will allow them to meet fellow members of the cohort, meet the faculty, review the Program policies, and complete health and background check requirements. A Graduate School Orientation is also available on the Otterbein University website, which discusses other important information.

Curriculum Objectives

Upon completion of the Doctor of Nursing Practice, 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 in APN roles 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.

Summary of Curriculum Requirements

Plan of Study (full time) – Advanced Practice Focus

	SUMMER	FALL	SPRING
Year One	NURS 7050-OL Knowledge Building (3) NURS 7060-OL Evidence Based Practice (3)	NURS 7035-OL OL Epi/Biostats (3) NURS 7040-OL Quality Clinical Practice (3)	NURS 7030-OL Politics & Policy (3) NURS 7070-OL Special Topics in Leadership (3)
Year Two	NURS 7900-OL Project Seminar (3) NURS 7065-OL OL Informatics (3) NURS 7910-OL Project Advising (1)	NURS 7950-OL Clinical Seminar/Internship (5) NURS 7910-OL Project Advising (1)	NURS 8000-OL Clinical Project (3) NURS 7910-OL Project Advising (1)

Total: 35 semester hours

Plan of Study (part time) –Advance Practice Nursing Focus

	SUMMER	FALL	SPRING
Year One	NURS 7050-OL Knowledge Building (3)	NURS 7035-OL Epi/Biostats (3)	NURS 7030-OL Politics & Policy (3)
Year Two	NURS 7060-OL Evidence Based Practice (3)	NURS 7040-OL Quality Clinical Practice (3)	NURS 7070-OL Special Topics in Leadership (3)
Year Three	NURS 7900-OL Project Seminar (3) NURS 7065-OL Informatics (3) NURS 7910-OL Project Advising (1)	NURS 7950-OL Clinical Seminar/Internship (5) NURS 7910-OL Project Advising (1)	NURS 8000-OL Clinical Project (3) NURS 7910-OL Project Advising (1)

Total: 35 semester hours

Plan of Study (full time) – Nurse Executive Focus

	SUMMER	FALL	SPRING
Year One	NURS 7050-OL Knowledge Building (3) NURS 7060-OL Evidence Based Practice (3)	NURS 7035-OL Epi/Biostats (3) NURS 7040-OL Quality Clinical Practice (3)	NURS 7030-OL Politics & Policy (3) NURS 7070-OL Special Topics in Leadership (3)
Year Two	NURS 7900-OL Project Seminar (3) NURS 7065-OL Informatics (3) NURS 7910-OL Project Advising (1)	NURS 7955-OL Clinical Seminar/Internship (2) NURS 7975-OL Financial & Business Decision Making for Project/Strategic Planning (3) NURS 7910-OL Project Advising (1)	NURS 8000-OL Clinical Project (3) NURS 7910-OL Project Advising (1)

Total: 35 semester hours

Plan of Study (part time) – Nurse Executive Focus

	SUMMER	FALL	SPRING
Year One	NURS 7050-OL Knowledge Building (3)	NURS 7035-OL Epi/Biostats (3)	NURS 7030-OL Politics & Policy (3)
Year Two	NURS 7060-OL Evidence Based Practice (3)	NURS 7040-OL Quality Clinical Practice (3)	NURS 7070-OL Special Topics in Leadership (3)
Year Three	NURS 7900-OL Project Seminar (3) NURS 7065-OL Informatics (3) NURS 7910-OL Project Advising (1)	NURS 7955-OL Clinical Seminar/Internship (2) NURS 7975-OL Financial & Business Decision Making for Project/Strategic Planning (3) NURS 7910-OL Project Advising (1)	NURS 8000-OL Clinical Project (3) NURS 7910-OL Project Advising (1)

Total: 35 semester hours

Time Limit for Completion of DNP Program. After a student has been admitted to the DNP program, continuous progress toward completion of the degree is expected. The program grids of courses and their sequences are structured for completion in two or three academic years. With consideration that issues can arise that will not permit full-time study, the time limit for completion of the program is six (6) years. The time limit is computed from the first date credit is recorded on the University's transcript until the program curriculum requirements are completed.

Graduation Requirements. The graduation requirements for the DNP degree are:

- 35 semester hours of required coursework;
- A cumulative grade point average of at least 3.0;
- Complete and document required practice hours;
- Complete and submit required e-portfolio;
- Complete the DNP Final Scholarly Project and submit the DNP Final Scholarly Project Report;
- Participate in the DNP End-of-Program Evaluation;
- Complete an Application for Degree and submit it to the Office of the Registrar at least one semester prior to the term in which the degree is to be conferred; and
- Meet all outstanding financial requirements.

Required 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-OL hours of post-baccalaureate practice as part of a supervised academic program. Otterbein University requires at least 300-OL of these hours to be completed as part of the DNP Plan of Study. A gap analysis will be completed for each DNP student by the DNP Program Director to determine required number of practice hours for the DNP degree.

To verify previous supervised clinical hours, students will submit documentation of the hours completed in their post-baccalaureate programs within the first semester of their enrollment to the DNP Program Office. Documentation may include a letter from the Director of the program attended, 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 semester enrolled. Students, who present with more than 1000-OL supervised practice hours, are expected to spend a minimum of 300-OL hours in the DNP degree program at Otterbein University.

A plan to obtain hours will be individually developed in collaboration with the Faculty Advisor. Although some hours are included in specific courses, the majority of hours will be completed during the project implementation and evaluation phases in the last year of study. 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 work environment, the focus of the DNP immersion must be beyond the student's current employment expectations.

Prior to beginning the practice hours, a *Preceptor Arrangement Form* must be completed, with a copy of the Preceptor's resume and submitted to the DNP Program Office as appropriate. The preceptor and experience must be approved prior to the student initiating any 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. The Practice Hour Log includes:

- Objective/goal of the experience
- Essential or course objective
- Preceptor
- Date
- Outcome/reflection of experience
- Hours achieved that day
- Cumulative hours

Health Requirements. Students may not participate in an immersion experience unless all health requirements are up-to-date and on file in the Department of Nursing. These requirements are due by the first day of class and include:

- Student Health Assessment including all immunizations or documentation of immunity [annual TB, Polio (4 dates), MMR (2 dates), Varicella (2 dates or titer showing immunity) Influenza, Hepatitis B (2 dates)] on file with the Student Health Center
- Current American Heart Association BLS for health care providers completion card
- Completed background check (BCI and/or FBI)
- 10-OL panel drug screen

Required Eportfolio. Otterbein University students will complete an e-Portfolio documenting their academic and practice path. 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 Program Objectives as a framework and students will add artifacts from course work into the e-portfolio throughout the program. The e-portfolio will also include the Practice Hour Log, the student professional resume, and reflection on how projects/experiences in the DNP program have facilitated meeting the DNP program objectives. The final reflection includes a synthesis of the achievement of the DNP program objectives as operationalized into the student's professional life and the impact on future directions.

The e-portfolio should include the following organizational sections

- Resume
- Final Scholarly Project
- Immersion Experiences
- Tab for each Essential with relevant course assignments included
- Cross walk table of DNP *Essentials* and End of Program Objectives and assignments.

Examples of content and DNP Program Objectives include:

- | | |
|--|--|
| · Quality Project (NURS 7040) | Objective 2,6,9; <i>Essentials II, III, IV, V, VIII</i> |
| · Evidence based meta-analysis (NURS 7060) | Objective 4; <i>Essential III</i> |
| · Policy Project (NURS 7030) | Objective 5,9; <i>Essentials V, VI</i> |
| · Epidemiological Case Study (NURS 7035) | Objective 7; <i>Essentials I, III, IV, VII, VIII</i> |
| · Practice/Clinical Case Study (NURS 7950) | Objective 8,9,10; <i>Essentials I, III, V, VII, VIII</i> |

Otterbein University has adopted the *Digication* e-portfolio management system. Students will receive information on using the system at orientation.

DNP Final Scholarly Project. The DNP Final Scholarly Project is an evidence-based project that demonstrates synthesis of research principles, 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 through written and/or oral presentations demonstrating high standards of professional communication as part of course assignments and as alumni.

DNP Final Scholarly Projects will be based on *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and the *Recommended Criteria for NP Scholarly Projects in the Practice Doctorate Program* (NONPF, 2007). Examples of DNP Final Scholarly Projects are available from the library.

Students will identify an area of interest on acceptance into the DNP Program. Although this interest area may be modified during the course of study, it is most likely to be a topic associated with the student's practice area or an area of anticipated future practice. Development, implementation, and evaluation of this transformational change project related to the identified topic will build throughout the DNP Course of Study.

Based on the identified area of interest, students will be assigned a faculty advisor. A written request to change faculty advisors may be submitted to the Department Chair, if desired. The faculty advisor is a faculty member with graduate faculty status, who serves as the Chair of the DNP Final Scholarly Project Committee. The faculty advisor, serving as Chair, is responsible for supervising the project, assisting the student to identify practice opportunities to enhance the project, and to coordinate the committee.

