School of Nursing

Graduate Student Handbook

CH Building, College of Health at Cleveland State University, is the home of the School of Nursing and follows the University's emphasis on transparency and abundant daylight.

Academic Year 2025-2026

Welcome

To: Graduate Nursing Students

From: Mary Lynn Davis-Ajami, PhD, MBA, MSN, FNP, RN, Professor, Director and Chief Nursing Administrator of the School of Nursing in the College of Health at Cleveland State University

Date: August 2025

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 with 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, research evaluation, survey research, data projections, and epidemiological, data, 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 in 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!

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Section I: School of Nursing information

1. History

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. In 2017, the SON launched an MSN degree program, designed in a blended delivery format, in addition to the online MSN degree program. In 2019, the School of Nursing admitted its first Doctor of Nursing Practice degree program cohort. Pathways to the DNP include a BSN to DNP in Family Nurse Practitioner and a BSN to DNP in Psychiatric Mental Health Nursing Nurse Practitioner. The MSN to DNP option focuses on Health Systems Leadership.

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 2023 The College Realignment initiative, outlined in the CSU 2.0 Blueprint, restructured colleges within the university to better reflect strengths, enhance recruiting and investment opportunities, streamline administrative support, and reduce costs. A focal point of this realignment is the establishment of a dedicated health college, leveraging CSU's strengths in various health-related fields and urban contexts. This health college is comprised of seven academic subunits: nursing, social work, health sciences/human performance, physical therapy, occupational therapy, communication sciences and disorders, and music therapy.

2. Mission, Vision, Goals and Values

Mission

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

Vision

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.

Core Values

Professionalism

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

Integrity

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

Respect

Respect in nursing and nursing education is earned from 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 involves critical thinking and dedication 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 seeks 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 requires 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 provides teamwork opportunities and fosters a collaborative spirit to function and prosper in a team setting.

3. School of Nursing Directory

Faculty and staff contact, and biographical information can be accessed from the SON website. Please locate the information on your Nursing Faculty Advisor and professors in the Cleveland State Directory.

Faculty information and research areas of interest are listed on the faculty profile page.

[CSU Faculty Profiles - Cleveland State University](#)

The Leadership team for the School of Nursing is listed below with links to their faculty pages.

Director, School of Nursing

Dr. Mary Lynn Davis-Ajami

Graduate Program Coordinator, School of Nursing

Dr. Wendy Sarver (Interim)

[CSU Faculty Profile Detail - Cleveland State University](#)

Undergraduate Program Coordinator, School of Nursing

Professor Sarah Nocero (Interim)

[CSU Faculty Profile Detail - Cleveland State University](#)

Dr. Cindy Woodfield (Interim)

4. Your Nursing Faculty Advisor

Upon entering the program, degree-seeking students will be assigned a Nursing Faculty Advisor. Students are encouraged to consult their Nursing Faculty Advisor regarding Academic, professional, and personal concerns. Students must consult with their Nursing Faculty Advisor before withdrawing from any required course and before changing tracks. Advisors communicate with students each semester to determine if students have program or course of study questions. Students must not drop or withdraw from a course without first consulting with their nursing faculty advisor.

Student Online Experience Coaches

The Student Online Experience Team focuses on building positive relationships with online students from first course enrollment through graduation.

Some of their duties include:

- Developing a structured contact schedule to stay in touch with each student.

- Reminding students to register, obtain course materials, pay for upcoming courses, and encourage them to keep up with their assignments.

- Directing students to institutional resources when they need help.

- Conducting outreach to students during census to encourage participation and create a plan for success in classes.

- Monitoring log-in activity/grades (dependent on system access) and encouraging classroom engagement.

- Developing and executing an engagement strategy consisting of check-ins, important reminders, student follow-up, targeted outreach, and information sharing related to student success.

5. Diversity, Equity, and Inclusion

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.

Office for Protected Rights

The Office for Protected Rights 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

[Office for Protected Rights | Cleveland State University](#)

6. Accreditation

Higher Learning Commission (HLC)

Cleveland State University is accredited by the Higher Learning Commission (HLC), the largest regional accreditor in the U.S.

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree program in nursing, master's degree program in nursing and

Doctor of Nursing Practice program at Cleveland State University is accredited by the Commission on Collegiate Nursing Education CCNE Accreditation

7. Graduate Student Health Data Requirements

Students must have current and complete Program and Health Data Requirements on file in the SON to participate in clinical practicum. 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 graduate degree/certificate program.

Program requirements include:

- Health insurance
- Immunizations/titers
- CPR training
- BCI/FBI background checks
- Clinical time logs/patient cases
- RN license verification

Students are responsible for uploading Program and Health data into the Exxat Software System by the due date in the first term of classes. Students are responsible for uploading all their health and program requirements to the Exxat system and the fees that apply to the repository system. <u>Failure to submit these documents will impede the forward progression of the student in the program.</u> Students are responsible for maintaining current Program and Health Data requirements.

Students may enroll in a 600-level and above nursing course once all Program and Health Requirements are met. If this requirement is not met, a hold will be placed on the student's registration for courses until all requirements are met and appropriate documentation has been received by the SON. Students who do not remain current with health and program data will be administratively withdrawn from clinical practicum courses. Currency in this data is required through a contractual agreement with clinical sites and noted in the Community Affiliation Agreement. **No exceptions will be granted**.

8. EXXAT™ Software

The MSN program in the School of Nursing uses Exxat™ software system for clinical compliance and coursework verification. Students will receive an invitation to join the Exxat™ System one week prior to the start of the term. Students must log in with their CSU credentials and pay an annual $36 fee in order to upload health data for review.

It is ultimately each student's responsibility to maintain compliance with the Graduate Program health data requirements. Students must always keep their compliance current while enrolled in the program. Failure to do so may result in a delay in starting full-time clinical experiences, and/or result in being removed from a clinical education site.

All graduate students, DNP and MSN, will use the Exxat™ software system for clinical compliance and health data requirements. In addition, the MSN student will use the Exxat™ software to log all clinical time, patient cases, and submit required forms and program paperwork.

9. Typhon^{TM} Software

Only the DNP students will use the Typhon software to track and log all clinical hours and document patient cases. Specific instruction will be provided by the graduate program director on how to log in and use the system.

Section II: The Master of Science in Nursing (MSN)

1. Program Description

The CSU MSN program offers two-year, post-baccalaureate education to expand your professional practice impact in one of six practice areas. The program builds on undergraduate competencies by preparing students to focus on advanced nursing for specialized areas of interest. The MSN program offers four non-APRN tracks and two APRN preparation tracks. All non-APRN tracks are 100% online, and clinical opportunities are arranged in the students' local geographics area. The APRN tracks are online with only the FNP preparation track requiring a single 3 day, in-person residency on the CSU campus.

2. MSN Terminal Program Outcomes

By completing the Master of Science in Nursing degree program at Cleveland State University, the graduate will:

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings (Essential I: Background for Practice from Sciences and Humanities).

2. Recognize that ethical and critical decision making is essential to designing and implementing organizational and systems leadership that promotes high-quality nursing education and safe patient care (Essential II: Organizational and Systems Leadership).

3. Use methods, tools, performance measures, and standards related to quality, as well as be prepared to apply quality principles within an organization (Essential III: Quality Improvement and Safety).

4. Apply research outcomes within the practice setting to resolve practice problems, and by doing so, work as a change agent by disseminating results from research and practice improvement initiatives (Essential IV: Translating and Integrating Scholarship into Practice).

5. Uses technologies to deliver and enhance care and nursing education; (Essential V: Informatics and Healthcare Technologies)

6.   Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care (Essential VI: Health Policy and Advocacy).

7.   Act as a member and leader of interprofessional teams by communicating, collaborating, and consulting with other health professionals to manage and coordinate care and nursing education (Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes).

8.   Apply and integrate broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations (Essential VIII: Clinical Prevention and Population Health for Improving Health).

9.   Recognize that nursing practice is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems; possess and integrate an advanced understanding of nursing and relevant sciences into direct and indirect practice components (Essential IX: Master's-Level Nursing Practice).

3. MSN curriculum

The Graduate Nursing Program at Cleveland State University prepares students for advanced nursing specialized practice in population health care. This focus distinguishes CSU and its unique MSN program from any other graduate program in the region. Population health care examines the health status of people in defined groups considering attributes believed to influence health such as lifestyle, ethnicity, disease, gender, age, geography, environment, social, economic, and political conditions. Students will identify a population-based on interest and faculty availability at the start of the student's program of study in the SON.

Currently, students may choose from four MSN degree non-APRN tracks in Specialized Population, Clinical Nurse Leader, Forensic Nursing, and Nursing Education; or two MSN-APRN tracks that prepare students as Family or Psychiatric Mental Health NPs.

a. MSN Clinical Hour Requirements

Each specialty requires a certain number of precepted clinical hours along with a didactic lecture component to fulfill the practicum requirements of the certifying bodies. Individual specialty information can be found on the specialty-specific pages of the Graduate Nursing Handbook.

- o   The Non-APRN tracks require students to complete at least **500 clinical hours.** Nur 605 and Nur 606 have a combination of didactic and clinical hours included in the class.

- o The APRN tracks that prepare nurse practitioners require students to complete at least **780 clinical hours**.

- o The clinical credit hour to precepted clinical hour ratio is as follows:

  1 clinical credit hour = 60 precepted clinical hours

  2 clinical credit hours = 120 precepted clinical hours

  3 clinical credit hours = 180 precepted clinical hours

  4 clinical credit hours = 240 precepted clinical hours

  5 clinical credit hours = 300 precepted clinical hours

4. MSN Non-APRN Nursing Specialty Tracks and Curriculum Plans

There are six specialization tracks in the MSN degree program, four of which prepare students for careers that are not Nurse Practitioners. The tracks include Specialized Populations, Clinical Nurse Leader, Forensic Nursing, and Nursing Education. Students may choose their area of concentration according to interest and faculty availability.

a. MSN Non-APRN Track Description of Courses that Require Clinical Time

Students in one of the MSN Non-APRN tracks will complete three clinical classes for a total of 500 hours. The three courses and clinical expectations are described below.

