



# School of Nursing

## CLEVELAND STATE UNIVERSITY

### Doctor of Nursing Practice

### Student Handbook

Academic Year 2022-2023



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**Disclaimer**

All information in this handbook is subject to change. The faculty of the School of Nursing (SON) reserves the right to make and implement changes in student policies as needed due to requirements of outside agencies, the University, and the practice of nursing. Significant changes will be communicated to students. The Graduate Student Handbook can be found on the SON's website. If you have questions, please contact your SON faculty advisor or Graduate Program Director.



To: Graduate Nursing Students

From: Dr. Michael Johnson, Director and Chief Nursing Administrator

Date: August 2022

RE: Welcome Graduate Students

Welcome to the School of Nursing at Cleveland State University! We are excited that you chose our school to continue your nursing education.

I hope you will have an exceptional learning experience in the School of Nursing and within the larger university. The decision to complete your graduate degree at our school provides you the opportunity to learn from nationally recognized faculty who are making substantive contributions to the knowledge base of nursing through active programs of research and scholarly practice.

Cleveland State is committed to *Engaged Learning*, and the School of Nursing excels at this endeavor. As you immerse yourself in your program of study, you will develop in-depth skills in population assessment, demography, epidemiological and data analysis, research evaluation, survey research, data projections, and cost-benefit analysis. You will learn to apply nursing theory, population-based knowledge, ethics, cultural awareness, and political strategies to design, implement, and evaluate population health programs.

This **Graduate Student Handbook** provides valuable information to help you succeed and reach your professional career goals. Please keep this document in a place you can access as a reference during your course of study. Don't hesitate to contact your nursing faculty advisor or program director if you have questions about its content.

We look forward to supporting your journey in graduate school with an outstanding educational experience. Upon graduation from our program, you will join over 3000 School of Nursing graduates who are making their mark on the world of nursing and healthcare. We are proud of our accomplishments and look forward to charting new territory with you. Your success is our reward!



Michael Johnson, PhD, RN, PMH-BC, CNE

Graduate Handbook Welcome Letter – 8/1/2022

**Cleveland State University  
School of Nursing**

**COVID-19 PLAN TO MINIMIZE RISK**

*Please remember that these guidelines could change at any time based on CDC guidelines and the spread of COVID-19 variants. Please watch for email updates.*

In line with CDC guidelines and given that Cuyahoga County is currently rated as “low risk,” effective Saturday, May 21, 2022 masks will no longer be required in our classrooms and laboratories.

Please know that you are always welcome to wear a mask if that makes you more comfortable. We encourage you to do what is best for you and respect the choices of others. You may wish to communicate to your colleagues and friends that you prefer them to wear a mask when interacting with you. We urge all of you to respect those wishes.

If you have COVID-19 symptoms or have tested positive, we do ask that you stay home and don't come to campus until you've fully recovered. The CDC recommends that COVID-positive people isolate at home for 5 days after symptoms develop and wear a mask for an additional 5 days when you return to classes, work or public places.

As a reminder: vaccination plus a booster shot continues to offer the absolute best protection against serious illness, hospitalization or death from COVID-19, and we continue to provide free vaccinations and booster shots for students, faculty and staff at CSU Health and Wellness Services. Vaccinations and boosters are now offered every Wednesday by appointment in Room 205 at the Center for Innovation in Medical Professions (2112 Euclid Avenue). Call 216-687-3649 to schedule your appointment.

COVID-19 testing is still available on campus in the Center for Innovation in Medical Professions building, however appointments are now required. Testing has moved upstairs to Room 205. Students, faculty and staff can call 216-687-3649 to schedule a COVID test.

***As always, we will continue to monitor and act upon changes in COVID-19 guidance from public health officials and the CDC and will share any further changes to our protocols with you as conditions evolve.***

Thank you for helping keep our campus community safe.

## COVID-19 VACCINATION INFORMATION

Currently Cleveland State University does not mandate (require) COVID19 vaccinations for students, staff or faculty.

At this time some of the local healthcare systems have COVID19 vaccine mandates and required that students seeking clinical experience in their facility be fully vaccinated for COVID-19 or obtain appropriate documentation for religious or health-related exceptions. Some facilities do not accept exemptions or have different policies if you are an employee and student in the same facility. In order to comply with the Clinical Affiliation Agreements, all student placed at a facility must comply with that facility's policies. Attempts will be made to provide clinical placements for all students, but be aware unvaccinated students will not be placed, or be allowed to attend a clinical site that requires vaccination and if other opportunities are not available, may not progress in the program or have a delayed graduation date. Students who do not meet the criteria for clinical placement will not progress in the program, which will delay graduation.

***Please note that our clinical and community partners may choose to change/modify or cancel the COVID-19 vaccine mandate at any time and for any reason. If federal/state/Institutional policies change, these guidelines and requirements may be adjusted during the semester.***

The School of Nursing is encouraging all students to obtain the COVID19 vaccine or proper exception documentation before starting clinical experiences in their program.

## COVID-19 ACCOMMODATIONS

Students with **medical conditions** that prevent them from wearing a mask or receiving a vaccine should register with the Office of Disability Services (ODS) to explore reasonable accommodation options as soon as possible. To register with the office, please visit their webpage at: <https://www.csuohio.edu/disability/register>. Be aware that ODS accommodations may not be accepted by community or healthcare institutions that offer clinical placements.

Students with **religious or personal beliefs** that prevent them from wearing a mask or receiving a vaccine should register with the Office of Institutional Equity to explore reasonable accommodation options as soon as possible. To register with the office, please visit their webpage at: <https://www.csuohio.edu/institutional-equity/institutional-equity>. Be aware that OIE accommodations may not be accepted by community or healthcare institutions that offer clinical placements.

A nursing student's inability to complete direct patient care assignments and meet course learning objectives or required clinical hours established in the program plan with the Ohio Board of Nursing may impact their progression in the major or graduate on schedule.

## **SECTION I: UNIVERSITY AND SCHOOL OF NURSING INFORMATION**

### **HISTORY OF CLEVELAND STATE UNIVERSITY AND THE SCHOOL OF NURSING**

Cleveland State University (CSU) was established in 1964 as the first state-assisted university in Cleveland. By absorbing the building, programs, faculty, and staff of Fenn College, CSU opened in 1965 with 5,589 students in the Colleges of Arts and Sciences, Business, and Engineering. Since then CSU has grown, now covering over 85 acres in downtown Cleveland, and offering over 1,000 courses yearly in 200 majors. In addition to nursing, the University provides many undergraduate, graduate, professional licensure, certificate, and continuing education programs.

Nursing was established as an undergraduate major in 1975 as a unit in the Department of Biology in the College of Arts and Sciences. It was the first Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) completion program in the greater Cleveland area. In 1981, the nursing program was awarded departmental status and received initial accreditation from the National League for Nursing (NLN). In 1985 the basic undergraduate BSN program was established, and in 2000 the Ohio Board of Regents granted the University permission to implement the Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE). In response to the nationally recognized critical shortage of nurses, the first accelerated post-baccalaureate BSN program in Ohio was opened at CSU in 2002.

The restructuring of the university between 2002 and 2004 included the 2003 transition of nursing from a department in Arts and Sciences to a SON housed within the newly named College of Education and Human Services. In 2010, the SON became an independent academic unit and relocated to Julka Hall, a newly constructed building with state-of-the-art classroom space.

In 2017, the SON launched an MSN degree program designed in a blended delivery format in addition to the online MSN degree program.

In 2018, The Cleveland State University Doctor of Nursing Practice (DNP) degree program was approved by the Ohio Board of Regents. In 2019, the DNP program was launched with two entrance pathways, a post-BSN and post-MSN. The post BSN pathway has two tracks, family nurse practitioner, and psychiatric-mental health nurse practitioner. A post-MSN entrance pathway has a track in Health Systems Nursing Leadership.

In 2022, during a transformational restructuring of the University, the School of Nursing was moved from a free standing academic unit to a school under the newly formed College of Health which houses programs in nursing, social work, physical therapy, occupational therapy, communication sciences, music therapy and health & human performance.

CSU SON faculty collaborate with colleagues in other health professions programs to focus on the healthcare needs of the community, laying the groundwork for interprofessional education for the health care providers of the future. Additionally, the urban location of CSU affords students and staff many opportunities to work with very diverse patient populations which ultimately helps to address health disparities. By doing so, the CSU SON demonstrates its efforts to support the University's commitment to diversity and urban health.

## **THE PRESENT AND FUTURE**

Promoting and maintaining health continues to be a clear focus at CSU. A key element of that focus is the new Center for Innovation in Health Professions, which provides opportunities for faculty and students from a variety of health professions (nursing, medicine, physical therapy, occupational therapy, speech and hearing therapy, and pharmacy) to learn together in the same building. Historically, disciplines were educated separately with significant interaction with each other only after graduation and upon entry into the clinical setting. The Center provides opportunities for various disciplines to address health problems in a collaborative manner, thus supporting the Center's vision of Transforming Health through Research, Education, Action, and Discovery.

The Center is located on the south side of Euclid Avenue directly across from the Student Center and houses classroom spaces along with state-of-the-art Nursing Resource and Simulation Labs, CSU Health and Wellness Services and other health discipline educational programs.

## **MISSION/VISION/CORE VALUES**

### **School of Nursing Mission Statement**

Empowering lifelong learners; advancing excellence in professional nursing; and engaging diverse populations.

### **School of Nursing Vision Statement**

We will be recognized as a national leader in improving the health of individuals, communities and populations through interprofessional collaboration and innovation in nursing education, scholarship and practice.

## **SCHOOL OF NURSING CORE VALUES**

### **Professionalism**

Professionalism in nursing and nursing education is clear communication, self-reflection, and the consistent modelling of responsibility, respect, and advocacy.

**Integrity**

Integrity in nursing and nursing education is the incorporation of accountability, transparency, and comprehensive ethics education for all.

**Respect**

Respect in nursing and nursing education is valuing each person as an individual, respecting their aspirations and commitments in life, and seeking to understand their priorities, needs, abilities, and limits.

**Engagement**

Engagement in nursing and nursing education is a process involving critical thinking and being dedicated to ensure learning and preparation of professionals in the field.

**Civility**

Civility in nursing and nursing education is an authentic respect for others that requires time, willingness to engage in genuine discourse, and the intention to seek a common ground of respect and courtesy.

**Diversity and Inclusivity**

Diversity in nursing and nursing education is seeking to create a safe space for dialogue and ideas in order to create a strong, diverse, and capable workforce.

**Accountability**

Accountability in nursing and nursing education is an environment where there is responsibility taken for one's judgments and actions recognizing how this relates to lifelong learning and competency.

**Collaboration**

Collaboration in nursing and nursing education is providing collaborative teamwork opportunities and fostering a collaborative spirit in order to function and prosper in a team setting.

**NURSING PROGRAM PHILOSOPHY**

In keeping with the University's mission statement, the nursing faculty holds the following beliefs about a person, environment, health, nursing, and education and incorporates the Neuman Systems Model (Neuman & Fawcett, 2010) as its foundation upon which the curriculum is designed:

**Person**

A person is an integrated whole, a biophysical being who is rational, social, emotional, sexual, spiritual, and innately healthy. The person is endowed with inherent dignity and worth. A person possesses the potential to discover and impart knowledge and skills to others, and to

learn, grow, and change. As a rational being, a person uses mental processes to search for knowledge and truth. As a social being, a person communicates with others and assumes various roles within a family, group, and community. A person adopts values, beliefs, and attitudes which influence life experiences and quality of life. A person is able to differentiate self from others while existing in interdependent relationships in a shared environment with various sociocultural groups. A person has the capacity to form and participate in relationships as best suited to emerging needs. As an emotional being, a person is able to recognize feelings and reacts to changes in the environment. As a sexual being, a person has the capability to express intimacy. As a spiritual being, a person searches for unifying threads that give meaning and value to life. As an innately healthy being, a person seeks to understand, manage, and find meaning and purpose in life through management of adaptive energy. Nursing care is delivered to all clients recognizing each individual as an integrated whole. The client of nursing can be in individual, family, group or community of persons.

### **Environment**

The environment encompasses the totality of a person's life experiences. The environment is viewed as both internal and external in nature. The internal environment is within the person—body, mind, and spirit. The external environment consists of the society with its attendant ideas, symbols, mores, values, roles, and physical surroundings. The external environment also includes the immediate physical environment as well as the global surroundings. The internal and external environments interact.

The environment is dynamic in nature; its resources are limited. The environment contributes both stressors and resources to the person. As each person attempts to maintain health, he/she must recognize his/her relationship to the environment, and understand that this relationship is essential for mutual survival. Openness, respect, and support enhance the environment. The environment includes transactions and relationships between and among the person, family, significant others, places, and objects. Diverse cultures in communities provide an environment for learning and practice within the fabric of the nursing profession. The health of the physical environment and the health of the ecosystem are believed to be essential for the continued health of every individual and community.

Of the various environments, the learning environment is of special concern to nursing educators. The learning environment consists of human and material resources and all interactions and experiences students have with others. A significant component of the learning environment is communication between faculty and students that help students move toward actualizing their potential as professional nurses.

### **Health**

Health is a dynamic state that is personally and culturally defined. Health is the successful management of tension and stress through the mobilization of resources. Levels of health are achieved, maintained, and restored through person-environment interactions, and are supported by the use of therapeutic nursing interventions. Each individual, family, group, and community has the right and responsibility to engage in preventive health activities. Access to

community-based settings is important for health promotion and disease prevention. Ability to plan and evaluate care for population groups is important for health planning and policy, and for documenting outcomes of nursing care.

## **Nursing**

Nursing is both an art and science. Nursing is based on the integration of knowledge of theories and concepts from the natural, behavioral and nursing sciences as well as the humanities which provide the foundation for professional nursing practice. Professional nursing practice involves the diagnosis and treatment of human responses to actual or potential health problems/ life processes and includes six essential features: provision of a caring relationship that facilitates health and healing; attention to the range of human experiences and responses to health and illness within the physical and social environments; integration of objective data with knowledge gained from an appreciation of the patient or group's subjective experience; application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking; advancement of professional nursing knowledge through scholarly inquiry; and influence on social and public policy to promote social justice (ANA, (2010). Nursing is a profession that uses supportive, nutritive, and generative behaviors. It encompasses scientific, supportive, and nurturing behaviors which facilitate the enhancement of the health of individuals, families, groups, and communities. Nursing is concerned with health and focuses on helping clients use resources to the best of their ability to cope with stressors. Nursing is an evolving profession which builds on the accomplishments of its past. Nursing is sensitive to diverse populations and incorporates the knowledge of cultural differences related to health and healthcare.

Professional nurses use critical thinking to meet the health needs of clients in generalist, specialist, advanced or independent practice roles. Professional nurses assume the roles of caregiver, health teacher, client-advocate, counselor, coordinator, collaborator, change agent, leader, manager, consultant, or researcher. They collaborate with interdisciplinary team members and others to provide health care. Professional nurses use research findings and/or conduct research to improve nursing. Professional nurses have a strong commitment to ethical behavior and Professional Standards of Practice and assume responsibility, authority, and accountability for their actions. Professional nurses use primary, secondary, and tertiary preventative strategies.

Primary prevention strategies relate to those activities which promote and maintain health: health teaching, immunization, early detection, and treatment. Secondary strategies relate to activities which focus on acute and critical care and the limitation of disability. Tertiary preventive strategies relate to those activities related to rehabilitation, long-term care, and care of the dying.

## **Education**

Education is a structured process leading to formalized outcomes. Education provides a person with tools contributing to personal development. Education is present and future-oriented; it is accomplished by facilitative communication, critical thinking, problem-solving, and



decision-making. Education provides a firm basis for understanding self and relationships with others and society as a whole. Nursing education contributes to the development of a personal and professional identity. Education enhances a person's ability to confront ambiguities of life and maintain a sense of coherence. Education provides the means for effecting change in a systematized, logical, goal-oriented, and direct manner. During this process of change, a person becomes able to identify and explore alternative perspectives. Learning is a process of change that continues throughout a person's life. Learning is a self-directed inquiry. Faculty and students actively engage in learning experiences.

Teaching is a set of strategies that encourage an individual's initiative and independence of thought while facilitating the ability to inquire, analyze, synthesize, correlate, and generalize.

Teaching-learning contributes to the development of professional values, attitudes, and behavior through a partnership of accountability between teacher and learner.

Faculty support students in the educational process by acknowledging that students experience a variety of stressors during the learning process. These stressors can enhance or interfere with the achievement of personal and educational goals. Other factors influence mutual learning including interests, learning needs, attitudes, past experiences, different learning styles, cultures, and learning environments. The faculty provides opportunities to incorporate life experiences into meaningful mastery of new learning for growth of the personal and professional self.

Doctoral nursing education builds upon baccalaureate and/or graduate nursing preparation. This educational preparation assists a professional nurse to gain additional knowledge, skills, and specialization to apply to nursing practice. Graduate nursing education also includes two components: (1) nursing knowledge and, (2) the knowledge of cognate disciplines to produce a graduate able to enter a multidisciplinary workgroup as an equal partner in planning, directing and evaluating health care.

This philosophy provides the fundamental guidelines and a value system for ordering priorities within the program and is the belief construct underlying the organizing framework of both the undergraduate and graduate curricula.

## **GRADUATE CURRICULUM COMMITTEE**

### **Purpose**

The purpose of the graduate curriculum committee is to review and evaluate the graduate curriculum. This includes evaluation of all graduate nursing courses and programs in addition to development of educational policy and courses of study.

### **Membership**

Members shall include five faculty who possess graduate faculty status in the College of Graduate Studies, the Graduate Program Director, Associate Dean and two graduate nursing

students.

### **Function**

- Review and evaluate all graduate nursing courses and programs. Develop educational policy and courses of study for the graduate program.
- Review, discuss, and make decisions about graduate curricular issues and concerns.
- Review and evaluate graduate nursing courses and programs for quality and student achievement.
- Report curriculum issues, changes and assessment findings to faculty, Dean and if appropriate to the University Curriculum Committee.

### **STUDENT ADVISEMENT**

Students are advised throughout their graduate studies using several mechanisms in the DNP Program.

### **NURSING FACULTY PROGRAM ADVISOR**

Every student is assigned a faculty member who serves as the individual's program advisor. Students contact their faculty advisor on a regular basis to answer questions about various aspects of the program, to plan their program of study, and to evaluate student progression. Students are responsible for contacting their advisor and setting up appointments as follows:

1. At the mid-point of each semester, students should contact their faculty advisor as part of their periodic enrollment process. The student should meet with the advisor for review and approval of the class schedule.
2. At any time the student has questions or concerns regarding their academic study or the graduate nursing program. **No student is permitted to withdraw from a course without consulting with their nursing faculty advisor. Withdrawing from required courses may delay the forward progression in the program. If a student elects to withdraw from a required course, a REVISED SIGNED and DATED Program Course Planner must be submitted to the nursing faculty advisor for filing in the student's academic file (See appendix).**

### **DIVERSITY AND INCLUSION**

Cleveland State University values diversity and strives to promote inclusion of all individuals and groups. The Office of Institutional Equity (OIE) promotes student success by administering the University's Policy against Harassment, Discrimination, Sexual Violence and Retaliation, and the University's Equal Opportunity policy statement.

The University's nondiscrimination policies and procedure are available on the OIE and Title IX webpages: <https://www.csuohio.edu/institutional-equity/institutional-equity> or <https://www.csuohio.edu/titleix/titleix>. OIE can be reached by email at OIE@csuohio.edu or by calling 216-687-2223. OIE is located in the Administration Center, Room 236.

## **PERSONS WITH DISABILITIES**

No otherwise qualified student or applicant for admission with a disability shall be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity solely because of a disability. Such a person will not, on the basis of disability, be denied admission or be subjected to discrimination in recruitment or admission. No qualified student with a disability will be, on the basis of disability, excluded from, or discriminated against, in any academic research, occupational training, housing, health, counseling, financial aid, physical education, athletic, recreation, transportation, or other educational or extracurricular program.

The University's programs, when viewed in their entirety, will be readily accessible to persons with disabilities whether by barrier free structures or reasonable program adjustments. To the extent that it is financially feasible, the University will continue to provide in a central location necessary auxiliary educational aids for students with impaired sensory, manual, ambulatory, or speaking skills.

Students with disabilities needing accommodations should contact Disability Services, located in Rhodes Tower West Room 210, [ods@csuohio.edu](mailto:ods@csuohio.edu) or at 216-687-2015. More information is online at <https://www.csuohio.edu/disability/disability>

## **SECTION II: DNP PROGRAM OUTLINE AND INFORMATION**

### **ACCREDITATION STATUS**

The Doctor of Nursing Practice program at Cleveland State University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted.

The DNP program completed a CCNE accreditation site visit in March 2022. The CCNE accreditation team found NO compliance issues and all standards were met. Official notification of accreditation status should be forthcoming to CSU SON by October 2022.

### **CHARACTERISTICS OF THE GRADUATE**

Doctor of Nursing Practice graduates practice in a variety of roles and settings and therefore each student must acquire the specific knowledge and competency required in their own area of nursing specialty. According to the AACN, all DNP graduates must demonstrate the eight competencies delineated in the Essentials of Doctoral Education for Advanced Nursing Practice document, as well as the specific competencies defined by the student's nursing specialty organization.

#### **Student Technical Skills**

The successful DNP student will possess computer literacy skills appropriate for graduate level work. Students are expected to write professional papers and complete assignments using computer technology. Student must:

- be able to use word processing and spreadsheet programs
- conduct searches of nursing, medical and other literature using standard scholarly databases
- conduct business over email including using attachments
- enter Internet discussion groups
- search the internet for nursing and health-related information
- be self-directed in managing course and clinical practice requirements
- have attention to detail in all work submitted for didactic and clinical courses

Students must use Microsoft® office software to create and submit required work. MS-Office 365 is provided free to students for upon admission.

### **STUDENT LEARNING GOALS OF THE DNP PROGRAM**

The main goals of the CSU DNP program are derived from the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and built upon the specialty competencies for the

specialty areas delineated by the associated specialty organization: National Organization of Nurse Practitioner Faculties (NONPF) & American Organization for Nursing Leadership (AONL).