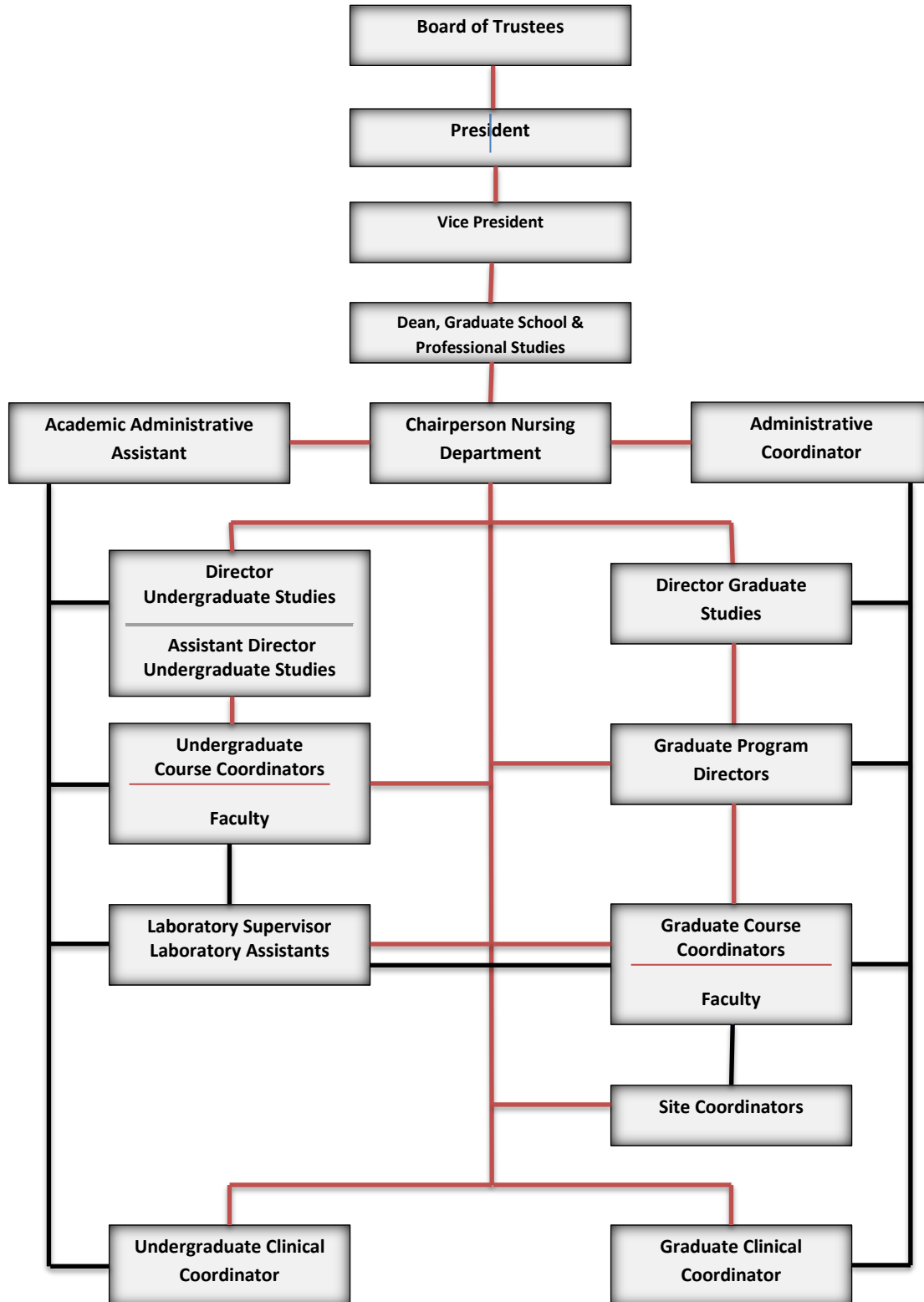
DNP Final Scholarly Project Committee. The DNP Final Scholarly Project is completed under the direction of the project committee, which comprises the faculty advisor as Chair, an additional full-time Otterbein nursing faculty member, and a member from the professional community who is an expert in the field (who may be a faculty member, mentor, or preceptor). The Faculty Advisor will guide the student in the selection of other members of the committee. Committee member names should be submitted to the DNP Program Office as soon as they are available, but no later than the first two weeks of NURS 7900: Project Seminar. A committee member who is non-faculty will also need to submit a copy of their resume and a Committee Agreement Form. Each committee member will receive a confirmation letter about the expectations and responsibilities of a Committee member from the DNP Program Office. It is expected that the advisor will meet or communicate with the DNP student on a regular basis, at least once a semester during the final year of study while the project is being implemented. Committee members should plan to attend the DNP Final Scholarly Project Proposal Presentation that occurs in the summer and the DNP Final Scholarly Project Presentation that occurs in the spring. The Committee meets alone and with the student at the end of the DNP Final Scholarly Project Presentation as part of the evaluation process.

Refer to DNP Scholarly Project Guidelines in Policies/Procedures section.

Revised 4/4/17

III
DEPARTMENT OF NURSING
ORGANIZATIONAL STRUCTURE

Otterbein University Department of Nursing Organizational Chart



Direct line —
Indirect line —

PK 8/12; JH 9/16

2017-2018 DEPARTMENT OF NURSING LEADERSHIP TEAM

Chair, Department of Nursing..... Dr. Jacqueline Haverkamp, DNP, MBA
Director, Graduate Studies in Nursing Dr. John Chovan, PhD, DNP
Director, Undergraduate Studies in Nursing Dr. Sue Butz, DNP
Director, Advanced Practice Programs Dr. Joy Shoemaker, DNP
Director, Nurse Anesthesia Program..... Dr. Brian Garrett, DNP
Director, Nurse Educator Program..... Dr. Karen Hughes, PhD
Director, Family Nurse Practitioner Program Dr. Joy Shoemaker, DNP
Director, Doctor of Nursing Practice Program..... Dr. John Chovan, PhD, DNP
Chair, Nursing Admissions Review Committee
Chair, Curriculum Committee.....
Chair, Program Effectiveness Committee.....
Chair, Student/Faculty Committee.....

DEPARTMENTAL COMMITTEES

Curriculum Committee

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

Nursing Admission Review Committee

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/implement student recruitment procedures.

Program Effectiveness Committee

The functions of the Program Effectiveness Committee are to monitor and evaluate progression, retention and graduation of students in the undergraduate and graduate programs. It also conducts and analyzes student evaluations including end of program, 6-month post-graduation survey, and the employer survey in order to develop, revise, and assure implementation of the Department Evaluation Plan. The committee maintains a database of longitudinal data to evaluate/analyze program success, identify and tracks changes in programs or curriculum that are responses to evaluation feedback.

Student/Faculty Committee

The functions of the student/faculty committee are to provide a communication link between students and faculty on matters not directly related to curriculum concerns. The committee plans and implements student-faculty activities that facilitate student-faculty interaction. It also coordinates and evaluates community outreach efforts that involve student-faculty participation. In addition, the committee establishes and coordinates faculty development activities to meet the professional and curricular needs of the Department of Nursing.

UNIVERSITY REPRESENTATION

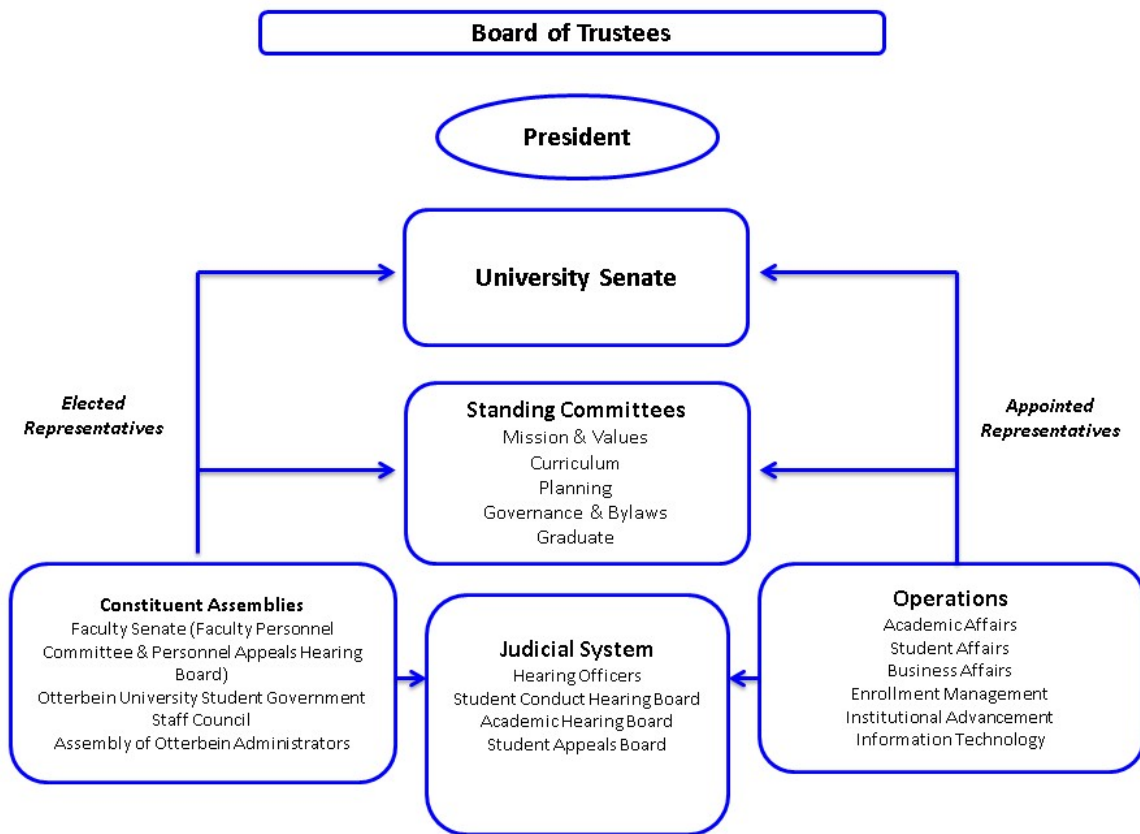
Graduate Committee

The function of the Graduate Committee is to monitor all policies and procedures relating to graduate programs; 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.

Otterbein University Governance

University governance gives students voting rights, along with faculty and administration, 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 administrators. 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.

The Otterbein University Board of Trustees has legal authority over all actions of the Senate. Two voting student seats and two voting faculty seats are on the 30-member board.



IV
DEPARTMENT OF NURSING
POLICIES AND PROCEDURES

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/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.

The student must call the instructor prior to class or due dates for submission of class work if the student will miss a scheduled quiz or exam for the absence to be considered “excused.”

At the discretion of course faculty, the student may be asked to submit a doctor’s/health professional’s statement on appropriate letterhead stating the reason for the student’s absence from course work.

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

- a. In cases where the student’s physical/mental health is in question, upon request of the clinical instructor and course coordinator, the student will be required to obtain a written statement from a physician/health professional on appropriate letterhead stating that the student is physically/mentally capable of completing their clinical assignment.
- b. In case of absence, the student will initiate contact with their 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.
- c. 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.

Reviewed 1/12

ACADEMIC MISCONDUCT

1. Purpose

In keeping with the intellectual ideals and educational mission of Otterbein University, all members of the University community are expected to maintain their intellectual integrity at all times, to conduct themselves properly in all academic activities, and to adhere to all academic policies. Cheating, plagiarism and other forms of academic dishonesty violate both individual honor and the life of the community. The purpose of this policy is to encourage members of the academic community to conduct themselves responsibly toward one another, to ensure that complaints of academic misconduct are treated fairly and in a timely fashion, and to maintain the high standards of conduct required at Otterbein University.

2. Policy

- A. This policy prohibits any form of inappropriate conduct that constitutes academic misconduct and applies to all participants in graduate level academic courses or programs offered by Otterbein University.
- B. The Graduate School and Otterbein University will take appropriate actions to prevent, correct, and discipline conduct that violates this policy.
- C. This policy does not preclude anyone from pursuing complaints with any external agency or other entity, such as other institutions when a student participates in an internship, field placement, academic course or program at such institution; when criminal or civil laws may have been violated; and other appropriate situations.

3. Definition of Academic Misconduct

A. Plagiarism, Cheating and Dishonesty

It is necessary to ascertain, with accuracy, an individual’s strengths and weaknesses in order to prepare a proper academic program for students and to evaluate their work. Thus, the “high standard of personal integrity” in the classroom means that an individual will not receive credit for work which is not his or her own.