1. **NUR 505: Introduction to Demography & Epidemiology: A Nursing Perspective**
   This class contains 100 clinical hours supervised by the course instructor for completion of a group project. The course instructor will be the preceptor of record. It is expected that each student will spend 100 hours working towards submission of the completed group project. Examples of time spent may include but are not limited to initial meeting to assign roles; individual time gathering literature for the next group meeting; meetings to discuss progress on the project; time writing your assigned portion of the project.

2. **NUR 605: Population Assessment & Intervention**
   In this course students will complete 200 hours of clinical time. Students will integrate knowledge previously acquired in coursework to identify a heath concern in an identified population and develop a population action plan in this clinical practicum. The purpose of practicum is to integrate the concepts and theories of advanced practice nursing into a self-designed clinical experience within the MSN candidate's area of specialization. A portion of the clinical practicum can be spent on data collection and analysis related to the target population and identifying issues/problems related to the population of interest. Additional clinical hours can be spent in direct contact with the target population.

3. **NUR 606: Capstone Practicum.**
   This is a continuation of the Nur 605 course. In this course, students will

complete 200 hours of clinical time. This clinical time will be spent implementing the action plan developed in Nur 605, gathering assessment data, and completing the final written paper.

The course goals and assignments are to be integrated within a student-preceptor contract but should not be limited to those goals. Students should seek a variety of experiences and explore as many role possibilities as they can guided by the preceptor.

b. MSN Non-APRN Clinical Site Placement

Students will have preceptor placements in a variety of sites in which they will join multidisciplinary teams focusing on health concerns, risk factors, or deviations in health states due to psychosocial, behavioral, or educational factors. Students should plan to use the same clinical site for both Nur 605 and 606. **Any changes in preceptor MUST be approved prior to the change by the Course Instructor and Graduate Program Coordinator.**

Students will partner with placement services to assist in securing a suitable location to complete their clinical time. Depending on the specialty track, the location could be a community entity, government agency, or health care facility. It is common for students to find placement in their institution of employment. Placement services do not guarantee placement.

c. MSN Non-APRN Preceptor Selection

The two clinical courses consist of NUR 605 and NUR 606, which shall be taken consecutively and ideally with the same preceptor. Students should use the same preceptor for NUR 605 and NUR 606 to provide continuity on project development, implementation, and evaluation.

Students will partner with placement services to assist in securing a suitable preceptor at their placement site to complete their clinical time.

Preceptor data and CV must be uploaded in Exxat no later than the posted due date of the year the clinical practicum is to begin. **Even if students are using the same preceptor for each clinical course, the preceptor is required to submit a current resume or CV and upload into Exxat each semester.** No exceptions will be granted. This document is required for program accreditation review and auditing purposes.

Preceptor Qualifications

- For all non-APRN tracks other than Forensic Nursing the preceptor must have a Master of Science in Nursing (MSN), Doctor of Philosophy (PhD), Doctor of Nursing Practice (DNP), or Doctor of Education (EdD) AND experience in the clinical area of interest for the student.

- Preceptors for students studying Forensic Nursing may have a Master of Science in Nursing (MSN), Juris Doctor (JD), Doctor of Medicine (MD), or a Master of Social Work (MSW) with certification as a Licensed Independent Social Worker (LISW) that functions as an expert in a clinical or social service and addresses issues, problems, and services related to forensic nursing.

- Preceptors for the Forensic Nursing Track may serve as prosecution/defense attorneys, medical examiners, coroners, police officers, federal enforcement agency personnel, or sexual assault nurse examiners (SANE) licensed as a Registered Nurse. If the preceptor is not a nurse, the professor for the course will serve as the expert in facilitating the student's application of nursing knowledge and practice.

CNL Specialty Track

The Clinical Nurse Leader (CNL) program is designed to meet the ten assumptions developed by the American Association of Colleges of Nursing (AACN). The program prepares nurses to be leaders in the health care delivery system across all settings in which health care is delivered. Courses will prepare students to design, implement, and evaluate client care by coordinating, delegating, and supervising the care provided by the health care team. The CNL role is not one of administration, but rather, a provider and manager of care to individuals or cohorts within a unit or healthcare setting.

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MSN-Clinical Nurse Leader Track Course Plan

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Year 1

    Semester 1
    NUR 503: Evidence-Based Practice (3)
    NUR 506: Theoretical Foundations for Population Health (3)

    Semester 2
    NUR 505: Introduction to Demography & Epidemiology: A Nursing
            Perspective (3) (100 clinical hrs.)
    NUR 603: Healthcare Finance in Nursing (3)

    Semester 3
    NUR 508: Advanced Assessment, Pathophysiology & Pharmacology (3)

Year 2

    Semester 4
    NUR 605: Population Assessment & Intervention (4) (200 clinical hrs.)
    NUR 602: Health Care Policy (3)

    Semester 5
    NUR 600: Information Systems in Healthcare (3)
    NUR 606: Capstone Practicum (4) (200 clinical hrs.)

    Semester 6
    NUR 510: Ethics for Nurses (3)

                Total: 32 Credits
                                500 Clinical Hours

Forensic Nursing Specialty Track

Forensic Nursing is the application of the science and art of nursing to criminal and civil investigations and legal matters. Forensic nurses provide care to victims/ perpetrators of trauma and/or death due to criminal acts or traumatic events. In this program, students will acquire the in-depth knowledge and skill that interfaces nursing with the law, forensic science, law enforcement, mental health, health care and judicial systems. In addition, the students will be required to take courses specifically related to the population of victims and perpetrators of crime, violence, or traumatic events.

MSN-Forensic Nursing Track Course Plan

Year 1

Semester 1
NUR 503: Evidence-Based Practice (3)
NUR 506: Theoretical Foundations for Population Health (3)

Semester 2
NUR 505: Introduction to Demography & Epidemiology: A Nursing
　　　　　Perspective (3) (100 clinical hrs.)
NUR 511: Introduction to Forensic Nursing (3)

Semester 3
NUR 508: Advanced Assessment, Pathophysiology & Pharmacology (3)
NUR 512: Forensic Methodologies (3)

Year 2

Semester 4
NUR 605: Population Assessment & Intervention (4) (200 clinical hrs.)
NUR 602: Health Care Policy (3)

Semester 5
NUR 600: Information Systems in Healthcare (3)
NUR 606: Capstone Practicum (4) (200 clinical hrs.)

Semester 6
NUR 510: Ethics for Nurses (3)
NUR 617: The Legal System (3)
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Total: 38 Credits
　　　　500 Clinical Hours

Nursing Education Specialty Track

This program is structured to prepare graduates to serve as nurse educators. Students may select a population of interest that includes nursing students or clinical practitioners, as in staff development. Students who complete all clinical practicum courses (NUR 605 and NUR 606) would be eligible to take the Certified Nurse Educator Exam, provided the graduate meets the teaching experience requirements needed to sit for the exam.

MSN-Nursing Education Track Course Plan

Year 1

    Semester 1
NUR 503: Evidence-Based Practice (3)
NUR 506: Theoretical Foundations for Population Health (3)

    Semester 2
NUR 505: Introduction to Demography & Epidemiology: A Nursing
        Perspective (3) (100 clinical hrs.)
NUR 519: Educational Evaluation Methods (3)

    Semester 3
NUR 508: Advanced Assessment, Pathophysiology & Pharmacology (3)
NUR 520: Curriculum Development in Nursing (3)

Year 2

    Semester 4
NUR 602: Health Care Policy (3)
NUR 605: Population Assessment & Intervention (4) (200 clinical hrs.)

    Semester 5
NUR 600: Information Systems in Healthcare (3)
NUR 606: Capstone Practicum (4) (200 clinical hrs.)

    Semester 6
NUR 510: Ethics for Nurses (3)
NUR 518: Nursing Education Leadership (3)

    Total: 38 Credits
                500 Clinical Hours

Specialized Populations Specialty Track

The Specialized Populations track is designed to prepare graduates with advanced skills in the care of populations (aggregates). The graduate will have in-depth skills in population assessment, demography, epidemiology, data analysis, evaluation research, survey research, data projections, and cost-benefit analysis. They will also the ability to apply nursing theory, population theory, ethics, cultural awareness, and political strategies to design, implement, and evaluate population health programs. The program enables nurses to practice with populations across care settings. The population selected must be approved by the student's Nursing Faculty Advisor.

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MSN-Specialized Population Track Course Plan

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Year 1

Semester 1
NUR 503: Evidence-Based Practice (3)
NUR 506: Theoretical Foundations for Population Health (3)

Semester 2
NUR 505: Introduction to Demography & Epidemiology: A Nursing
　　　　Perspective (3) (100 clinical hrs.)
NUR 603: Healthcare Finance in Nursing (3)

Semester 3
NUR 508: Advanced Assessment, Pathophysiology & Pharmacology (3)
Graduate Level Elective　(3)

Year 2

Semester 4
NUR 602: Health Care Policy　(3)
NUR 605: Population Assessment & Intervention (4) (200 clinical hrs.)

Semester 5
NUR 600: Information Systems in Healthcare (3)
NUR 606: Capstone Practicum (4) (200 clinical hrs.)

Semester 6
NUR 510 (3) Ethics for Nurses

Total:　　35 Credits
　　　　　500 Clinical Hours

5. MSN APRN (Nurse Practitioner) Specialty Tracks and Curriculum Plans

There are six specialization tracks in the MSN degree program, two of which prepare students for careers as Nurse Practitioners. These two APRN tracks include Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. Students may choose their area of concentration according to interest and faculty availability.

MSN-APRN Track Clinical Expectations, Site Placement and Preceptor Assignment

The MSN-APRN tracks that prepare students to be nurse practitioners will have a minimum of 750 hours of direct care clinical hours to meet the NONPF criteria.