The student learning goals of the CSU Doctor of Nursing Practice program prepares advanced practice nurses to:

1. *Synthesize knowledge derived from nursing science from other scientific disciplines as the basis for advanced nursing practice and innovative approaches to improve the health of individuals, aggregates and populations.*
  - a. This goal meets the following national essentials and competencies
    - i. **AACN Essentials #1:** Scientific Underpinnings for Practice; Essential #7: Clinical Prevention and Population Health for Improving the Nation's Health; Essential #8: Advanced Nursing Practice
    - ii. **NONPF Competencies:** Scientific Foundation Competencies; Quality Competencies; Practice Inquiry Competencies; Health Delivery System Competencies; Independent Practice Competencies.
    - iii. **AONL Competencies:** Communication; Knowledge of the health care environment.
2. *Employ organizational and systems leadership to improve the quality and safety of individuals, aggregates, and populations.*
  - a. This goal meets the following national essentials and competencies
    - i. **AACN Essential 2:** organizational and systems leadership for quality improvement and systems thinking)
    - ii. **NONPF Competencies:** leadership competencies: quality competencies; health delivery system competencies; ethics competencies.
    - iii. **AONL Competencies:** communication; knowledge of the health care environment.
3. *Integrate clinical scholarship and utilization of analytical methods to identify best nursing practices.*
  - a. This goal meets the following national essentials and competencies
    - i. **AACN Essential 3:** clinical scholarship and analytical methods for evidence-based practice)
    - ii. **NONPF Competencies:** scientific foundation competencies: quality competencies; practice inquiry competencies; health delivery system competencies
    - iii. **AONL Competencies:** communication; professionalism; business skills.
4. *Demonstrate leadership in the systems level evaluation, development, and implementation of information systems and related technologies for healthcare delivery that optimize outcomes for individuals, aggregates, and populations.*
  - a. This goal meets the following national essentials and competencies

- i. **AACN Essential 4:** information systems/technology and patient care technology for the improvement and transformation of health care)
  - ii. **NONPF Competencies:** scientific foundation competencies; quality competencies; practice inquiry competencies; criteria technology and information literacy competencies; technology and information literacy competencies; health delivery system competencies
  - iii. **AONL Competencies:** communication; knowledge of the health care environment; business skills.
- 5. *Engage in advocacy by influencing policy throughout the various stages of the policy-making process at the institutional, local, state, national and/or global levels.*
  - a. This goal meets the following national essentials and competencies
    - i. **AACN Essential 5:** health care policy for advocacy in health care.)
    - ii. **NONPF Competencies:** quality; health delivery system; ethics competencies; policy competencies
    - iii. **AONL Competencies:** knowledge of the health care environment; leadership; professionalism.
- 6. *Facilitate collaboration among inter-professional teams to ensure high-quality patient, system or population health outcomes.*
  - a. This goal meets the following national essentials and competencies
    - i. **AACN Essential 6:** interprofessional collaboration for improving patient and population health outcomes)
    - ii. **NONPF Competencies:** scientific foundation competencies; leadership competencies; quality competencies; practice inquiry competencies; technology and information literacy competencies; policy competencies; health delivery system competencies; ethics competencies; independent practice competencies
    - iii. **AONL Competencies:** communication; knowledge of healthcare environment; leadership professionalism; business skills

**The Essentials of Doctoral Education for Advanced Nursing Practice are:**

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

Further information about the Essentials of Doctoral Education for Advanced Nursing Practice

are available from American Association of Colleges of Nursing at <https://www.aacnnursing.org/DNP/DNP-Essentials>

In addition, the NOPF and AONE standards that apply to the BSN-DNP Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner tracks as well as the MSN-DNP Health Systems leadership tracks are integrated throughout the curriculum and course objectives.

## **DNP PROGRAM ENTRY POINTS AND EDUCATIONAL TRACKS**

The DNP program builds on the SON's strength in population health nursing and has two entry pathways, Post-BSN and Post-MSN Degree in Nursing. The DNP Program is designed to prepare nurses at the doctoral level with a blend of clinical, organizational, economic and leadership skills to improve nursing, effectively use clinical scientific findings and design programs of care delivery.

### **Post Bachelors to DNP Program (BSN-DNP)**

Post-Baccalaureate or BSN to DNP pathway is a *full-time* advanced nursing practice degree program for individuals already holding a baccalaureate degree in nursing (BSN) and licensed to practice professional nursing. The Post-Baccalaureate or BSN to DNP pathway can be completed in a part-time study format, however this option extends the time required to be enrolled in the program to complete all degree requirements.

This program prepares students for certification as advanced practice nurses (APRN) with a focus on direct patient care in one of two tracks:

- Family Nurse Practitioner (BSN-DNP)
- Psychiatric/Mental Health Nursing Nurse Practitioner (BSN-DNP)

### **Program requirements**

- Minimum GPA of 3.25 in your Baccalaureate degree in nursing
- One Year Experience working as an RN
- Statistics course completed within the last five years with a grade of B or better
- All applicants must interview with a School of Nursing Faculty member

### **Admission Process**

- Apply to the College of Graduate Studies at <https://engagecsu.com/apply> **Deadline to apply is April 15 for the Fall semester.** After April 15, applications will be considered on a space-availability basis.
- Official transcripts from all academic institutions
- Three (3) professional letters of recommendation
- CV/Resume

- 500-word essay addressing career goals as a DNP

### **Post Masters DNP Program (MSN-DNP)**

Post-Master's to DNP pathway is a *part-time* program that prepares nurses who already hold a master's degree in nursing to advance their knowledge of nursing practice and gain exceptional skills in health organizational systems. Candidates for the DNP degree must complete a minimum of 1000 hours of supervised practicum experience. MSN-DNP students may apply for up to 500 clinical hours from their master's degree program to count towards their DNP Clinical Hour Requirement. Please consult with your advisor and complete form E.1 Verification of Clinical Hours Transferred from Master's Program in the appendix.

This program prepares students for a role that focuses on nursing leadership at the aggregate, systems, or organization level with a track in:

- Health Systems Nursing Leadership (MSN-DNP)

#### **Program requirements**

- Minimum GPA of 3.25 in your Master of Nursing Degree
- One Year Experience working as an RN
- Statistics course completed within the last five years with a grade of B or better
- All applicants must interview with a School of Nursing Faculty member

#### **Admission Process**

- Apply to the College of Graduate Studies at <https://engagecsu.com/apply> ; **Deadline to apply is April 15 for the Fall semester.** After April 15, applications will be considered on a space-availability basis.
- Official transcripts from all academic institutions
- Three (3) professional letters of recommendation
- CV/Resume
- 500-word essay addressing career goals as a DNP
- Complete Form E.1 Verification of Clinical Hours Transferred from Masters Program.

### **Finger Prints and Background Check**

Admission to any program in the nursing program is contingent on satisfactory completion of a background check which includes submitting a set of fingerprints. Cleveland State University reserves the right to deny or revoke admission based on the results of a background check if the background check reveals a criminal history or other professional licensure issues that makes licensure or placement in a clinical rotation difficult or impossible in the judgment of the University. For more information, please visit the Ohio Board of Nursing's Disqualifying Criminal



History Fact Sheet at: <http://www.nursing.ohio.gov/PDFS/Discipline/ DISQUALIFYING OFFENSES CRIMINAL HISTORY FACT SHEET.pdf>

## REQUESTS FOR TRANSFER CREDIT

Students interested in transferring graduate level course to CSU should speak with the Graduate Program Director for review of possible transfer credit. An official transcript and course syllabus for each possible transfer course must be submitted before a determination can be made. Transfer credit is subject to departmental regulations and is not permitted without the approval of the SON Graduate Admissions, Progression and Standards Committee (APAS).

***\*Please note that transfer credit cannot be given for any course utilized to fulfill requirements for any other degree and may be limited in number of hours and age of course.***

Once approved by the SON, the student will submit a Form A.8 *Graduate Credit Transfer Form* to the College of Graduate Studies. There are limits to the amount of transfer credit that can be applied to a graduate degree program. Policies for transfer credit are on the College of Graduate Studies website at [https://catalog.csuohio.edu/content.php?catoid=19&navoid=1544%20#Transfer\\_Credit](https://catalog.csuohio.edu/content.php?catoid=19&navoid=1544%20#Transfer_Credit)

## PROGRAM AND HEALTH REQUIREMENTS

These requirements are detailed on the SON website under information for current students, the DNP Program and Health Requirements link. **Students must have current and complete Program and Health Data Requirements on file in the SON in order to participate in clinical experiences, no exceptions.** In addition, students may need to complete additional health, legal, or other requirements related to the SON's contractual agreements with clinical agencies. Failure to submit these requirements will prevent the student from continuing in the DNP degree program. **By the end of the first semester of the program, all Program and Health Requirements must be met, or students will not be allowed to progress in the program.**

## SECTION III: CURRICULUM

### DNP COURSEWORK

#### Program Planners

Each DNP track has a corresponding program planner associated with it. This planner details when courses will be offered if the university deems there is sufficient enrollment to offer the course. **Students are required to review their applicable planner, sign and date the planner and submit it in their first semester of study to their advisor. These planners are found in the appendices in this handbook.**

If students change their plan, the program planner must be updated, signed, and submitted to the graduate program director immediately and only after discussing the change in their program of study with their nursing faculty advisor. Deviation from the program plan of study may delay completion of the degree and/or graduation date.

#### Didactic Coursework

Didactic coursework is provided in the classroom to provide a broad understanding of the knowledge and skills necessary for the DNP role. Courses will be either blended or online.

Theory and practice are integrated throughout the curriculum. The courses in each specialty track build upon each other. Several didactic courses have corresponding clinical courses that provide students the opportunity to apply theory into practice.

Foundationally, one of the core courses is designed for DNP students to develop the knowledge and skills necessary to explore the connections between theory and research from nursing and related fields. Emphasis is placed on the critique, evaluation, and utilization of nursing and other relevant theories and research findings that apply to advanced nursing practice and its comprehensive approach to care.

Courses within the specialty tracks build a strong foundation for application to practice. Specialty didactic courses have corresponding clinical courses in which students specifically apply the theory being examined to practice. Both didactic and corresponding courses must be successfully completed in the same semester. Didactic courses can be offered online or in a blended-delivery format on the scheduled day of the week, which is customarily on Thursdays.

#### Supervised Clinical Experience

The clinical practicum experience will commence in the fifth semester of full-time study for the BSN-DNP pathway and in the fourth semester of part-time study in the Health Systems Nursing Leadership pathway. Please see the Program Planner for Part-time study to determine when clinical experience will begin if taking classes out of sequence or on a part-time basis.

Supervised clinical experiences are designed to enable students to build expertise in a higher level of nursing practice. Throughout the program, students participate in faculty and preceptor supervised clinical experiences. Each specialty track has clinical practicum components related to their area of study as well as a final capstone experience. During these experiences, students have the opportunity to engage in specific components of advanced nursing practice.

### **Typhon™ Clinical Tracking Software**

The DNP program in the School of Nursing uses a software clinical and coursework verification system. Student will receive training and log-in credentials from the DNP Clinical Coordinator during their first semester of enrollment in the program. The DNP Curriculum Coordinator can assist students with questions regarding the use of this program. All students are **REQUIRED** to take an online Typhon™ orientation provided by the vendor of this software. This orientation must be completed during the **first semester** of enrollment in the program.

### **Review and Verification of Clinical Hours:**

Students are required to have their weekly clinical client encounters and time logs signed off by preceptors EACH WEEK of clinical within 7 days after the completion of those clinical hours. Students must enter their hours and client encounters into Typhon™ on the day of the clinical experience. It is suggested that students bring their laptop to the clinical site to facilitate the preceptor's verification of clinical hours and client encounters. Students are responsible for ensuring that this process is completed--no exceptions.

**Once that time frame closes, and if the hours/logs are not signed off by the clinical preceptor, the student will forfeit those hours and cases/client encounters.** When preceptors sign off on this work, this is verification that students are completing their hours and meeting the program/course objectives. In addition, this imperative serves as proof of clinical hours and is required to sit for the National Certification Exam. If this is not completed, the course grade will be an 'Incomplete', and the student will need to repeat the clinical hours. The student will not be permitted to progress to the next clinical course until the above verification is completed. In that clinical courses are only offered once per academic year, failure to complete all clinical hour requirements will delay the student's forward progression in the program.

### **Preceptor Responsibilities in Clinical experiences**

Each student will be assigned to a qualified preceptor with expertise in the specialty area and content of the clinical course being taught. Preceptors are the professional, clinical experts that help the students master skills essential for successful future licensure, certification and practice.

The preceptors have the responsibility of supervising student direct and indirect patient care in the contracted healthcare institution. Preceptors guide students through daily routines, skill

and procedures and new patient care experiences to help build mastery of skills and apply theory taught in the classroom to patient care practice. Preceptors will evaluate and document student performance on provided paperwork and verify student clinical hours in the Typhon software. Preceptors meet with faculty to discuss student progression, issues and accomplishments. Preceptors provide input about student progress and skill obtainment, but the faculty make all grading decisions.

### **Faculty Responsibilities in Clinical Experiences**

Faculty assigned to teach a clinical course are responsible for orientation of students and preceptors, ensuring clinical compliance is met, educational standards are upheld, and course objectives are being met. Faculty will orientate to the assigned facility and comply with all Clinical Affiliation Agreement policies. Faculty will orientate the students and ensure health data compliance before allowing students to attend a clinical experience at a facility. Faculty will orientate the preceptor to the University policies using the Preceptor Practical handbook. Course objectives and student learning outcome expectations will be shared via the course syllabus. Faculty will be available at all times when a student is in a scheduled clinical to consult with the preceptor about professional practice issues, student behaviors, safety concerns or student injury. Faculty visit the clinical site and observe students providing care to patient populations. Faculty will evaluate the student, clinical site and preceptor during their visit and provide guidance on course objectives. Faculty elicit preceptor feedback but retain sole responsibility for assignment of grades for the course.

The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) specifies that DNP students are required to have a minimum of 1,000 hours of post-baccalaureate practice experience to achieve the DNP competencies. This hour requirement is fulfilled in course work within the post-baccalaureate (FNP/PMHNP) pathway.

Students have the potential to transfer up to 500 supervised clinical hours from a prior graduate nursing degree. Each student's transcript will be evaluated based upon documents substantiating previously completed hours.

- For those students with a *clinical* master's degree, 500 hours may be eligible to transfer.
- For those students with a *non-clinical* master's, the number of practicum hours is generally less. These students may need to take additional clinical courses to meet the total number of practicum contact hours required. The course that assists students in the HSNL track complete their clinical hours not already built into the curriculum is NUR 887. One credit = 60 clinical hours and this course may be taken for up to nine credits. It is currently offered three times during the HSNL program of study.

**Form E.1 Verification of Clinical Hours transferred from Master's Program** can be found in the Appendix.

## **DNP Scholarly Project**

The DNP Scholarly Project is an evidence-based clinical project in which the student applies didactic coursework, knowledge, skills, and clinical expertise to develop an in-depth and integrative practice-focused project. The project is expected to be publicly defended and disseminated as a poster and/or oral presentation at the institution where the project was completed. The DNP Scholarly Project is specifically described in a separate document.

Per guidelines from the AACN, the final DNP project includes development, implementation, and evaluation components so that that processes and/or outcomes can be evaluated to guide practice and policy.

## **Scholarly Project Committee**

A complete discussion of the Scholarly Project is available in The Scholarly Project Handbook.

The Scholarly Project Committee consists of two graduate faculty members and a practice partner/ Community Mentor. Upon agreement by a nursing faculty member with graduate faculty status, one member chosen by the student will be the chair of the committee. Once the chair is chosen, they assume the responsibility of nursing faculty advisor to the student.

## **Scholarly Project Committee Chair**

In collaboration and consultation with the DNP Program Coordinator, each student will identify a faculty member from the Nursing School whose scholarly interest and/or method of inquiry is similar to serve as Chair of the Committee. The chair of the committee must have Graduate Faculty Status Level III or higher. Graduate Faculty Status designation can be found at <https://csuohio.sharepoint.com/sites/009/gradfaculty/SiteAssets/Roster.aspx>. Students will formally ask the faculty member to serve as chair, and once agreed by the faculty member, the final approval will be the decision of the SON Director in consideration of School of Nursing needs. The Chair assumes the role as the primary advisor to the student from the project proposal to its completion and will assist the student by:

- Reviewing drafts of the project proposal
- Assisting the student with the preparation and submission of applicable IRB applications
- Advising the student in the preparation of dissemination methods (e.g., posters, manuscripts, professional papers, conference presentations)
- Meeting with the student as needed to discuss progress and evaluate submitted work
- Communicating with a practice partner as needed
- Approving final project

Once the faculty member agrees to serve as chair, the student will complete the *Scholarly Project Committee Appointment Request Form* (see forms in Appendix). The original form is

forwarded to the Graduate Program Director, then the SON Director for approval and signature. Once approved, the form will be retained in the student's academic file. Changes in committee composition must be submitted in writing to the Program Director and SON Director on a Scholarly Project Committee Composition Change Form (see Appendix).

### **Scholarly Project Committee Members**

Non-chair committee member will be chosen by the student with advisement from the chair. Final approval will be made by the SON Director to consider workload issues and fit based on the student's project and the School of Nursing needs.

The Scholarly Project Committee members are responsible for the following activities:

- Guiding the student in the development of the scholarly project
- Critiquing the readiness of the project proposal for presentation
- Evaluating the student's performance on the project proposal's written and oral presentation
- Mentoring the student during the implementation and evaluation phase of the project
- Evaluating the student's performance on the final project's written paper and dissemination

### **Community Member**

The student will choose a committee member of the healthcare community that is closely tied to the population of interest or problem that is being addressed. This person will serve on the committee as a content expert and help evaluate the application of learning to real-life settings.

### **Practice Partner/Mentor**

The practice partner is a person who has clinical expertise and works closely with the population of interest. They will provide practical hands-on guidance and logistical support in the implementation of the DNP Scholarly project to include direct supervision, access to facilities, support for institutional IRB requirements, access to patient populations or medical records, etc. The Practice partner may also serve as the Community member on the DNP Scholarly Project committee but does not have to be the same person. For example, the Community member on the committee may be a surgeon with medical expertise in the problem being examined, but an NP may be the practice partner who works with the student in the clinic to provide logistical access to the patients and supervises day to day implementation of the project. The practice partner collaborates with the student and advisor on the project. Each DNP student will be required to complete the Scholarly Project Practice Partner Form (see forms in Appendix) and comply with all terms of the agreement at the location of the project.

The role of the Practice Partner includes:

- Assist the student in selecting goals that support the objectives of the DNP program
- Guide the student in the development and acquisition of leadership skills required for the project
- Meet with the student regularly and provide feedback
- Support completion of the DNP Scholarly project and communicate as needed with the SNP Scholarly project faculty
- Provide feedback regarding the process and product of the Scholarly Project.

## **EPORTFOLIO**

Each student in the SON DNP program is required to develop a professional evaluation portfolio that will be used for formative and summative evaluation of the student's progress in meeting the expected competencies for doctoral study in nursing. The Typhon™ software is used to document clinical interactions and competencies throughout the program as well as collect eportfolio artifacts. Each course competency is mapped to national essentials and standards. All artifacts and the ePortfolio will be reviewed for completeness by the Graduate Nursing Program faculty advisor prior to recommending approval for graduation.

## **SCHOOL OF NURSING DNP STUDENT COMMUNITY ON BLACKBOARD LEARN™**

This site, which brings together a *Community of Scholars*, enables students, faculty, and staff to learn, explore, and advance the science and practice of nursing. Information related to the DNP Nursing Program will be shared and updated so that all have the current and useful information for a rich and productive collegial learning experience and exchange of ideas. Areas of interest and information include:

- The Cleveland State University SON
- SON DNP Program track information
- SON faculty profiles
- College of Graduate Studies homepage link
- The SON ePortfolio System information
- Readings and references
- Links to professional nursing organizations
- Orientation materials

This site is updated frequently and serves as a rapid communication and information vehicle for students and faculty alike. Messages are sent to the DNP student community from this Bb site. It is advisable to check one's spam or junk email folder as some email server platforms may direct communications from Blackboard into these folders.

## **GRADUATE SCHOOL PROGRESSION REQUIREMENTS**

Progression requirements including academic actions and exceptions are available in the graduate catalog [https://catalog.csuohio.edu/content.php?catoid= 26&navoid=1994#regulations-for-student-conduct-](https://catalog.csuohio.edu/content.php?catoid=26&navoid=1994#regulations-for-student-conduct-) and are subject to change.

### **Dismissal from the School of Nursing**

Students will be academically reviewed by the School of Nursing and subject to possible dismissal if they receive:

- a. One grade of C-, D, or F, or
- b. Two grades of less than B, or
- c. Two grades of NS, or
- d. Two grades of U

Achievement of at least a *3.0 cumulative grade-point average for all courses taken as a graduate student is required for graduation*. All grade-point averages are carried to two decimal places (unrounded).

### **Mandatory Academic Dismissal From the College of Graduate Studies**

According to the Graduate College, if, in 400 to 800-level courses, a student receives:

- a) two F grades, or
- b) accumulates a total of nine credit hours of B- or less grades and has a cumulative grade-point average below 3.0

Then the student will be dismissed automatically from the University by the Dean of the College of Graduate Studies.

## **SUCCESSFUL PROGRAM COMPLETION**

Degree candidates are responsible for meeting university graduation requirements stated in the Cleveland State University Catalog for the academic year in which they are admitted to Cleveland State University. These graduation requirements are known as catalog rights.

Colleges reserve the right to alter the content of courses, add and delete courses, and change required curricula. It is the student's responsibility to remain informed about such changes through regular interaction with their adviser in monitoring progress towards graduation. No university official can relieve students of this responsibility.

<https://catalog.csuohio.edu/content.php?catoid=26&navoid=1994# catalog-rights>



The graduate from the Cleveland State University DNP program will have successfully completed the following three components:

1. Didactic coursework to provide a broad understanding of the knowledge and skills necessary for the DNP role;
2. A minimum of 1000 supervised post-baccalaureate clinical hours;
3. An Evidence-Based Scholarly Project.

Students must complete doctoral degree requirements within **ten calendar years** from the date of entry into doctoral studies.

Petitions to extend the ten-year period to complete a doctoral degree are possible. Petitions must receive the approval of the School of Nursing then be submitted to the CSU College of Graduate Studies Petitions Committee for review and disposition. Such petitions must show compelling reasons for the extension and must document course-by-course the currency of the work beyond the expected completion time of ten years. See additional information on the University Graduate Degree requirements <https://catalog.csuohio.edu/content.php?catoid=26&navoid=1994#graduate-program-completion-requirements>. Forms used to request an extension for degree completion can be found at <https://www.csuohio.edu/graduate-studies/current-students/graduate-students-downloadable-forms>

## **CSU GRADUATION INFORMATION**

All students are required to complete a graduation application one full semester before their anticipated graduation date. See additional graduation information on the website: <https://www.csuohio.edu/registrar/graduation-information>

## **COURSE DESCRIPTIONS**

All course descriptions are detailed in the current CSU graduate course catalog which can be found online at <https://catalog.csuohio.edu/>

## BSN TO DNP PROGRAM CONTENT

### Family Nurse Practitioner (FNP) Track

Family nurse practitioners (FNP) are advanced practice registered nurses who work autonomously or in collaboration with other healthcare professionals to deliver family-focused care. They see the family as the patient population focus. FNP's offer a wide range of healthcare services that revolve around the family unit; from health promotion and disease prevention to direct care and counseling across the lifespan. This is a list of the courses that need to be completed for the BSN-DNP in the FNP Track.