In the taking of examinations, any attempt to receive assistance from persons, papers, or printed materials without the permission of the faculty member constitutes dishonesty. This definition applies not only to activities within the examination room, but also any attempt to obtain beforehand copies of examination questions without the faculty member's consent, including attempts to obtain them from students taking the exam at an earlier time during the year. In short, all such unauthorized activities constitute dishonesty. A student who willingly provides assistance not condoned by the University to another student is also in violation, whether or not the student providing the assistance has completed the examination

In preparing essays, reports, and other out-of-class projects, any use of the words or ideas of someone else as though they were one's own constitutes plagiarism. This definition applies to the use of both printed and unprinted sources, including the work of other students or faculty. To avoid plagiarism, all borrowed materials must be fully documented. Direct quotations, however short, must be placed in quotation marks or indented beyond the regular margins, and their sources must be clearly identified. Ideas or arguments not directly quoted but paraphrased must also be documented; merely altering the wording does not make their substance a student's own work. Facts, formulas, and other types of information which are widely known and considered common knowledge in a field do not always require documentation, but a student may not falsely claim the independent derivation or observation of such materials, nor borrow without acknowledgment of someone else's special arrangement or use of it. When in doubt, the student should consult a member of the faculty. If acceptable methods of documenting borrowed materials are not clear, the student is to consult beforehand with the faculty member who will receive the finished work.

The use of an identical or nearly identical piece of work to fulfill requirements in more than one course without the knowledge of the faculty members involved constitutes dishonesty. If a student wishes to prepare a single piece of work for more than one course, the written permission of both faculty members must be secured beforehand. If a student wishes to submit a revised version of an earlier piece of work, written permission must be secured beforehand and the earlier version must be submitted along with the final version. When in doubt, a student should check with the faculty member.

In addition to acts of plagiarism and cheating, acts of dishonesty include, but are not limited to the following:

- Furnishing false information to any University official, faculty member or office
- Forgery, alteration or misuse of any University document, record or instrument of identification
- Falsification, distortion, or misrepresentation of information before a judicial body

A faculty member who suspects the student may have committed an act of academic dishonesty shall meet with the student at the earliest possible date before the date that grades are due for the semester during which the incident took place to determine if academic misconduct has occurred and, if necessary, impose an appropriate sanction. If the faculty member determines that the misconduct was minor, he/she may provide appropriate counseling and have the student revise or entirely re-do the assignment. For minor academic misconduct, the faculty member will send a memo to the student briefly describing the misconduct, the counseling provided, and any follow-up steps required of the student. The faculty member will place a copy of this memo in the student's departmental file and send a copy of the memo to The Graduate School.

If there is a second incident of significant academic misconduct, the Dean of The Graduate School shall appoint an ad hoc committee to consider the case within fifteen (15) business days. This committee shall include two graduate faculty members and one graduate student who do not have prior involvement with either incident and be chaired by the Dean or

designee. This committee will verify that appropriate due process was employed in regard to the two incidents of academic misconduct and determine an appropriate consequence and make that recommendation to the Dean of The Graduate School. The committee may decide to suspend the student for a semester or a year, or to permanently dismiss the student from the program. Within fifteen (15) business days of a decision by the ad hoc committee to suspend or dismiss him/her, the student may file an appeal to the Academic Hearing Board. To file an appeal, please call 614-823-1624 at the Center of Student Success

4. Prompt Attention

- A. All credible accusations of academic misconduct will be taken seriously and will be investigated promptly, thoroughly, and fairly.
- B. Notification by Instructor to The Graduate School.
All instructors shall notify, in writing and/or email, the Dean of The Graduate School promptly upon learning, directly or indirectly, about any case of academic misconduct, even in cases where the instructor intends to investigate and address a complaint directly. The Graduate School shall keep records of all incidents of academic misconduct. Instructors will be informed of any previous incidents of academic misconduct when contact is made with The Graduate School.

5. Procedures

- A. Initiating a Complaint
A complaint may be initiated by an instructor, who has reason to believe that academic misconduct has occurred. Complaints should be initiated promptly and no later than thirty (30) days after the person knows or has reason to know of the alleged academic misconduct.
- B. Action by an Instructor
An instructor may investigate and address any complaint of academic misconduct in the instructor's course or program. A decision by an instructor shall stand when the instructor has notified the student in writing and/or by email of that decision. A student may appeal the instructor's decision to the Department Chair.

6. Sanctions

- A. Sanction Imposed by Instructor
An instructor may impose sanctions for academic misconduct that include, but are not limited to, oral and/or written reprimand, counseling, reduced or failing grades for specific assignments or the entire course or program, additional assignments or requirements relating to the course or program, or any combination thereof.
- B. Sanctions Imposed by The Graduate School
In addition to any sanctions imposed by an instructor, The Graduate School may impose sanctions for academic misconduct that include, but are not limited to, written reprimand, counseling, involuntary removal or withdrawal from the course, suspension, probation, termination of assistantships, dismissal, notations on a student's official records and transcript, revocation of academic honors or degrees, and any other appropriate sanction or combination thereof.
- C. Sanctions Imposed by The Graduate School for a Second Act of Plagiarism
If there is a second incident of significant academic misconduct, the Dean of The Graduate School shall appoint an ad hoc committee to consider the case within fifteen (15) business days. The committee may decide to suspend the student for a semester or a year or to permanently dismiss the student from the program. Within fifteen (15) business days of a decision by the ad hoc committee to suspend or dismiss him/her, the student may file an appeal to the Academic Hearing Board. To file an appeal, please call 614-823-1624 at the Center of Student Success.

Policies and interpretation by the administration are subject to change as circumstances warrant. Please check with the Graduate Dean for updates and current application of any policy.

ACADEMIC PROGRESSION

After a student has been admitted to the nursing graduate program, continuous progress toward completion of the degree is expected. The time limit for the completion of graduate course work is six years (three years for the Post-Masters programs). This time limit is computed from the first date credit is recorded on the University transcript until the program curriculum requirements are completed. Petitions requesting extension of the time limit may be submitted to the Nursing Curriculum Committee for consideration. Extensions are only considered if there is adequate and unusual cause beyond the control of the student for failure to meet the time limit policy and contingent on space available in the current class. Reviewed 04/14

ACADEMIC STANDING

Good Standing. A student pursuing graduate level course work who maintains a minimum cumulative graduate grade point average of 3.0-OL is in good academic standing. Reviewed 4/25/14

Grade Policy. A minimum grade of 80-82% (B-) is required in all graduate course work. If a grade lower than B- is earned, this course must be repeated in order to enroll in subsequent nursing courses. Students must have a cumulative grade point average of at least 3.0-OL (B) to receive the Master of Science in Nursing degree and Doctor of Nursing Practice degree.

Any student receiving two (2) grades of C+ or lower in the original attempt of all required graduate course work will no longer be able to continue in the nursing program.

A student may attempt only one graduate course twice 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+ or lower or a W (Withdrawal) in the original attempt of any graduate course will constitute an attempt.

Revised 1/12

Academic Standing Requirements. Graduate students must maintain a 3.0-OL (B) cumulative average. Students will be placed on academic probation when the overall GPA falls below 3.0. If a student's GPA for a semester falls below a 3.00, a review by the Graduate School office 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 two registered academic terms. Students must raise their GPA to 3.0-OL or above during the next two semesters of enrollment in required or elective courses. If the cumulative GPA falls below 3.00-OL a second time, the student will be dismissed from the program.

Grades of B- are considered "marginal progress". Any such outcome, or a GPA that falls below 3.0, or a Satisfactory Academic Progress rate that falls below expectations, warrants an academic advising conversation between the advisor and student, and possibly with the program chair or the Dean of Professional Studies. In some cases, students earning a 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 his or her highest level of academic, clinical, and professional success, the course professor may institute a learning contract. A learning

contract will be established with selected students to support identified educational needs including but not limited to course requirements, and clinical/or and professional performance concerns.

Reviewed 1/12/2013

ACCEPTANCE/ADMITTED & ENROLLED/ COMPLETION/ REAPPLICATION/ READMISSION/REENROLLMENT

Acceptance Confirmation. Once an offer of acceptance is made, the prospective student may reserve a 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 his/her desire to accept a seat in the program.
2. Pay the required program deposit fee to the Business Office.

Admitted and Enrolled. Students who are admitted must complete their acceptance procedures into the program before they may enroll.

Time Limit to Complete Your Program. An MSN FNP student or DNP student who successfully completes at least one course by the appointed start term of the program to which he/she is admitted has six (6) years to complete his/her program. The MSN NA program start date is Spring Semester and has a four (4) year time limit. Post-Master's Certificate Programs have a three (3) year time limit.

When is the reapplication process required? A student, who does not enroll and complete at least one course at the appointed start term for his/her program, loses his/her seat in the program. (For the nurse anesthesia program the start term is Spring Semester). The prospective student may reapply and will go back into the general applicant pool to seek acceptance into the program.

An accepted student who does not complete the acceptance confirmation procedure within the specified time frame must reapply and go back into the general applicant pool to seek acceptance into the program.

Procedure for Reapplication

1. Contact the Graduate Office to update the application and submit materials by the published application deadline.
 2. Send a letter of petition requesting reenrollment to Nursing Admission Review Committee (NARC)
- Note: Successful petitioning is indicated by a new acceptance letter from Nursing Admission Review Committee (NARC).

When is reenrollment process required? A student who has completed one or more courses in his/her program and not enrolled for more than one calendar year must be reenrolled to continue in his/her program. The specific term for reenrollment is dependent on seat availability.

Procedure for Reenrollment

1. Update the application form, resume and transcripts as needed by contacting the Graduate Office.
2. NARC will consult with program directors to see if there is space available and what term the student may return.
3. A student may be required to petition curriculum committee if his/her term to return would extend his/her program past the 6 year limit. (4 year time limit for the NA program, 3 year time limit for a Post-Master's Certificate program).
4. NARC sends reenrollment letter to student and Graduate School. A student may not enroll in courses until receipt of the reenrollment letter.

Revised 3/3/15

ACCOUNTABILITY

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

1. Conducts himself/herself with integrity in professional and academic endeavors. We do not anticipate any problem with cheating and plagiarism. It is assumed that students have read and understand the statement on Plagiarism and Cheating that is found in the Otterbein University Campus Life Handbook and this handbook. The Campus Life Handbook can be found on the Otterbein University web site under the Student Life link. Any infraction of these guidelines will result in a student failing the course.
2. Completes written work, skills, examinations, and capstone requirements at designated times and achievement levels.
3. Is present and punctual for clinical experience; and reports absence using the proper mechanism.
4. Takes initiative for making alternative arrangements when unable to meet commitments.
5. Participates in own self-evaluation and identifies own areas of strengths and areas for growth.
6. Applies ethical codes and legal guidelines in regard to written work and in the utilization of the nursing process.
7. Seeks learning experiences as needed to reach designated achievement level.
8. Maintains client confidentiality and privacy.
9. Maintains health care agency confidentiality.