MSN-APRN Clinical Site and Preceptor Selection

Based on the specialty population for each rotation and the student's location, placement services will assist students in securing a suitable clinical site and preceptor. Students will also have the opportunity to provide referrals to placement services. Referrals are a connection that the student has made either through employment or networking. The Student Online Experience Coach will work closely with students to ensure all necessary requirements and onboarding are completed in order to confirm a student's placement.

MSN-APRN Preceptor Qualifications

MSN FNP track preceptors must be a certified NP, CNM, PA, MD, or DO. NP should be a certified FNP (1+ year min. experience), unencumbered license, certification in relevant specialty. MSN PMHNP preceptors must be NP, PA, MD, DO, Psychologist, PsychD, LCSW & LPC. PA and NP can be PMHNP (1+ year min. experience); unencumbered license, certification in relevant specialty; prescriptive authority.

MSN-APRN Description of Courses that Require Clinical Time

1. **NUR 624: Essential Procedures for FNP.** This course requires students to come to the CSU campus in Cleveland, Ohio for a one-time three-day residency experience during the program.

2. **NUR 627: FNP Focus I: Primary Care of Adults & Their Families Clinical.** In this course, students will complete 240 hours of direct care clinical time at a site that provides primary care to adults and families. Students should expect to provide direct patient care to include assessments, diagnosis, prescribing treatments, and documenting care.

3. **NUR 629: FNP Focus II: Women's Health in Reproductive Years Clinical.** In this course, students will complete 180 hours of direct care clinical time at a site that provides primary care to adult women in their reproductive years. Students should expect to provide direct patient care to include assessments, diagnosis, prescribing treatments, and documenting care.

4. **NUR 609: FNP Focus III: Care of Children & Adolescent Clinical.** In this course, students will complete 180 hours of direct care clinical time at a site

that provides primary care to children and adolescents. Students should expect to provide direct patient care to include assessments, diagnosis, prescribing treatments, and documenting care.

5. **NUR 611: FNP Focus IV: Care of the Aging Adult Client Clinical.** In this course, students will complete 180 hours of direct care clinical time in a site that provides primary care to aging adults and geriatric individuals. Students should expect to provide direct patient care to include but not limited to assessments, diagnosis, prescribing treatments, and documenting care.

6. **NUR 639: PMHNP Focus I: Care of the Adult Individual Client Clinical.** In this course, students will complete 300 hours of direct care clinical time at a site that provides psychiatric or mental health care to adults. Students should expect to provide direct patient care to include but not limited to assessments, diagnosis, prescribing treatments, and documenting care.

7. **NUR 641: PMHNP Focus II: Care of the Family as a Client Clinical**. In this course, students will complete 240 hours of direct care clinical time at a site that provides psychiatric or mental health care to families. Students should expect to provide direct patient care to include but not limited to assessments, diagnosis, prescribing treatments, and documenting care.

8. **NUR 613: PMHNP Focus III: Care of Child & Adolescents Clinical.** In this course, students will complete 240 hours of direct care clinical time at a site that provides psychiatric or mental health care to children and adolescents. Students should expect to provide direct patient care to include but not limited to assessments, diagnosis, prescribing treatments, and documenting care.

b. Family Nurse Practitioner MSN-APRN Specialty Track Curriculum Plan

Family Nurse Practitioner (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. FNPs 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.

Students are required to *attend a 3-day residency* on CSU's campus in Cleveland, Ohio. The residency is the second weekend of Semester 2 (subject to change). This residency will include NUR 624 in its entirety. Students cannot progress in the program without attending. Information on specifics (travel, accommodations, parking, schedule) will be provided during Semester 1 of the program. Students completing the curriculum will be eligible to sit for the national nurse practitioner specialty exam.

The Family Nurse Practitioner Post-Masters Certificate program equips graduates with comprehensive skills and knowledge in various areas.

The FNP Student Learning Objectives and Track Outcomes are:

1. **Clinical Competence:** Graduates demonstrate advanced clinical proficiency in providing primary healthcare to individuals and families of all ages in a community setting.

2. **Health Promotion and Disease Prevention:** Proficiency in assessing health risks, promoting healthy behaviors, and implementing interventions to prevent diseases through education.

3. **Diagnosis and Management:** Ability to accurately diagnose and manage common acute and chronic health conditions, including developing comprehensive treatment plans.

4. **Therapeutic Communication:** Effective communication skills to establish rapport, facilitate shared decision-making, and deliver patient-centered care.

5. **Advanced Pharmacology, Health Assessment and Pharmacology:** Advanced knowledge of pharmacotherapeutics, encompassing prescribing medications, managing drug interactions, and educating patients about medication regimens. The program emphasizes honing diagnostic reasoning, advanced communication, and physical assessment skills to discern shifts in health patterns across patients' lifespans with a specialized focus on comprehending alterations in various physiological systems. Through comparative analysis, students gain a nuanced understanding of physiological changes occurring throughout various stages of life.

6. **Evidence-Based Practice:** Utilization of current evidence and research findings to inform clinical decision-making, enhance patient outcomes, and contribute to nursing practice advancement.

7. **Cultural Competence:** Demonstration of cultural sensitivity and competence in delivering healthcare that respects patients' diverse backgrounds, beliefs, and values.

8. **Collaborative Practice**: Effective collaboration with interdisciplinary healthcare teams, including patient referrals and coordination of care across different settings.

9. **Professional Development:** Engagement in ongoing professional growth through activities such as continuing education, certification maintenance, and involvement in professional organizations.

10. **Ethical and Legal Practice:** Adherence to ethical standards and legal

regulations governing advanced nursing practice, ensuring patient confidentiality, autonomy, and informed consent are maintained.

MSN-Family Nurse Practitioner Track Course Plan

Year 1

> **Semester 1**
> NUR 503: Evidence-Based Practice (3)
> NUR 521: Physiology and Pathophysiology for APN (3)
> NUR 602: Health Care Policy (3)
>
> **Semester 2**
> NUR 506: Theoretical Foundations for Population Health (3)
> NUR 522: Advanced Pharmacology for APN (3)
> NUR 523: Advanced Health Assessment (3)
> NUR 624: Essential Procedures for FNP (1)
> > (3 day ON CAMPUS Residency)
>
> **Semester 3**
> NUR 600: Information Systems in Health Care (3)
> NUR 626: FNP Focus I: Primary Care of Adults & Their Families (3)
> NUR 627: FNP Focus I: Primary Care of Adults & Their Families Clinical (4)
> > (240 Clinical hrs.)

Year 2

> **Semester 4**
> NUR 628: FNP Focus II: Women's Health in Reproductive Years (3)
> NUR 629: FNP Focus II: Women's Health in Reproductive Years Clinical (3)
> > (180 Clinical hrs.)
>
> **Semester 5**
> NUR 608: FNP Focus III: Care of Children & Adolescent Clients (3)
> NUR 609: FNP Focus III: Care of Children & Adolescent CLINICAL (3)
> > (180 Clinical hrs.)
>
> **Semester 6**
> NUR 610: FNP Focus IV: Care of the Aging Adult Client (3)
> NUR 611: FNP Focus IV: Care of the Aging Adult Client CLINICAL (3)
> > (180 Clinical hrs.)

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Total: 47 Credits
          780 Clinical Hours

Psychiatric Mental Health Nurse Practitioner MSN-APRN Specialty Track Curriculum Plan

Psychiatric mental health registered nurses (PMH-APRNs) work with individuals, families, groups, and communities, assessing their mental health needs. They are nurse practitioners that 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. Students completing the curriculum will be eligible to sit for the national nurse practitioner specialty exam.

The PMHNP Student Learning objectives and track outcomes are:

11. **Clinical Competence:** As a Psychiatric Mental Health Nurse Practitioner, graduates demonstrate advanced clinical proficiency in providing primary mental healthcare to individuals and families of all ages in a community setting, encompassing assessment, diagnosis, and treatment of psychiatric disorders.

12. **Health Promotion and Disease Prevention:** Proficiency in assessing mental health risks, promoting mental wellness, and implementing interventions to prevent mental health disorders through education and community outreach programs. This includes providing support for healthy lifestyle changes and early intervention strategies.

13. **Diagnosis and Management:** Ability to accurately diagnose and manage common mental health conditions, including mood disorders, anxiety disorders, psychotic disorders, and substance use disorders. Graduates develop comprehensive treatment plans that may include therapy, medication management, and referral to specialized services as needed.

14. **Therapeutic Communication:** Effective communication skills tailored to the unique needs of individuals with mental health concerns. Graduates employ techniques such as active listening, empathy, and nonverbal communication to establish rapport, facilitate shared decision-making, and deliver patient-centered care.

15. **Advanced Pharmacology and Treatment Modalities:** Advanced knowledge of psychopharmacology, including prescribing psychiatric medications and managing potential side effects and drug interactions. Graduates also demonstrate proficiency in utilizing evidence-based psychotherapeutic modalities such as cognitive-behavioral therapy (CBT), dialectical behavior

therapy (DBT), and motivational interviewing (MI) to address mental health concerns.

16. **Evidence-Based Practice in Psychiatric Nursing:** Utilization of current evidence and research findings to inform clinical decision-making, enhance patient outcomes, and contribute to the advancement of psychiatric nursing practice. Graduates critically appraise research literature and incorporate the best practices into their clinical work.

17. **Cultural Competence in Mental Health Care:** Demonstration of cultural sensitivity and competence in delivering mental healthcare that respects patients' diverse backgrounds, beliefs, and values. Graduates recognize the impact of culture on mental health attitudes and behaviors and adapt their approaches accordingly to provide culturally competent care.

18. **Collaborative Practice in Mental Health Care:** Effective collaboration with interdisciplinary mental healthcare teams, including psychiatrists, psychologists, social workers, and other healthcare professionals. Graduates engage in patient-centered care planning, collaborate on treatment strategies, and facilitate seamless transitions of care across different settings.

19. **Professional Development in Psychiatric Nursing:** Commitment to ongoing professional growth through activities such as continuing education, certification maintenance, and active involvement in professional organizations related to psychiatric nursing. Graduates stay abreast of emerging trends and advancements in the field to deliver high-quality care.