<b>Core Courses</b>	<b>Credits/Clinical hrs</b>	
<b>NUR 701</b> Physiology and Pathophysiology for Advanced Nursing Practice	(3 cr)	
<b>NUR 702</b> Advanced Pharmacology for Advanced Nursing Practice	(3 cr)	
<b>NUR 703</b> Advanced Health Assessment and Clinical Reasoning	(3 cr)	60 hrs
<b>NUR 704</b> Roles and Responsibilities of the Advanced Practice Nurse	(2 cr)	
<b>NUR 706</b> Methods of Evidence-Based Practice	(3 cr)	
<b>NUR 707</b> Improving Population Health	(3 cr)	30 hrs
<b>NUR 708</b> Connecting Theory and Research for Advanced Nurse Practice	(3 cr)	
<b>NUR 709</b> Health Policy for Nurses and Other Healthcare Professionals	(3 cr)	
<b>NUR 711</b> Ethical Leadership in Professional Nursing Practice	(3 cr)	
<b>NUR 712</b> Applying Information Technology to Support EBP	(3 cr)	
<b>NUR 713</b> Health Systems Leadership	(3 cr)	
<b>NUR 715</b> Clinical Genetics/Genomics for Advanced Practice Nurses	(3 cr)	
<b>NUR 716</b> Applied Statistics and Epidemiology	(3 cr)	
<b>NUR 899</b> Scholarly Project (repeated 6 times for varying credit)	(10 cr)	
Elective Course	(3 cr)	
<b>FNP Track Courses</b>		
<b>NUR 800</b> Essential Procedures for the Family Nurse Practitioner	(1 cr)	
<b>NUR 801</b> FNP Focus I: Primary Care of Adults and Their Families	(3 cr)	
<b>NUR 802</b> FNP Focus I Clinical: Primary Care of Adults and Their Families	(5 cr)	180 hrs
<b>NUR 803</b> FNP Focus II: Women's Health in the Reproductive Years	(3 cr)	
<b>NUR 804</b> FNP Focus II Clinical: Women's Health Reproductive Years	(5 cr)	180 hrs
<b>NUR 805</b> FNP Focus III: Care of Children and Adolescent Clients	(3 cr)	
<b>NUR 806</b> FNP Focus III Clinical: Care of Children and Adolescent Clients	(5 cr)	180 hrs
<b>NUR 807</b> FNP Focus IV: Care of the Aging Adult Client	(3 cr)	
<b>NUR 808</b> FNP Focus IV Clinical: Care of the Aging Adult Client	(5 cr)	180 hrs
<b>NUR 885</b> FNP Capstone I	(3 cr)	120 hrs
<b>NUR 886</b> FNP Capstone II	(3 cr)	120 hrs
<b>Total</b>	<b>90 cr</b>	<b>1050 hrs</b>

## COURSE SEQUENCE - FAMILY NURSE PRACTITIONER TRACK (FULL-TIME)

	Fall Semester	Spring Semester	Summer Semester
Year 1	<b>NUR 704</b> Roles and Responsibilities of the Advanced Practice Nurse (2 cr) <b>NUR 706</b> Methods of Evidence-Based Practice (3 cr) <b>NUR 707</b> Improving Population Health (3 cr) <b>30 clinical hours</b> <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 708</b> Connecting Theory and Research Knowledge for Advanced Nursing Practice (3 cr) <b>NUR 701</b> Physiology and Pathophysiology for Advanced Nursing Practice (3 cr) <b>NUR 712</b> Applying Information Technology to Support EBP (3 cr)	<b>NUR 702</b> Advanced Pharmacology for Advanced Nursing Practice (3 cr) <b>NUR 709</b> Health Policy for Nurses and Other Healthcare Professionals (3 cr) <b>NUR 711</b> Ethical Leadership in Professional Nursing Practice (3 cr)
Year 2	<b>NUR 703</b> Advanced Health Assessment and Clinical Reasoning (3 cr) <b>60 clinical hours</b> <b>NUR 716</b> Applied Statistics and Epidemiology (3 cr) <b>NUR 715</b> Clinical Genetics/Genomics for Advanced Practice Nurses (3 cr)	<b>NUR 801</b> FNP Focus I: Primary Care of Adults and Their Families (3 cr) <b>NUR 802</b> FNP Focus I Clinical: Primary Care of Adults and Their Families (5 cr) <b>180 clinical hours</b> <b>NUR 800</b> Essential Procedures for the Family Nurse Practitioner (1 cr) <b>12 lab hours</b> <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 713</b> Health Systems Leadership (3 cr) <b>NUR 803</b> FNP Focus II: Women's Health in the Reproductive Years (3 cr) <b>NUR 804</b> FNP Focus II Clinical: Women's Health in the Reproductive Years (5 cr) <b>180 clinical hours</b>
Year 3	<b>NUR 805</b> FNP Focus III: Care of Children and Adolescent Clients (3 cr) <b>NUR 806</b> FNP Focus III Clinical: Care of Children and Adolescent Clients (5 cr) <b>180 clinical hours</b> <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 807</b> FNP Focus IV: Care of the Aging Adult Client (3 cr) <b>NUR 808</b> FNP Focus IV Clinical: Care of the Aging Adult Client (5 cr) <b>180 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 885</b> FNP Capstone I (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr) <b>*Elective</b> (3 cr)
Year 4	<b>NUR 886</b> FNP Capstone II (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr)		

\*This Elective can be taken in the summer year 3 or fall semester of year 4. Only one elective is required.

	Fall Credit Hours	Spring Credit Hours	Summer Credit Hours	AY Total Credit Hours
Year 1	9	9	9	27
Year 2	9	10	11	30
Year 3	9	9	9	27
Year 4	6	0	0	6
			TOTAL	90

## COURSE SEQUENCE - FAMILY NURSE PRACTITIONER TRACK (PART-TIME)

	Fall Semester	Spring Semester	Summer Semester
Year 1	<b>NUR 704</b> Roles and Responsibilities of the Advanced Practice Nurse (2 cr) <b>NUR 706</b> Methods of Evidence-Based Practice (3 cr)	<b>NUR 708</b> Connecting Theory and Research Knowledge for Advanced Nursing Practice (3 cr) <b>NUR 712</b> Applying Information Technology to Support EBP (3 cr) <b>Elective</b> (3)	<b>NUR 711</b> Ethical Leadership in Professional Nursing Practice (3 cr) <b>NUR 709</b> Health Policy for Nurses and Other Healthcare Professionals (3 cr)
Year 2	<b>NUR 707</b> Improving Population Health (3 cr) <b>30 clinical hours</b> <b>NUR 715</b> Clinical Genetics/Genomics for Advanced Practice Nurses (3 cr)	<b>NUR 701</b> Physiology and Pathophysiology for Advanced Nursing Practice (3 cr)	<b>NUR 702</b> Advanced Pharmacology for Advanced Nursing Practice (3 cr)
Year 3	<b>NUR 703</b> Advanced Health Assessment and Clinical Reasoning (3 cr) <b>60 clinical hours</b>	<b>NUR 800</b> Essential Procedures for the Family Nurse Practitioner (1 cr) <b>12 lab hours</b> <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 713</b> Health Systems Leadership (3 cr)
Year 4	<b>NUR 716</b> Applied Statistics and Epidemiology (3 cr) <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 801</b> FNP Focus I: Primary Care of Adults and Their Families (3 cr) <b>NUR 802</b> FNP Focus I Clinical: Primary Care of Adults and Their Families (5 cr) <b>180 clinical hours</b>	<b>NUR 803</b> FNP Focus II: Women's Health in the Reproductive Years (3 cr) <b>NUR 804</b> FNP Focus II Clinical: Women's Health in the Reproductive Years (5 cr) <b>180 clinical hours</b>
Year 5	<b>NUR 805</b> FNP Focus III: Care of Children and Adolescent Clients (3 cr) <b>NUR 806</b> FNP Focus III Clinical: Care of Children and Adolescent Clients (5 cr) <b>180 clinical hours</b> <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 807</b> FNP Focus IV: Care of the Aging Adult Client (3 cr) <b>NUR 808</b> FNP Focus IV Clinical: Care of the Aging Adult Client (5 cr) <b>180 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 885</b> FNP Capstone I (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr)
Year 6	<b>NUR 886</b> FNP Capstone II (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr)		

	Fall Credit Hours	Spring Credit Hours	Summer Credit Hours	AY Total Credit Hours
Year 1	5	6	6	17
Year 2	6	6	3	15
Year 3	3	2	3	8
Year 4	4	8	8	20
Year 5	9	9	6	24
Year 6	6			6
			TOTAL	90

## PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER (PMHNP) TRACK

Psychiatric mental health registered nurses work with individuals, families, groups, and communities, assessing their mental health needs. Psychiatric Mental Health Advanced Practice Registered Nurses (PMH-APRNs) offer primary care services to the psychiatric-mental health population. PMH-APRNs assess, diagnose, and treat individuals and families with psychiatric disorders or the potential for such disorders using their full scope of therapeutic skills, including the prescription of medication and administration of psychotherapy. This is a list of the courses that need to be completed for the BSN-DNP in the PMHNP Track.

<b><u>DNP Core Courses</u></b>	<b>Credits / Clinical hrs</b>	
<b>NUR 701</b> Physiology and Pathophysiology for Advanced Nursing Practice	(3 cr)	
<b>NUR 702</b> Advanced Pharmacology for Advanced Nursing Practice	(3 cr)	
<b>NUR 703</b> Advanced Health Assessment and Clinical Reasoning	(3 cr)	60 hrs
<b>NUR 704</b> Roles and Responsibilities of the Advanced Practice Nurse	(2 cr)	
<b>NUR 706</b> Methods of Evidence-Based Practice	(3 cr)	
<b>NUR 707</b> Improving Population Health	(3 cr)	30 hrs
<b>NUR 708</b> Connecting Theory and Research for Advanced Nurse Practice	(3 cr)	
<b>NUR 709</b> Health Policy for Nurses and Other Healthcare Professionals	(3 cr)	
<b>NUR 711</b> Ethical Leadership in Professional Nursing Practice	(3 cr)	
<b>NUR 712</b> Applying Information Technology to Support EBP	(3 cr)	
<b>NUR 713</b> Health Systems Leadership	(3 cr)	
<b>NUR 715</b> Clinical Genetics/Genomics for Advanced Practice Nurses	(3 cr)	
<b>NUR 716</b> Applied Statistics and Epidemiology	(3 cr)	
<b>NUR 899</b> Scholarly Project (repeated 6 times for varying credit)	(10 cr)	
<b><u>PMHNP Track Courses</u></b>		
<b>NUR 820</b> Psychiatric Mental Health Assessment	(2 cr)	30 hrs
<b>NUR 821</b> Neuropsychopharmacology	(2 cr)	
<b>NUR 822</b> Theoretical Foundations for PMH Nursing Across the Lifespan	(2 cr)	
<b>NUR 823</b> PMNNP Focus I: Care of the Adult Individual Client	(3 cr)	
<b>NUR 824</b> PMNNP Focus I Clinical: Care of the Adult Individual Client	(5 cr)	180 hrs
<b>NUR 825</b> PMNNP Focus II: Care of the Family as Client	(3 cr)	
<b>NUR 826</b> PMNNP Focus II Clinical: Care of the Family as Client	(5 cr)	180 hrs
<b>NUR 827</b> PMNNP Focus III: Care of Children and Adolescents	(3 cr)	
<b>NUR 828</b> PMNNP Focus III Clinical: Care of Children and Adolescents	(5 cr)	180 hrs
<b>NUR 829</b> PMNNP Focus IV: Group Therapy	(3 cr)	
<b>NUR 830</b> PMNNP Focus IV Clinical: Group Therapy	(5 cr)	180 hrs
<b>NUR 883</b> PMHNP Specialty Capstone I	(3 cr)	120 hrs
<b>NUR 884</b> PMHNP Specialty Capstone II	(3 cr)	120 hrs
<b>Total</b>	<b>92 cr</b>	<b>1080 hrs</b>

## COURSE SEQUENCE – PSYCHIATRIC/MENTAL HEALTH NURSE PRACTITIONER TRACK (FULL-TIME)

	Fall Semester	Spring Semester	Summer Semester
Year 1	<b>NUR 704</b> Roles and Responsibilities of the Advanced Practice Nurse (2 cr) <b>NUR 706</b> Methods of Evidence-Based Practice (3 cr) <b>NUR 707</b> Improving Population Health (3 cr) <b>30 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 708</b> Connecting Theory and Research Knowledge for Advanced Nursing Practice (3 cr) <b>NUR 701</b> Physiology and Pathophysiology for Advanced Nursing Practice (3 cr) <b>NUR 712</b> Applying Information Technology to Support EBP (3 cr)	<b>NUR 702</b> Advanced Pharmacology for Advanced Nursing Practice (3 cr) <b>NUR 709</b> Health Policy for Nurses and Other Healthcare Professionals (3 cr) <b>NUR 711</b> Ethical Leadership in Professional Nursing Practice (3 cr)
Year 2	<b>NUR 703</b> Advanced Health Assessment and Clinical Reasoning (3 cr) <b>60 clinical hours</b> <b>NUR 716</b> Applied Statistics and Epidemiology (3 cr) <b>NUR 715</b> Clinical Genetics/ Genomics for Advanced Practice Nurses (3 cr)	<b>NUR 820</b> Psychiatric Mental Health Assessment (2 cr) <b>30 clinical hours</b> <b>NUR 821</b> Neuropsychopharmacology (2 cr) <b>NUR 822</b> Theoretical Foundations for Psychiatric-Mental Health Nursing Across the Lifespan (2 cr) <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 713</b> Health Systems Leadership (3 cr) <b>NUR 823</b> PMNNP Focus I: Care of the Adult Individual Client (3 cr) <b>NUR 824</b> PMNNP Focus I Clinical: Care of the Adult Individual Client (5 cr) <b>180 clinical hours</b>
Year 3	<b>NUR 825</b> PMNNP Focus II: Care of the Family as Client (3 cr) <b>NUR 826</b> PMNNP Focus II Clinical: Care of the Family as Client (5 cr) <b>180 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 827</b> PMNNP Focus III: Care of Children and Adolescents (3 cr) <b>NUR 828</b> PMNNP Focus III Clinical: Care of Children and Adolescents (5 cr) <b>180 clinical hours</b>	<b>NUR 829</b> PMNNP Focus IV: Group Therapy (3 cr) <b>NUR 830</b> PMNNP Focus IV Clinical: Group Therapy (5 cr) <b>180 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (1 cr)
Year 4	<b>NUR 883</b> PMHNP Specialty Capstone I (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr)	<b>NUR 884</b> PMHNP Specialty Capstone II (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr)	

	Fall Credit Hours	Spring Credit Hours	Summer Credit Hours	AY Total Credit Hours
Year 1	9	9	9	27
Year 2	9	7	11	27
Year 3	9	8	9	26
Year 4	6	6	0	12
			TOTAL	92

## COURSE SEQUENCE – PSYCHIATRIC/MENTAL HEALTH NURSE PRACTITIONER TRACK (PART-TIME)

	Fall Semester	Spring Semester	Summer Semester
Year 1	<b>NUR 704</b> Roles and Responsibilities of the Advanced Practice Nurse (2 cr) <b>NUR 706</b> Methods of Evidence-Based Practice (3 cr)	<b>NUR 708</b> Connecting Theory and Research Knowledge for Advanced Nursing Practice (3 cr) <b>NUR 712</b> Applying Information Technology to Support EBP (3 cr)	<b>NUR 711</b> Ethical Leadership in Professional Nursing Practice (3 cr) <b>NUR 709</b> Health Policy for Nurses and Other Healthcare Professionals (3 cr)
Year 2	<b>NUR 707</b> Improving Population Health (3 cr) <b>30 clinical hours</b> <b>NUR 715</b> Clinical Genetics/ Genomics for Advanced Practice Nurses (3 cr)	<b>NUR 701</b> Physiology and Pathophysiology for Advanced Nursing Practice (3 cr)	<b>NUR 702</b> Advanced Pharmacology for Advanced Nursing Practice (3 cr)
Year 3	<b>NUR 703</b> Advanced Health Assessment and Clinical Reasoning (3 cr) <b>60 clinical hours</b>	<b>NUR 820</b> Psychiatric Mental Health Assessment (2 cr) <b>30 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 713</b> Health Systems Leadership (3 cr) <b>NUR 899</b> DNP Scholarly Project (1 cr)
Year 4	<b>NUR 716</b> Applied Statistics and Epidemiology (3 cr) <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 821</b> Neuropsychopharmacology (2 cr) <b>NUR 822</b> Theoretical Foundations for Psychiatric-Mental Health Nursing Across the Lifespan (2 cr)	<b>NUR 823</b> PMNNP Focus I: Care of the Adult Individual Client (3 cr) <b>NUR 824</b> PMNNP Focus I Clinical: Care of the Adult Individual Client (5 cr) <b>180 clinical hours</b>
Year 5	<b>NUR 825</b> PMNNP Focus II: Care of the Family as Client (3 cr) <b>NUR 826</b> PMNNP Focus II Clinical: Care of the Family as Client (5 cr) <b>180 clinical hours</b>	<b>NUR 827</b> PMNNP Focus III: Care of Children and Adolescents (3 cr) <b>NUR 828</b> PMNNP Focus III Clinical: Care of Children and Adolescents (5 cr) <b>180 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 829</b> PMNNP Focus IV: Group Therapy (3 cr) <b>NUR 830</b> PMNNP Focus IV Clinical: Group Therapy (5 cr) <b>180 clinical hours</b>
Year 6	<b>NUR 883</b> PMHNP Specialty Capstone I (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr)	<b>NUR 884</b> PMHNP Specialty Capstone II (3 cr) <b>120 clinical hours</b> <b>NUR 899</b> DNP Scholarly Project (3 cr)	

	Fall Credit Hours	Spring Credit Hours	Summer Credit Hours	AY Total Credit Hours
Year 1	5	6	6	17
Year 2	6	3	3	12
Year 3	3	3	4	10
Year 4	4	4	8	16
Year 5	8	9	8	25
Year 6	6	6		12
			TOTAL	92

## POST-MASTER DNP PROGRAM CONTENT

### HEALTH SYSTEM NURSING LEADERSHIP (HSNL) TRACK

The HSNL track is designed to provide master prepared nurses with the knowledge and experience to function as change agents at an institutional level.

This is a list of the courses needed to complete the MSN-DNP in the HSNL Track.

<b><u>DNP Core Courses</u></b>	Credits/	Clinical
<b>NUR 705</b> Transitioning to DNP Leadership Role in Healthcare System clinical hours	(3 cr)	60
<b>NUR 707</b> Improving Population Health clinical hours	(3 cr)	30
<b>NUR 708</b> Connecting Theory and Research Advanced Nurse Practice	(3 cr)	
<b>NUR 711</b> Ethical Leadership in Professional Nursing Practice	(3 cr)	
<b>NUR 712</b> Applying Information Technology to Support EBP	(3 cr)	
<b>NUR 716</b> Applied Statistics and Epidemiology	(3 cr)	
<b>NUR 899</b> Scholarly Project (repeated 5 times for 1 credit each)	(5 cr)	
<b><u>HSNL Track Courses</u></b>		
<b>NUR 850</b> Strategic Management of Nursing Health System Resources	(3 cr)	
<b>NUR 851</b> Leadership for Systems Change and Innovation	(3 cr)	
<b>NUR 852</b> Program Planning, Evaluation and Quality Management clinical hours	(3 cr)	90
<b>NUR 881</b> Systems Level Capstone I clinical hours	(3 cr)	180
<b>NUR 882</b> Systems Level Capstone II clinical hours	(3 cr)	180
<b>NUR 887</b> Directed Leadership (Taken if needed) 1 credit = 60 clinical hour (1-9 cr)		500 hrs*
<b>Total 38 – 47cr 540-1000 hrs*</b>		

\*Up to 500 hours may be transferred to the DNP program from the candidate's MSN degree program. Verification of clinical hours at the MSN level will be verified by the DNP Coordinator.

See Appendix A: Verification of Clinical Hours Form. There are 540 clinical hours built into the DNP HSNL program of study. Students who do not have verified transfer clinical hours from their MSN degree must take NUR 887 (1 credit = 60 clinical hours) to supplement their total program clinical hours to achieve >1000 hours required for the DNP degree.



## COURSE SEQUENCE – HEALTH SYSTEMS NURSING LEADERSHIP TRACK (PART-TIME)

	Fall Semester	Spring Semester	Summer Semester
Year 1	<b>NUR 705</b> Transitioning to a DNP Leadership Role in a Complex Healthcare System (3 cr) <b>60 clinical hours</b>  <b>NUR 899</b> Scholarly Project (1 cr)	<b>NUR 708</b> Connecting Theory and Research Knowledge for Advanced Nursing Practice (3 cr)  <b>NUR 712</b> Applying Information Technology to Support EBP (3 cr)	<b>NUR 711</b> Ethical Leadership in Professional Nursing Practice (3 cr)
Year 2	<b>NUR 707</b> Improving Population Health (3 cr) <b>30 clinical hours</b>  <b>NUR 716</b> Applied Statistics and Epidemiology (3 cr)  <b>NUR 899</b> Scholarly Project (1 cr)  <b>**NUR 887</b> Directed Leadership (3 cr) 60 clinical hours per 1 credit	<b>NUR 850</b> Strategic Management of Nursing and Health System Resources (3 cr)  <b>NUR 851</b> Leadership for Systems Change and Innovation (3 cr)  <b>**NUR 887</b> Directed Leadership (3 cr) 60 clinical hours per 1 credit	<b>NUR 852</b> Program Planning, Evaluation and Quality Management (3 cr) <b>90 clinical hours</b>  <b>NUR 899</b> DNP Scholarly Project (1 cr)  <b>**NUR 887</b> Directed Leadership (3 cr) 60 clinical hours per 1 credit
Year 3	<b>NUR 881</b> Systems Level Capstone I (3 cr) <b>180 clinical hours</b>  <b>NUR 899</b> DNP Scholarly Project (1 cr)	<b>NUR 882</b> Systems Level Capstone II (3 cr) <b>180 clinical hours</b>  <b>NUR 899</b> DNP Scholarly Project (1 cr)	

**\*\* NUR 887 only taken if students do not have 500 clinical hours credited from MSN**

	Fall Credit Hours	Spring Credit Hours	Summer Credit Hours	Total Credits if 500 hours transferred from MSN	Total Credits if less than 500 hours transferred from MSN
Year 1	4	6	3	13	13
Year 2	7 - 10	6 - 9	4 - 7	17	17 + 1-9 credits NUR 887
Year 3	4	4	0	8	8
			TOTAL	38	39- 47

## SECTION IV: UNIVERSITY RESOURCES

### TUITION AND FEES:

Information on CSU tuition and fees, expenses, refunds, and payment plans can be found on the treasury services website: <http://www.csuohio.edu/treasury-services/treasury-services>

### SCHOLARSHIP, GRANTS, AND LOAN OPPORTUNITIES:

Various forms of financial aid are available to graduate nursing students. General information about financial aid may be found on the Office of Financial Aid's website at <http://www.csuohio.edu/financial-aid/financial-aid>. Financial Aid advisors are available through telephone, email, or in person at the **All-in-1 Center**. Phone: 216.687.5411 [allin1@csuohio.edu](mailto:allin1@csuohio.edu)

Information about **Nursing Scholarships, Grants, and Loans** may be found on the SON's website at <http://www.csuohio.edu/nursing/information/tuition-and-financial-aid>

The Office of Sponsored Programs and Research and the Graduate Grant Writing Center provide information and assistance with obtaining **educational and research funding**. Information on education and research funding may be found at <http://www.csuohio.edu/sprs/finding-funding-for-research>

### GRADUATE ASSISTANTSHIPS

Information about **Graduate Assistantships (GA)** may be found on the College of Graduate Studies' website at <http://www.csuohio.edu/graduate-studies/current-students/graduate-and-teaching-assistantships>. Students may inquire with the SON regarding the availability of GAs.