Reviewed 1/12

APPEAL/CHANGE OF GRADE

Grades submitted to the Registrar's Office are considered final unless (1) evidence of an error can be presented, or (2) the student is convinced his or her academic performance was evaluated on other than an academic basis or in a prejudiced or capricious manner. Grades should not be changed by arranging to complete additional work or by meeting criteria not in accord with those applied to all other students enrolled in the course.

Reviewed 5/15

CPR CERTIFICATION POLICY

A completed American Heart Association CPR Basic Life Support Course for Health Care Providers (BLS-C) is required prior to matriculation. 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.

CRIMINAL BACKGROUND CLEARANCE

A criminal background check must be completed by all students due to healthcare agency requirements prior to matriculation. Newly accepted students will be given information for completion at the time of acceptance. In-state residents are screened by the State of Ohio (Bureau of Criminal Investigation-BCI). If students have lived outside of the State of Ohio within the past five years they must be screened by the State of Ohio (BCI) and the Federal Bureau of Investigation (FBI). ***Nurse Anesthesia students are required to have both a BCI and a FBI background check regardless of state of residency.*** Students must have an acceptable report from the BCI and/or FBI to meet clinical requirements in the program. Any unacceptable reports, utilizing the 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 need to be resolved prior to beginning matriculation. Prior clearance through an employer is NOT accepted.

Note: Occasionally health care agencies may require a repeat of BCI clearance for students placed at their facility or an additional FBI clearance; students are responsible to complete this as required.

Reviewed 5/2016

CHANGE OF NURSING PROGRAM MAJOR OR SITE

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 faculty advisor to explore what this change will mean in relation to needed course work. After making the decision to change majors, students should contact the Nursing Office at 823-1614 to request the appropriate form for requesting the change in their major or use the form provided below. Turn the form into the administrative assistant in the Department of Nursing. The request for change to another major may be granted on a space available basis. Transfer applicants will be reviewed with all other applications for the program. This same form may be used to request a change in the student site.

Reviewed 3/16/15

REQUEST TO CHANGE A MAJOR FORM

Please complete the information below and return to Nursing Admission Review Committee

Name: _____

Student ID: _____

Date: _____

Present Major/Site: _____

It is my desire to change my major to (select one):

_____ MSN Clinical Nurse Leader Major

_____ MSN Family Nurse Practitioner Major

_____ Postmasters Family Nurse Practitioner Program (Post Master Students Only)

UNIVERSITY USE ONLY

Program Director Signature: _____ Date: _____ Space Available ____ No
Space _____

Nursing Admission Review: _____ Date: _____ Accepted _____
Denied _____

Comments:

Rev. 5/15

For Nursing Office Use Only:

Previous Advisor: _____

New Adviser: _____

Letter to Student: _____

Forwarded to Graduate School _____

Forwarded to Registrar to Change Major _____

CLINICAL AND IMMERSION EXPERIENCES

Clinical and immersion experiences should be designed to provide the student opportunity to apply the concepts of the curriculum. Thus, placement should be relevant to the course objectives. Clinical and immersion experiences are negotiated between the student, the preceptor, and the course faculty member. This negotiation is finalized by all three negotiators. 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 should be master's prepared (preferred) and employed in a health care focused setting that allows the student to meet course and immersion objectives. Refer to Policy on Preceptor.

Clinical and Immersion Expectations

1. It is an expectation that preceptors will play a role in the evaluation of nursing students.
2. It is an expectation that the student provide course faculty the name of the preceptor(s) and other contact information in a timely manner (before the course starts or by the first day of class). 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. It is an expectation that the students wear the Otterbein University ID badge and conduct themselves in a professional manner and dress to meet the agency/organization's standards.
4. It is an expectation that the student attend clinical or immersion experience at the designated settings and times as negotiated or assigned. However, in cases where the student's health is in question, students are required to notify the preceptor(s) in advance and reschedule.
5. Program Requirements for Clinical Course (see definitions in this handbook).
 - a. CPR Certification
 - b. Health Insurances:
 - c. Health Requirements
 - d. Liability Insurance
 - e. Urine Drug Screen

DNP SCHOLARLY PROJECT REQUIREMENTS

DNP Scholarly Project Proposal. Students will develop a DNP Scholarly Project Proposal in NURS7900-OL under direction of the course faculty in collaboration with the Faculty Advisor. The DNP Scholarly Project Proposal will be submitted to the Faculty Advisor and Committee members at least three weeks prior to the scheduled Project Proposal Presentation. The DNP Scholarly Project Proposal should include:

- Title Page (includes name of project, student name and academic credentials, date)
- Executive Summary/Abstract (one page summary of proposal)
- Introduction
- Background/Significance of Problem (includes concise summary of current knowledge available; significance of problem, needs assessment specific to the institution, theoretical framework if applicable)
- Problem Statement (synthesis of evidence concluding with suggested practice change)
- Project Purpose (specific and measurable)
- Project Implementation Plan (includes design, objectives, methods, sample, budget, protection of human subjects application, timeline)
- Outcome Evaluation/Analysis Plan (includes proposed instruments, analysis plan)
- References
- Appendices

Once the DNP Scholarly Project Proposal is approved by the Faculty Advisor with input from the course faculty and committee members, students will present their DNP Scholarly Project Proposal to faculty, peers and their Committee near the end of the semester in NURS 7900. Students are expected to attend

all presentations. The Project Proposal Presentation is a formal presentation, approximately thirty minutes in length, following the format of the written DNP Scholarly Project Proposal. The student should be prepared to answer questions about the proposal from the audience. The Committee and other faculty or students attending the Proposal Presentation will provide written feedback to the student and Faculty Advisor. Revisions of the Project Proposal may be required by the Advisor and Committee based on feedback received. The final DNP Scholarly Project Proposal must be submitted to the Advisor in its final form according to a mutually agreed timeline but before enrollment in NURS 7950 or NURS 7955.

The Committee will:

- Accept the project as proposed;
- Request minor revisions, but accept the proposal pending completion of revisions; or
- Recommend substantive changes prior to approval (this requires a second Proposal Presentation); and
- Sign Proposal Outcome Form to place in student file.

Students will be evaluated according to the “DNP Project Proposal” rubric which will result in:

- Satisfactory: the student has met or exceeded all requirements.
- Unsatisfactory: the student has not met requirements. Upon receipt of a first unsatisfactory grade, the student may complete a revision in collaboration with the Faculty Advisor. Upon receipt of a second unsatisfactory grade, the student will be dismissed from the program.

Once a Proposal has been evaluated as satisfactory, the student will submit the Proposal, in the appropriate format, to the University Institutional Review Board (IRB), if applicable. The course faculty of NURS 7900 will provide information about the IRB process and the required forms; the Faculty Advisor must approve the final IRB Application, and sign the cover sheet. Written notification from the IRB must be obtained prior to implementing the Project. It is anticipated that the Proposal will be submitted to the IRB by the end of NURS 900.

DNP Scholarly Project Report

Students will develop a written DNP Scholarly Project Report in NURS 8000 under direction of the Faculty Advisor in close collaboration with the course faculty.

The DNP Final Scholarly Project Report will be written in past tense reflecting project achievements and in the third person, using APA guidelines (6th edition, 2nd printing). It is to be formatted in a readable serif typeface (such as Cambria or Times New Roman) no smaller than 11-point font, double spaced, with 1 inch margins, and saved as a Page Description Format (PDF) file to upload.

The DNP Final Scholarly Project Report must include:

- **Title Page:** Includes name of project, student name and academic credentials, Otterbein University, “In Partial Fulfillment of the Requirements for the Degree Doctor of Nursing Practice” and year. The name of the degree you will receive is Doctor of Nursing Practice. ***DO NOT CALL YOUR DEGREE DOCTORATE OF NURSING PRACTICE.*** Include a signature block for your committee members to sign. See the Example Title Page below and use the template on the course web presence in Blackboard.
- **Executive Summary:** A one-page synopsis of your project including findings. Does not include citations or headings.
- **Introduction:** The story that leads up to the identification of the clinical problem that is being transformed in the project. This should include how you assessed the problem, and a description of the clinical setting in which the transformation has occurred.
- **Problem Statement:** A concise statement of the clinical problem that is being transformed in the project. This should be in the form of a PICO(T) question.

- **Background and Significance of the Problem:** A concise summary of what is already known, and the significance of problem to nursing and health care.
- **Project Implementation and Measures:** How you approached the transformation of the clinical practice. Description of the theoretical framework, project objectives, your methodological approach, the individuals involved (or sample), what you measured, how you measured it (evidence-based or developed instruments), protection of human subjects, your timeline and your budget, including how actual cost was compared to what you had planned. Deviations of what you did compared with what you proposed to do and why should be included.
- **Analysis and Outcome Evaluation:** What you did with what you measured and what did it tell you? An outcome must be present for each project objective listed in the previous item.
- **Conclusion and Recommendations:** Based on the outcomes that you measured and analyzed, what can you conclude? What specific recommendations can be made, if any? Can these recommendations be applied to other settings? What are the limitations of using your outcomes in other settings? What else should be done in the future as a result of your outcomes?
- **Summary:** A brief and concise set of statements wrapping up and summarizing what you did and what you learned as a result of the project.
- **References:** Must be in APA (6th edition, 2nd printing) format.
- **Appendices:** Include as appropriate: IRB approval letter(s), sample recruiting documentation, sample informed consent form, sample instruments, and summary of raw and analyzed data (tables).

The draft *DNP Final Scholarly Project Report* must be submitted to the DNP Final Scholarly Project Committee **at least two weeks prior to the scheduled DNP Final Scholarly Project Presentation**.

The DNP Final Scholarly Project Presentation Materials must be submitted **no later than one week prior to the scheduled presentation date**.

When the draft *DNP Final Scholarly Project Report* and presentation materials have been approved by your adviser for presentation as indicated on the Draft DNP Final Scholarly Project Report & Presentation Materials Approval Form, the project will be **orally presented** to members of the DNP Final Scholarly Project Committee, the Department of Nursing, and the Otterbein University community. The student will answer questions from the audience. After the DNP Final Scholarly Project Presentation is completed, the committee will meet and evaluate the student's presentation and report using the **DNP Final Scholarly Project Evaluation Rubric and will assign one of the following outcomes:**

Satisfactory	The presentation and draft <i>DNP Final Scholarly Project Report</i> are satisfactory and the draft is acceptable as the <i>DNP Final Scholarly Project Report</i> ;
Satisfactory with Revisions	The presentation and draft <i>DNP Final Scholarly Project Report</i> are satisfactory pending specified revisions and resubmission of the document as revised prior to accepting it as the <i>DNP Final Scholarly Project Report</i> ; or
Unsatisfactory	The presentation and draft <i>DNP Final Scholarly Project Report</i> are unsatisfactory and substantive changes are required prior to approval, requiring a second draft <i>DNP Final Scholarly Project Report</i> and presentation. In the event that a student receives a second unsatisfactory evaluation, the student will be dismissed from the program.