20. **Ethical and Legal Practice in Psychiatric Nursing:** Adherence to ethical standards and legal regulations governing advanced psychiatric nursing practice, ensuring patient confidentiality, autonomy, and informed consent are maintained. Graduates navigate complex ethical dilemmas with integrity and advocate for the rights and well-being of their patients.

MSN-Psychiatric Mental Health Nurse Practitioner Course Plan

Year 1

Semester 1
NUR 503: Evidence-Based Practice (3)
NUR 521: Physiology and Pathophysiology for APN (3)
NUR 602: Health Care Policy (3)

Semester 2
NUR 506: Theoretical Foundations for Population Health (3)
NUR 522: Advanced Pharmacology for APN (3)
NUR 523: Advanced Health Assessment (3)

Semester 3
NUR 600: Information Systems in Health Care (3)
NUR 635: Psychiatric Mental Health Assessment (1)
NUR 636: Neuropsychopharmacology (2)
NUR 637: Theoretical Foundations for Psychiatric Mental Health Nursing
      Across the Lifespan (2)

Year 2

Semester 4
NUR 638: PMHNP Focus I: Care of the Adult Individual Client (3)
NUR 639: PMHNP Focus I: Care of the Adult Individual Client Clinical (5)
      (300 Clinical hrs.)

Semester 5
NUR 640: PMHNP Focus II: Care of the Family as a Client (3)
NUR 641: PMHNP Focus II: Care of the Family as a Client Clinical (4)
      (240 Clinical hrs.)

Semester 6
NUR 612: PMHNP Focus III: Care of Child & Adolescents (3cr)
NUR 613: PMHNP Focus III: Care of Child & Adolescents Clinical (4)
      (240 Clinical hrs.)

Total: 48 Credits
             780 Clinical Hours

6. MSN Culminating Experiences and Graduation Requirements

a. MSN-Non-APRN Tracks

Students in the non-APRN tracks are required to complete an experiential portfolio which includes uploading artifacts (assignments and papers) to an online repository. In addition to uploading artifacts, students will compose two reflection documents, one after completing all 500 level courses and another after completing all 600 level courses.

Students are required to write and submit a reflection document on the artifacts submitted after completing the NUR 500 level courses and NUR 600 level courses. The reflections should speak to the CCNE core competencies accomplished throughout the program and relate to the artifacts submitted.

Approval for graduation is contingent upon all artifacts being submitted. Failure to submit the required artifacts and refection documents will delay graduation. The Director of the Graduate Program will verify that all artifacts have been submitted once candidates apply for graduation.

MSN Candidates are strongly encouraged to upload required artifacts at the completion of each nursing course. Instructors do not keep copies of assignments and may not be able to access previous Blackboard shells. Failure to comply with this requirement will delay graduation until the requirement is met.

Details of the portfolio expectations and upload instructions are available on the Blackboard Site "Communities-CSU School of Nursing Graduate Student Portfolio Repository".

b. MSN-APRN Tracks

Nure practitioner track students will complete clinical assignments as the culminating experience. During this course reflective journaling will be completed to connect program experiences together. See the course syllabus for more details.

Section III: Graduate Certificates

1. Program description

The School of Nursing offers a graduate certificate in nursing education for licensed RN's to prepare for roles as educators. Students applying to the program must hold a valid, active license as an RN in the United States and a baccalaureate degree in Nursing with a minimum cumulative GPA of 3.0.

2. Certificate Program outcomes

Students who complete the Graduate Certificate in Nursing Education have completed the educational requirements required to apply for the National League for Nursing's Certification for Nurse Educators. [Certification](#)

3. Certificate Specialty Tracks with a Sample Course Plan

a. Nursing Education Graduate Certificate

The Graduate Certificate in Nursing Education provides Registered Nurses with specific skills needed for the education and clinical supervision of students and staff in clinical settings. Coursework focuses on curriculum development and implementation, faculty and student roles, and the evaluation and supervision of nursing students. Graduates of this program may seek employment in schools of nursing at the LPN or diploma level, continuing education programs, and in organizational and leadership education programs in health care facilities. The program starts every Fall semester.

The certificate consists of 4 graduate level courses. There are no clinical hours required for this certificate.

- Nur 518: Nursing Education Leadership (3)
- Nur 519: Educational Evaluation Methods (3)
- Nur 520: Curriculum Development in Nursing (3)
- Nur 600: Information Systems in Healthcare (3)

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Total: 12 Credits

Section IV: Post-Master's Certificate (PMC) Program

1. PMC Program Description

For those who want to explore a new nursing specialization, CSU's online Post-Graduate Certificate offers a pathway to further your career. With combined higher education and hands-on real-world experiences, you'll develop advanced practice skills to provide needed care across your patients' lifespan. Coursework includes focused study on such topics as primary care of adults, women's health in reproductive years, care of children and adolescents, and more.

2. PMC Curriculum

a. Assessment of Prior Learning and Gap Analysis

For students applying to one of the post master's certificate tracks, a comprehensive gap analysis of courses and clinical experience will be conducted to determine an individualized course plan based on prior learning and credits earned. All students must complete at least 3 credit hours of advanced pathophysiology, advanced pharmacology, and advanced assessment.

b. PMC Clinical Hour Requirement

Each specialty requires a certain number of precepted clinical hours along with a didactic lecture component to fulfill the practicum requirements of the certifying bodies. Individual specialty information can be found on the specialty-specific pages of the Graduate Nursing Handbook.

- o The APRN tracks that prepare nurse practitioners require students to complete at least **780 clinical hours**.

- o The clinical credit hour to precepted clinical hour ratio is as follows:

   1 clinical credit hour = 60 precepted clinical hours

   2 clinical credit hours = 120 precepted clinical hours

   3 clinical credit hours = 180 precepted clinical hours

   4 clinical credit hours = 240 precepted clinical hours

   5 clinical credit hours = 300 precepted clinical hours

4. PMC Specialty Tracks

a. Family Nurse Practitioner PMC track

This post-master's certificate is to prepare a nurse who already earned an MSN degree with advanced credential to practice as a Family Nurse Practitioner (FNP). The track builds off undergraduate and core graduate competencies into 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. FNPs 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.

Students are required to attend a 3-day residency on CSU's campus in Cleveland, Ohio. The residency is the second weekend of Semester 2 (subject to change). This residency will include NUR 624 in its entirety. Students cannot progress in the program without attending. Information on specifics (travel, accommodations, parking, schedule) will be provided during Semester 1 of the program. Students completing the curriculum will be eligible to sit for the national nurse practitioner specialty exam.

All PMC students are required to demonstrate core competency through completion of 3 separate credit hour courses in Advanced Pathophysiology, Advanced Pharmacology and Advanced Assessment. Students may transfer prior credit completed in their MSN curriculum or take the courses through CSU.

The Family Nurse Practitioner Post-Masters Certificate program equips graduates with comprehensive skills and knowledge in various areas.

The FNP Student Learning Objectives and Track Outcomes are:

1. **Clinical Competence:** Graduates demonstrate advanced clinical proficiency in providing primary healthcare to individuals and families of all ages in a community setting.

2. **Health Promotion and Disease Prevention:** Proficiency in assessing health risks, promoting healthy behaviors, and implementing interventions to prevent diseases through education.

3. **Diagnosis and Management:** Ability to accurately diagnose and manage common acute and chronic health conditions, including developing comprehensive treatment plans.

4. **Therapeutic Communication:** Effective communication skills to establish rapport, facilitate shared decision-making, and deliver patient-centered care.

5.   **Advanced Pharmacology, Health Assessment and Pharmacology:** Advanced knowledge of pharmacotherapeutics, encompassing prescribing medications, managing drug interactions, and educating patients about medication regimens. The program emphasizes honing diagnostic reasoning, advanced communication, and physical assessment skills to discern shifts in health patterns across patients' lifespans, with a specialized focus on comprehending alterations in various physiological systems. Through comparative analysis, students gain a nuanced understanding of physiological changes occurring throughout various stages of life.

6.   **Evidence-Based Practice:** Utilization of current evidence and research findings to inform clinical decision-making, enhance patient outcomes, and contribute to nursing practice advancement.

7.   **Cultural Competence:** Demonstration of cultural sensitivity and competence in delivering healthcare that respects patients' diverse backgrounds, beliefs, and values.

8.   **Collaborative Practice**: Effective collaboration with interdisciplinary healthcare teams, including patient referrals and coordination of care across different settings.

9.   **Professional Development:** Engagement in ongoing professional growth through activities such as continuing education, certification maintenance, and involvement in professional organizations.

10. **Ethical and Legal Practice:** Adherence to ethical standards and legal regulations governing advanced nursing practice, ensuring patient confidentiality, autonomy, and informed consent are maintained.

For Students who *NEED* to take Advanced Assessment, Pharmacology and Physiology & Pathophysiology

FNP Post-Master Certificate Course Plan

Year 1

Semester 1
NUR 521: Physiology and Pathophysiology for APN (3)

Semester 2
NUR 522: Advanced Pharmacology for APN (3)
NUR 523: Advanced Health Assessment (3)
NUR 624: Essential Procedures for FNP (1)
 (3 day ON CAMPUS Residency)

Semester 3
NUR 626: FNP Focus I: Primary Care of Adults & Their Families (3)
NUR 627: FNP Focus I: Primary Care of Adults & Their Families Clinical (4)
 (240 Clinical hrs.)

Year 2

Semester 4
NUR 628: FNP Focus II: Women's Health in Reproductive Years (3)
NUR 629: FNP Focus II: Women's Health in Reproductive Years Clinical (3)
 (180 Clinical hrs.)

Semester 5
NUR 608: FNP Focus III: Care of Children & Adolescent Clients (3)
NUR 609: FNP Focus III: Care of Children & Adolescent CLINICAL (3)
 (180 Clinical hrs.)

Semester 6
NUR 610: FNP Focus IV: Care of the Aging Adult Client (3)
NUR 611: FNP Focus IV: Care of the Aging Adult Client CLINICAL (3)
 (180 Clinical hrs.)