### PARKING

Students make arrangements for their own parking. Parking spaces are sold on a first-come, first-served basis. Students are strongly advised to purchase them as soon as they become available. Additional information is available on the Parking Services website at <http://www.csuohio.edu/parking/parking>. There is metered parking on the east side of Julka Hall, the building in which the SON is located. Click on the following for a map of the Cleveland State University campus: <https://www.csuohio.edu/sites/default/files/CSUGOMap.pdf>

### Viking Outfitters Bookstore

Textbooks for all courses are typically available at least one week prior to the start of each semester. Students can check the availability of textbooks and all other required course

materials at the CSU Viking Outfitters Bookstore website at <http://www.bkstr.com/csuohiostore>

## **CAMPUS SAFETY**

Cleveland State University has both a police force and security officers. Police and security patrol 24 hours a day, 365 days a year. Students are encouraged to visit the Division of Campus Safety's website for more information. <http://www.csuohio.edu/police/crime-prevention>

## **RAVE GUARDIAN™ PHONE APP**

The Cleveland State University Police Department has partnered with Rave Mobile Safety to bring its award-winning mobile safety app to the CSU community. <https://www.csuohio.edu/police/rave-guardian>

## **SAFETY ESCORTS**

Campus Police provide a 24 hour, seven days per week safety escort service to and from locations on or near campus. The escorts are provided by police, security, and student community service officers. A request for a safety escort may be made by calling Campus Police at 216-687-2020.

## **CLEVELAND STATE UNIVERSITY COUNSELING CENTER**

Actively enrolled SON students may seek free, confidential, and professional counseling at the Cleveland State University Counseling Center (located at 1860 East 22nd Street Cleveland, Ohio 44114) by calling (216) 687-2277. Additional information about the Counseling Center may be found on the Center's website: <http://www.csuohio.edu/counselingcenter/counselingcenter> .

## **OFFICE OF DISABILITY SERVICES**

The Office of Disability Services is charged with determining eligibility for reasonable accommodation for any student with a documented disability. Students who feel they have a qualifying condition should visit the Office of Disability Services in room 210 in Rhodes Tower West, 2124 Chester Ave or call (216) 687-2015. Additional information on the Office of Disability Services may be found on their website at <https://www.csuohio.edu/offices/disability/>

In order for the SON to provide appropriate accommodation, students who receive an Accommodation Letter from the Office of Disability Services must provide a copy to their SON Academic Advisor as well as to each of their faculty at the start of each new class. Accommodation is not retroactive.

## **ACADEMIC SUPPORT SERVICES - THE WRITING CENTER**

The CSU Writing Center is located in the Library/Rhodes Tower room 124 and is free service to all students who need assistance in preparing written assignments. The Writing Center staff is especially helpful when preparing scholarly papers. Appointments are available in-person or online by calling the Writing Center at (216) 687-6981. Information about the Writing Center's Services and writing guidelines is located on their website at <https://www.csuohio.edu/writing-center/writing-center-2>

## **LIBRARY SERVICES**

The CSU Michael Schwartz Library is located in Rhodes Tower (216) 687-2479 with online resources located at <http://library.csuohio.edu/>

## **Electronic Course Reserve**

SON students are often required to use a variety of references other than their textbooks. A list of required readings will be found in each course syllabus. Some professors place readings on electronic reserve, indicating they have been placed housed at the Cleveland State University Michael Schwartz Library's Electronic Reserve website at <http://researchguides.csuohio.edu/er.php>

## **OTHER CAMPUS SERVICES**

Other sources of information and support include the following:

- CSU Counseling Center 216-687-2277\*
- The Counseling & Academic Success Clinic 216-687-9325\*
- CSU Employee Assistance Program (800) 227-6007\*
- CSU Health and Wellness Services 216-687-3649\*
- CSU Maryjoyce Green Women's Center 216-687-4674
- CSU Office for Institutional Equity 216-687-2223
- CSU Office of Judicial Affairs 216-523-7346
- CSU Ombudsperson – 216-687-3993
- CSU Police 216-687-2020
- CSU Residence Life 216-687-5196
- Cleveland Rape Crisis Center 216-619-6192\*
- Domestic Violence & Child Advocacy Center of Cleveland 216-229-2420 or 216-391-HELP for emergency assistance\*
- Legal Aid 216-687-1900
- Witness/Victim Services Center 216-443-7345\*

\*denotes a confidential resource

## SECTION V: PROFESSIONAL STANDARDS

### CODE OF STUDENT CONDUCT AND ACADEMIC INTEGRITY

SON students are expected to abide by professional standards, academic integrity and the Cleveland State University's Code of Conduct.

The code of conduct can be found at <http://www.csuohio.edu/compliance/student-code-conduct>.

#### Student Responsibilities

1. Use **ONLY** your CSU email address when corresponding with the SON. Include in your correspondence your CSU ID # and your specialization track. Emails sent using a personal email account cannot be guaranteed to be received or read due to increased email security measures put in place by the university.
2. Maintain program plan records documenting progress through the program and courses.
3. Complete all necessary forms in a timely manner.
4. Complete all clinical practicum hours.
  - If you must be absent, please inform the preceptor/professor prior to the absence.
5. Participate appropriately in all coursework, including online course discussions and assignments.
  - If absent, identify methods to complete any needed assignments related to that absence.
6. Be courteous and respectful of course participants.
7. Complete assigned readings prior to class, online/course discussions and clinical sessions and be prepared to utilize material during the session.
8. Inform the professor/preceptor if a health condition or illness occurs during the semester that may affect the course or clinical performance/activities. In this situation, the professor/preceptor must be notified at the first course or clinical session where this condition may be of concern. The student and/or professor/preceptor will then determine the appropriate intervention.
9. Professional dress or business attire is required to be worn for all clinical practicum experiences. A more detailed description of acceptable dress for all clinical settings can be found on page 64 of this handbook.

## **ONLINE ETIQUETTE AND IN-PERSON RULES OF CONDUCT**

Please observe the following rules of conduct when communicating in discussion questions and email in nursing courses:

1. Discussions are confidential and among class members.
2. Each person's opinion and views are welcomed and equal within the group.
3. Postings are respectful of both those within the course and within our practice site and community.
4. Language use reflects that of graduate studies (use of correct grammar, spelling, sentence and paragraph structure, citation of referenced material, avoiding the use of instant messaging shortcuts).
5. Appropriate use of humor welcomed and appreciated.
6. If it is perceived that the discussion responses are not respectful of each person's opinion, both students and professor have the responsibility to notify the involved parties to change unacceptable behavior.
7. Actively participate in online/clinical discussions and activities.
8. Appreciate and accept others' differences with respect to their backgrounds, learning styles, abilities, and interests.
9. Be honest and open about your own strengths and learning needs.
10. Have the desire and ability to develop your intellectual curiosity and enjoy a sense of discovery and exploration.

## **SUGGESTIONS FOR A SUCCESSFUL ACADEMIC OUTCOME: STUDENT INTERACTION AND REQUIREMENTS**

1. Thoughtfully plan your work, academic, and personal schedule in order to meet all obligations and responsibilities.
2. If you need assistance or guidance on a particular academic assignment, please contact the professor by email or phone to arrange for a consultation. Questions are always welcomed and encouraged.

3. Practice a more formal writing style (APA) in all of your correspondence (email, discussions, and scholarly papers). Proofread all of your work. Do not rely on “spell-check” to find all errors.
4. Have someone who is not familiar with nursing and healthcare read your paper. Does it make sense to them? Do your ideas flow? Would you be pleased with the work submitted two years from now?
5. Be timely in your response to emails. Do not become missing in action in the course to the point the professor is wondering if you are still enrolled in the course. The professor can track your participation in the course with a tool within the Blackboard™ system. Failure to log on and participate in threaded discussions or submit work by the required date can have a negative impact on academic success.
6. All assignments/discussion postings are due at the time listed in the syllabus.

## **WRITTEN AND VERBAL COMMUNICATION**

The University requires all non-native English speakers to demonstrate proof of English language proficiency. For those who do not meet these criteria, please refer to the specific requirements found in the Graduate Catalog. The SON requires students to use the latest edition of the APA Style Manual. Scholarly papers are to be submitted to [www.Turn-it-in.com](http://www.Turn-it-in.com) to verify the authenticity of authorship. Students will be advised which work products are to be submitted to this service for each course by the professor.

**Use ONLY your CSU email address** when corresponding with the SON. Include in your correspondence your CSU ID # and your specialization track. Emails sent using a personal email account cannot be guaranteed to be received or read due to increased email security measures put in place by the university.

## **PROFESSIONAL BEHAVIOR**

Doctor of Nursing Practice nursing students represent Cleveland State University the School of Nursing and the profession of nursing when interacting with patients, healthcare providers, and other members of society. As such, students are expected to demonstrate high standards and professional values.

Students are held not only to the CSU SON policies, but also must adhere to the policies of the institutions where they complete their clinical/practicum hours, and to the [Ohio Administrative Code 4723-5-12 \(c\)](#) which pertains to student conduct and standards for safe nursing practice. Violations will be addressed per CSU SON policies with the institution’s recommendations and legal implications considered.

Students must refrain from acts of harassment, discrimination, bias, disabilities, sexual violence, retaliation and other actions as outlined by the Office of Institutional Equity:

<https://www.csuohio.edu/institutional-equity/institutional-equity>. Additionally, students must comply with the university discrimination and harassment policies <https://www.csuohio.edu/compliance/discrimination-policies>.

Guidelines for Ethical Behavior – The CSU nursing student must practice nursing within the legal and ethical framework of the profession. The wellbeing of patients is, in no small part, dependent upon ethical delivery of care. Breaches of ethical behavior, whether they occur within the curriculum, during extracurricular activities, or external to the student's nursing curriculum may reflect poorly on the student, the program and Cleveland State.

Confidentiality – Strict confidentiality will be maintained for all clients encountered within the nursing student's educational experience. Only information pertinent to the client's treatment and welfare is disclosed, and it is disclosed only to those strictly concerned with the client's care. All documentation used for discussion or related to classroom learning must be compliant with current HIPAA regulations.

Academic Integrity – Honesty and integrity are vital to the purposes of the University and the nursing profession. The University regulations for student conduct related to academic responsibilities, academic misconduct, plagiarism, and grade disputes can be found at <https://catalog.csuohio.edu/content.php?catoid=26&navoid=1994#regulations-for-student-conduct->

The University policy on academic misconduct can be found at [https://www.csuohio.edu/sites/default/files/3344-21-02\\_0.pdf](https://www.csuohio.edu/sites/default/files/3344-21-02_0.pdf)

While the University relates violations of academic dishonesty to traditional forms such as plagiarism or cheating on exams, the Doctor in Nursing Practice Program has a broader definition. Dishonesty in the Doctor in Nursing Practice Program also relates to acts of dishonesty or misrepresentation including, but not limited to, the failure to report errors made in giving care to patients, or reporting care has been given that, in fact, was not rendered and all other prohibited actions identified by the Ohio Board of Nursing ([OAC 4723-5-12\(C\)](#)).

## **STUDENT CONDUCT IN THE CLASSROOM**

General Guidelines: Students should:

1. Complete all readings and other assignments prior to each classroom and online session;
2. Engage in active class participation;



3. Submit all assignments on time, in accordance with the timeframes outlined in course syllabi;
4. Acknowledge all late assignments, if accepted, will receive a penalty as outlined in the course syllabus; faculty reserve the right to refuse late assignments;
5. Submit the original document with any re-submitted/re-written work;
6. Acknowledge any written work may be retained by the faculty and filed in a student's SON Academic File for future review or by faculty for consideration in preparation for a student's performance evaluation.

### **PROFESSIONAL MISCONDUCT**

As responsible members of the institution, any faculty member who observes student behavior that is unsatisfactory, unsafe, or unethical may remove the student from further classroom, simulation, or clinical experience. The faculty must immediately notify the DNP Program Coordinator and document the incident on a Student Counseling Form. (See Appendix F: Documentation of Student Behavior Requiring Progressive Intervention)

Any violation of the professional, ethical, academic or practice guidelines may result in consequences for the student up to and including dismissal from the program or University.

### **TECHNICAL STANDARDS**

Prior to admission to the School of Nursing, prospective students will be asked to **complete, sign and date the Safety and Technical Standards Nursing Student Acknowledgement and Consent Form**. This process does not preclude the student from being evaluated by CSU's Office of Disability Services and receiving appropriate and reasonable accommodations.

#### **POLICY:**

Safety and technical standards are a necessary element to the complex discipline of nursing, which all students must meet with or without reasonable accommodations. Students wishing to enter the Cleveland State University School of Nursing programs must demonstrate that they can meet these standards and continue to do so throughout their education program.

The School of Nursing curriculum, leading to the eligibility for licensure as a registered nurse or advanced nursing practice, requires students to engage in a wide variety of specific experiences to learn and practice essential nursing skills and functions. The established academic, Safety and Technical

standards require that all students accepted in all Nursing Programs complete all aspects of the curriculum with or without accommodation.

The Safety and Technical Standards outlined below (“Technical Standards”), in conjunction with established academic standards, are followed by the Nursing faculty to select applicants and retain students who possess the intelligence, integrity, physical, and personal as well as emotional qualities necessary to become an effective professional nurse. The faculty must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a professional nurse. These functions are essential to the successful completion of the requirements of the School of Nursing degree programs (BSN, MSN, DNP).

As outlined below, these functions comprise the “Technical Standards” performance requirements for students in the classroom, clinical, nursing resource laboratory or simulation settings.

### **ESSENTIAL SENSORY/OBSERVATION SKILLS**

**GENERAL:** The student must make accurate and timely sensory observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must document these observations accurately.

#### **SPECIFIC:**

- The student must integrate, analyze and synthesize sensory data (sight, touch, sound, smell) in a consistent, accurate and timely manner.
- The student must accurately interpret visual and graphic images and digital and analog representations of physiologic phenomena.
- The student must observe the patient accurately, at a distance and close at hand, including through auditory auscultation and the patient’s non-verbal communication when interacting with real or simulated patients.
- The student must perceive the signs of disease and infection as manifested through physical examination, visual inspection, images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds, etc.).
- The student must immediately respond and react to information, instructions, and requests from patients and others in the healthcare setting and information provided by patient monitoring equipment.

### **ESSENTIAL MOTOR SKILLS**

**GENERAL:** The student must execute movements required to provide general care and treatment to patients in clinical and laboratory settings.

**SPECIFIC:**

- The student must employ and coordinate gross and fine motor skills and equilibrium for assessment and therapeutic procedures, such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures.
- The student must perform basic life support (including CPR), transfer and position patients, and position and re-position the student around patients.
- The student must safely operate equipment typically found in the health care environment (IV pumps, cardiac monitor, and electric and manual blood pressure equipment, etc.).
- The student must meet the physical and mental demands associated with extended periods of sitting, standing, moving, and physical exertion required for safe patient care.
- The student must participate in clinical and laboratory experiences for up to a 12-hour duration.
- Students must walk, twist, bend, stoop/squat, reach, kneel, and climb stairs.
- Students must lift and support at least 25 pounds of weight; move heavy objects up to 50 pounds, and physically apply up to 10 pounds of pressure to bleeding sites or while performing CPR.

**ESSENTIAL COGNITIVE SKILLS**

**GENERAL:** The student accurately measure, calculate, reason, prioritize, analyze, integrate, synthesize information and act with integrity and judgment within time constraints unique to each setting.

**SPECIFIC:**

- The student must read and comprehend extensive written materials.
- The student must evaluate, apply information, engage in critical thinking and prioritize patient needs in the classroom, lab, and clinical setting.
- The student must sustain attention and memory sufficient to maintain patient safety and deliver appropriate patient care.
- The student must utilize and incorporate information from teachers, peers, and literature into practice.
- The student must respond promptly, accurately and appropriately to urgent situations.

**ESSENTIAL COMMUNICATION SKILLS**

**GENERAL:** The student must communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals.

**SPECIFIC:**

- The student must express his or her ideas and feelings clearly and appropriately, professionally handle conveying information in highly emotional and difficult situations, and constructively give and receive feedback.
- The student must convey or exchange information at a proficiency level to obtain a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment.
- The student must effectively communicate in English with the ability to retrieve information from various sources of literature and computerized databases, and effectively share the information retrieved with others in the healthcare setting who need to know the information.
- The student must process and communicate information on the patient's status with accuracy in a timely manner to faculty and members of the health care team.

**ESSENTIAL EMOTIONAL, INTUITIVE AND EMPATHIC QUALITIES**

**GENERAL:** The student must possess the emotional, intuitive and empathic qualities required to exercise good judgment in the timely completion of all responsibilities attendant to the nursing care of patients and families.

**SPECIFIC:**

- The student must maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations.
- The student must function effectively under stress and adapt to an environment that may change rapidly without warning and/or in unpredictable ways in both the classroom and clinical settings, including emergency situations.
- The student must adapt behavior, working and communication styles when the student's qualities interfere with productive individual or team relationships in diverse academic and clinical environments.
- The student must reflect and realize how their beliefs, values, and experiences affect their interactions and perceptions of those around them.
- The student must satisfy all requirements of the School of Nursing and in any health care agency's affiliation agreements with CSU, as well as any additional requirements of any clinical setting.

**ESSENTIAL PROFESSIONAL CONDUCT**

**GENERAL:** The student must possess the ability to reason morally and practice nursing in a professional and ethical manner.

## **SPECIFIC:**

- The student must uphold professional nursing standards related to the student's scope of practice.
- The student must engage in patient care delivery in all settings and be able to deliver care to all patient populations.
- The student must maintain the legal and ethical elements of the practice of nursing and function within the guidelines established by the law; and consistent with the professions American Nurses Association (ANA) Scope & Standards of Practice and Code of Ethics for Nurses and Ohio Board of Nursing-Ohio Administrative Code 4723-4, Standards of Practice Relative to Registered Nurses or Licensed Practical Nurse.
- During classes and clinical and laboratory experiences, the student must not be under the influence of illegal drugs or prescription drugs without a prescription or when taken in a manner other than as prescribed to the student by a health care provider.

## **PROCEDURE**

### **Initial Verification**

1. Prior to admission to the School of Nursing, prospective students will be asked to complete, sign and date the Safety and Technical Standards Nursing Student Acknowledgement and Consent Form. This process does not preclude the student from being evaluated by CSU's Office of Disability Services and receiving appropriate and reasonable accommodations.
2. When faculty identify questions about whether a student meets these "Technical Standards" will be presented to the School of Nursing's respective Admissions, Progression and Academic Standing Committee for further assessment.

### **Annual Verification**

1. Current students must continue to meet these Safety and Technical standards throughout the program. Students who are no longer able to meet these standards MUST notify their respective program director immediately or face dismissal from the nursing program.

### **Episodic Verification**

1. If a student is injured, becomes ill, or encounters any situation that changes her/his ability to meet the "Technical Standards", the School of Nursing may request health care provider verification of the student's continued ability to meet the standards.
2. A copy of the "Safety and Technical Standards" form and a cover memo for the health care provider to verify that the student can meet the "Technical Standards" will be provided to the medical practitioner by the student.
3. The student will return the health care provider-completed and signed form to the School of Nursing Office.

4. The respective Program Director will review the verification and evaluate any request for academic adjustments and/or auxiliary aids and services to determine the adequacy of the supporting documentation and the reasonableness of the requested academic adjustments and/or auxiliary aids and services and then follow the same process as outlined for initial verification.
5. Until a final decision is made, a student whose ability to meet the “Technical Standards” is assessed under this process will not be allowed to participate in learning experiences in the clinical or laboratory settings.

Cleveland State University is an Affirmative Action/Equal Opportunity institution. No person shall be denied the opportunity for employment or education or be subject to discrimination in any project, program or activity because of race, religion, sex, national origin, age, or disability.

Students should contact the [Office of Disability Services](#) located at Main Classroom 147, 1899 E. 22<sup>nd</sup> Street, Cleveland, Ohio or by telephone at 216.687.2015 if they have a question or concern about their ability to meet the “Technical Standards” with or without accommodations, or if they would like to arrange reasonable accommodations.

Safety and technical standards are a necessary element to the complex discipline of nursing, which all students must meet with or without reasonable accommodations. Students wishing to enter the Cleveland State University School of Nursing programs must demonstrate that they can meet these standards and continue to do so throughout their education program.

## **ACADEMIC STANDARDS**

### **Written and Verbal Communication**

1. All assignments are to be submitted in English using MS Word™, Excel™, or PowerPoint™. Instructors reserve the right to process assignments through Turn-It-In.com™ to verify the authenticity of authorship.
2. The School of Nursing requires students to use the latest edition of the APA Style Manual and appropriately cite all source material.

### **Grading Scale**

Each course has associated evaluation rubrics for threaded discussion question participation and all coursework products. The evaluation rubrics guide work to address all evaluation components of course assignments.

### School of Nursing Graduate Program Grading Scale

Percentage Range	Letter Grade
95-100%	A
92-94%	A-
89-91%	B+
86-88%	B
83-85%	B- *
75-82%	C *
<75%	F *

\*Considered grades below graduate standards

Final Course Grades will be calculated to two decimal places and rounded to a whole number based on  $\leq .49$  rounded down and  $\geq .50$  rounded up.

### Incomplete Grades

The faculty have discretion to accept or refuse a student request for an incomplete grade, the process is not automatic. In accordance with the Graduate Catalog, an incomplete grade "I" is a non-credit grade indicating course work has not been completed. An "I" grade must be removed within a maximum of one semester (by the last day of instruction of the next semester) or it converts to a grade of 'F', whether or not the student enrolls the next term. An instructor may require course work to be completed earlier. Incomplete deadline dates are noted on the University Registrar's Web page.

A grade of Incomplete ("I") for a graduate nursing course may be granted by the instructor when a specific task for the course has not been completed under no fault of the student. Incompletes will not be issued for students to prevent a failing grade from being posted.

1. The student has the potential to pass the course;
2. The student has completed most, but not all of the requirements of the course with passing grades for reasons deemed justified by the course professor.

### Procedure

1. **The student requests** an incomplete from the course professor prior to the end of the semester in which the student is registered for the course.
2. The professor determines if the student qualifies for an incomplete in the course.
3. The professor identifies the requirements for the course that the student must complete.

4. The professor assigns a deadline for the student to complete and submit the outstanding requirements. Incomplete deadline dates are noted on the University Registrar's Web page at <https://www.csuohio.edu/registrar/grades>
5. The student and professor complete an **Incomplete Contract** agreement.
6. Copies of the completed SON Incomplete Contract are distributed to the student, course professor and registrar. The original contract is filed in the student's academic file in the SON.
7. If the work is not completed per the contract, the grade will default to an "F" on the transcript.

### **Course Withdrawal**

Students may choose to withdraw from courses before the published "last day to withdraw" on the academic calendar. <http://www.csuohio.edu/enrollment/services/registrar/calendar/index.html>. Students should consult with their advisors to discuss implications of course withdrawal to include financial impacts and alterations to the course of study. See the University Withdrawal policy [https://catalog.csuohio.edu/content.php?catoid=26&navoid=1994#Withdrawal Policy](https://catalog.csuohio.edu/content.php?catoid=26&navoid=1994#Withdrawal_Policy)

### **Grade Appeal**

The grade appeals process is directed by a subcommittee of the Faculty/Student Affairs Committee. The purpose of the Subcommittee on Appeals is to provide a grade appeal system that affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.

In essence, the grade appeals system is designed to protect students from grade assignments that are inconsistent with the policy followed in assigning grades to others in the course.

A grade will not be raised because a faculty member graded tests very severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty member has been antagonistic toward the student be sufficient to cause to raise a grade unless evidence exists that such antagonism did, in fact, result in a lower grade. The grounds for appeal are limited. If students are not certain whether there are grounds for appeal, the student should discuss the case with the Chair of the School of Nursing Faculty/Student Affairs Committee.

### **Procedure:**

The grade appeals procedure for Cleveland State University School of Nursing (CSUSON)



requires that you resolve the dispute at the lowest possible level.