Members of the DNP Final Scholarly Project Committee will complete the back page of the DNP Final Scholarly Project Evaluation Rubric and indicate their decision by signing the form and checking the appropriate boxes. If the outcome is Satisfactory or Satisfactory with Revisions, they also sign a copy of the title page that you is included in your final document. All signed, original copies of the DNP Final Scholarly Project Evaluation Rubric must be submitted to the DNP Office for placement in the student file.

The approved *DNP Final Scholarly Project Report* including signed cover page must be saved as a page description format (PDF) file and submitted to the OhioLink Electronic Thesis and Dissertations (ETD) Center and the Digital Commons at Otterbein through the Courtright Memorial Library web presence. This requires the completion of the Graduate Programs Upload Authorization Form. Students are encouraged to discuss with their adviser whether or not the submission to the ETD should be embargoed and for how long. **Historically, submissions from the DNP program are not embargoed.** See embargoing guidelines available at the website of the Courtright Memorial Library.

In addition, it is customary that a copy of your *DNP Final Scholarly Project Report* be given to each member of the DNP Final Scholarly Project Advisory Committee and also kept by the student as a personal artifact of your work. This may be an electronic copy or a paper copy. Please consult with your adviser and committee members about their preferences. If the student desires professional binding, Librarians at the Courtright Memorial Library can be of assistance with identifying binderies.

Otterbein University
Guidelines for Student-Faculty Committee DNP Scholarly Project*

Time	Course	Student Responsibilities	Faculty Advisor Responsibility	Committee Responsibility
Summer	NURS7050 NURS7060	1. Identify topic of interest 2. Schedule meeting with Advisor 3. Discuss practice immersion plan 4. Identify possible theoretical framework 5. Begin meta-analysis of literature	1. Meet with student at least once 2. Identify prospective committee members 3. Review timeline and immersion plans	
Fall	NURS7040 NURS7035	1. Form committee 2. Develop needs assessment 3. Identify prospective data	1. Meet with student at least once	
Spring	NURS7030 NURS7070	1. Develop team to implement project as needed at agency 2. Consider health policy implications for project	1. Meet with student at least once 2. Confirm second faculty on committee	1. Sign Committee Agreement
Summer	NURS7900 NURS7065 NURS7910	1. Draft project proposal 2. Submit proposal to Advisor and Committee 3 weeks before Presentation 3. Develop oral presentation 4. Meet with committee to revise 5. Prepare/submit University and agency IRB 6. Develop project immersion plan and timeline	1. Meet with student at least twice 2. Review Project Proposal and provide feedback 3. Attend Proposal Presentation and provide feedback 3. Review/approve IRB application 4. Review/approve practice immersion plan 5. Sign Proposal Outcome Form	1. Meet with student either face to face or electronically at least once 2. Review Project Proposal and provide feedback 3. Attend Proposal Presentation and provide feedback 4. Sign Proposal Outcome Form
Fall	NURS 795X NURS 7075 (NE Only) NURS7910	1. Implement project/collect & analyze data 2. Initiate practice immersion 3. Submit Application for Graduation	1. Meet with student at least twice 2. Review project implementation and provide feedback	1. Meet with student at least once
Spring	NURS8000 NURS7910	1. Complete project/analyze data 2. Project report to Committee 3 weeks before Presentation 3. Develop oral presentation 4. Meet with committee to revise 5. Submit to Library when completed with 2 weeks of graduation	1. Meet with student at least twice 2. Review Project report and provide feedback 3. Attend Project Presentation and provide feedback 4. Sign Project Outcome Form	1. Meet with student at least once 2. Review Project report and provide feedback 3. Attend Project Presentation and provide feedback 4. Sign Project Outcome Form

*These are suggested guidelines to help students achieve success in the DNP Scholarly Project. Faculty Advisors may modify as desired.

DISABILITY SERVICES

Disability Services at Otterbein University works closely with qualified students with disabilities to ensure they have equal access to an education and to campus life. This access is provided to students through services, accommodations, and advocacy, as specified in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Depending on the impact of the disability, students will be made eligible for one or more of the following accommodations. The DS Coordinator will meet with each student to train them in accessing those services and accommodations for which they are eligible. Students must request all needed accommodations in a timely manner in order to assure that they will have appropriate access to their classes. Current and prospective students can contact Disability Services at 614-823-1618 or <http://www.otterbein.edu/public/Academics/AcademicAffairsDivision/AcademicSupportCenter/DisabilityServices.aspx>

Revised 5/2016

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 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; perform equipment calibrations; read small print on medication containers, physician's orders and equipment monitors; and perform physical assessments.

Communication: Must be able to speak, hear and observe patients in order 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, stethoscope sounds originating from a patient's blood vessels, heart, lungs, and abdomen, etc. 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 sufficient 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, maneuver quickly in confined spaces, etc. 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 working in. 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 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 of 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.

Must have a valid Ohio Driver's License or access to transportation to local/regional clinical and observational sites.

The Department of Nursing may require nursing students with special needs who as a result of 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.

Revised 5/2016

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 himself/herself 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 in order to establish and review mutually determined learning goals and opportunities. The student is responsible for contacting the faculty and preceptor periodically for the purpose of evaluation as he/she 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 consultant, change agent, caregiver, teacher, collaborator, researcher, and leader/manager. 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 for graduate students.

•
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 and/or oral presentations. The student is responsible for contacting the faculty periodically for the purpose of 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. The student will complete course and faculty 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.

Revised 4-29-13

EXPECTATIONS OF NURSES AND NURSING STUDENTS IN THE OTTERBEIN UNIVERSITY PROGRAMS

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

Approved 9/21/2012

FACULTY ACADEMIC ADVISOR

Following admission to the nursing graduate program, students are assigned a faculty member as his/her academic advisor. The student has the option to change his/her advisor at any time. If the student wishes to do so, he/she should complete the Change of Advisor Information Request Form available at the Registrar's Office.

Faculty post regularly-scheduled and virtual 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.

Revised 4/4/17

GRADING

Each student will receive a grade report at the end of each semester, and a permanent transcript of all coursework attempted and grades earned are maintained in the Office of the Registrar. Students may view their grades and an unofficial transcript via the Cardinal Web for Students.

Grading Scale. The following grades are included in the calculation of the grade point average (GPA):

A = 93-100-OL (4.0)	B- = 80-82 (2.7)	D+ = 67-69 (1.3)
A- = 90-92 (3.7)	C+ = 77-79 (2.3)	D = 60-65 (1.0)
B+ = 87-89 (3.3)	C = 73-76 (2.0)	F = 59 & below (0.0)
B = 83-86 (3.0)	C- = 70-72 (1.7)	

Refer to the Graduate Catalog at: <http://otterbein.catalog.acalog.com/index.php?catoid=19> for complete grading policy.

The following grades are not included in the calculation of the grade point average:

F	= failing from pass/fail graded course
IP	= coursework is incomplete; temporary condition
NR	= grade not reported by instructor; temporary condition
P	= passing from pass/fail graded course
R	= repeated course
S	= satisfactory from satisfactory/unsatisfactory graded course
T	= transfer credit from another institution
U	= unsatisfactory in satisfactory/unsatisfactory graded course
W	= withdrawal with permission

In-Progress (IP) Grades. “IP” is the temporary symbol given when course requirements have not been met due to circumstances beyond the student’s control. An incomplete grade should only be considered when the majority of the work required for the course has already been finished. The pressures of a normal academic load or the desire to do extra work in the course are not sufficient reasons for granting an incomplete.

The amount of additional time permitted might be no more than a few days or weeks since it should be proportional to the student’s illness or absence, etc. while remaining fair to others who were enrolled in the course. The IP must be completed no later than the following applicable deadline or sooner if prescribed by the instructor: for Fall IP’s, the last day of the Spring classes; for January Term classes, the last day of Spring classes; for Spring and Summer IP’s, the last day of Fall classes.

Due to extraordinary circumstances, an IP completion deadline may be considered for extension. To receive consideration, the student (not the instructor) must submit a written request/rationale to the Dean of the Graduate School no later than the seventh Friday of the term the IP is due for completion. It is the student’s responsibility to contact the instructor to arrange for completion of the work, and it is the instructor’s responsibility to submit the final grade. If no grade is received, the default grade previously provided by the instructor will be assigned.

GUIDELINES FOR WRITTEN PAPERS

Papers submitted to complete course requirements are expected to follow the American Psychological Association (APA) format unless otherwise specified. The current reference for the APA format is: American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th edition, 2nd revision). Washington, DC: Author. Consult this reference for general and specific guidelines/format for written papers including title page, body of paper, quotations, use of references in the paper and reference page.

Reviewed 4/4/17

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.

Revised 5/2016

HEALTH PROBLEMS POLICY

Students are responsible for informing faculty about health alterations which may affect safety and competency in the clinical setting. Students are required to submit a faculty-specified doctor’s/health professional’s statement on appropriate letterhead regarding status of this health condition before participating in clinical experiences to her/his instructor. **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 question(s) with faculty. Confidentiality of information will be maintained.

Reviewed 1/12

HEALTH REQUIREMENTS

1. A medical history and physical examination are required prior to matriculation. Health record forms are sent to all students upon the student accepting their seat in the nursing program. The physical examination includes tests and immunizations which are required by agencies to protect both the student and the patient. Students must provide proof of up-to-date immunizations (MMR 2 dates; Varicella-2 dates or titer showing immunity; Polio-4 dates or titer showing immunity as specified by the Student Health Center and Nursing Program.
2. A two-step Mantoux is required upon admittance into the program and then TB test annually. The student with a positive PPD will need to have further evaluation and any needed treatment with clearance from the student's primary care provider that the student is cleared to work on clinical units. Refer to CDC Fact Sheet on TB Elimination at: <http://www.cdc.gov/tb/>
3. The Hepatitis B vaccine series and annual influenza vaccines.
4. Students are NOT allowed to participate in clinical experiences unless all health requirements are current and on file at the Department of Nursing office and Student Health Center. Your immunizations **cannot** expire during your clinical application process or rotation.

INCIDENT REPORT PROCEDURE

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

When such an incident occurs, students are required to immediately report the incident to their on-site supervisor. An agency incident report form should be completed by the student and reviewed by the on-site supervisor before submitting to the agency supervisor. A Student Incident Report, filled out and signed by both the student and the on-site supervisor, should be completed within 24 hours. The course coordinator (if he/she is not the on-site supervisor) should read and sign the report.