Total: 35 Credits
 780 Clinical Hours

For Students who *DO NOT NEED* Advanced Assessment, Pharmacology and Physiology & Pathophysiology

FNP Post-Master Certificate Course Plan

Year 1

    Semester 1
NUR 624: Essential Procedures for FNP (1)
    (3 day ON CAMPUS Residency)
NUR 626: FNP Focus I: Primary Care of Adults & Their Families (3)
NUR 627: FNP Focus I: Primary Care of Adults & Their Families Clinical (4)
    (240 Clinical hrs.)

    Semester 2
NUR 628: FNP Focus II: Women's Health in Reproductive Years (3)
NUR 629: FNP Focus II: Women's Health in Reproductive Years Clinical (3)
    (180 Clinical hrs.)

    Semester 3
NUR 608: FNP Focus III: Care of Children & Adolescent Clients (3)
NUR 609: FNP Focus III: Care of Children & Adolescent CLINICAL (3)
    (180 Clinical hrs.)

Year 2

    Semester 4
NUR 610: FNP Focus IV: Care of the Aging Adult Client (3)
NUR 611: FNP Focus IV: Care of the Aging Adult Client CLINICAL (3)
    (180 Clinical hrs.)

Total: 26 Credits
        780 Clinical Hours

b. Psych-Mental Health Nurse Practitioner PMC track

For those who have already earned your master's or doctoral degree in nursing, Cleveland State University's offers the online Post-Graduate Certificate – Psychiatric Mental Health Nurse Practitioner. The program offers graduates a fast and affordable pathway to a new specialized career without having to complete an entire additional degree program. This program prepares you to serve patients of all ages in the mental health care field through proper assessment, diagnosis, and treatment techniques of those with mental health disorders. Become prepared to provide patients with an evidence-based plan of care that may include pharmacologic and non-pharmacologic interventions for the treatment and prevention of acute, episodic and chronic mental health disorders.

Students completing the curriculum will be eligible to sit for the national nurse practitioner specialty exam.

All PMC students are required to demonstrate core competency through completion of individual 3 credit hour courses in Advanced Pathophysiology, Advanced Pharmacology and Advanced Assessment. Students may transfer prior credit completed in their MSN curriculum or take the courses through CSU.

The PMHNP Student Learning Objectives and Track Outcomes

1. **Clinical Competence:** As a Psychiatric Mental Health Nurse Practitioner, graduates demonstrate advanced clinical proficiency in providing primary mental healthcare to individuals and families of all ages in a community setting, encompassing assessment, diagnosis, and treatment of psychiatric disorders.

2. **Health Promotion and Disease Prevention:** Proficiency in assessing mental health risks, promoting mental wellness, and implementing interventions to prevent mental health disorders through education and community outreach programs. This includes providing support for healthy lifestyle changes and early intervention strategies.

3. **Diagnosis and Management:** Ability to accurately diagnose and manage common mental health conditions, including mood disorders, anxiety disorders, psychotic disorders, and substance use disorders. Graduates develop comprehensive treatment plans that may include therapy, medication management, and referral to specialized services as needed.

4. **Therapeutic Communication:** Effective communication skills tailored to the unique needs of individuals with mental health concerns. Graduates employ techniques such as active listening, empathy, and nonverbal communication to

establish rapport, facilitate shared decision-making, and deliver patient-centered care.

5. **Advanced Pharmacology and Treatment Modalities:** Advanced knowledge of psychopharmacology, including prescribing psychiatric medications and managing potential side effects and drug interactions. Graduates also demonstrate proficiency in utilizing evidence-based psychotherapeutic modalities, such as cognitive-behavioral therapy (CBT), dialectical behavior therapy (DBT), and motivational interviewing (MI), to address mental health concerns.

6. **Evidence-Based Practice in Psychiatric Nursing:** Utilization of current evidence and research findings to inform clinical decision-making, enhance patient outcomes, and contribute to the advancement of psychiatric nursing practice. Graduates critically appraise research literature and incorporate best practices into their clinical work.

7. **Cultural Competence in Mental Health Care:** Demonstration of cultural sensitivity and competence in delivering mental healthcare that respects patients' diverse backgrounds, beliefs, and values. Graduates recognize the impact of culture on mental health attitudes and behaviors and adapt their approaches accordingly to provide culturally competent care.

8. **Collaborative Practice in Mental Health Care:** Effective collaboration with interdisciplinary mental healthcare teams, including psychiatrists, psychologists, social workers, and other healthcare professionals. Graduates engage in patient-centered care planning, collaborate on treatment strategies, and facilitate seamless transitions of care across different settings.

9. **Professional Development in Psychiatric Nursing:** Commitment to ongoing professional growth through activities such as continuing education, certification maintenance, and active involvement in professional organizations related to psychiatric nursing. Graduates stay abreast of emerging trends and advancements in the field to deliver high-quality care.

10. **Ethical and Legal Practice in Psychiatric Nursing:** Adherence to ethical standards and legal regulations governing advanced psychiatric nursing practice, ensuring patient confidentiality, autonomy, and informed consent are maintained. Graduates navigate complex ethical dilemmas with integrity and advocate for the rights and well-being of their patients.

For Students who *NEED* Advanced Assessment, Pharmacology and Physiology & Pathophysiology

PMHNP Post-Master Certificate Course Plan

Year 1

Semester 1
NUR 521: Physiology and Pathophysiology for APN (3)

Semester 2
NUR 522: Advanced Pharmacology for APN (3)
NUR 523: Advanced Health Assessment (3)

Semester 3
NUR 635: Psychiatric Mental Health Assessment (1)
NUR 636: Neuropsychopharmacology (2)
NUR 637: Theoretical Foundations for Psychiatric Mental Health Nursing
     Across the Lifespan (2)

Year 2

Semester 4
NUR 638: PMHNP Focus I: Care of the Adult Individual Client (3)
NUR 639: PMHNP Focus I: Care of the Adult Individual Client Clinical (5)
     (300 Clinical hrs.)

Semester 5
NUR 640: PMHNP Focus II: Care of the Family as a Client (3)
NUR 641: PMHNP Focus II: Care of the Family as a Client Clinical (4)
     (240 Clinical hrs.)

Semester 6
NUR 612: PMHNP Focus III: Care of Child & Adolescents (3cr)
NUR 613: PMHNP Focus III: Care of Child & Adolescents Clinical (4)
     (240 Clinical hrs.)

Total: 36 Credits
            780 Clinical Hours

For Students who *DO NOT NEED* Advanced Assessment, Pharmacology
and Physiology & Pathophysiology

PMHNP Post-Master Certificate Course Plan

Year 1

Semester 1
NUR 635: Psychiatric Mental Health Assessment (1)
NUR 636: Neuropsychopharmacology (2)
NUR 637: Theoretical Foundations for Psychiatric Mental Health Nursing
Across the Lifespan (2)

Semester 2
NUR 638: PMHNP Focus I: Care of the Adult Individual Client (3)
NUR 639: PMHNP Focus I: Care of the Adult Individual Client Clinical (5)
(300 Clinical hrs.)

Semester 3
NUR 640: PMHNP Focus II: Care of the Family as a Client (3)
NUR 641: PMHNP Focus II: Care of the Family as a Client Clinical (4)
(240 Clinical hrs.)

Semester 4
NUR 612: PMHNP Focus III: Care of Child & Adolescents (3cr)
NUR 613: PMHNP Focus III: Care of Child & Adolescents Clinical (4)
(240 Clinical hrs.)

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Total: 27 Credits
780 Clinical Hours

5. PMC Clinical Expectations, Site Placement and Preceptor

Based on the specialty population for each rotation and the student's location, placement services will assist students in securing a suitable clinical site and preceptor. Students will also have the opportunity to provide referrals to placement services. Referrals are a connection that the student has made either through employment or networking. The Student Online Experience Coach will work closely with students to ensure all necessary requirements and onboarding are completed in order to confirm a student's placement.

Section V: The DNP in Nursing Program

1. Program Description

In 2018, the School of Nursing established a terminal degree in nursing practice. The Doctor of Nursing Practice (DNP) program builds on the SON's strength in population health nursing and is well situated to respond to the ever-changing primary health care needs of the state and greater Cleveland community. The DNP program has one entry point as a post-master's degree in nursing. The post-MS/MSN entry pathway has an Aggregate/Systems /Organizational focus in Health Systems Nursing Leadership (HSNL). This degree is offered 100% online with clinical placements in the student's geographical area. The curriculum places a strong emphasis on the understanding of population health, systems management, the development, and use of evidence-based strategies for practice, and an opportunity for extensive advanced clinical practice experience.

2. DNP Program outcomes

DNP Program Goals are located on the SON webpage [Post Masters to DNP : Health Systems Leadership | Cleveland State University](#)
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 National Organization of Nurse Practitioner Faculties (NONPF, 2021) competencies. The 6 goals of the CSU Doctor of Nursing Practice program prepare 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.

2. Employ organizational and systems leadership to improve the quality and safety of individuals, aggregates, and populations.

3. Integrate clinical scholarship and utilization of analytical methods to identify best nursing practices.

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.

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.

6. Facilitate collaboration among inter-professional teams to ensure high-quality patient, system, or population health outcomes.

3. DNP Curriculum

a. DNP Clinical Hour Requirement

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.

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.

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, a maximum of 500 hours may be eligible to transfer.
- For those students with a non-clinical master's, the number of practicum hours is generally less. Only supervised clinical hours can be transferred, up to a maximum of 500.
  These students may need to take additional clinical courses to meet the total number of practicums 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.

b. Gap Analysis of Clinical Hours Requirement

Every student admitted to the post master's DNP-HSNL program will have their previous clinical experience evaluated by the graduate program director to determine how many

hours may be transferred from the MSN degree to meet the DNP Clinical hour requirement. It is the responsibility of the student to submit the appropriate paperwork for the determination of clinical credit. If the student does not submit the appropriate paperwork to transfer the clinical credits, they will be responsible for completing 500 hours of NUR 887 during their DNP program. These credits will be in addition to all required courses in the curriculum.

c. Administrative Process for Evaluation and Approval of Transfer for Supervised Clinical or Practicum Hours from the MSN to the DNP program.