1. The student is required to talk to the faculty member within 5 business days of notification of the grade in question.
2. If the grade issue is not resolved after the first meeting, the faculty will assist the student to schedule a meeting with the next appropriate administrative representative (Graduate Program Director).
3. The student, faculty, and appropriate administrative representative or designee will meet within five business days. If the grade is still not resolved, the formal grade appeal process will begin by completing the Student Form.
4. A formal appeal will be filed with the Chair of the CSUSON Faculty/Student Affairs Committee. The student must give notice that a plan to appeal the grade does not occur later than 10 days after the beginning of the semester following the semester in which the original grade was awarded. The student then has 10 days from the time the appeal notice is filed to prepare your appeal.

#### **Procedure for Preparing a Written Appeal:**

The outcome of a case depends on the quality of the written appeal. The following points should be presented in the appeal.

1. First, state the basis for the appeal i.e., whether the student believes there was prejudice on the part of the faculty member, a mechanical error, or inconsistent grading practices. The appeal should be explicit. The appeals committee must know the grounds for appeal.
2. Second, state the evidence in support of the appeal presenting only the facts. Physical evidence should be included, such as the student's personal records, or tests, papers, comparisons of the student's score and grade scores of other students and their grades.

#### **Nursing School Grade Appeals Procedure**

Prior to the Hearing:

1. When first approached by a student, the Chair of the CSUSON Faculty/Student Affairs Committee shall provide a copy of "Suggestions to students who are preparing a grade appeal at the CSUSON".
2. When the Chair of the CSUSON Faculty/Student Affairs Committee receives the student's written appeal, he/she contacts the Program Director where the grade

was issued or his/her designated representative to determine whether the student has exhausted informal means of resolving the disagreement.

3. The Chair of the CSUSON Faculty/Student Affairs Committee shall provide the faculty member with a copy of the student's written statement, a copy of "Suggestions to Faculty who are a party to a grade appeal" and request a statement in response. The faculty member shall furnish class records required to resolve the dispute along with his/her written response.
4. The Chair of the CSUSON Faculty/Student Affairs Committee shall contact the parties to the appeal and members of the grade appeal subcommittee to set a hearing date. All committee members should understand that grade appeals hearings are high-priority meetings. Any hearing held without a full committee as described below may be challenged on the basis of procedural irregularity.
5. The Chair of the CSUSON Faculty/Student Affairs Committee shall furnish copies of the written statements to each committee member and involved parties within five days in advance of the hearing. These materials are confidential and must be treated as such. They can be distributed only to those committee members who will hear the appeal and copies must be returned to the Chair at the conclusion of the hearing.

**Schedule of Events:**

- a. The involved faculty member should be notified of the appeal on the date a written appeal from the student is received by the Chair of the CSUSON Faculty/Student Affairs Committee. The faculty member will complete the Faculty Form?).
- b. Written statements by the student and the faculty member should be distributed to the committee members and involved parties within a week of the receipt of the written appeal.
- c. The hearing will be held within two weeks of receipt of the written appeal.
- d. Members for the appeal will consist of 3 faculty and 3 students from the respective program. Faculty on APAS will not be on the grade appeal subcommittee.
- e. The procedure described in the School grade appeals hearing procedure shall be furnished to members of the committee and the involved parties within five days in advance of the hearing.

## School Grade Appeals Hearing Procedure

(Proceedings in steps II-IV must be recorded on AUDIO tape)

- I. **Closed Session.** Prior to the hour scheduled for the hearing, the committee shall meet in closed session to identify the issues in the case. Specific points that require clarification should be identified.
- II. **Statement by the Chair of the CSUSON Faculty/Student Affairs Committee.** The involved parties shall then be admitted to the hearing which will open with a statement by the Chair that describes the committee's understanding of the relevant issues and, where appropriate, those issues considered relevant. The Chair shall then ask the student and faculty member to identify and clarify issues that have been overlooked and/or justify consideration of issues the committee has identified as irrelevant.

**NOTE 1:** The Chair of the CSUSON Faculty/Student Affairs Committee may determine that it is most appropriate to interview the student and faculty member separately in which the individuals are invited into the meeting at different times over the course of the hearing.

**NOTE 2:** A student may bring a parent, advocate, witness, etc. to the hearing only when a FERPA release has been established. The visitor is not permitted to speak on behalf of the student during the hearing unless a question is directly asked by the Committee.

- III. **Open Questioning.** During this period the student, faculty member, and/or committee members may ask questions of either involved party and/or their witnesses.
- IV. **Summary Statements.** After questions have ceased, or when the Chair is satisfied that additional questions will not provide further clarification of issues, the student and faculty member will be given an opportunity to make summary statements. Such statements should be brief and in no case exceed 5 minutes.
- V. **Closed Hearing.** At this point, interested parties and witnesses shall be dismissed and committee members shall deliberate the outcome in a closed session.
- VI. **Balloting.** After deliberations, a secret ballot shall be taken, including a rational statement for the vote, and the vote recorded. In the case of a tie, Roberts Rules of Order will be followed.

- VII. **Reporting.** The Chair prepares a written statement of the committee decision (including the vote of the committee), the basis for the decision and the reasoning used by the committee shall be kept on file by the Chair. Copies of the report shall be sent to the student, the faculty member, and the Director of the School of Nursing.

**After the Hearing:**

1. The Chair will notify the student and faculty of the committee decision via email within 2 business days.
2. The Chair shall collect all copies of the written statements from the committee.
3. The Chair shall retain the tape recording of the hearing, one copy of all written materials pertaining to the case, and the report of the committee decision for a period of at least one year.
4. The Chair shall submit a copy of the report of the committee decision to the Director of the School of Nursing.
5. A certified letter concerning the decision will be sent to the student including a statement of the rationale for the decision.
6. The higher appeal of the Subcommittee's recommendation may be made through the Director of the School of Nursing, whereby a recommendation is made to the University Admissions and Standards Committee of the Faculty Senate by the college. The burden is on the student to prove that a computational error has been made or that non-uniform standards have been applied.

**OTHER GRIEVANCES**

**Cleveland State University Grievance Policy**

The SON students have the right to file grievances related to general Cleveland State University policies. Information on the Cleveland State University's Student Grievance Policies can be found on CSU Office of University Compliance's website at <http://www.csuohio.edu/compliance/student-grievance-procedure>

**Office of Institutional Equity**

The Office of Institutional Equity (OIE) handles issues related to discrimination and/or harassment. For information on the Discrimination and Harassment Policy or the OIE procedures for investigating complaints of discrimination and/or harassment, please contact the OIE Office at 216-687-2223 or see their website at <http://www.csuohio.edu/institutional-equity/office-for-institutional-equity-complaint-procedures>

## **Graduate Petitions**

Graduate students may petition the College of Graduate studies for many academic situations such as readmission, complete/selective withdrawal past the deadline, degree completion extensions and other matters. Please read and complete the petition form <https://www.csuohio.edu/sites/csuohio.edu/graduate-studies/files/petitionform.pdf>

## **Leave Of Absence from The Program**

There are two types of leaves of absence: a personal leave of absence and an academic leave of absence.

The **Personal Leave of Absence** is one that is requested by the student usually for health or other personal reasons whereas the **Academic Leave of Absence** results from a student's failure to meet the requirements for progression in the nursing program.

## **Requesting a Leave of Absence**

Students should meet with their Nursing Faculty Advisor to discuss their request and then complete a Graduate Petition Form (outlining the reasons for the requested personal or academic leave) for review by the Graduate Admission, Progression, and Academic Standards (APAS) Committee. The student will receive written notification of the Graduate APAS Committee's decision. Upon completion of the leave of absence, students must apply for readmission to the Nursing Program.

## **Request for an Extension to A Leave Of Absence**

A request for an extension of a leave of absence must be submitted to the APAS Committee within one year of the initial effective date of the leave. The time limit for completing the Graduate Nursing Program is ten years, including periods of absence. Readmitted students are responsible for following the guidelines contained in the CSU School of DNP Student Handbook and the CSU Course Catalogue in effect at the time of readmission.

## **Readmission to the Nursing Program Following a Leave of Absence**

Students who desire to return from a leave of absence must submit a completed *Graduate Petition Form to the Graduate APAS Committee* one semester prior to returning. Readmission decisions are based on prior academic and clinical performance, past professional and ethical conduct, and space availability in CSU SON programs. Students are also required to schedule an appointment with their Nursing Faculty Advisor, who will assist with developing a plan for successful re-entry into the SON.

### **Appeals Process**

Students who are dissatisfied with the decision of the Graduate APAS committee regarding readmission to the SON should first schedule an appointment with the Graduate APAS Committee Chairperson and the Graduate Program Director. If the student remains dissatisfied, they should then first schedule an appointment with the Director of the School of Nursing, and then the Associate Dean or Dean of the College of Health. If the student's concerns continue to remain unresolved, they will be directed to the University's Ombudsman or other appropriate resources for further discussion. Please see the website at <http://www.csuohio.edu/provost/ombudsperson> for additional information on the role of the ombudsperson.

## **PROBATION AND DISMISSAL FROM THE PROGRAM**

### **Academic Probation**

Probation or Probationary Status in the Nursing Program informs the student that he/she is not in compliance with the academic and/or professional behavior standards within the Nursing Program. A student cannot be graduated from the Nursing Program while on probation.

A student will be placed on probation by the Nursing Program and be notified in writing by the Graduate Program Director if the overall GPA falls below 3.0. Within one week after receiving the probation notice a meeting will be scheduled to analyze the reasons for academic difficulties and to develop an appropriate action plan.

Students placed on probationary status resulting from a semester GPA of less than 3.0 are not permitted to proceed with clinical courses. Completing course sequence may be delayed and the student may not necessarily be permitted to graduate with his/her cohort due to the student's probationary status.

Probationary status will be removed when the student achieves a cumulative 3.0 (programmatic) grade point average following the probationary term.

### **Dismissal**

Dismissal is the permanent removal from the Nursing Program. Dismissal can occur when a student has failed to meet the terms of their academic or performance-based probation, and/or suspension.

The SON reserves the right to dismiss a student from the graduate nursing program immediately following incidents in which a nursing faculty member's written documentation indicates that the student's behavior was egregiously unsafe, unsatisfactory, unprofessional, illegal or unethical.

The Graduate APAS Committee will review documentation provided by faculty and make intervention recommendations to the program director, which will then be reviewed by the Associate Dean or Dean. The Associate Dean and/or Dean will make the final decision for intervention, up to and including dismissal. A student dismissed from the nursing program will not be considered for readmission. The Associate Dean will communicate the decision of dismissal from the program to the student in writing.

Unsafe /unsatisfactory or unethical performance is defined as, but not limited to:

1. Any violation of the standards of nursing student conduct consistent with Rule 4723-5-2-C of the Ohio Administrative Code: <http://codes.ohio.gov/oac/4723-5> or a violation of the nurse's standards of conduct within the respective rules governing professional nursing practice in the state where the student practices;
2. Failure to uphold any element of the following codes for ethical conduct provided by the American Nurses Association (ANA) as presented on the website at <http://www.nursingworld.org/codeofethics>;
3. Failure to adhere to any element of the Cleveland State University Student Conduct Code (includes academic dishonesty such as cheating and/or plagiarism) policies at <https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>;
4. Lack of preparation for the classroom, simulation exercises, or clinical experience;
5. Inability to meet course objectives in the classroom, simulation exercises or clinical experience;
6. Documented and observed interpersonal conflicts with peers, faculty, or clinical agency staff;
7. Failure to abide by the dress code within health care agencies or community settings;
8. Failure to submit required/updated health data or liability insurance in a timely manner.

### **Probation or Dismissal Appeal Process**

Students may appeal any probation or dismissal decision. The appeal process should begin with the student's Nursing Faculty Advisor and follow the established University procedure.

The appeal process is fully described by the College of Graduate Studies found at <http://catalog.csuohio.edu/content.php?catoid=19&navoid=1544> .

Graduate petition forms can be found at <http://www.csuohio.edu/sites /csuohio.edu.graduate-studies/files/petitionform.pdf>

## **REQUIREMENTS FOR CLINICAL COURSES**

All students will be required to complete health data requirements before participating in clinical courses. Please refer to the DNP health data requirement directions found on the CSU SON home page.

### **CLINICAL DRESS CODE**

#### **General Regulations for all students**

1. The CSU and clinical site ID badges must be placed on the outer garment and be clearly visible above the waist.
2. A clean, neat appearance is required. No odor of smoke, cologne/perfume/powder, or offensive body odor.
3. Students are not permitted to wear artificial nails or nail polish of any kind, and nails must be less than ¼ inch in length.
4. Hair must be clean, dry and neat and well-groomed so that it does not interfere with safe job performance. Hair should be a color found in nature (no pink, purple, blue, etc.) Long hair (including facial hair) needs to be secured while delivering patient care and elsewhere as required by departmental policies. Mustaches, sideburns, and beards are to be neatly trimmed and combed. Hair should be off the collar. Hair accessories should be minimal (no flowers, sparkly headbands, etc.).
5. Jewelry is limited to one set of single post earrings, a plain wedding band, and a watch. No other form of facial jewelry (e.g., lip, brow, nose rings) is permitted.
6. Tattoos are to be covered.
7. Students will be expected to follow site-specific dress code requirements. One's clinical preceptor will notify students of these requirements at the beginning of the course.
8. A watch with second hand and stethoscope are required accessories. No smartwatches are permitted.
9. At the discretion of faculty, students who do not meet dress code criteria may be sent home, thus counting as an episode of absenteeism.



10. Exceptions to the dress code which are related to cultural or religious beliefs may be granted by the Associate Dean of Academic Affairs or a designee, upon written request by the student.

#### **Regulations for Students working in hospital/clinic settings:**

1. In a hospital or clinic settings, students must wear the uniform color and style worn by the hospital/clinic setting nursing professionals and appropriate for the role assumed in the clinical practicum experience.
2. Plain skin-colored or white undergarments, white socks, and white closed-toe shoes. Warmup jackets can be worn, but no sweaters, or sweatshirts.
3. In maternity or newborn nursing units, students are not permitted to wear long-sleeved tops.

#### **Regulations for Students working in community settings/doing community service activities:**

1. In the community or psychiatric/behavior health settings, and when participating in community service projects, students must wear the professional dress or the attire style worn by employees at the community setting
2. Socks and closed-toed shoes are to be worn. No leggings, tight pants, shorts, capris, or T-shirts.

#### **Regulations for Students working in the Nursing Resource Laboratory (NRL):**

1. Lab coats must be worn over professional business attire working in the NRL and/or simulation areas.
2. When professional business attire is worn, no low cut or midriff-bearing tops, short-shorts, T-shirts, or open-toed shoes are permitted.

#### **Cellphone And Technology Policy**

It is the responsibility of each student and faculty to maintain a productive, well-ordered learning environment, as evidenced by the responsible use of cell phones and other electronic devices. Accordingly, all cell phones and electronic devices should be placed on silent mode during all classroom, simulation, or clinical sessions. During classroom examinations, simulations and B-line video recordings/pictures, all cell phones and other electronic devices must be turned off. In any learning format, cell phones, computers, iPads/iPods, tablets, and

other devices should only be used for purposes that support learning objectives. Texting, surfing the internet, games, and other non-course related activity may result in the student being asked to leave the room or put the electronic device away for the remainder of the learning session. Cell phone policies of individual clinical sites must be observed by students.

### **Social Media Policy**

The CSU SON further upholds the standards for the responsible and ethical use of social media by nurses. As a nursing student, you have a responsibility first and foremost to your patients and you must always ensure that anything you post or publish could never undermine your patient's treatment or privacy. The American Nurses Association has a list of principles for social media utilization that the CSU SON finds helpful in ensuring that the standards for the responsible and ethical use of social media will be upheld. This is an expectation of all of our student nurses.

**No photos or videos should be taken at any clinical experience.** In addition, the CSU SON requires that you do not take photos, videos or make copies of patient information, health information or charts on any personal devices, including cell phones.

The following applies to nursing students as well:

#### **ANA Social Media Principles:**

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, organizations, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring the content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities

#### **ANA helpful hints for Social Media:**

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
- Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.

- Do not take photos or videos of patients on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.

The National Council of State Boards of Nursing (NCSBN) and the American Nurses Association (ANA) have both issued statements on this very serious and important issue. Students are encouraged to read the statements and scenarios regarding the proper and improper use of social media that can be found on their respective websites (below) and follow them.

<https://www.ncsbn.org/347.htm>

[https://www.ncsbn.org/NSNA\\_Social\\_Media\\_Recommendations.pdf](https://www.ncsbn.org/NSNA_Social_Media_Recommendations.pdf)

## **POLICY REGARDING IMPAIRED PRACTICE**

This policy supports the School of Nursing's legal and professional responsibility to maintain an environment that ensures the provision of high quality, safe nursing care. Student nurses must provide safe, effective, and supportive nursing care while as fully in control of their manual dexterity and skills, mental faculties, and judgment as possible. Lack of such control is generally referred to as impairment and may have many causes. This policy is designed to address only impairment which results from chemical abuse or dependence.

### **Policy:**

This policy is applicable to all students enrolled in the nursing major. Registered nurse students are subject to the rules and policies of their employers and the Ohio Board of Nursing.

Confidentiality regarding impairment will be maintained as much as legally possible. However, nursing faculty are required to report any registered nurse who is impaired or suspected of being impaired to Peer Assistance. After investigation, Peer Assistance may inform the Ohio Board of Nursing.

The following behaviors are to be used in evaluating a student who is suspected of being impaired. The behaviors include, but are not limited to, the following:

- Increased errors in charting (illogical entries, changes in handwriting, late entries of narcotics or drugs on client charts)
- Mental confusion; lack of logical thought; reduced mental alertness
- Deteriorating or fluctuating classroom or clinical performance
- Frequent mood swings/irritability
- Changes in strength or motor activity
- Unsteady gait; staggering gait
- Slurred speech

- Lethargy/sleepiness
- Frequent use of the bathroom
- Preference to work/eat alone
- Disheveled appearance; appearance or behavior inappropriate to the setting
- Bloodshot eyes
- Use of sunglasses all the time
- Constant use of mouthwash/breath mints
- Flushed face
- Pupillary changes-abnormal constriction or dilation
- Needle tracks or skin blisters
- Frequent disappearances during clinical
- Odor of alcohol

A faculty member or staff who observes a student with behaviors that are indicative of impairment must assume the student is incapable of participating in the classroom or on-campus laboratory activities or providing safe, effective or supportive nursing care in the clinical setting until proven otherwise. The faculty member has a responsibility to intervene as described below.

#### **Procedure:**

##### **A. Suspected Impairment When Immediate Action Is Indicated**

1. If a student is impaired and the student's condition or behavior poses a danger to himself/herself or others and medical intervention is needed, the faculty member will dismiss the other students from the class, laboratory, or clinical setting and seek emergency medical attention for the student. The faculty member will file a report of the incident.
2. If the student is impaired and the student's condition or behavior requires immediate action because the student is vocal, disruptive, and/or threatening to others, the faculty member will dismiss the other students from the class, laboratory or clinical setting and try to calm the student. If the student cannot be calmed, the faculty member will call someone from the student's family or a friend to pick up the student. If the student's behavior is not controllable, CSU police or other security will be called to assist and will be responsible for determining how to manage the student.
3. As soon as possible after the incident, the faculty member will contact the Clinical Coordinator and the Graduate Program Director of the School of Nursing to inform them of the incident, the status of the student, and the evidence suggesting impairment. Based on this information, the Graduate Program Director may refer the case to the Director of the School of Nursing.

## **B. Suspected Impairment Of A Continuing Nature**

1. If a faculty member suspects a student of misusing or abusing chemical substances, the faculty member must document the observed behavior and meet with the student to discuss the concern.
2. The faculty member will review the documentation with the Clinical Coordinator and the Graduate Program Director.
3. The student may be referred to the CareTeam or Counseling Services for assistance.

## **Alcohol and Drug Policy**

Students found to be in violation of the standards of conduct regarding alcohol or illicit drug use during clinical experiences are subject to sanctions including the potential for expulsion for the University. For cause and upon the recommendation of a faculty member, the School of Nursing reserves the right to request blood alcohol or drug test at the expense of the student. CSU is a drug-free campus, which includes tobacco.

## **SECTION VIII: SCHOOL OF NURSING OFFICE GUIDELINES**

### **School of Nursing (SON) Faculty and Staff Directory**

A complete directory of SON faculty and staff can be found on the SON's website at <http://www.csuohio.edu/nursing/faculty-staff/faculty-staff>

### **Faculty Mailboxes**

Each faculty member has a mailbox in Julka Hall room 238. Students may drop off assignments or other correspondence for faculty at the SON front desk Monday-Friday from 8am-5pm.

The United States mailing address for the SON is:

**School of Nursing  
Cleveland State University  
2121 Euclid Avenue, Julka Hall 238  
Cleveland, Ohio 44115-2214**

## **STUDENT RECORDS**

### **Change of Student Information**

Students are responsible for updating their personal information (phone numbers and address changes) in CampusNet. In the event of a change in name, students must inform the Registrar's Office, their faculty, Nursing Faculty Advisor, and the SON Office.

### **Student School of Nursing Educational Records**

The SON maintains educational records for each student enrolled in the nursing program. An educational record is maintained for current nursing students consisting of:

1. The SON application form;
2. Transcripts from all colleges attended;
3. A copy of correspondence between the student and the SON;
4. Summary of all correspondence between the student and advisor;
5. Clinical evaluation forms, other assignments, and reports.

## **Student Requests to View SON Educational Records**

Students have the right to review their educational records by making an appointment with the SON Advisor, allowing 24 hours for a response during the standard workweek (Monday through Friday). Students must view their file in the presence of a SON Advisor.

1. Students may not remove, delete, or change any contents of the record.
2. After review, students may request a conference with a specific faculty member to discuss the contents of the record.
3. Students may request, in writing, a change or amendment to their educational record if, after a conference with a specific faculty member, the student feels the record contains inaccurate information.
4. Requests for amending student records will be processed by the Director of the School of Nursing within two (2) weeks of the written request. The SON will send a letter to the student stating the disposition of the request.

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

As a general rule, SON faculty and staff approach student privacy in the same manner that clinicians approach patient privacy. As faculty supervises students, they often interact with confidential student information such as evaluations, grades, and personal identifying information. SON students are assured, however, that all student records and personal identifying information are protected and held in the strictest of confidence as required by the Family Educational Rights and Privacy Act (FERPA). Conversations about student progress and achievement are appropriate among the student's educational team but are otherwise treated as strictly confidential. This further means that conversations with students about their evaluations, grades, or any other confidential information will take place only with the student unless he/she provides prior consent. The FERPA form can be found at

[https://www.csuohio.edu/sites/default/files/media/registrar/documents/ferpa\\_release.pdf](https://www.csuohio.edu/sites/default/files/media/registrar/documents/ferpa_release.pdf)

## APPENDIX A: FORM E.1



# School of Nursing

### Doctor of Nursing Practice Program

## POST MASTER DNP: VERIFICATION OF CLINICAL HOURS TRANSFERRED FROM MASTER DEGREE PROGRAM

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Faculty Advisor at Cleveland State University: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Candidates for the DNP degree must complete a minimum of 1000 hours of supervised practicum experience. DNP students may apply for a credit of up to 500 clinical hours from their master's degree program. Please complete a separate copy of this form for each graduate institution where you completed practicum (clinical) hours.