Student Incident Reports will be kept in a student's permanent file located in the Department of Nursing office. The faculty member and Department Chairperson are responsible for documenting any actions recommended in regard to the incident.

Student Incident Report forms are available in the Department of Nursing Office, Science 236.

Students are financially responsible for any testing or treatment for course-related injuries (see Health Insurance policy).

Reviewed 5-19-15

LEAVE OF ABSENCE POLICY (LOA) 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. However, approval for these “other” reasons is dependent on the academic status of the student, the length of the LOA, the curriculum plan for the student and the reason of the request.

- The LOA request must be made in writing prior to the start of the LOA.
- The length of the LOA, date and the terms of the LOA are to be determined prior to the start of the LOA.
 - Failure to restart the program of study prior to the restart date will result in dismissal from the program unless a written request of extension of the LOA is submitted
 - All missed didactic and clinical requirements will need to be complete upon return to the program. The length of the program will be extended to allow for successful completion of these requirements (not to exceed 4 years from initial matriculation).
- The maximum length of time for a LOA is 12 months.
 - Any student requiring longer than 12 months will be dismissed from the program.
- 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. See Appendix A for form.

LIABILITY INSURANCE

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

NONDISCRIMINATION POLICY

Otterbein University does not discriminate on the basis of race, religion, age, sex, color, disability, sexual orientation, national or ethnic origin, political affiliation, or marital or veteran status in admission of students, educational policies, scholarships and loans, housing, athletics, employment, and other activities. Inquiries regarding compliance with federal nondiscrimination regulations may be directed to the Chairperson of the Affirmative Action Committee, the Vice President for Academic Affairs, or the Director of the Academic Support Center.

Reviewed 1/12

PLAGIARISM AND CHEATING POLICY

(See Academic Misconduct Policy)

PREREQUISITES

Prerequisites (pre-req) or co-requisites (co-req) are requirements which are judged necessary for the successful completion of a course. Students who register for a course without taking the prerequisite 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.

Reviewed 1/12

PRECEPTOR

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

Preceptor Definition. A preceptor is a professional focusing on health care that 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.

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

- a. Participate in identification of learning needs of the student.
- b. Set goals with the student in collaboration with the faculty.

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

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

- 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 outlined qualifications to be selected. Graduate students may suggest a preceptor, but final approval must be made by course faculty. Institutional contracts must be completed prior to student placement by the Department Chair.

The potential preceptor will complete and submit the *Preceptor Qualification Form* or submit a comprehensive resume.

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

Course faculty are responsible for assessing the preceptor-student teaching relationship and for determining students' final clinical/experiential grades with input from the preceptors.

Otterbein University
Preceptor Form

Please complete this form OR submit resume

Name: _____ Date: _____

Place of employment: _____

Address of employment: _____

Work phone: _____ E-mail: _____

Type of site (rural clinic, private practice, public health): _____

Characteristics of clients (gender, age, ethnicity): _____

Experiences available: _____

Preceptor's current position and responsibilities: _____

Unit/Department: _____

Place of original RN/MD preparation: _____ Graduation date: _____

Length of time at current position: _____

All academic degrees: _____

Practice specialty certification (certifying body; number & exp. date):

RN License # _____ Expiration date _____

Practice in specialty area (certifying body; number & exp. Date: _____

Has preceptor previously accepted Otterbein nursing students? _____

Professional activities: (include professional org., committees, special interests)

Other: _____

Preceptor's signature _____

Printed Name: _____

Please return completed form to Otterbein University, Department of Nursing, One South Grove Street, Westerville, Ohio 43081; email: mkaiser@otterbein.edu or fax form to 614-823-3131. Thank you.

REGISTERED NURSE LICENSURE

All students must possess an unrestricted license for Ohio or state of residence. Distance students who plan clinical experiences outside Ohio must be licensed as a registered nurse in the state of the clinical site and meet requirements set by the applicable nursing board certifications.

Revised 4/29/13

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 of this content 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 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 page 31 and Internet Website Policy on page 32.
<http://www.otterbein.edu/Files/pdf/Campus%20Life/CLH.pdf>
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 wouldn't want what you posted on a social media site to be on the front page of tomorrow's newspaper, credited to you, then don't 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/faculty. Therefore, 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, rules of the Board 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 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/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!

Please review 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

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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Otterbein University (2013). *Campus Life Handbook*. Retrieved from <http://www.otterbein.edu/Files/pdf/Campus%20Life/CLH.pdf>

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.

1. Student Concerns or Objections
↓
2. Individual Course Faculty Member
↓
3. Course Coordinator
↓
4. Program Director of the Major
↓
5. Director of Graduate Programs
↓
6. Department Chair
↓
7. Dean of Professional Studies/Graduate School
↓
8. University System of Due Process

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/or 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 Program Director of the major.
 - d. If there is no satisfactory resolution, the student should speak with the Director, Graduate Studies in Nursing.
 - e. The next step is to speak with the Chair, Department of Nursing.
 - f. Should resolution still not occur, the student should arrange a meeting with the Dean of The Graduate School.
 - g. The Curriculum Committee, Nursing Admissions Review Committee, and the 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. If a student's perceived concern is not resolved through departmental and/or professional studies/graduate program, 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://otterbein.catalog.acalog.com/content.php?catoid=15&navoid=845#The_Appeals_Process

Any student who is convinced that his/her academic performance has been evaluated on other than academic basis or in a prejudiced or capricious manner has the right to appeal. The evidence leading to this conclusion shall be presented by the student in writing to the Dean of The Graduate School after the student has consulted with the professor involved and the Department of Nursing as outlined.

3. The Dean of Professional Studies/Graduate Program shall consult with the student and the faculty member, after which the appeal may be passed on to the Appeals Hearing Board for its consultation and judgment. The actual grade change, if deemed in order by the Appeals Hearing Board, shall be determined by the Dean of The Graduate School in consultation with the student and the professor involved in the appeal, or, if the professor is unavailable, with the Department Chair.

Appeals (Academic Hearing Board). Through the Academic Hearing Board, which is a standing committee of the University Senate, an avenue for appealing academic policies is provided all students. Appeals are filed through the Office of Student Success.

Revised 4/4/17

STUDENT LEARNING CONTRACT

Policy Goal

To assist the nursing student to attain a satisfactory level of academic, clinical and professional success.

Policy Statement

A learning contract will be initiated by the course coordinator with a student to support identified educational needs. Concerns 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 nursing programs at the Bachelor of Science, Masters of Science in Nursing, and Doctorate in Nursing Practice levels.

Policy Authority

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

Policy Availability

These forms will be available on Blackboard for faculty and also will be in the Student Handbook as an Appendix.

Related policies or requirements

The requirements for the Nursing course are listed in the syllabus for the specific course and the Course Catalog.

Implementation Procedure

To implement a Learning Contract a minimum of two (2) Faculty members must be present at the meeting with the student.

All Faculty members present must sign and date the Learning Contract (See Learning Contract Forms). Item #9 on the Learning Contract indicates that the student has read the Learning Contract but does not imply agreement to all information listed in the Learning Contract. The student is encouraged to comment on the Learning Contract as well as offer suggestions pertaining to his or her learning objective.

Approval and effective date: 1-26-2012

**Graduate Nursing Program
Learning Contract**

Student: _____ Date: _____ Semester and Year: _____

Course/clinical location: _____

1. What is the situation requiring a learning contract (Please list References)?

2. What behaviors of the student need to be changed or improved?

The student will need to complete:

3. What are the required student outcomes

4. What support does the faculty indicate is needed to accomplish the expected student outcomes?

5. What support does the student indicate is needed to accomplish the change in behavior (optional)?

6. What is the date(s) of expected change of behaviors and /or expected student outcomes?

7. Faculty comments:

8. Student's response:

9. Should the requirements of this contract not be met, a failing grade will be assigned.

Student initials: _____

10. Outcome(s):

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Course Coordinator: _____ Date: _____

STUDENT PETITION POLICY

1. A student enrolled in Graduate Studies in Nursing Programs may petition the Nursing Curriculum Committee to consider waiver or modification of selected curriculum requirements. A student may petition the Curriculum Committee 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/policies.
2. The student must consult with the faculty advisor or other appropriate faculty member prior to submitting the petition to the Curriculum Committee.
3. A written petition must be submitted to the Curriculum Committee one week prior to the Curriculum meeting.

The petition should contain:

 - a. A copy of the current curriculum requirement/policy.
 - b. A brief description of the requested alteration in curriculum.
 - c. A statement of rationale.
 - d. Additional background or related information, if necessary, which may assist the Curriculum Committee in making an appropriate decision.
4. The student may, if desired, appear before the Curriculum Committee to discuss the petition.
5. Written notice of the Curriculum Committee's recommendations on the petition will be given to the student.
6. The decision of the Curriculum Committee will be implemented unless the student chooses to appeal the finding to Faculty Organization.
7. The student must notify the Chair of the Department of Nursing of the intent to appeal the decision at least 24 hours before the Faculty Organization meeting.
8. Written notice of the Faculty Organization decision on the appeal will be given to the student within 10-OL days of the decision by the Chair of the Department of Nursing.

Reviewed 1/12

STUDENT RECORD POLICY

Student files will be kept in a secured file cabinet in the Department of Nursing. Student files will contain the following records:

- Nursing program application
- Letter of acceptance
- Evaluation of transfer/clinical credit
- Letters of petition and response
- Clinical/Immersion Evaluations
- Advisor notes
- MSN or Post-Master's course requirements
- DNP course requirements

Revised 5/3/13

SUBSTANCE ABUSE

The Department of Nursing is committed to educating its students about the problems of substance abuse because this significant health risk is unfortunately prevalent among nurses. The most common cause for disciplinary action by the Ohio Board of Nursing concerns substance abuse. In addition to the impacts on the personal and psychological integrity of abusers, substance abuse may significantly impact the ability of nurses and nursing students to provide safe, competent patient care. Recognizing that substance abuse is both a disease and a professional hazard, the Department of Nursing has established this substance abuse policy in addition to that found in the Campus Life Handbook in Section 8, p. 27—University Judicial Policies Defined which can be found at:

<http://www.otterbein.edu/Files/pdf/Campus%20Life/CLH.pdf>

This 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.aacn.nche.edu/publications/position/substance-abuse-policy-and-guidelines>

This policy emphasizes that Otterbein 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 which the public places on the nursing profession to do no harm. In order to further the interests of the academic community and clinical agencies with which our student nurses gain their practical experiences, Otterbein University 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.