1. Each student that requests transfer of supervised clinical hours from a Master's program must complete form E.1 "Post Master DNP: Verification of Clinical Hours Transferred from Master Degree Program".

2. Form E.1 must be signed by an official from their Master's degree program. 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.

3. The Form E.1 is sent to the SON and evaluated by the graduate program director who determines how many of the transferred hours will be approved for transfer to the CSU MSN-DNP Program.

4. The graduate program director completes Form E.2 "Post Master DNP Clinical Hours Required for Candidacy Notification Form" (see below) and provides a copy to the student and official student record to communicate how many hours are approved for transfer and how many hours (if any) need to be completed with additional credits of NUR 887 to fulfill the 1000- hour requirement for DNP candidacy.

d. DNP Clinical Expectations, DNP Site Placement and DNP Preceptor Assignment
1. Placement Coordination:
    - CSU and its partnering institutions will collaborate to identify suitable clinical placement opportunities for nurse practitioner students.

- The placement process will take into account the student's educational needs, program requirements, and the availability of appropriate preceptors and clinical sites.

2. Preceptor Qualifications:
   - Preceptors must hold appropriate licensure and certification in their respective specialty areas.
   - Preceptors should have a minimum of one year of clinical experience in their specialty area.
   - Preceptors must demonstrate proficiency in teaching, mentoring, and evaluating nurse practitioner students.

3. Preceptor Paperwork:
   - Prior to the commencement of the clinical placement, preceptors are required to complete and submit the following documents to CSU:
     - Curriculum Vitae (CV) detailing their professional qualifications and clinical experience.
     - Preceptor Data Form providing contact information and details regarding their practice setting.
     - Clinical Agreement outlining the terms and expectations of the student's clinical placement, including objectives, responsibilities, and evaluation criteria.

4. Student Responsibilities:
   - Nurse practitioner students are expected to adhere to the policies, procedures, and standards of conduct established by CSU and the clinical placement site.
   - Students must maintain open communication with their preceptors and clinical instructors, seeking guidance and feedback as needed.
   - Students are responsible for completing all required documentation, assignments, and assessments related to their clinical placement.

5. Supervision and Evaluation:
   - Preceptors are responsible for supervising and guiding nurse practitioner students during their clinical rotations, ensuring that they acquire necessary clinical competencies and skills.
   - Preceptors will provide ongoing feedback to students and participate in the evaluation process as outlined by CSU.
   - Clinical instructors from CSU will maintain regular communication with preceptors and students to monitor progress and address any concerns.

6. Compliance and Quality Assurance:

- CSU and partnering institutions will ensure that all clinical placements comply with relevant regulatory standards and accreditation requirements.
- Regular reviews and evaluations will be conducted to assess the quality and effectiveness of clinical placements, with adjustments made as necessary to enhance the educational experience.

7. Confidentiality and Privacy:
   - Preceptors and students must maintain strict confidentiality regarding patient information and adhere to all applicable privacy regulations, including HIPAA.
   - Any breaches of confidentiality or privacy violations will be addressed promptly and may result in disciplinary action.

Clinical Hours will be dispersed throughout the program in the following courses:

1. **Nur 705: Transitioning to a DNP Leadership Role in a Complex Health System:** 60 clinical hours will be completed in class as an assignment. The faculty member will function as your preceptor for this clinical time. Students will provide documentation of 60 contact hours spent doing interviews with leaders, exploring different DNP roles, completing the organizational assessment, and preparing the final paper. All activities will be logged on the clinical hours log and submitted as part of the course grade. The purpose of this experience is to allow students to focus on personal leadership qualities and behaviors, leadership style, organizational assessment, and the emerging roles of the DNP as it pertains to leadership. Students may observe leaders functioning in their role but are **not to provide any direct or indirect patient care!** There is no formal clinical placement supplied by CSU. Students are expected to explore the nursing leadership roles within their parent institutions.

2. **NUR 707: Improving Population Health:** 30 clinical hours will be completed in class with the instructor functioning as the preceptor through the completion of two projects. Each student will complete 15 hours designing an in-class presentation on the analysis of selected population health issues through the application of evidence-based practice with a population of interest. In addition, each student will complete 15 hours designing an in-class presentation on the design of a population health program for an issue of concern in the community.

3. **NUR 852 Program Planning, Evaluation and Quality Management:** 90 clinical hours will be completed in-class with the instructor functioning as the preceptor through the completion of classroom projects and papers. These hours will be obtained by work conducted on 2 in-class assignments (Program Description

Paper, and Assessment and Measurement Paper) which will culminate in a Final Evaluation Plan assignment. The clinical time will be spent conducting interviews, completing literature reviews, and writing papers.

4. <u>Two capstone courses will be taken with a total of **360 Clinical Hours**.</u>

   NUR 881 Systems Level Capstone I, for 180 clinical hours &
   NUR 882 Systems Level Capstone II, for 180 clinical hours

   A minimum of 180 supervised clinical hours must be obtained during each of the residency experiences. The experiences in the Capstone Courses are imperative to the development, implementation, and evaluation of the DNP Scholarly Project. The clinical time is a mixture of indirect care as a nursing leader to explore the role of the DNP Health System Nurse Leader, and as a manager of the final project.

   Selection of Capstone Preceptor
   The selection of the residency preceptor for both capstone I & II must be determined in consultation with the student's DNP Scholarly Project Chair; however, it is the student's responsibility to identify a potential preceptor(s) appropriate for the residency component of the program.

   a. No preceptor may hold student status in any CSU graduate nursing degree program.

   b. Preceptors must hold an advanced degree (master or doctoral).

   c. Preceptors must be an expert in the area(s) related to the student's academic and professional goals.

   The preceptor must be an expert in the clinical, educational, or administrative area in which the DNP student wishes to develop expertise. The clinical preceptor must hold a position in the organization where he/she can facilitate the DNP student's access to organizational, personnel, and patient information as applicable. When possible and practical, the DNP student is encouraged to select a preceptor outside of their current work setting. In large organizations, it might be possible to place the DNP student with a preceptor outside the department or unit where they are employed. In this context, it is important that both the preceptor and the student maintain clear boundaries regarding their employment and student status.

   **Student must ensure the preceptor qualification form along with the preceptor's CV is completed and submitted to the graduate program director.

Capstone (Residency) Site Placement

The experiences in the Capstone Courses are imperative to the development, implementation, and evaluation of the DNP Scholarly Project. DNP students are encouraged to select a residency site that can provide the environment necessary to meet their academic and professional goals. The residency site may be a hospital, a health care system, an insurance company, a public health agency, a school/college of nursing, a research institute, a nonprofit agency, or other appropriate organization.

** The School of Nursing must have a **signed affiliation agreement** with the agency prior to the student beginning their residency experience; therefore, the student is strongly encouraged to discuss possible residency sites early in the program of study so delays in placement can be avoided.

General Capstone Responsibilities:

- A student may not log clinical time for the residency courses for the same hours they are being paid by the agency for time related to work.

- If a student is an employee (or has any other formal relationship) of an agency used for a residency experience role must be clearly defined in writing prior to initiation of the placement.

- A course faculty supervisor must be listed for each student.

- To avoid potential conflict between the site's expectations regarding levels of productivity related to site objectives and the student's use of clinical time to meet student objectives, a student may not bill for a service they provided while in a student role.

e. **DNP Scholarly Project**

The DNP Project demonstrates the synthesis of the student's work and provides the groundwork for future clinical or executive leadership and scholarship. Students implement the principles of evidence-based practice and translation under the guidance of the faculty committee chair. The DNP Project is conceptualized early in the program in NUR 899 Scholarly Project and NUR 706 Methods of Evidence-Based Practice for the Advanced Practice Nurse with DNP Project activities occurring throughout the program and culminating during the final semesters.

The DNP Project produces a tangible and deliverable academic product that is derived from practice integration experiences and is reviewed and evaluated by the DNP Project Committee. The integration of these new or refined skills

improves outcomes through organizational/systems leadership, quality improvement processes, and the translation of evidence into practice. **The DNP Project is a significant, evidence-based contribution to nursing practice and existing nursing knowledge. It should be publishable and be of substantive use to the sponsoring agency where the project is completed.**

*Note that students are required to complete at least 5 credits of Nur 899 as part of their degree requirements. Students who do not complete after 5 credits must continue to register for 1 credit of Nur 899 each semester until completion of the DNP project, the written DNP product, and successful DNP defense.

Details about the DNP Scholarly project requirements, guidelines and specifications can be found in the **CSU Doctor of Nursing Practice Project Guideline Handbook**.

f. DNP Scholarly Project Final Defense Deadline

The School of Nursing is aligned with the College of Graduate Studies deadlines for final doctoral defenses. To graduate in a given semester, the final defense must take place by 5pm on the Friday of week 10 for Fall or Spring semester, or week 7 for summer semester. Students who defend after this deadline will graduate the following semester. For additional information, please see the graduate policies in the CSU Online Graduate Catalog. https://catalog.csuohio.edu/

4. DNP Specialty Tracks

a. Health System Nursing Leadership Specialty Track

Cleveland State University's Post Master's Health Systems Leadership program offers online classes for the working nurse executive. To meet the ever-changing demands of our nation's complex health care system, CSU is offering a post master's to DNP program to prepare graduates for leadership positions in health care organizations.