Number of hours you wish to count toward the 1000-hour DNP requirement: \_\_\_\_\_

Prior Graduate Clinical Education (e.g., FNP, Nursing Leadership, CNS etc): \_\_\_\_\_

Degree or Certification: \_\_\_\_\_ Year completed: \_\_\_\_\_

Institution: \_\_\_\_\_

Address: \_\_\_\_\_

Country: \_\_\_\_\_

### Attestation:

The undersigned representative of the above institution attests that the applicant completed a total of \_\_\_\_\_ hours of clinical practicum experience while enrolled in our graduate nursing program.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Official Title

\_\_\_\_\_  
Date

**Note: In addition to this signed form, one of the following documents must be provided:** 1) official transcript that details clinical practicum hours, 2) course catalog that details clinical practicum hours, or 3) a course syllabus that details clinical practicum hours. If unable to provide any one of the above listed supporting documents, students will need to request a clinical hour verification letter or other document from the confirming institution. The letter or document must be written on the institution's letterhead or be electronically received by an official university email address. Students who completed their nursing graduate courses at the Cleveland State University during the last 10 years need not submit this additional documentation.





## POST MASTER DNP CLINICAL HOURS REQUIRED FOR CANDIDACY NOTIFICATION FORM

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

**All Post-Master's DNP candidates must complete at least 1000 clinical hours in support of their candidacy. After all attestations and documentation in support of prior graduate supervised clinical hours have been provided and approved by the School of Nursing, the following number of clinical hours are required to complete candidacy.**

Approved Clinical Practicum Hours from Master Degree Program prior to DNP Program: \_\_\_\_\_

Clinical Hours Obtained Within the Post Master DNP: HSNL Curriculum Plan: 540

Total needed for Candidacy: 1000

Remaining Clinical Hours to be completed via NUR 887 coursework                      Hours

Required number of NUR 887 credits to fulfill DNP candidacy requirements                      Credits  
(1 Credit of NUR 887 = 60 clinical hours)

\_\_\_\_\_  
Graduate Program Director Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## APPENDIX A: FORM E.3



# School of Nursing

## Doctor of Nursing Practice Program

### CAPSTONE/PRACTICUM LEARNING AGREEMENT

Students must have this learning agreement completed in all Capstone courses and NUR 887 Directed Leadership Practicum course.

<b>DNP Student Name:</b> Phone number: Email address:	
<b>Community Practice Partner Agency or Organization:</b> Name: Address:	
<b>Community Practice Partner - Mentor</b> Name, Degrees & Title: Phone number: Fax number: Email address:	
<b>DNP Faculty</b> Name & Degrees: Phone number: Email address:	

### Learning Objectives and Goals of the Capstone Experience:

List 3-5 learning objectives specific to your Capstone that relates to the Course objectives and to the AACN DNP Essentials. These should be specific, measurable, acceptable, realistic, and time bounded. Think carefully about and articulate your individual learning objectives. They are a definitive description of what you hope to get out of the integrative practice experience. These should be specific and expressed in such a way that you, your community partner and your faculty can assess whether you have met them

By the end of this practicum, the student will be able to:

- 1)
- 2)
- 3)
- 4)
- 5)

### AGREEMENT

I have participated in the development of the learning objectives and agree to conditions specified above. If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

DNP Student	Date
Community Practice Partner Mentor	Date
DNP Capstone/Practicum Course Faculty	Date

Students are to submit the completed and signed form to the course faculty. This form will to be retained in the student's program file.



## DNP PROJECT COMMITTEE APPOINTMENT REQUEST FORM

### Part 1: Student to Complete

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Year admitted to program: \_\_\_\_\_

Email address: \_\_\_\_\_ Phone \_\_\_\_\_

DNP Degree Specialization Track: \_\_\_\_\_

Proposed DNP Scholarly Project Title: \_\_\_\_\_

\_\_\_\_\_

**\*\*Note to Student: Please include a 150-200 word abstract** of the scholarly project proposal with this form including problem statement, significance of the problem and proposed project design for each committee member's file.

---

### Part 2: Committee Chair

I agree to serve as the DNP Committee Chair for the student named above. I understand, as chair, I will also assume the responsibility of being the student's Nursing Faculty Advisor.

\_\_\_\_\_  
Faculty Member Name                      Signature                      Date

---

### Part 3: Committee Member

I agree to serve as the DNP Committee Member for the student named above.

\_\_\_\_\_  
Faculty Member Name                      Signature                      Date

---

#### Part 4: Community Partner

I agree to serve as the DNP Committee Member as the Community Partner Member for the student named above. (If also serving as the Practice Partner, please complete form D.3 Practice Partner Mentorship Agreement Form).

\_\_\_\_\_  
Community Member Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

#### Part 5: Graduate Program Director

Forward completed form to Graduate Program Director for approval and signature.

As the SON Graduate Program Director I approve this DNP Committee Appointment for the student named above.

Comments: \_\_\_\_\_

\_\_\_\_\_  
Grad Program Director Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

#### Part 6: Director and Chief Nursing Administrator for the School of Nursing Approval

Forward Form to the Director of the School of Nursing for approval and signature.

In consideration of the School of Nursing needs, faculty workload and other considerations, I approve this DNP Committee Appointment for the student named above.

Comments: \_\_\_\_\_

\_\_\_\_\_  
Director of the School of Nursing

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

---

#### Part 7: Filing

Copy of completed form to Student named above

Date: \_\_\_\_\_

Original form filed in Student Academic File

Date: \_\_\_\_\_



Doctor of Nursing Practice Program

**DNP PROJECT COMMITTEE COMPOSITION CHANGE FORM**

**Part 1: Student to Complete**

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Complete only section that apply to the changes you are requesting for your committee composition.

**Part 2: Committee Chair Change Request**

**Candidates who have an approved project underway may only change the Chairperson of the project after meeting with the Director of the Graduate Program.**

Our signatures indicate approval of the change in DNP Committee Chairs

_____	_____	_____
Former Chair Name	Signature	Date
_____	_____	_____
New Chair Name	Signature	Date

**Part 3: Committee Member Change Request**

Our signatures indicate approval of the change in DNP Committee Members

_____	_____	_____
Former Committee Member Name	Signature	Date
_____	_____	_____
New Committee Member Name	Signature	Date
_____	_____	_____
Current Committee Chair Name	Signature	Date

---

**Part 4: Community Member Change Request**

Our signatures indicate approval of the change in DNP Community Members

_____ Former Community Member Name	_____ Signature	_____ Date
---------------------------------------	--------------------	---------------

_____ New Community Member Name	_____ Signature	_____ Date
------------------------------------	--------------------	---------------

_____ Current Committee Chair Name	_____ Signature	_____ Date
---------------------------------------	--------------------	---------------

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**Part 5: Graduate Program Director Approval**

Forward completed form to Graduate Program Director for approval and signature.

My signature indicates I approve the changes to this DNP Committee composition.

_____ Grad Program Director Name	_____ Signature	_____ Date
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**Part 6: Director and Chief Nursing Administrator for the School of Nursing Approval**

Forward Form to the Director of the School of Nursing for approval and signature.

In consideration of the School of Nursing needs, my signature indicates I approve the changes to this DNP Committee composition.

_____ Associate Dean Name	_____ Signature	_____ Date
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**Part 7: Filing**

Copy of completed form to Student named above

Date: \_\_\_\_\_

Copy to both current and former chair of the committee

Date: \_\_\_\_\_

Copy to the Graduate Program Director

Date: \_\_\_\_\_

Original signed form filed in Student Academic File

Date: \_\_\_\_\_



### PRACTICE PARTNER MENTORSHIP AGREEMENT FORM

#### Student Information

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

DNP Project Title: \_\_\_\_\_

#### Practice Partner Mentor Information

Name and credentials: \_\_\_\_\_

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

#### Practice Partner / Mentor Responsibilities:

The Doctor of Nursing Practice Program requires completion of a DNP Project. The DNP candidate (student) will implement and evaluate a project approved by both the student's project committee and the practice partner. The practice partner / mentor provides oversight, advice, and facilitates access to resources at the institution as agreed upon for implementation of the DNP scholarly project.

#### The Practice Partner / Mentor agrees to:

1. Assist the DNP student in selecting goals that support the objectives of the DNP program.
2. Guide the DNP student in the development and acquisition of leadership skills required in the development and execution of the project.
3. Meet with the DNP student regularly and provide feedback.
4. Support completion of the project and communicate as needed with CSU faculty.

Please attach a **letter of cooperation** from the practice partner's institution to this form to indicate administrative approval for the DNP student to complete the practice project in your facility.

\_\_\_\_\_  
Community Practice Partner Mentor Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## ***Sample Letter of Cooperation from a Community Practice Partner for a DNP Scholarly Project***

Use Official Institution Letterhead

Practice Partner Name

Community Institution/Clinic/Program

Full address

Contact Information

Date

Dear CSU School of Nursing Graduate Program Director,

The doctoral student [*Insert Student Name*], is involved in a Scholarly Project that will be conducted under the auspices of our organization. The student is approved to collect formative and summative evaluation data via [*Insert What is Planned*] (example: anonymous staff questionnaires), and is also approved to analyze internal, de-identified site records that I deem appropriate to release for the student's doctoral project. This approval to use our organization's data pertains only to this doctoral project and not to the student's future scholarly projects or research (which would need a separate request for approval).

The student will be responsible for complying with our organization's internal policies and requirements regarding access and use of site data for QI purposes. [*Insert any specific requirements here*]. I agree to facilitate access to resources needed to complete the approved scholarly project including [*List specific items needed here*].

***The institution requires DNP students to complete the following items before beginning their project [list items such as id cards, keys, training, computer access requests, etc.]. Be sure to include language if the institution requires an internal review of human subjects' protection or IRB as appropriate.***

It is understood that per DNP program requirements, the student will publish a scholarly report of this Scholarly Project as a doctoral capstone (with site and individual identifiers withheld).

I confirm that I am authorized to approve these activities in this setting.

Sincerely,

Authorization Official Name and Signature

Contact Information



## APPENDIX A: FORM D.4



# School of Nursing

Doctor of Nursing Practice Program

### DNP PROSPECTUS APPROVAL BY COMMITTEE CHAIR

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

DNP Project Committee Chair: \_\_\_\_\_

Title of Project: \_\_\_\_\_

The area of interest for the DNP project is determined by the student. The student will develop a short (3-5 pages) summary of their plan for the DNP project. The prospectus presents the student's project plan to DNP Committee Chair for approval as to avoid more in-depth work on a project that is unfeasible. Once the DNP Project Prospectus is approved, the student begins to develop their project proposal. Use the Prospectus Template and Checklist from NUR 899.

Evaluation of Prospectus: \_\_\_\_\_ Approved as Written  
\_\_\_\_\_ Revision needed, Revise and Resubmit

Additional Comments:

\_\_\_\_\_  
\_\_\_\_\_

My signature indicates approval of the above evaluation for the DNP prospectus attached to this form. Any substantive changes or revisions to the plan will need to be resubmitted to the DNP Committee Chair for review and approval before being implemented.

\_\_\_\_\_  
DNP Project Chair Name                      Chair Signature                      Date

Once the Prospectus is approved by the committee chair, submit to the graduate program director for review and approval.

\_\_\_\_\_  
Graduate Program Director Name                      Program Director Signature                      Date

File: Copy to student, original to student academic file

**WRITTEN DNP PROJECT PROSPECTUS CHECKLIST**

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Scholarly Project Title: \_\_\_\_\_

	Satisfactory	Recommended Changes	Unsatisfactory
<b>Introduction</b> is concise, accurate, and provides project overview			
<b>Problem Statement</b>			
Literature supports problem			
Problem/change clearly identified			
Problem appropriate for DNP project			
Scope of proposed change realistic and appropriate			
<b>Purpose Statement</b>			
Clearly states the purpose of the project			
<b>Practice-Focused Question(s)</b>			
Realistic and Appropriate to Purpose			
<b>Context for the DNP Project</b>			
Describes the location and stakeholders of the project			
<b>Relevant Evidence</b>			
Describes preliminary evidence that supports the need to implement the project.			
Provides local data when appropriate.			
<b>Approach</b>			
General description of how the project will be planned, implemented and evaluated.			
Timeline for completion			

Evaluation of Prospectus: \_\_\_\_\_ Approved as Written  
 \_\_\_\_\_ Approved after Recommendation Integrated  
 \_\_\_\_\_ Not Approved

Additional Comments:

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## Doctor of Nursing Practice Program

### DNP SCHOLARLY PROJECT PROSPECTUS TEMPLATE

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Prospectus Title: \_\_\_\_\_

The DNP Prospectus should be a 3–5-page document that outlines the important items to clearly express the DNP project ideas to the committee chair. This information will be the building blocks for the rest of the project. Be as precise and clear as possible with your writing to allow the reader to fully understand the clinical project you are proposing.

Please attach this form and a copy of the Prospectus Checklist to the front of your prospectus when you submit to your Committee Chair for review so they are aware of the areas that should be addressed in the paper.

Please use the following headings for clarity and ease of review.

- Problem Statement
- Practice-Focused Questions
- The context for the DNP Project
- Relevant Evidence
- Approach
- Ethical Considerations/Protection of Human Subjects
- Barriers to Implementation
- Conclusion
- References



## DNP SCHOLARLY PROJECT WRITTEN PROPOSAL EVALUATION

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Scholarly Project Title: \_\_\_\_\_

	Satisfactory	Unsatisfactory	Recommended Changes
<b>PICOT Question</b>			
A. Question adequately summarizes the project, using population, intervention, comparison, outcome, and time			
<b>Abstract</b>			
A. is concise, accurate and provides project overview			
B. supports PICOT question and what student projects to prove in the project			
<b>Section I: Nature of the Problem</b>			
A. Literature supports the problem			
B. Problem/change clearly identified			
1. Scope of proposed change realistic and appropriate			
2. GAP Analysis of Project Site			
<b>Section II: Evidence Literature Review</b>			
A. supports PICOT question/abstract			
<b>Section III: Methods</b>			
A. Theoretical Framework is appropriate and guides project			

	Satisfactory	Unsatisfactory	Recommended Changes
B. Project Objectives			
1. Short- and long-term outlines			
2. Realistic and measurable			
C. Project Design			
1. Project Site and Population			
2. Setting Facilitators and Barriers			
3. Participant Recruitment			
D. Methodology			
1. Measurement Instrument			
2. Data Collection Procedure			
3. Data Analysis			
4. Evaluation Plan			
E. Cost-Benefit Analysis and Budget			
F. Timeline			
G. Ethical Considerations			
1. Protection provided throughout the project			
2. IRB approvals documented			
<b>References and Appendix</b>			
A. Appropriate and complete			
<b>Writing and Organization</b>			
A. APA format utilized appropriately			
B. Writing is clear and concise			

C. Spelling, grammar, verb usage appropriate.			
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**Evaluation of Proposal:**

\_\_\_\_\_Approved as Written

\_\_\_\_\_Approved after Recommendations Integrated

\_\_\_\_\_Not Approved

**Additional Comments:**

\_\_\_\_\_

Committee Chair Printed Name

\_\_\_\_\_

Committee Chair Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Committee Member Printed Name

\_\_\_\_\_

Committee Member Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Community Member Printed Name

\_\_\_\_\_

Community Member Signature

\_\_\_\_\_

Date

I have shared the proposal and any recommended changes with my Practice Partner (If different than the committee community member) and secured their support for the project. I understand the recommended changes and will meet the deadlines as agreed upon.

\_\_\_\_\_

Student Printed Name

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Date

## PROPOSAL OUTLINE

The student will present the proposal using the following headings:

- ☐ Abstract
- ✓ Section I: Nature of the Problem
  - o Introduction
  - o Brief Background and Significance
  - o Concise Problem Statement
  - o Gap Analysis of Project Site (Needs Assessment)
- ☐ Section II: Evidence/Literature Review
- ☐ Section III: Methods
  - o Theoretical Framework/Evidence-Based Practice Model
  - o Project Objectives
  - o Project Design
    - ☐ Project Site and Population
    - ☐ Setting Facilitators and Barriers
    - ☐ Participant Recruitment
  - o Methodology
    - ☐ Measurement Instrument(s)
    - ☐ Data Collection Procedure
    - ☐ Data Analysis
    - ☐ Evaluation Plan
  - o Cost-Benefit Analysis and Budget
  - o Timeline
  - o Ethical Considerations/Protection of Human Subjects
- ☐ References
- ☐ Appendices



## Doctor of Nursing Practice Program

### DNP SCHOLARLY PROJECT PROPOSAL ORAL DEFENSE OUTCOME

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_  
 Title of Project: \_\_\_\_\_

The DNP student will submit the written proposal to all committee members at least 2 weeks before the scheduled oral defense to allow time for review. The oral defense will be conducted privately with the DNP project committee.

\*\*\* IRB at CSU and the sponsoring institution should only be completed AFTER the proposal has been successfully defended to the committee. \*\*\*

Documents submitted in support of the oral defense (Attach to this form):

Written DNP Project Proposal complete with sections 1-3	___ Yes ___ No
Proposal adheres to the most current version of APA	___ Yes ___ No
Proposal accompanied by Turnitin (or SafeAssign) report	___ Yes ___ No

Outcome of Oral Defense of Proposal: \_\_\_\_\_ Successful Defense, Approved as Submitted  
 \_\_\_\_\_ Successful Defense, Minor Revisions needed  
 \_\_\_\_\_ Unsuccessful Defense, See Comments\*

\*Students who have an unsuccessful defense of the DNP Scholarly Project Proposals will be required to work with their committee and advisor to rewrite the proposal and complete an additional oral defense before implementing the project.

Comments about proposal and oral defense:

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### Committee Member Signatures

Our signatures indicate approval of the above stated outcome for the oral defense of the DNP scholarly



project proposal.

_____	_____	_____
DNP Project Chair Name	Signature	Date
_____	_____	_____
DNP Project Member Name	Signature	Date
_____	_____	_____
DNP Community Member Name	Signature	Date

File:   Copy to student  
          Copy to committee members  
          Copy to graduate program director  
          Original to student academic file



### DNP SCHOLARLY PROJECT IRB APPROVAL DOCUMENTATION

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Title of Project: \_\_\_\_\_

Prior to starting the DNP project, the student must obtain IRB approval from Cleveland State University Institutional Review Board (IRB) and Human Subject Protection approvals from sponsoring institutions as appropriate. Please attach emails, letters or other appropriate documentation indicating the IRB process has been completed and approved.

Please remember that students cannot independently submit IRB applications. ***Your advisor or DNP Project Committee Chair MUST be listed as the PI for your project.***

Documents ***attached to this form*** in support of the IRB Approval Documentation:

Certificate of Training in Human Subjects (CITI training)	___ Yes	___ No
Approval from CSU IRB (attach documentation)	___ Yes	___ No
Approval from Sponsoring Organization	___ Yes	___ No
Other approvals as needed for project	___ Yes	___ No

### Committee Chair/Advisor Signature

My signature indicates that I have reviewed the submitted IRB application and agree to act as the ***Primary Investigator*** (PI) for the DNP Student Scholarly project to ensure appropriate human subjects protection is followed.

\_\_\_\_\_  
DNP Project Chair/ Advisor Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

File: Copy to student  
Original to student academic file



## Doctor of Nursing Practice Program

### DNP SCHOLARLY PROJECT DEFENSE ANNOUNCEMENT

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

DNP Scholarly Project Title: \_\_\_\_\_

***Notice must be completed and posted at least two weeks prior to project defense date.***

The public oral defense of my DNP scholarly project will take place on \_\_\_\_\_, 20\_\_ at \_\_\_\_\_  
(time) in room \_\_\_\_\_ of the \_\_\_\_\_ building.

I have provided a completed written copy of my project to all committee members and received *preliminary approval that the Project is in acceptable draft form and ready for presentation*. They have all indicated that they can attend the defense at the scheduled time.

The defense is open to any interested party including all faculty of the School of Nursing.

\_\_\_\_\_  
(DNP Candidate Signature)

\_\_\_\_\_  
Date

DNP Scholarly Project Committee, by signing you acknowledge that you have received a written copy of the project draft and that the student is reasonably ready to make a public defense of the scholarly project.

\_\_\_\_\_  
Committee Chair Name

\_\_\_\_\_  
Chair Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member Name

\_\_\_\_\_  
Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Community Member Name

\_\_\_\_\_  
Community Signature

\_\_\_\_\_  
Date

CC: All Committee Members, Graduate Program Director  
Original in Student File



## Doctor of Nursing Practice

## DNP SCHOLARLY PROJECT FINAL DEFENSE APPROVAL FORM

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Title of DNP Scholarly Project: \_\_\_\_\_

Date of Defense: \_\_\_\_\_

Having read the written documentation and listened to an oral defense of the DNP Scholarly project, formal Approval is hereby given for this submitted Scholarly Project to serve as partial fulfillment of the requirements for the Doctorate of Nursing Practice degree.

(Attach signed form to final approved copy of written project and submit to Dean for signature).

\_\_\_\_\_  
Name of Chairperson\_\_\_\_\_  
Signature of Chair of Committee\_\_\_\_\_  
Name of Committee Member\_\_\_\_\_  
Signature, Committee Member\_\_\_\_\_  
Name of Community Member\_\_\_\_\_  
Signature, Community Member

Acknowledged:

\_\_\_\_\_  
Name of Student\_\_\_\_\_  
Signature of Student\_\_\_\_\_  
Director, School of Nursing\_\_\_\_\_  
Signature, Director School of Nursing



## Doctor of Nursing Practice Program

### DNP SCHOLARLY PROJECT FINAL WRITTEN PAPER EVALUATION

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Scholarly Project Title: \_\_\_\_\_

	Satisfactory	Unsatisfactory	Recommended Changes
<b>PICOT Question</b>			
A. Question adequately summarizes the project, using population, intervention, comparison, outcome, and time			
<b>Abstract</b>			
A. is concise, accurate and provides project overview			
B. supports PICOT question and what student projects to prove in the project			
<b>Section I: Nature of the Problem</b>			
A. Literature supports the problem			
B. Problem/change clearly identified			
1. Scope of proposed change realistic and appropriate			
2. GAP Analysis of Project Site			
<b>Section II: Evidence Literature Review</b>			
A. supports PICOT question/abstract			
<b>Section III: Methods</b>			
A. Theoretical Framework is appropriate and guides project			
B. Project Objectives			
1. Short- and long-term outlines			
2. Realistic and measurable			
C. Project Design			
1. Project Site and Population			
2. Setting Facilitators and Barriers			
3. Participant Recruitment			
D. Methodology			
1. Measurement Instrument			
2. Data Collection Procedure			
3. Data Analysis			
4. Evaluation Plan			
E. Cost-Benefit Analysis and Budget			
F. Timeline			
G. Ethical Considerations			

	Satisfactory	Unsatisfactory	Recommended Changes
Protection provided throughout the project			
IRB approvals documented			
<b>Section IV: Findings</b>			
A. Results/Outcomes			
1. All objectives addressed			
2. Unanticipated consequences			
B. Limitations			
C. Recommendations			
1. Placed within organization's strategic plan			
2. Application to other settings			
3. Maintaining/ Sustaining change			
<b>Section V: Discussion &amp; Conclusions</b>			
A. Project Summary			
B. Implications for Nursing Practice			
C. Application to the DNP Essentials			
D. Lessons learned			
E. Plan dissemination			
<b>References and Appendix</b>			
Appropriate and complete			
<b>Writing and Organization</b>			
APA format utilized appropriately			
Writing is clear and concise			
Spelling, grammar, verb usage appropriate.			

Evaluation of Proposal:

☐ Approved as Written  
☐ Approved after Recommendation Integrated  
☐ Not Approved

Additional Comments:

### Committee Member Signatures

Our signatures indicate approval of the above stated outcome for the final written paper evaluation of the DNP scholarly project. Once approved, the committee has determined that the written final DNP Scholarly project has been adequately prepared and is ready to be publicly defended with an oral presentation.