Substance Abuse 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 and/or detecting substance abuse, as defined below, is particularly critical in the nursing undergraduate and graduate 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. Therefore, the following policy has been adapted to:

1. Proscribe substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug and Alcohol policies under University Judicial System Defined, or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which 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 BSN, MSN, DNP, and Post-Master's programs who may have a drug or alcohol-related impairment or conviction that may impact 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 a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate Otterbein University Department of Nursing Chairperson.
4. Require all students enrolled in the Otterbein University Nursing Program to submit to mandatory drug testing based upon reasonable suspicion of substance abuse.

The following are prohibited

- A. The purchase, manufacture, distribution, possession, sale, storage or use of an illegal drug or controlled substance while on the premises or property owned or controlled by the University or in vehicles used for University business;
- B. Use of alcohol, an illegal drug or a controlled substance 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;

- C. Use of prescription or over-the-counter medications without heed to warnings about impact on performance or safety;
- D. Distribution to others of drugs or controlled substances 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;
- E. Arrival to class or the clinical setting under the influence of illegal drugs or alcohol;
- F. Arrival to class or the clinical setting under the influence of legal drugs to the extent that there is an adverse effect on the student's ability to perform;
- G. Failure to abide by clinical agencies' substance abuse policies and procedures;
- H. Failure to submit to a drug screen or any actions taken to falsify a positive result when asked for by the Department of Nursing or any clinical agency/unit assigned;
- I. Failure to comply with this policy by any student will constitute grounds for disciplinary action;
- J. Any student who is convicted under a criminal statute for a drug-related offense is required to notify the dean and program officer or appropriate representative not later than five days after such conviction.

Definition of Terms

Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.

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 or 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, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, 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, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

Nursing student means any individual formally enrolled in the Otterbein University Nursing Programs in pursuit of BSN, MSN, or DNP degrees and in Post-Master's Certificates, including registered nurses (RN) and students taking courses via distance education, special students, or in post-graduate study, either alone or in combination with any other degree, regardless of the specific location of the student.

Reasonable suspicion means that evidence which forms a reasonable basis for concluding that it is more likely than not that a person has engaged in substance 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 abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug 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 consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, 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; 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.

Drug Testing Procedures

If there is reasonable suspicion that the student is impaired due to substance abuse, drug testing is mandatory. Drug testing procedure will include:

1. Drug tests 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 drug testing will be borne by the Department of Nursing.
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 the 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 medical 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 campus property, the course faculty will notify the University Campus Police to escort student to one of OhioHealth affiliated facilities for testing.

These include, but are not limited, to:

WorkHealth North
300-OL Polaris Parkway
Westerville, OH 43082
(614) 533-3400
7:30-OL AM to 4:30-OL PM Monday-Friday

For injury care and drug and alcohol testing when WorkHealth is closed.

OhioHealth Urgent Care
Gahanna/New Albany
5610-OL Hamilton Road
Columbus, OH 43230
(614) 476-1112
8:00-OL AM to 8:00-OL PM Monday-Sunday

OhioHealth Urgent Care
Lewis Center
24 Hidden Ravines Drive
Powell, OH 43065
(740) 549-2700
9:00AM to 7:00PM Monday-Sunday

OhioHealth Urgent Care
Dublin Health Center
6955 Hospital Drive
Dublin, OH 43016
(614) 923-0300
9:00AM to 9:00PM Monday-Sunday

The Campus Police will escort student to an identified safe place following testing.

- a. If the suspicion occurs off campus without immediate access to a testing laboratory, the course faculty will make a determination of how and where drug and/or alcohol testing will be accomplished through the use of local police/safety authorities to provide transportation.
3. The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing facility, or for the use of any drugs which are reasonably suspected of being abused or used by the student.
4. Presumed positives will be confirmed by the best currently available techniques. If the test is positive, the entirety of the available evidence, including health history, will be used to determine the presence or absence of substance abuse. Positive test results shall be documented in the student's nursing records in the Department of Nursing.
5. The testing laboratory will notify the Chair of the Department of Nursing of test results if the test was requested by the Department of Nursing, or will notify the Dean for Professional Studies of test results if the test was requested by a clinical agency.

Outcomes

- A. If the initial screening test is negative, that fact will be noted in the student's record. Unless there is compelling evidence to do otherwise, the preliminary investigation will cease and the student will be released from further action.
- B. A nursing student will be dismissed from Otterbein University Nursing Program if a) the student refuses to submit to drug testing based upon reasonable suspicion; b) engages in acts to falsify a positive result; or c) a student's drug testing results are positive.
- Cc Licensed nursing students who refuse to submit to drug/alcohol testing based upon reasonable suspicion or who have positive drug test results will also be reported to the Ohio State Board of Nursing. Full reinstatement of licensure will be required for an unrestricted return to the educational program.

Confidentiality

All drug 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 drug 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 and/or personal representative.

Consideration for Re-Entry into the Nursing Program at Otterbein University

A student who is dismissed from the Otterbein University Nursing Program due to a positive drug test will be considered for readmission if the following conditions are met:

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

Incidence of Reoccurrence after Readmission

A student who is re-admitted to the nursing program, and thereafter tests positive for any drug/alcohol 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.

Appeal Process

A nursing student may appeal the Department of Nursing's decision to dismiss or not to re-admit a student through the established University Appeals Procedure found at Campus Handbook, Section 7 at <http://www.otterbein.edu/Files/pdf/Campus%20Life/CLH.pdf>.

TRANSCRIPTS

Copies of official transcripts may be obtained for a nominal fee from the Registrar's Office. An official transcript will not be made available when there is an outstanding bill or a loan in default.

Reviewed 1/12

TRANSFER CREDIT

Transfer credit for undergraduate/graduate level course work will be considered if:

1. The course work is evaluated by the Director of Undergraduate Studies or Director of Graduate Studies and course faculty, according to coursework level. If needed the input of the appropriate program director (CNL, CRNA, FNP, or DNP) will also be sought.
2. The transcript and syllabus reflect undergraduate- or graduate-level course work from an institution that is accredited by the appropriate regional accrediting agency and whose undergraduate or graduate nursing program is accredited by ACEN and/or CCNE.
3. The content of the course is equivalent to a course offered in the Otterbein University Bachelor of Science in Nursing Program, Master of Science in Nursing Program, or Doctor of Nursing Practice Program.
4. The course is not a clinical course.
5. The course has been taken within the previous 5 years.
6. The course was completed with a grade of B or higher for graduate work or a grade of C+ or higher for undergraduate work. The actual grade is not transferred and thus will not be included in the Otterbein grade point average.
7. No more than 6 hours of graduate semester credit will be accepted as transfer credit.
8. Proficiency exams are not offered in the graduate programs.
9. Credit for life or professional experiences is not granted for undergraduate or graduate courses.

10. The Director of Undergraduate Studies or the Director of Graduate Studies brings any eligible transfer credit coursework to the DON Curriculum Committee for a final vote to accept or deny the student's request for transfer credit.

To request transfer credit, the student's first contact person or the nursing advisor must submit the following information to the Department of Nursing Director of Undergraduate Studies or Director of Graduate Studies accordingly, after admission to the program:

1. A letter from the student describing what transfer credit is being sought.
2. Syllabus of the undergraduate or graduate course for which transfer credit is being sought.
3. An official transcript that had been submitted to the Otterbein University Registrar with documentation of the grade in the course being considered for transfer credit.

Revised 04/15/2015

UNSAFE BEHAVIOR POLICY

Unsafe (negligent) behavior is defined as an error(s) in judgment and/or incompetent performance of service or procedure in which the client is harmed/potentially 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 clinical/course failure.

Reviewed 1/12

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 progress in the nursing program. Any attempt to provide a fraudulent urine specimen will result in an inability to successfully 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 progress in the nursing program. All such cases will be evaluated on an individual basis. Please contact the Department of Nursing Office located in the Science Center, 614-823-1614 for information regarding the procedure and locations for completing the drug screen.

Revised 5-1-13

VETERANS ADMISSION POLICY

Any applicant to a nursing program within the Department of Nursing at Otterbein University holding veterans status will be required to meet all admission criteria listed for the major sought. The SMART transcript will be evaluated for transferable course work for credit per University policy.

V. RESOURCES

DEPARTMENT OF NURSING

LOCATION:	Science Building, Room 236, 155 West Main Street, Westerville, OH 43081
PHONE:	(614) 823-1614 1-888-749-8550
FAX:	(614) 823-3131
HOURS:	Monday through Friday, 8 AM to 5 PM. Summer hours, 8 AM to 4 PM
PERSONNEL:	The Department of Nursing administrative staff is located in the Department of Nursing Office in Science 236 and they are available to provide information about the University or the Department.
MAILBOXES:	Faculty mailboxes are located in Science 236, the Department of Nursing office, to facilitate the communication process.

ACADEMIC SUPPORT RESOURCES

ACADEMIC SUPPORT CENTER

Non-credit individualized assistance in reading, writing, study skills, and time management is available for all students. Individualized sessions in time management, note-taking, reading efficiency, test-taking, and preparation of written assignments are offered. Hours are 8:30-OL AM to 5 PM daily. Go to the second floor of the Library or call 823-1610-OL for an appointment. This help is free to students and may be used on a part time basis or long term standing. The Center can be helpful to students who are unable to organize their studies to meet the demands of University work; it can also serve the student who is having difficulty managing the material of one course.

ALUMNI ASSOCIATION

Student graduates are eligible for membership in the Otterbein Alumni Association. Alumni are encouraged to join this association. Information is available in the Nursing Office, Science Building Room 236.

CENTER FOR CAREER AND PROFESSIONAL DEVELOPMENT

The Center for Career and Professional Development offers graduate students a variety of career resources and assistance while in attendance at Otterbein University and beyond. Resources and services include academic and career exploration, job and internship search skill-building, and job search tools including resumes, cover letters, and mock interviews. Contact the Center for Career and Professional Development at 823-1456 or visit their website at

<http://www.otterbein.edu/public/CampusLife/ServicesAndResources/Career.aspx>

for more information on programs, resources and services or to schedule an individual appointment.

COMMENCEMENT INFORMATION

Commencement. The University holds two commencement ceremonies in May. The Saturday ceremony is for graduate students and the Sunday ceremony is for undergraduate students. All graduates (Summer, Autumn, and Spring) are invited to the May commencement. Guest seating at commencement is limited according to space availability. Form to complete is on the Registrar's web page.

<http://www.otterbein.edu/public/Academics/Registrar/Commencement/graduate.aspx>

To participate in either ceremony, a student must:

1. complete all academic degree requirements, and
2. request and submit a fully signed Application for Degree, and
3. submit any additional required paperwork as specified in the Application for Degree, and
4. meet all outstanding financial obligations.

Refer to Registrar Forms, Transcripts, and Resources at: website

<http://www.otterbein.edu/public/Academics/Registrar/FormsResources.aspx> and click on *Request for Graduation Application Packet*.