DNP-HSNL Course Plan (Part-Time)

Year 1

Fall

Nur 705: Transitioning to a DNP Leadership Role in a Complex Health System (3) (60 clinical hours)

Nur 899: DNP Scholarly Project (1)

Spring

NUR 708: Connecting Theory and Research Knowledge for Advanced Nursing Practice (3)

NUR 712: Applying Information Technology to Support EBP (3)

Summer

NUR 711 Ethical Leadership in Professional Nursing Practice (3)

Year 2

Fall **

NUR 707: Improving Population Health (3) (30 clinical hours)

NUR 716: Applied Statistics and Epidemiology (3)

NUR 899: Scholarly Project (1)

Spring **

NUR 850: Strategic Management of Health System Resources (3)

NUR 851: Leadership for Systems Change and Innovation (3)

Summer **

NUR 852 Program Planning, Evaluation and Quality Management (3) (90 clinical hours)

NUR 899 DNP Scholarly Project (1)

Year 3

Fall

NUR 881 Systems Level Capstone I (3) (180 clinical hours)

NUR 899 DNP Scholarly Project (1)

Spring

NUR 882 Systems Level Capstone II (3) (180 clinical hours)

NUR 899 DNP Scholarly Project (1)

          Total: 38 Credits

                      540 Clinical Hours

**NUR 887 Directed Leadership may be taken for additional clinical credit as needed at a rate of 1 credit = 60 clinical hours

Section VI: Academic Policies

1. Graduate Program Grading Scale and Grade Policy

All graduate nursing courses utilize one of the following grading scales depending on the course. Each course has associated evaluation rubrics for threaded discussion question participation and all course work products. Be familiar with the evaluation rubrics in each course and prepare your work products to address all evaluation components.

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

* Grades of B- and below are considered grade attainment below graduate

standards. **Note:** There is no grade of C+, C- or D for graduate (500 to 899) courses.

OR

Percentage Range	S/U Grade
86-100%	S (Equivalent to a B or better.)
<86%	U * (Equivalent to B- or lower)

* Grades of U are Unsatisfactory performance by a graduate student in selected courses.

a. Rounding of Grades

Only final course grades will be rounded. Final course grades will be calculated to two decimal places and rounded to a whole number based on ≤.49 rounded down and ≥.50 rounded up.

b. Incomplete Grades

The "I" grade is given when the work in a course has been generally passing, but a specifically required task has not been completed through no fault of the student. An incomplete grade may be issued at the instructor's discretion. A student may request an incomplete grade, however, the instructor is not obligated to grant the request. Incomplete grades are issues at the sole discretion of the course faculty.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1.   The student regularly attends/participates in the class and has the potential to pass the course.

2.   The student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor.

3.   The student has notified the instructor prior to the end of the grading period.

The date assigned by the faculty member for completion of the work for graduate courses cannot be later than the last day of classes of the next term following the term in which the Incomplete grade was received, however, the instructor may require the work to be completed earlier. For all cases, the time limit applies whether the student is enrolled or not. **If a grade change is not submitted by the end of the time limit, the Incomplete grade automatically becomes an F grade on the student transcript.**

Any student granted an incomplete grade will be required to develop an 'incomplete grade agreement' with the instructor delineating when and how final course requirements will be completed. The form is located on the Registrar site at: incomplete_grade_agreement_april2025.pdf

Role of Faculty in Assignment of Grades

Faculty will elicit input from clinical faculty, GAs, preceptors, lab staff, and other community or academic contributors as appropriate to evaluate the student's performance in classroom and clinical settings. With this input, the faculty will determine the course assignment grades for the student. The faculty of record for a course has sole responsibility for assignment of the final course grade.

c. Role of Preceptors in Assignment of Grades

Preceptors provide direct supervision to students in clinical settings. Preceptors are expected to provide continual formative feedback to students as they navigate through the learning experiences. Preceptor feedback is vital for professional growth as a practicing nurse, but they are not expected to grade assignments or coursework. Preceptors are expected to provide substantial input into the midterm and final clinical evaluations of the students. It is the role of the assigned instructor to issue the course grades with the consideration of preceptor input.

d. Graduate Course Repeat/Graduate Grade Forgiveness Policy

The Course Repeat Policy provides students the opportunity to repeat two different graduate courses, up to two times. Students may use the Course Repeat Option to attempt to increase their grade-point average (excluding S/F courses and S/U courses) using their new grade to replace their previous grade. The previous course(s) and grade(s) will remain on the official transcript for historical purposes only.

Please see the College of Graduate Studies website for further information regarding this policy.

[Regulations and Requirements - Cleveland State University - Modern Campus Catalog™](#)

2. Progression in the Program

a. Student Progression

An academic counseling appointment is suggested for every Cleveland State University SON student at least once per academic year with the student's SON Advisor. Student records are maintained by SON Advisors and contain information that may be needed for graduation. This yearly appointment provides students with an important review of their progression. Before withdrawing from any required course or changing MSN tracks, the student must consult with their Nursing Faculty Advisor. Students also share responsibility for monitoring their progress toward completion of the Master of Science in Nursing degree. For assistance with registering for a course please contact the SON Recruiter/Advisor for the MSN degree program.

MSN Recruiter/Advisor contact information.

MSN RECRUITER/ADVISOR	PROGRAM	TELEPHONE	EMAIL ADDRESS
Mary Manzuk	MSN Degree Program-clinical tracks	(216) 687-3810	m.leanza@csuohio.edu
Katie Collins	MSN Degree Program-Non-clinical tracks	(216) 687-5517	k.collins80@csuohio.edu

b. Progressive Intervention Protocol Coaching

Coaching is an intervention resulting in an informal discussion with a student for the purpose of clarifying performance expectations and performance improvement as observed by faculty, staff, or clinical agency representative. The professor documents and retains coaching documents for consideration during performance evaluations.

c. Disciplinary Action

Cleveland State University SON upholds a policy of progressive intervention. Faculty members support students in their professional development consistent with the behavior students demonstrate. Such interventions may range from informal discussion up to and including dismissal from the Nursing Program. Progressive intervention starts with the least restrictive method of intervention, after which progressively more restrictive methods follow as warranted. As progressive intervention involves a

continuum of supportive strategies, it may begin at any level as deemed appropriate by faculty.

i. Verbal Reprimand

A verbal reprimand is a formal discussion with a student following unsatisfactory performance or behavior as observed by a faculty, staff, or clinical agency representative. Following the formal discussion, the verbal reprimand is documented in writing and a copy given to the student with notification of the warning provided to the Graduate Program Coordinator, who will determine whether a copy is placed in the student's academic file.

ii. Written Reprimand

A written reprimand is a formal discussion with written notification to a student when previous verbal reprimands have not resulted in improved performance or when the behavior is of a serious enough nature that it is unsafe, unethical, or unprofessional. A copy of the written reprimand is given to the student, Graduate Program Director, Associate Dean, and the Graduate APAS Committee. A copy is placed in the student's academic file. Recommendation for probation or suspension can begin at the written reprimand level.

iii. Suspension

Suspension is the temporary removal from activities in the Nursing Program as a potential consequence of a written reprimand or failure to meet the conditions of probationary status (see below). Suspension from the Nursing Program is recommended to the APAS Committee by the Faculty member or Graduate Program Director and approved by the Associate Dean. The Graduate APAS Committee will develop a remediation plan, and the terms of which must be met before a student may return to the nursing program or graduate. Students in the Nursing Program who have been suspended are restricted from participating in any classroom or clinical experience until the suspension has been lifted.

iv. Dismissal

Dismissal is the permanent removal from the Nursing Program of a student who has failed to meet the terms of their academic or performance-based probation, suspension, or who has committed an act that is egregiously unsatisfactory, unsafe, or unethical. The Associate Dean will communicate the decision to the student in writing.

3. Academic Actions and Exceptions

Please see the most current CSU Online Graduate Student catalog ([Regulations and Requirements - Cleveland State University - Modern Campus Catalog™](#)) for details on the policies related to the following:

- Optional Dismissal
- Academic Warning
- Mandatory Dismissal
- Re-Admission
- Academic Reassessment Policy
- Exceptions and Petitions
- Petition Guidelines
- Late Registration
- Academic Conduct
- Additional Policies Governing Graduate Education

a. School of Nursing, Student Probationary Status

Probation: Probation or Probationary Status in the Nursing Program informs the student that they are in noncompliance with academic and/or professional behavior standards within the Program. *A student may not graduate from the Nursing Program while on probation.

A student on probation must work with their Nursing Faculty Advisor to revise the course plan to outline a trajectory of courses for the student to be successful. This revision may result in the student not being able to graduate in the expected term or with the student's original cohort.

b. Performance-Based Probation

Performance-based probation is a status assigned to a student who has failed to meet expectations for improved performance following a written reprimand. Placement on Performance- Based Probation can occur as warranted by the serious nature of the behavior. Students placed on performance-based probation must develop a plan of action in conjunction with the Nursing Faculty Advisor, Graduate Program Coordinator, and/or Associate Dean and must meet the terms outlined therein for the suspension to be lifted.

c. Academic Probation

A student will be placed on academic probation by the Nursing Program and be notified in writing if the current semester grade point average falls below the required 3.0. The student will initiate a consultation with their Nursing Faculty Advisor and Graduate Program Director within one week after receiving the probation notice to analyze the reasons for academic difficulties and develop an appropriate action plan. Students placed on probationary status resulting from a semester GPA of less than 3.0 may not be permitted to proceed with clinical courses. Students whose cumulative semester GPA falls below 3.0 will be placed on academic probation and receive notification from the College of Graduate Studies.

Failure to raise their GPA to 3.0 or above the following semester may result in academic dismissal from the nursing program. Students with a first dismissal may petition for readmission to the nursing program. Students who are terminally dismissed from any CSU SON Program are not eligible for readmission to the Nursing Program.

Academic Probationary status will be removed when the student receives at least a 3.0 (programmatic) grade point average. The student must achieve at least a 3.0 GPA no later than the second term after probation was issued.

e. Optional Dismissal from the Graduate Program

Per the College of Graduate Studies rules, the nursing program is required to review student records when multiple grades below "B" or "U" are earned. The school has the right to optionally dismiss students with continual performance below graduate standards even if their GPA is above the minimum threshold. Please see the policy in the CSU Online Graduate Student catalog. Regulations and Requirements - Cleveland State University - Modern Campus Catalog™

Dismissal from the Graduate Nursing Program

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

1. The student earns a term grade point average below 3.0 for two consecutive terms.

2. The student engages in inappropriate professional behavior that is inconsistent with the ANA Code of Ethics, the policies of the College of Graduate Studies, the School of Nursing Graduate Student Handbook, the Ohio Nurse Practice Act, or the practice act of the student's respective state in which licensure is held. Failure to correct inappropriate professional behavior or a second citation within the probationary period is grounds for dismissal from the program.