\_\_\_\_\_  
Committee Chair Printed Name

\_\_\_\_\_  
Committee Chair Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Committee Member Printed Name

\_\_\_\_\_  
Committee Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Community Member Printed Name

\_\_\_\_\_  
Community Member Signature

\_\_\_\_\_  
Date



## DNP SCHOLARLY PROJECT DISSEMINATION DOCUMENTATION

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Title of Project: \_\_\_\_\_

Dissemination of the DNP Project findings is expected to occur in the form of a poster or podium presentation to the Community Organization or Agency that participated in the project.

DNP graduates are also encouraged to disseminate the findings by:

- ☐ Poster/Podium presentation of the completed project at a regional, state or national professional conference.
- ☐ A submitted manuscript of the completed project to a peer-reviewed professional journal at the completion of the program.

Documents ***attached to this form*** demonstrating dissemination of project findings:

Community organization or Agency Presentation Date: \_\_\_\_\_

Other \_\_\_\_\_ Date: \_\_\_\_\_

Other: \_\_\_\_\_ Date: \_\_\_\_\_

### Committee Chair Signature

My signature indicates that I have attended or reviewed the submitted project documentation and it meets the requirement for partial completion of the DNP program requirements for dissemination of scholarly findings.

\_\_\_\_\_  
DNP Project Chair Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

File: Copy to student; Original to student academic file



## DNP STUDENT HANDBOOK MEMORANDUM OF UNDERSTANDING

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

My signature indicates that I have read this DNP Student Handbook and agree to abide by the rules, regulations and guidelines regarding the Graduate Nursing Program as approved by the nursing faculty and published in the SON.

I understand that changes or updates to this handbook will occur while I am progressing in the nursing program and I will be held responsible for adhering to the policies, procedures and standards contained in the most current handbook.

I understand that I am responsible for adhering to the policies set forth by the healthcare/community partners. Failure to abide by the policies may impact my forward progression in the program.

I understand that this signed statement is a requirement for continuation in the Nursing Program and that it will be filed in my academic record.

After signing below, return this form to the School of Nursing office (Julka Hall Room 238) by the start of your first nursing class.

A copy of the Handbook may be found on the SON website.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date





## APPENDIX B:

### SAFETY AND TECHNICAL STANDARDS

Prior to admission to the School of Nursing, prospective students will be asked to **complete, sign and date the Safety and Technical Standards Nursing Student Acknowledgement and Consent Form**. This process does not preclude the student from being evaluated by CSU's Office of Disability Services and receiving appropriate and reasonable accommodations.

#### **POLICY:**

Safety and technical standards are a necessary element to the complex discipline of nursing, which all students must meet with or without reasonable accommodations. Students wishing to enter the Cleveland State University School of Nursing programs must demonstrate that they can meet these standards and continue to do so throughout their education program.

The School of Nursing curriculum, leading to the eligibility for licensure as a registered nurse or advanced nursing practice, requires students to engage in a wide variety of specific experiences to learn and practice essential nursing skills and functions. The established academic, Safety and Technical standards require that all students accepted in all Nursing Programs complete all aspects of the curriculum with or without accommodation.

The Safety and Technical Standards outlined below ("Technical Standards"), in conjunction with established academic standards, are followed by the Nursing faculty to select applicants and retain students who possess the intelligence, integrity, physical, and personal as well as emotional qualities necessary to become an effective professional nurse. The faculty must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a professional nurse. These functions are essential to the successful completion of the requirements of the School of Nursing degree programs (BSN, MSN, DNP).

As outlined below, these functions comprise the "Technical Standards" performance requirements for students in the classroom, clinical, nursing resource laboratory or simulation settings.

### **ESSENTIAL SENSORY/OBSERVATION SKILLS**

**GENERAL:** The student must make accurate and timely sensory observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must document these observations accurately.

**SPECIFIC:**

- The student must integrate, analyze and synthesize sensory data (sight, touch, sound, smell) in a consistent, accurate and timely manner.
- The student must accurately interpret visual and graphic images and digital and analog representations of physiologic phenomena.
- The student must observe the patient accurately, at a distance and close at hand, including through auditory auscultation and the patient's non-verbal communication when interacting with real or simulated patients.
- The student must perceive the signs of disease and infection as manifested through physical examination, visual inspection, images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds, etc.).
- The student must immediately respond and react to information, instructions, and requests from patients and others in the healthcare setting and information provided by patient monitoring equipment.

**ESSENTIAL MOTOR SKILLS**

**GENERAL:** The student must execute movements required to provide general care and treatment to patients in clinical and laboratory settings.

**SPECIFIC:**

- The student must employ and coordinate gross and fine motor skills and equilibrium for assessment and therapeutic procedures, such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures.
- The student must perform basic life support (including CPR), transfer and position patients, and position and re-position the student around patients.
- The student must safely operate equipment typically found in the health care environment (IV pumps, cardiac monitor, and electric and manual blood pressure equipment, etc.).
- The student must meet the physical and mental demands associated with extended periods of sitting, standing, moving, and physical exertion required for safe patient care.
- The student must participate in clinical and laboratory experiences for up to a 12-hour duration.
- Students must walk, twist, bend, stoop/squat, reach, kneel, and climb stairs.
- Students must lift and support at least 25 pounds of weight; move heavy objects up to 50 pounds, and physically apply up to 10 pounds of pressure to bleeding sites or while performing CPR.

**ESSENTIAL COGNITIVE SKILLS**

**GENERAL:** The student accurately measure, calculate, reason, prioritize, analyze, integrate, synthesize information and act with integrity and judgment within time constraints unique to each setting.

**SPECIFIC:**

- The student must read and comprehend extensive written materials.
- The student must evaluate, apply information, engage in critical thinking and prioritize patient needs in the classroom, lab, and clinical setting.
- The student must sustain attention and memory sufficient to maintain patient safety and deliver appropriate patient care.
- The student must utilize and incorporate information from teachers, peers, and literature into practice.
- The student must respond promptly, accurately and appropriately to urgent situations.

**ESSENTIAL COMMUNICATION SKILLS**

**GENERAL:** The student must communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals.

**SPECIFIC:**

- The student must express his or her ideas and feelings clearly and appropriately, professionally handle conveying information in highly emotional and difficult situations, and constructively give and receive feedback.
- The student must convey or exchange information at a proficiency level to obtain a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post-treatment.
- The student must effectively communicate in English with the ability to retrieve information from various sources of literature and computerized databases, and effectively share the information retrieved with others in the healthcare setting who need to know the information.
- The student must process and communicate information on the patient's status with accuracy in a timely manner to faculty and members of the health care team.

**ESSENTIAL EMOTIONAL, INTUITIVE AND EMPATHIC QUALITIES**

**GENERAL:** The student must possess the emotional, intuitive and empathic qualities required to exercise good judgment in the timely completion of all responsibilities attendant to the nursing care of patients and families.

**SPECIFIC:**

- The student must maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances, including highly stressful situations.

- The student must function effectively under stress and adapt to an environment that may change rapidly without warning and/or in unpredictable ways in both the classroom and clinical settings, including emergency situations.
- The student must adapt behavior, working and communication styles when the student's qualities interfere with productive individual or team relationships in diverse academic and clinical environments.
- The student must reflect and realize how their beliefs, values, and experiences affect their interactions and perceptions of those around them.
- The student must satisfy all requirements of the School of Nursing and in any health care agency's affiliation agreements with CSU, as well as any additional requirements of any clinical setting.

### **ESSENTIAL PROFESSIONAL CONDUCT**

**GENERAL:** The student must possess the ability to reason morally and practice nursing in a professional and ethical manner.

#### **SPECIFIC:**

- The student must uphold professional nursing standards related to the student's scope of practice.
- The student must engage in patient care delivery in all settings and be able to deliver care to all patient populations.
- The student must maintain the legal and ethical elements of the practice of nursing and function within the guidelines established by the law; and consistent with the professions American Nurses Association (ANA) Scope & Standards of Practice and Code of Ethics for Nurses and Ohio Board of Nursing-Ohio Administrative Code 4723-4, Standards of Practice Relative to Registered Nurses or Licensed Practical Nurse.
- During classes and clinical and laboratory experiences, the student must not be under the influence of illegal drugs or prescription drugs without a prescription or when taken in a manner other than as prescribed to the student by a health care provider.

### **PROCEDURE**

#### **Initial Verification**

3. Prior to admission to the School of Nursing, prospective students will be asked to complete, sign and date the Safety and Technical Standards Nursing Student Acknowledgement and Consent Form. This process does not preclude the student from being evaluated by CSU's Office of Disability Services and receiving appropriate and reasonable accommodations.
4. When faculty identify questions about whether a student meets these "Technical Standards" will be presented to the School of Nursing's respective Admissions, Progression and Academic Standing Committee for further assessment.

## **Annual Verification**

2. Current students must continue to meet these Safety and Technical standards throughout the program. Students who are no longer able to meet these standards MUST notify their respective program director immediately or face dismissal from the nursing program.

## **Episodic Verification**

6. If a student is injured, becomes ill, or encounters any situation that changes her/his ability to meet the "Technical Standards", the School of Nursing may request health care provider verification of the student's continued ability to meet the standards.
7. A copy of the "Safety and Technical Standards" form and a cover memo for the health care provider to verify that the student can meet the "Technical Standards" will be provided to the medical practitioner by the student.
8. The student will return the health care provider-completed and signed form to the School of Nursing Office.
9. The respective Program Director will review the verification and evaluate any request for academic adjustments and/or auxiliary aids and services to determine the adequacy of the supporting documentation and the reasonableness of the requested academic adjustments and/or auxiliary aids and services and then follow the same process as outlined for initial verification.
10. Until a final decision is made, a student whose ability to meet the "Technical Standards" is assessed under this process will not be allowed to participate in learning experiences in the clinical or laboratory settings.

Cleveland State University is an Affirmative Action/Equal Opportunity institution. No person shall be denied the opportunity for employment or education or be subject to discrimination in any project, program or activity because of race, religion, sex, national origin, age, or disability.

Students should contact the [Office of Disability Services](#) located at Main Classroom 147, 1899 E. 22<sup>nd</sup> Street, Cleveland, Ohio or by telephone at 216.687.2015 if they have a question or concern about their ability to meet the "Technical Standards" with or without accommodations, or if they would like to arrange reasonable accommodations.

## APPENDIX B: FORM B.3



# School of Nursing

### SAFETY AND TECHNICAL STANDARDS ASSESSMENT FORM

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

By signing below, I acknowledge that I have reviewed the Cleveland State University School of Nursing Safety and Technical Standards Policy for each of the following essential functional areas. If I had sufficient education I would be able to perform the essential functions, with or without accommodation aids and services. **(Check one box for each essential function)**

Essential Function	Yes, without accommodation	Yes, with accommodation	No
<b>1. Sensory/Observation Skills:</b> The student must make accurate and timely sensory observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must document these			
<b>2. Essential motor skills:</b> The student must execute movements required to provide general care and treatment to patients in clinical and laboratory settings.			
<b>3. Essential cognitive skills:</b> The student accurately measure, calculate, reason, prioritize, analyze, integrate, synthesize information and act with integrity and judgment within time constraints unique to each setting.			
<b>4. Essential communication skills:</b> The student must communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals.			
<b>5. Essential emotional, intuitive and empathic skills:</b> The student must possess the emotional, intuitive and empathic qualities required to exercise good judgment in the timely completion of all responsibilities attendant to the nursing care of patients and families.			
<b>6. Essential professional conduct:</b> The student must possess the ability to reason morally and practice nursing in a professional and ethical manner.			

Use this space for explanation should you so desire.

As noted in the School Policy, forms will be reviewed by the School of Nursing Office to assure that students may be safely placed in clinical courses. Cleveland State University is an Affirmative Action/Equal Opportunity institution. No person shall be denied the opportunity for employment or education or be subject to discrimination in any project, program or activity because of race, religion, sex, national origin, age, or disability.

Students should contact the [Office of Disability Services](#) located at Main Classroom 147, 1899 E. 22<sup>nd</sup> Street, Cleveland, Ohio or by telephone at 216.687.2015 if they have a question or concern about their ability to meet the "Technical Standards" with or without accommodations, or if they would like to arrange reasonable accommodations.

I certify that the information submitted in this document is complete and correct to the best of my knowledge. I understand that submission of false or incorrect information may cause dismissal from the university and/or the school of nursing.

I understand that if my status changes at any time while I am enrolled in a nursing program, I must notify the School of Nursing Office immediately for re-evaluation or face dismissal from the nursing program.

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature (if minor)

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness's Signature (Nursing Advisor)

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## APPENDIX B: FORM B.4



# School of Nursing

### Doctor of Nursing Practice Program

## INFORMED CONSENT, ASSUMPTION OF RISK, AND RELEASE OF RECORDS

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

I understand that the CSU SON must share personal information that I have provided via the forms in the required Program and Health Packet to clinical agencies in order to be placed in clinical courses and provide informed consent for sharing this information to any agency at which I may be placed throughout my time as a student in the School of Nursing for the purpose of verifying my compliance with the site's requirements for student placement.

I have read the information provided relative to "Potential Risk for Discomfort or Injury" and understand the nature and purposes of the required learning experiences. I understand that I have a responsibility to exercise judgment in the practice of these various learning experiences in order to protect myself from risk of injury or discomfort. I understand further that from time to time I may be asked to act as a subject in the classroom, Nursing Resource Laboratory, or simulation exercise and that there may be risks involved in these activities, I am responsible for my own health and safety and will not participate in any activity in which I may not safely do so.

I understand that when I am engaging in learning experiences in a clinical or community setting (i.e. hospitals, client's homes, residential facility, ambulatory health clinic, etc.) that there is a potential for risk of injury or discomfort related to the presence of hazards to me or an unborn fetus if pregnant (i.e. drugs, bacteria, viruses, radiation, machines, physical force and accidents).

**I understand that clinical and community partners require or may require immunizations (e.g. COVID-19 vaccination) to be eligible to participate in a clinical experience in their facilities and that if I decline to receive such required immunization I may not be able to be placed in a clinical setting and thus my degree progression will be impacted. I also understand that I may be assigned to provide care for COVID-19 positive patients. I understand that if I decline to provide care for known COVID-19 positive patients and another assignment is not available, this may impact my forward progression in the course and program.**

I hereby consent to participate in the required learning experiences and will not hold Cleveland State University or its agents responsible for injury that occurs to me during these experiences.

A nursing student's inability to complete direct patient care assignments and meet course learning objectives or required clinical hours established in the program plan with the Ohio Board of Nursing may impact their progression in the major or graduate on schedule.

I understand that I am responsible for adhering to the policies set forth by the healthcare/community partners. Failure to abide by the policies may result in my removal from a clinical placement, impact my progression in the program or student status. **After signing below, return this form to the SON office (Julka Hall Room 238) by the start of your first nursing class.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

File: Student's academic file





## APPENDIX B: FORM B.4

# Cleveland State University

## School of Nursing

### MEDIA RELEASE AND COPYRIGHT PERMISSION

I hereby grant permission to Cleveland State University and its representatives the right to produce, use, transmit, place online, and reproduce any photograph, video recording, and/or audio recording taken of me during my tenure as a student at Cleveland State University in the School of Nursing, while participating in any activities related to or sponsored by Cleveland State University and/or the School of Nursing.

I understand that I am granting permission to Cleveland State University the right to produce, use, transmit, place online, or reproduce the above-mentioned item for instructional or research purposes, for exhibition, display, illustration, advertising or promotional purposes, or in any other manner which may benefit the University and further its educational and service missions.

Hereafter, Cleveland State University will retain all proprietary and copyrights in the abovementioned material and any component thereof.

☐ Yes – I grant Cleveland State University and its representatives the right to the use of my name in connection with the above-mentioned items.

☐ No – I object to the use of my name in connection with the above-mentioned items.

*Please check one:*

☐ I am of legal age.

☐ I am not of legal age, but the signature of my parent or guardian acting on my behalf appears below.

\_\_\_\_\_  
*Print Name*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Address*

\_\_\_\_\_  
*CSU ID Number*

\_\_\_\_\_  
*Signature of parent or guardian if not of legal age*

## APPENDIX B: FORM C.2



School  
of Nursing

### Doctor of Nursing Practice Program

#### DOCUMENTATION OF STUDENT BEHAVIOR REQUIRING PROGRESSIVE INTERVENTION

Student Name: \_\_\_\_\_ CSUID: \_\_\_\_\_

Date of Counseling: \_\_\_\_\_

Description of Incident/Situation:

Level of progressive intervention required:

Coaching	_____	Reprimand	_____
Suspension	_____	Dismissal	_____

Corrective Action proposed and Implementation Plan:

_____ Professor Name	_____ Professor Signature	_____ Date
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_____ Student Name	_____ Student Signature	_____ Date
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File: Student's academic file

**APPENDIX B: FORM C.3**



# School of Nursing

**Doctor of Nursing Practice Program**

**DNP STUDENT ACADEMIC ADVISING AND COUNSELING FORM**

Student Name: \_\_\_\_\_ CSUID:  
\_\_\_\_\_

**Advising/Counseling notes:**

**Plan/Outcome of session:**

\_\_\_\_\_  
Advisor /Faculty Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

File: Copy to student

Original to Student Academic File

## APPENDIX C

### ANA CODE OF ETHICS

The CSU SON affirms the ANA's (2015) Code of Ethics Governing Conduct:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity for the profession and its practice, and for shaping social policy.

The ANA's (2015) Code of Ethics Governing Conduct (including interpretive statements) can be found on their website at

<http://nursingworld.org/MainMenuCategories/EthicsStandards/>

[CodeofEthicsforNurses/AboutTheCode.html](http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/AboutTheCode.html) , or may be purchased from an online vendor.

## APPENDIX D:



# School of Nursing

## Doctor of Nursing Practice Program

### FAMILY NURSE PRACTITIONER TRACK (FULL-TIME) COURSE SEQUENCE

NOTE: Deviation from the established plan of study may result in a delay in program progression

#### Year 1

##### Fall

NUR 704 (2) Roles and Responsibilities of the Advance Practice Nurse  
NUR 706 (3) Methods of Evidence-Based Practice  
NUR 707 (3) Improving Population Health (30 Clinical Hours)  
NUR 899 (1) Scholarly Project

##### Spring

NUR 708 (3) Connecting Theory and Research Knowledge for Advanced Nursing Practice  
NUR 701 (3) Physiology and Pathophysiology for Advanced Nursing Practice  
NUR 712 (3) Applying Information Technology to Support EBP

##### Summer

NUR 702 (3) Advanced Pharmacology for Advanced Nursing Practice  
NUR 709 (3) Health Policy for Nurses and Other Healthcare Professionals  
NUR 711 (3) Ethical Leadership in Professional Nursing Practice

#### Year 2

##### Fall

NUR 703 (3) Advanced Health Assessment and Clinical Reasoning (60 clinical hrs.)  
NUR 716 (3) Applied Statistics and Epidemiology  
NUR 715 (3) Clinical Genetics/Genomics for Advanced Practice Nurses

##### Spring

NUR 801 (3) FNP Focus I: Primary Care of Adults and Their Families  
NUR 802 (5) FNP Focus I Clinical: Primary Care of Adults and Their Families (180 Clinical hrs)  
NUR 800 (1) Essential Procedures for the Family Nurse Practitioner (12 hours lab)  
NUR 899 (1) Scholarly Project



# School of Nursing

## Doctor of Nursing Practice Program

### Summer

NUR 713 (3) Health Systems Leadership  
NUR 803 (3) FNP Focus II: Women's Health in the Reproductive Years  
NUR 804 (5) FNP Focus II Clinical: Women's Health in the Reproductive Years (180 clinical hrs.)

### Year 3

#### Fall

NUR 805 (3) FNP Focus III: Care of Children and Adolescent Clients  
NUR 806 (5) FNP Focus III Clinical: Care of Children and Adolescent Clients (180 clinical hrs.)  
NUR 899 (1) Scholarly Project

#### Spring

NUR 807 (3) FNP Focus I: Primary Care of Adults and Their Families  
NUR 808 (5) FNP Focus I Clinical: Primary Care of Adults and Their Families (180 clinical hrs.)  
NUR 899 (1) Scholarly Project

### Summer

NUR 885(3) FNP Capstone I (120 clinical hrs.)  
NUR 899(3) DNP Scholarly Project  
ELECTIVE (3)\* \*This Elective can be taken in any semester, only **one** elective is required.

### Year 4

#### Fall

NUR 886 (3) FNP Capstone II (120 clinical hrs.)  
NUR 899 (3) DNP Scholarly Project

*If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters. Details regarding this are included on the course completion check list on the reverse of this page. Any deviations must be discussed with and approved by your faculty advisor. Also note that course offerings are dependent upon meeting minimum enrollment requirements.*

Student Name: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

CSU ID: \_\_\_\_\_

Semester Started: \_\_\_\_\_

## Family Nurse Practitioner Track (Full-Time)

### Course Completion Check List

Course Number	Course Name	Credit Hours	Term Offered	Semester Proposed to be Taken	Term Actually taken	Grade Earned
NUR 701	Physiology and Pathophysiology for Advanced Nursing Practice	3	Spring			
NUR 702	Advanced Pharmacology for Advanced Nursing Practice	3	Summer			
NUR 703	Advanced Health Assessment and Clinical Reasoning <b>60 clinical hours</b>	3	Fall			
NUR 704	Roles and Responsibilities of the Advanced Practice Nurse	2	Fall			
NUR 706	Methods of Evidence-Based Practice	3	Fall			
NUR 707	Improving Population Health <b>30 Clinical Hrs</b>	3	Fall			
NUR 708	Connecting Theory and Research Knowledge for Advanced Nursing Practice	3	Spring			
NUR 709	Health Policy for Nurses and Other Healthcare Professionals	3	Summer			
NUR 711	Ethical Leadership in Professional Nursing Practice	3	Summer			
NUR 712	Applying Information Technology to Support EBP	3	Spring			
NUR 713	Health Systems Leadership	3	Summer			
NUR 715	Clinical Genetics/Genomics for Advanced Practice Nurses	3	Fall			
NUR 716	Applied Statistics and Epidemiology	3	Fall			
NUR 800	Essential Procedures for the Family Nurse Practitioner <b>12 Lab Hours</b>	1	Spring			

Course Number	Course Name	Credit Hours	Term Offered	Semester Proposed to be Taken	Term Actually taken	Grade Earned
NUR 801	FNP Focus I: Primary Care of Adults and Their Families	3	Spring			
NUR 802	FNP Focus I Clinical: Primary Care of Adults and Their Families 180 clinical	5	Spring			
NUR 803	FNP Focus II: Women's Health in the Reproductive Years	3	Summer			
NUR 804	FNP Focus II Clinical: Women's Health in the Reproductive Years 180 clinical hours	5	Summer			
NUR 805	FNP Focus III: Care of Children and Adolescent Clients	3	Fall			
NUR 806	FNP Focus III Clinical: Care of Children and Adolescent Clients 180 clinical hours	5	Fall			
NUR 807	FNP Focus IV: Care of the Aging Adult Client	3	Spring			
NUR 808	FNP Focus IV Clinical: Care of the Aging Adult Client 180 clinical hours	5	Spring			
NUR 885	FNP Capstone I (Residency) 120 clinical hours	3	Summer			
NUR 886	FNP Capstone II (Residency) 120 clinical hours	3	Fall			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Fall Year 1			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Spring Year 2			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Fall Year 3			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Spring Year 3			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	3	Summer Year 3			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	3	Fall Year 4			
Elective	[Specify]	3	Fall/Spring/Summer			
<b>Minimum Hours Required to Graduate</b>		<b>90</b>				

*Any deviations must be discussed with and approved by your faculty advisor and a new form must be submitted. If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters.*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

File: Original to student academic file; Copy to Student



## APPENDIX E



### FAMILY NURSE PRACTITIONER TRACK (PART-TIME) COURSE SEQUENCE

NOTE: Deviation from the established plan of study may result in a delay in program progression

#### Year 1

##### Fall

NUR 704 (2) Roles and Responsibilities of the Advance Practice Nurse  
NUR 706 (3) Methods of Evidence-Based Practice

##### Spring

NUR 708 (3) Connecting Theory and Research Knowledge for Advanced Nursing Practice  
NUR 712 (3) Applying Information Technology to Support EBP  
ELECTIVE (3)\*      \*This Elective can be taken in any semester, only **one** elective is required.