COMPUTER ACCOUNT

Graduate students must have access to a computer and have obtained a local internet service or use the computer resources on campus. An Otterbein University network account must be established to access online course materials. To activate an Otterbein account, go to the Information Technology website at <http://www.otterbein.edu/its/> and follow the directions to activate an account. The Student Help Desk is staffed Monday-Thursday, 8:30-OL AM to 9:00-OL PM; Friday, 8:30-OL AM - 6:00-OL PM and on Saturday, 8:00-OL AM – 2:00-OL PM. Email may also be sent to studenthelpdesk@otterbein.edu

COPY CENTER

The Copy Center (823-1658) is located in the lower level of Towers Hall and can be used during the day for copying papers, reports, etc. a fee is charged for copying at the Copy Center.

INFORMATION TECHNOLOGY

Students have access to computers and assistance with their use in computer labs located in Roush 015A, Roush 204, Library 200, Library 201, Science 244 and the Library Basement. Operating hours for the student computer labs during fall, winter, and spring are posted at lab entrances or on the IT website. Summer hours are posted at the start of the semester. Hours during semesters are subject to change due to holidays, scheduled class lab usage, and special events. See term and weekly schedules at entrances to labs for up-to-date-information or the IT website.

LIBRARY

The Courtright Memorial Library hours and services can be located at their website at www.otterbein.edu/resources/library/library.htm

NURSING SKILLS LABORATORY

Four Nursing Skills Laboratories are located in the Science Building, Rooms 335, 336, 337 and 442. A Nursing Skills Laboratory Coordinator and Assistants teach and evaluate the skill component of selected courses in the graduate program. The Lab in Science 336 is available to students who want to reinforce or refresh their nursing skills most days, including weekends. Students may use their Otterbein Cardinal ID Card to access the Lab.

OTTERBEIN UNIVERSITY BOOKSTORE

Textbooks must be purchased prior to the start of classes. Course textbooks may be purchased at the Bookstore on the Otterbein campus or students may reserve, pre-pay or purchase books on-line at <http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=10568&catalogId=10001>

Textbooks purchased on-line will be mailed to your home address. There is a shipping charge for this service. Required textbooks are listed in the Bookstore, on the Bookstore web site, and in the course syllabus.

THE HONOR SOCIETY OF NURSING, SIGMA THETA TAU INTERNATIONAL

Kappa Lambda Chapter

Sigma Theta Tau International Honor Society of Nursing is the second largest nursing organization in the United States. The name Sigma Theta Tau is derived from the initials of the Greek words Storgé, Tharsos and Timé meaning "love," "courage," and "honor" and represent 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 have to complete “at least one-half of the required nursing curriculum” and “rank not lower than the highest 35 percent of their class in scholarship.”

Graduate students who have completed at least 1/4 of the nursing curriculum and achieved academic excellence (at least a 3.5 grade point average) may be inducted as new members. A graduate student may also be considered for membership under the Nurse Leader criteria. The candidate must be a registered nurse, legally recognized to practice; have a baccalaureate degree or the equivalent in any field; is eligible at any point in the program; and can demonstrate achievement in nursing in the area of administration, education, global health, practice, publication, research, or another area. Send letter of recommendation to the counselor of Kappa Lambda Chapter (International bylaws).

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

TECHNICAL REQUIREMENTS

Refer to IT website for minimum computer requirements at

<http://www.otterbein.edu/public/CampusLife/ServicesAndResources/IT/student-help-desk/SoftwareandHardware.aspx>

WRITING CENTER

The Writing Center provides individual help for the student with writing problems. Students need to bring a sample of their writing to the first appointment. The center is located in the Library on the second floor.

CAMPUS RESOURCES

CAMPUS CENTER

The Campus Center is located at 100-OL Home Street and is a focal point of the campus community. The building houses the Campus Bookstore Dining Halls and the Campus Center Office. All students are required to obtain an ID card which is issued in the Campus Center. Please call the Campus Center (823-3202) for times and dates the ID cards can be issued.

FINANCIAL AID

Financial aid for graduate students is available. Information about scholarships and loans may be obtained from the Financial Aid Office located in the lower level of the Administration building on the corner of W. College and Grove Street. Contact information is:

<http://www.otterbein.edu/public/FutureStudents/FinancialAidAndScholarships.aspx>

614-823-1500

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

Additional information on scholarship funds may be obtained from the Department of Nursing. 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.

LEARNING OUTCOMES

In 2007, Otterbein University (then College) produced a Strategic Plan to guide the institution's developmental trajectory. The Vision Statement¹ and Core Values² identified in that document became the foundation for identifying five broad goals for student learning. From these goals, each academic program across the University has developed more specific student learning outcomes. Otterbein's learning goals are thematically consistent across the undergraduate and graduate educational experience, although the specific focus of student work necessarily changes according to the degree being sought.

The University Learning Goals state that at degree completion, Otterbein graduate students will be:

- Knowledgeable
 - Otterbein graduate students will acquire advanced theoretical, empirical and practical knowledge in their field. They will demonstrate understanding of the established and evolving professional and/or academic standards of their discipline.
- Multi-literate
 - Otterbein graduate students will use evidence, including technology based databases and appropriate research methods to initiate and reformulate ideas, theories, and concepts. They will communicate reasoned judgments on issues in their field.
- Engaged
 - Otterbein graduate students will actively address local and global issues related to their primary field of study. They will complete creative projects reflecting a unique integration of knowledge, theory and practice.
- Responsible
 - Otterbein graduate students will demonstrate leadership in their field, upholding professional values and ethical standards. They will exemplify a commitment to honesty and fairness for the betterment of the profession or discipline.
- Inquisitive
 - Otterbein graduate students will demonstrate a quest for knowledge, a humility with which to respond to feedback from their peers and a receptivity to new ideas.

1, 2- <http://www.otterbein.edu/intranet/academic-affairs/institutional-resources.aspx>

OUT OF STATE STUDENT COMPLAINTS

Students in graduate nursing programs who are taking courses online from a location outside of Ohio can contact their state agency which deals with student complaints if those complaints are not satisfactorily resolved with the school. 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>

PARKING

Otterbein University campus parking passes are available for part-time students that will be on campus on a regular basis for a fee. A sticker can be purchased at the Security Office located at 194 W. Main Street. Students from distance learning sites should contact course faculty if they are required to come to the Westerville campus for class. The administrative assistant can have a temporary pass available. Visitors on campus should park in visitor spots.

PERSONAL COUNSELING

Personal counseling is available to students enrolled full-time at Otterbein University by contacting Student Affairs at 823-1250.

RECREATION

CLEMENTS RECREATION CENTER AND RIKE CENTER

In addition to enrolling in Health and Physical Education classes, full time students are eligible to use the facilities at the Rike Center and Clements Recreation Center. These include racquetball, tennis, basketball, and volleyball courts, a baseball and softball diamond, an archery area, football and soccer fields, and both indoor and outdoor running tracks. The Clements Center contains a fitness center consisting of numerous cardiovascular and controlled weight machines.

Otterbein participates in the prestigious Ohio Athletic Conference. For ticket information about any athletic event, call the Athletic Department, located in the Rike Center (823-1653). Students may use their student ID for admission into events or to use the athletic facilities.

From time to time, the University community might have special fitness programs that are open to all students. Watch the “Tan and Cardinal”, or call the Rike Center for information.

RESOURCES FOR STUDENT LIFE

<http://www.otterbein.edu/public/CampusLife/ServicesAndResources.aspx>

Services and Resources

- Academic Support
- Cardinal Card
- Center for Career Planning
- Chaplain
- Counseling
- Diversity
- Orientation

Health and Safety

Five Cardinal Experiences

Division of Student Affairs

STUDENT IDENTIFICATION AND ATTENDANCE FOR DISTANCE LEARNING/ON-LINE COURSES

All students enrolled at Otterbein are assigned a personal electronic account that provides them with secure and private access to their e-mail, the course management system, course registration, and personal account information. In order to verify the identity of students who are enrolled and participating in a distance learning/on-line course, all course materials and exchanges of information between students and instructors are conducted in an on-line environment that requires students to log-in to their personal account. Attendance verification is completed by instructors for all on-line courses as it is with traditional courses. This process assures students are making satisfactory progress in a course and that they are correctly enrolled in the class to meet federal financial aid enrollment verification requirements.

Instructors are required to verify attendance for all students immediately following census date of each term. Academic degree and certificate programs that include distance learning and/or online methodology also include some mandatory face-to-face class time and/or practicum experiences that allow student identification verification.

STUDENT HEALTH CENTER

Access to the Student Health Center services is limited to full-time students with paid fees and part-time students on an annual fee for service basis. However, part time graduate nursing students may utilize the center to meet selected health requirements (e.g., Mantoux testing, Hepatitis B vaccination). The Center is located east of the Campus Center at 78 W. Home Street or call 823-1345. There is a charge for these services.

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 intranet site:

<http://www.otterbein.edu/public/Academics/research-at-otterbein.aspx> other scholarly and creative endeavors. Application procedures are described on the Otterbein intranet site:

<http://www.otterbein.edu/public/Academics/research-at-otterbein.aspx>

THEATRE/DANCE/ MUSIC PERFORMANCES

Theatre and Dance Performances

<http://www.otterbein.edu/public/About/Calendars/ArtScene/TheatreDancePerformances.aspx>

Music Performances:

<http://www.otterbein.edu/public/About/Calendars/ArtScene/MusicPerformances.aspx>

Appendix A

NURSING DEPARTMENT LEAVE OF ABSENCE (LOA) REQUEST FORM

The following nursing student is requesting a leave of absence from their respective program. Student must meet with an advisor or program director within 30 days of request to outline a plan for the LOA.

Student Name:	Program:	Date of Request:
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<input type="checkbox"/> Full time status <input type="checkbox"/> Part time status	
Requested Return (Approximate)	***Note-maximum leave time is 12 months.
Registrar's Office	Paperwork completed for LOA
Reason for LOA:	<input type="checkbox"/> Personal Reasons <input type="checkbox"/> Academic Related
<input type="checkbox"/> Plan of Study <i>The advisor or program director has provided an updated plan of study for the student upon returning from the LOA.</i>	Please affix plan of study (curriculum plan to this form)
<input type="checkbox"/> Expectations <i>Any additional expectations or academic work to be completed by the student during the LOA.</i>	Please affix this plan to the form.
Signature of Requesting Student:	

Above Sections: MUST BE COMPLETED BY STUDENT AND ADVISOR PRIOR TO SUBMISSION OF REQUEST FOR FILE.

Academic Status	Relevant Academic Concerns
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By signing below I approve this leave of absence.

Program Director	Date
Chair-Department of Nursing	Date

Requested Institution:

☐ LOA reviewed by the Nursing Admissions Review Committee (NARC)

☐ LOA denied (Please list reason) _____