##### Summer

NUR 709 (3) Health Policy for Nurses and Other Healthcare Professionals  
NUR 711 (3) Ethical Leadership in Professional Nursing Practice

#### Year 2

##### Fall

NUR 707 (3) Improving Population Health (30 Clinical Hours)  
NUR 715 (3) Clinical Genetics/Genomics for Advanced Practice Nurses

##### Spring

NUR 701 (3) Physiology and Pathophysiology for Advanced Nursing Practice

##### Summer

NUR 702 (3) Advanced Pharmacology for Advanced Nursing Practice



# School of Nursing

## Year 3

### Fall

NUR 703 (3) Advanced Health Assessment and Clinical Reasoning (60 clinical hrs.)

### Spring

NUR 800 (1) Essential Procedures for the Family Nurse Practitioner (12 hours lab)

NUR 899 (1) Scholarly Project

### Summer

NUR 713 (3) Health Systems Leadership

## Year 4

### Fall

NUR 716 (3) Applied Statistics and Epidemiology

NUR 899 (1) Scholarly Project

### Spring

NUR 801 (3) FNP Focus I: Primary Care of Adults and Their Families

NUR 802 (5) FNP Focus I Clinical: Primary Care of Adults and Their Families (180 Clinical hrs)

### Summer

NUR 803 (3) FNP Focus II: Women's Health in the Reproductive Years

NUR 804 (5) FNP Focus II Clinical: Women's Health in the Reproductive Years (180 clinical hrs.)



# School of Nursing

## Year 5

### Fall

NUR 805 (3) FNP Focus III: Care of Children and Adolescent Clients

NUR 806 (5) FNP Focus III Clinical: Care of Children and Adolescent Clients (180 clinical hrs.)

NUR 899 (1) Scholarly Project

### Spring

NUR 807 (3) FNP Focus I: Primary Care of Adults and Their Families

NUR 808 (5) FNP Focus I Clinical: Primary Care of Adults and Their Families (180 clinical hrs.)

NUR 899 (1) Scholarly Project

### Summer

NUR 885(3) FNP Capstone I (120 clinical hrs.)

NUR 899(3) DNP Scholarly Project

## Year 6

### Fall

NUR 886 (3) FNP Capstone II (120 clinical hrs.)

NUR 899 (1) DNP Scholarly Project

*If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters. Details regarding this are included on the course completion check list on the reverse of this page. Any deviations must be discussed with and approved by your faculty advisor. Also note that course offerings are dependent upon meeting minimum enrollment requirements.*

Student Name: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

CSU ID: \_\_\_\_\_

Semester Started: \_\_\_\_\_

## Family Nurse Practitioner Track (Part-Time) Course Completion Check List

Course Number	Course Name	Credit Hours	Term Offered	Semester Proposed to be Taken	Term Actually taken	Grade Earned
NUR 701	Physiology and Pathophysiology for Advanced Nursing Practice	3	Spring			
NUR 702	Advanced Pharmacology for Advanced Nursing Practice	3	Summer			
NUR 703	Advanced Health Assessment and Clinical Reasoning <b>60 clinical hours</b>	3	Fall			
NUR 704	Roles and Responsibilities of the Advanced Practice Nurse	2	Fall			
NUR 706	Methods of Evidence-Based Practice	3	Fall			
NUR 707	Improving Population Health <b>30 Clinical Hrs</b>	3	Fall			
NUR 708	Connecting Theory and Research Knowledge for Advanced Nursing Practice	3	Spring			
NUR 709	Health Policy for Nurses and Other Healthcare Professionals	3	Summer			
NUR 711	Ethical Leadership in Professional Nursing Practice	3	Summer			
NUR 712	Applying Information Technology to Support EBP	3	Spring			
NUR 713	Health Systems Leadership	3	Summer			
NUR 715	Clinical Genetics/Genomics for Advanced Practice Nurses	3	Fall			
NUR 716	Applied Statistics and Epidemiology	3	Fall			
NUR 800	Essential Procedures for the Family Nurse Practitioner <b>12 lab hours</b>	1	Spring			

Course Number	Course Name	Credit Hours	Term Offered	Semester Proposed to be Taken	Term Actually taken	Grade Earned
NUR 801	FNP Focus I: Primary Care of Adults and Their Families	3	Spring			
NUR 802	FNP Focus I Clinical: Primary Care of Adults and Their Families <b>180 clinical</b>	5	Spring			
NUR 803	FNP Focus II: Women's Health in the Reproductive Years	3	Summer			
NUR 804	FNP Focus II Clinical: Women's Health in the Reproductive Years <b>180 clinical hours</b>	5	Summer			
NUR 805	FNP Focus III: Care of Children and Adolescent Clients	3	Fall			
NUR 806	FNP Focus III Clinical: Care of Children and Adolescent Clients <b>180 clinical hours</b>	5	Fall			
NUR 807	FNP Focus IV: Care of the Aging Adult Client	3	Spring			
NUR 808	FNP Focus IV Clinical: Care of the Aging Adult Client <b>180 clinical hours</b>	5	Spring			
NUR 885	FNP Capstone I (Residency) <b>120 clinical hours</b>	3	Summer			
NUR 886	FNP Capstone II (Residency) <b>120 clinical</b>	3	Fall			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Fall Year 1			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Spring Year 2			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Fall Year 3			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	1	Spring Year 3			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	3	Summer Year 3			
NUR 899	DNP Scholarly Project (Taken total of 6 times)	3	Fall Year 4			
Elective	[Specify]	3	Fall/Spring/Summer			
<b>Minimum Hours Required to Graduate</b>		<b>90</b>				

*Any deviations must be discussed with and approved by your faculty advisor and a new form must be submitted. If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters.*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

File: Original to student academic file; Copy to Student

## APPENDIX F



### PSYCH-MENTAL HEALTH NURSE PRACTITIONER TRACK (FULL-TIME) COURSE SEQUENCE

NOTE: Deviation from the established plan of study may result in a delay in program progression

#### Year 1

##### Fall

NUR 704 (2) Roles and Responsibilities of the Advanced Practice Nurse  
NUR 706 (3) Methods of Evidence-Based Practice  
NUR 707 (3) Improving Population Health (30 clinical hours)  
NUR 899 (1) DNP Scholarly Project

##### Spring

NUR 708 (3) Connecting Theory and Research Knowledge for Advanced Nursing Practice  
NUR 701 (3) Physiology and Pathophysiology for Advanced Nursing Practice  
NUR 712 (3) Applying Information Technology to Support EBP

##### Summer

NUR 702 (3) Advanced Pharmacology for Advanced Nursing Practice  
NUR 709 (3) Health Policy for Nurses and Other Healthcare Professionals  
NUR 711 (3) Ethical Leadership in Professional Nursing Practice

#### Year 2

##### Fall

NUR 703 (3) Advanced Health Assessment and Clinical Reasoning (60 clinical hours)  
NUR 716 (3) Applied Statistics and Epidemiology  
NUR 715 (3) Clinical Genetics/ Genomics for Advanced Practice Nurses

##### Spring

NUR 820 (2) Psychiatric Mental Health Assessment (30 clinical hours)  
NUR 821 (2) Neuropsychopharmacology  
NUR 822 (2) Theoretical Foundations for Psychiatric-Mental Health Nursing Across the Lifespan  
NUR 899 (1) DNP Scholarly Project

## Summer

NUR 713 (3) Health Systems Leadership

NUR 823 (3) PMNNP Focus I: Care of the Adult Individual Client

NUR 824 (5) PMNNP Focus I Clinical: Care of the Adult Individual Client (180 clinical hours)

## Year 3

### Fall

NUR 825 (3) PMNNP Focus II: Care of the Family as Client

NUR 826 (5) PMNNP Focus II Clinical: Care of the Family as Client (180 clinical hours)

NUR 899 (1) DNP Scholarly Project

### Spring

NUR 827 (3) PMNNP Focus III: Care of Children and Adolescents

NUR 828 (5) PMNNP Focus III Clinical: Care of Children and Adolescents (180 clinical hours)

### Summer

NUR 829 (3) PMNNP Focus IV: Group Therapy

NUR 830 (5) PMNNP Focus IV Clinical: Group Therapy (180 clinical hours)

NUR 899 (1) DNP Scholarly Project

## Year 4

### Fall

NUR 883 (3) PMHNP Specialty Capstone I (120 clinical hours)

NUR 899 (3) DNP Scholarly Project

### Spring

NUR 884 (3) PMHNP Specialty Capstone II (120 clinical hours)

NUR 899 (3) DNP Scholarly Project

*If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters. Details regarding this are included on the course completion check list on the reverse of this page. Any deviations must be discussed with and approved by your faculty advisor. Also note that course offerings are dependent upon meeting minimum enrollment requirements.*

Name: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

CSU ID: \_\_\_\_\_

Semester Started: \_\_\_\_\_

**Psychiatric/Mental Health Nurse Practitioner Track (Full-Time)**  
**Completion Check List**

Course Number	Course Name	Credit Hours	Term Offered	Term proposed to be Taken	Term Actually taken	Grade Earned
NUR 701	Physiology and Pathophysiology for Advanced Nursing Practice	3	Spring			
NUR 702	Advanced Pharmacology for Advanced Nursing Practice	3	Summer			
NUR 703	Advanced Health Assessment and Clinical Reasoning <b>60 clinical hours</b>	3	Fall			
NUR 704	Roles and Responsibilities of the Advanced Practice Nurse	2	Fall			
NUR 706	Methods of Evidence-Based Practice	3	Fall			
NUR 707	Improving Population Health <b>30 clinical</b>	3	Fall			
NUR 708	Connecting Theory and Research Knowledge for Advanced Nursing Practice	3	Spring			
NUR 709	Health Policy for Nurses and Other Healthcare Professionals	3	Summer			
NUR 711	Ethical Leadership in Professional Nursing Practice	3	Summer			
NUR 712	Applying Information Technology to Support EBP	3	Spring			
NUR 713	Health Systems Leadership	3	Summer			
NUR 715	Clinical Genetics/ Genomics for Advanced Practice Nurses	3	Fall			
NUR 716	Applied Statistics and Epidemiology	3	Fall			
NUR 820	Psychiatric Mental Health Assessment <b>30 clinical hours</b>	2	Spring			
NUR 821	Neuropsychopharmacology	2	Spring			



Course Number	Course Name	Credit Hours	Term Offered	Term proposed to be Taken	Term Actually taken	Grade Earned
NUR 822	Theoretical Foundations for Psychiatric-Mental Health Nursing Across the Lifespan	2	Spring			
NUR 823	PMNNP Focus I: Care of the Adult Individual Client	3	Summer			
NUR 824	PMNNP Focus I Clinical: Care of the Adult Individual Client <b>180 clinical hours</b>	5	Summer			
NUR 825	PMNNP Focus II: Care of the Family as Client	3	Fall			
NUR 826	PMNNP Focus II Clinical: Care of the Family as Client <b>180 clinical hours</b>	5	Fall			
NUR 827	PMNNP Focus III: Care of Children and Adolescents	3	Spring			
NUR 828	PMNNP Focus III Clinical: Care of Children and Adolescents <b>180 clinical hrs</b>	5	Spring			
NUR 829	PMNNP Focus IV: Group Therapy	3	Summer			
NUR 830	PMNNP Focus IV Clinical: Group Therapy <b>180 clinical hours</b>	5	Summer			
NUR 883	PMHNP Specialty Capstone I <b>120 clinical hours</b>	3	Fall			
NUR 884	PMHNP Specialty Capstone II <b>120 clinical hours</b>	3	Spring			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Fall Year 1			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Spring Year 2			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Fall Year 3			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Summer Year 3			
NUR 899	DNP Scholarly Project (Taken 6 times)	3	Fall Year 4			
NUR 899	DNP Scholarly Project (Taken 6 times)	3	Spring Year 4			
	<b>Minimum Hours Required to Graduate</b>	<b>92</b>				

*Any deviations must be discussed with and approved by your faculty advisor and a new form must be submitted. If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters.*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date



## **PSYCH-MENTAL HEALTH NURSE PRACTITIONER TRACK (PART-TIME) COURSE SEQUENCE**

NOTE: Deviation from the established plan of study may result in a delay in program progression

### **Year 1**

#### **Fall**

NUR 704 (2) Roles and Responsibilities of the Advanced Practice Nurse  
NUR 706 (3) Methods of Evidence-Based Practice

#### **Spring**

NUR 708 (3) Connecting Theory and Research Knowledge for Advanced Nursing Practice  
NUR 712 (3) Applying Information Technology to Support EBP

#### **Summer**

NUR 709 (3) Health Policy for Nurses and Other Healthcare Professionals  
NUR 711 (3) Ethical Leadership in Professional Nursing Practice

### **Year 2**

#### **Fall**

NUR 707 (3) Improving Population Health (30 clinical hours)  
NUR 715 (3) Clinical Genetics/ Genomics for Advanced Practice Nurses

#### **Spring**

NUR 701 (3) Physiology and Pathophysiology for Advanced Nursing Practice

#### **Summer**

NUR 702 (3) Advanced Pharmacology for Advanced Nursing Practice

### **Year 3**

#### **Fall**

NUR 703 (3) Advanced Health Assessment and Clinical Reasoning (60 clinical hours)



# School of Nursing

## Spring

NUR 820 (2) Psychiatric Mental Health Assessment (30 clinical hours)  
NUR 899 (1) DNP Scholarly Project

## Summer

NUR 713 (3) Health Systems Leadership  
NUR 899 (1) DNP Scholarly Project

## Year 4

### Fall

NUR 716 (3) Applied Statistics and Epidemiology  
NUR 899 (1) DNP Scholarly Project

### Spring

NUR 821 (2) Neuropsychopharmacology  
NUR 822 (2) Theoretical Foundations for Psychiatric-Mental Health Nursing Across the Lifespan

### Summer

NUR 823 (3) PMNPN Focus I: Care of the Adult Individual Client  
NUR 824 (5) PMNPN Focus I Clinical: Care of the Adult Individual Client (180 clinical hours)

## Year 5

### Fall

NUR 825 (3) PMNPN Focus II: Care of the Family as Client  
NUR 826 (5) PMNPN Focus II Clinical: Care of the Family as Client (180 clinical hours)

### Spring

NUR 827 (3) PMNPN Focus III: Care of Children and Adolescents  
NUR 828 (5) PMNPN Focus III Clinical: Care of Children and Adolescents (180 clinical hours)  
NUR 899 (1) DNP Scholarly Project

**Summer**

NUR 829 (3) PMNNP Focus IV: Group Therapy

NUR 830 (5) PMNNP Focus IV Clinical: Group Therapy (180 clinical hours)

**Year 6****Fall**

NUR 883 (3) PMHNP Specialty Capstone I (120 clinical hours)

NUR 899 (3) DNP Scholarly Project

**Spring**

NUR 884 (3) PMHNP Specialty Capstone II (120 clinical hours)

NUR 899 (3) DNP Scholarly Project

*If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters. Details regarding this are included on the course completion check list on the reverse of this page. Any deviations must be discussed with and approved by your faculty advisor. Also note that course offerings are dependent upon meeting minimum enrollment requirements.*

Name: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

CSU ID: \_\_\_\_\_

Semester Started: \_\_\_\_\_

## Psychiatric/Mental Health Nurse Practitioner Track (Part-Time) Completion Check List

Course Number	Course Name	Credit Hours	Term Offered	Term proposed to be Taken	Term Actually taken	Grade Earned
NUR 701	Physiology and Pathophysiology for Advanced Nursing Practice	3	Spring			
NUR 702	Advanced Pharmacology for Advanced Nursing Practice	3	Summer			
NUR 703	Advanced Health Assessment and Clinical Reasoning <b>60 clinical hours</b>	3	Fall			
NUR 704	Roles and Responsibilities of the Advanced Practice Nurse	2	Fall			
NUR 706	Methods of Evidence-Based Practice	3	Fall			
NUR 707	Improving Population Health <b>30 clinical</b>	3	Fall			
NUR 708	Connecting Theory and Research Knowledge for Advanced Nursing Practice	3	Spring			
NUR 709	Health Policy for Nurses and Other Healthcare Professionals	3	Summer			
NUR 711	Ethical Leadership in Professional Nursing Practice	3	Summer			
NUR 712	Applying Information Technology to Support EBP	3	Spring			
NUR 713	Health Systems Leadership	3	Summer			
NUR 715	Clinical Genetics/ Genomics for Advanced Practice Nurses	3	Fall			
NUR 716	Applied Statistics and Epidemiology	3	Fall			
NUR 820	Psychiatric Mental Health Assessment <b>30 clinical hours</b>	2	Spring			
NUR 821	Neuropsychopharmacology	2	Spring			

Course Number	Course Name	Credit Hours	Term Offered	Term proposed to be Taken	Term Actually taken	Grade Earned
NUR 822	Theoretical Foundations for Psychiatric-Mental Health Nursing Across the Lifespan	2	Spring			
NUR 823	PMNNP Focus I: Care of the Adult Individual Client	3	Summer			
NUR 824	PMNNP Focus I Clinical: Care of the Adult Individual Client <b>180 clinical hours</b>	5	Summer			
NUR 825	PMNNP Focus II: Care of the Family as Client	3	Fall			
NUR 826	PMNNP Focus II Clinical: Care of the Family as Client <b>180 clinical hours</b>	5	Fall			
NUR 827	PMNNP Focus III: Care of Children and Adolescents	3	Spring			
NUR 828	PMNNP Focus III Clinical: Care of Children and Adolescents <b>180 clinical hrs</b>	5	Spring			
NUR 829	PMNNP Focus IV: Group Therapy	3	Summer			
NUR 830	PMNNP Focus IV Clinical: Group Therapy <b>180 clinical hours</b>	5	Summer			
NUR 883	PMHNP Specialty Capstone I <b>120 clinical hours</b>	3	Fall			
NUR 884	PMHNP Specialty Capstone II <b>120 clinical hours</b>	3	Spring			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Spring Year 3			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Summer Year 3			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Fall Year 4			
NUR 899	DNP Scholarly Project (Taken 6 times)	1	Spring Year 5			
NUR 899	DNP Scholarly Project (Taken 6 times)	3	Fall Year 6			
NUR 899	DNP Scholarly Project (Taken 6 times)	3	Spring Year 6			
	<b>Minimum Hours Required to Graduate</b>	<b>92</b>				

*Any deviations must be discussed with and approved by your faculty advisor and a new form must be submitted. If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters.*

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date



### HEALTH SYSTEMS NURSING LEADERSHIP TRACK (PART-TIME) COURSE SEQUENCE

NOTE: Deviation from the established plan of study may result in a delay in program progression

#### Year 1

##### Fall

NUR 705 (3) Transitioning to a DNP Leadership Role (60 clinical hours)  
NUR 899 (1) DNP Scholarly Project

##### Spring

NUR 708 (3) Connecting Theory and Research Knowledge for Advanced Nursing Practice  
NUR 712 (3) Applying Information Technology to Support EBP

##### Summer

NUR 711 (3) Ethical Leadership in Professional Nursing Practice

#### Year 2

##### Fall

NUR 707 (3) Improving Population Health (30 clinical hrs)  
NUR 716 (3) Applied Statistics and Epidemiology  
NUR 899 (1) DNP Scholarly Project  
\*\*\*NUR 887 (3) Directed Leadership (60 clinical hours per 1 credit) (If needed)

##### Spring

NUR 850 (3) Strategic Management of Nursing and Health System Resources  
NUR 851 (3) Leadership for Systems Change and Innovation  
\*\*\*NUR 887 (3) Directed Leadership (60 clinical hours per 1 credit) (If needed)

##### Summer

NUR 852 (3) Program Planning, Evaluation and Quality Management (90 clinical hrs)  
NUR 899 (1) DNP Scholarly Project  
\*\*\*NUR 887 (3) Directed Leadership (60 clinical hours per 1 credit) (If needed)

## Year 3

### Fall

NUR 881 (3) Systems Level Capstone I **(180 clinical hrs)**

NUR 899 (1) DNP Scholarly Project

### Spring

NUR 882 (3) Systems Level Capstone II **(180 clinical hrs)**

NUR 899 (1) DNP Scholarly Project

*If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters. Details regarding this are included on the course completion check list on the reverse of this page. Any deviations must be discussed with and approved by your faculty advisor. Also note that course offerings are dependent upon meeting minimum enrollment requirements.*



Name: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

CSU ID: \_\_\_\_\_

Semester Started: \_\_\_\_\_

### Health Systems Nursing Leadership Track (Part-Time) Completion Check List

Course Number	Course Name	Credit Hours	Semester Offered	Semester Planned to take	Semester Completed	Grade Earned
NUR 705	Transitioning to a DNP Leadership Role in a Complex Healthcare System (60 Clinical hrs)	3	Fall			
NUR 707	Improving Population Health (30 Clinical hrs)	3	Fall			
NUR 708	Connecting Theory and Research Knowledge for Advanced Nursing Practice	3	Spring			
NUR 711	Ethical Leadership in Professional Nursing Practice	3	Summer			
NUR 712	Applying Information Technology to Support EBP	3	Spring			
NUR 716	Applied Statistics and Epidemiology	3	Fall			
NUR 850	Strategic Management of Nursing and Health System Resources	3	Spring			
NUR 851	Leadership for Systems Change and Innovation	3	Spring			
NUR 852	Program Planning, Evaluation and Quality Management (90 Clinical hrs)	3	Summer			
NUR 881	Systems Level Capstone I (180 Clinical hrs)	3	Fall			
NUR 882	Systems Level Capstone II (180 Clinical hrs)	3	Spring			
NUR 899	DNP Scholarly Project (Taken 5 times)	1	Fall Year 1			
NUR 899	DNP Scholarly Project (Taken 5 times)	1	Fall Year 2			
NUR 899	DNP Scholarly Project (Taken 5 times)	1	Summer Year 2			
NUR 899	DNP Scholarly Project (Taken 5 times)	1	Fall Year 2			
NUR 899	DNP Scholarly Project (Taken 5 times)	1	Spring Year 2			
NUR 887	Directed Leadership Clinical (If Needed)	1-9	Fall/Spring/Summer			
	<b>Minimum Hours Required to Graduate</b>	<b>38 - 47</b>				

*Any deviations must be discussed with and approved by your faculty advisor and a new form must be submitted. If you are unable to complete the recommended courses when they are offered, you will delay the completion of your degree, as the courses are only offered during specific semesters.*

\_\_\_\_\_  
Student Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Advisor Signature\_\_\_\_\_  
Date