3. A combination of academic and professional behavioral probation at any time during the professional program is grounds for dismissal from the program.

Dismissal from the Graduate Nursing Program does not always mean dismissal from Cleveland State University. However, dismissal from the College of Graduate Studies always means dismissal from the Graduate Nursing Program.

Per the College of Graduate Study rules, dismissal may be appealed by petition, and re-admission may be requested using the established graduate school process located in the most current CSU Online Graduate Student catalog. Regulations and Requirements - Cleveland State University - Modern Campus Catalog™

4. Leaves of Absence

Students may request a leave of absence from the CSU Graduate Nursing program. Students who separate from any CSU SON program without an approved leave of

absence are not automatically eligible for readmission. Students who desire to return to the CSU SON after an approved leave of absence must complete the petition for readmission.

TWO TYPES OF APPROVED LEAVES OF ABSENCE THAT QUALIFY FOR READMISSION TO THE NURSING PROGRAM	
1. Personal Leave of Absence: A leave of absence requested by the student usually for health or other personal reasons	2. Academic Leave of Absence: A leave of absence resulting from a student's failure to meet the requirements for progression in the nursing program

a. 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.

b. Readmission to the Nursing Program After a Leave of Absence

Readmission is not automatic; students who desire to return from either type of leave of absence must submit a completed Graduate Petition Form to the Graduate APAS Committee. In addition, students in good academic standing at Cleveland State who have not enrolled here for three or more consecutive semesters (including summer) and have not enrolled at another university or college can reenroll at Cleveland State but must complete the request-to-return-from-leave-of-absence_10-2024.pdf to have their accounts reactivated.

Readmission decisions are based on prior academic and clinical performance, past professional and ethical conduct, and space availability in CSU SON programs. Concurrent with the Graduate APAS petition process, 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.

The written petition to the Graduate APAS Committee must be submitted at least one semester before the requested readmission date. Students should contact the Recruiter/Advisor to obtain assistance with completing the required Graduate Student Petition Form as well as drafting a cover letter/narrative that contains the following information: the requested date of return, the student's state of readiness to return, and any other factors that may influence the student's future success in completing the program.

The official letter from the Graduate APAS Committee will detail all requirements. In any case, students who were on leave due to medical reasons

must present a letter of clearance from their healthcare provider with their petition.

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 six years, including periods of absence. Readmitted students are responsible for following the guidelines contained in the CSU School of Graduate Nursing Student Handbook and the CSU Course Catalogue in effect at the time of readmission.

c. Re-Admission Decision 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 schedule an appointment with the Director of the School of Nursing. If the student remains unsatisfied, they can appeal to the College of Health Associate Dean, and finally the Dean. If the student's concerns remain unresolved, they will be directed to the University's Ombudsperson 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 by being an impartial, trustworthy person to oversee conflict-resolution procedures and assure due process for all parties involved in a conflict.

d. Student Notification of Readmission from Leaves of Absence

The Chairperson of the Graduate APAS Committee will notify the student in writing of the readmission decision (denial or approval).

If approved, this letter will include:

1. The conditions under which the approval is granted.
2. The required level of academic or clinical competence that must be demonstrated for program re-entry.
3. Any written work that is to be submitted.
4. The semester in which the readmission becomes effective.
5. Course sequence to be followed toward graduation.
6. Any needed health data.

5. Transfer of Graduate Credits

Students previously enrolled in a nursing program at another institution and interested in transferring to the CSU SON Program should first contact the CSU Office of Admissions to initiate a transcript review to determine potential credit

for pre-requisite (non-nursing) courses or nursing courses taken at another institution. Transfer credit cannot exceed **nine** graduate hours for master's degree students and one-third of the total graduate hours required for certificate, licensure, and doctoral degree students.

Further information is located on the College of Graduate Studies website.

[Regulations and Requirements - Cleveland State University - Modern Campus Catalog™](#)

Interested applicants should then schedule an appointment with a CSU SON Recruiter/Advisor, who will assist the student with drafting a letter to the SON's Graduate Admissions, Progression, and Academic Standards (APAS) Committee requesting a transcript review for potential credit for previous graduate nursing coursework. An Official Transcript plus the syllabus for the course to be considered must accompany the Request for Transfer Credit. All requests must be on the official Graduate Credit Transfer Form from the College of Graduate Studies.

Transfer of credit and/or acceptance into the nursing program is dependent on the student's profile, a prior 3.0 minimum GPA standing in the previous school of nursing, and space availability.

6. Requests from Students for Transient Student Status

Students enrolled in an institution other than CSU may request Transient Student Status to take a limited number of courses at CSU to apply to their home institution's program. Students must submit a Transient Student Approval form and follow the Transient Guidelines form the College of Graduate Studies. [Graduate Credit Transfer Form](#)

The Graduate Program Director will review such requests on an individual basis. If permission is granted, transient students may take courses based on space availability.

7. Failure and Retake of Clinical, Didactic, and Companion Courses

Students who withdrew from or failed a nursing didactic only course must repeat the didactic course. Students who withdrew from or failed a clinical only course must repeat the clinical course. If one of the courses that are aligned as companion courses that must be taken concurrently with both didactic and clinical course components is failed, the student must retake both courses.

For example, if the student is taking NUR 638: PMHNP Focus I: Care of the Adult Individual Client (3) and the companion course NUR 639: PMHNP Focus I: Care of the Adult Individual Client Clinical (5), they must pass both courses to receive credit. If one course is unsuccessful, the student must retake both concurrently.

8. Graduate Grade Disputes

Grade disputes can only be made for final course grades, not individual assignments. In

disputing a graduate course grade, the burden is on the student to demonstrate that one or more of the following applies:

1. An error has occurred in calculation of the grade.

2. The instructor fails to inform students of the basis for calculation of grades.

3. A non-uniform standard was applied in the assignment of the course grade

4. and/or the student, through no fault of their own, was not provided with the same opportunity to complete the requirements for the course as the other students.

5. A grading decision was based on a substantial and unreasonable departure from previously articulated standards.

*As outlined in the syllabus template approved by Faculty Senate, course assignments and weights, and the basis for assigning grades, must be clearly stated in the syllabus.

The student should follow the procedures outlined in the CSU Online Graduate Catalog. [Regulations and Requirements - Cleveland State University - Modern Campus Catalog™](#)

If a student feels that an instructor's assignment of a course grade is improper, the student should discuss the matter with the instructor within forty-five days following completion of the semester in which the course was taken.

If resolution does not result from this meeting, the student should promptly write to the Director of the Schol of Nursing stating the nature of the dispute and its justification.

Any student who is not satisfied with the outcome of the meeting with the instructor and the department chairperson may continue the dispute by petitioning the College of Graduate Studies Grade Dispute Committee. This committee's decision is final, and there are no further appeal steps within the University.

9. Graduate Student Petitions

Petitions are submitted when a student wants to request a waiver or exception from a program, college, College of Graduate Studies, or university requirement. All petitions should be submitted to the Advising Office. Students must submit appropriate supporting documentation to substantiate an exception to a policy or rule. Students should work with an advisor to ensure proper paperwork is completed to meet university requirements and deadlines. Graduate student petitions forms are located: [petitionform.pdf](#)
[Graduate Students - Forms | Cleveland State University](#)

10. Other Grievances

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 (3344-85-01 through 04) which can be found on CSU Office of University Compliance's website at [Student Grievance Procedure | Cleveland State University](#)

11. Code of Student Conduct and Academic Integrity

CSU School of Nursing and Cleveland State University value academic honesty and integrity. It is the expectation that students will commit themselves to the values of honesty and integrity throughout their academic career at CSU. The student code of conduct is located at [Student Code of Conduct | Cleveland State University](#)

Academic honesty is outlined in the student code of conduct. Any form of cheating will not be tolerated. Types of cheating include but are not limited to cheating on an assignment or assessment; plagiarism; inappropriate collaboration including contract cheating, aiding the academic dishonesty of peers, falsifying data, information, or sources, and falsifying academic records. [The Academic Misconduct Process | Cleveland State University](#)

A. Plagiarism

Plagiarism is the act of taking someone else's work or ideas and passing them off as one's own. Plagiarism is a form of academic misconduct and can have serious consequences. Plagiarism can result from writing, speaking or any other technology that transfers information from one person to another and represents another's words, thoughts or ideas as one's own. The CSU Writing Center has prepared information about plagiarism to assist students. [Plagiarism | Cleveland State University](#)

Ghostwriters or external help in the form of preparing one's responses or written course work by someone not enrolled in the course is prohibited. Artificial Intelligence (AI) generated content should be properly cited and clearly characterized as AI generated. Some instructors may prohibit AI generated content in assignments. Please check the syllabus or ask the instructor before using AI generated content for course assignments. The best practice is to do one's own work, properly citing sources, and having the expectation that colleagues will abide by the highest standards of honesty and integrity in their academic and professional practice work.

Plagiarism detection software such as Turnitin and SafeAssign are built into Blackboard and will be used to review submitted assignments for plagiarism. Instructors reserve the

right to have students submit assignments to additional or alterative software or websites to help detect plagiarism.

Ideally, situations of plagiarism should be handled between the faculty member and the student. Any student who disagrees with the instructor's decisions should follow standard channels of communication, going first to the department chairperson and then, if still not satisfied, writing to the academic dean of the college in which the course is offered. The Review Committee of the Faculty Senate decides the matter if it cannot be settled within the college.

The decision of the Review Committee is final. If the student is found guilty, the instructor or the committee informs the appropriate academic dean. A record of the decision is placed in the student's academic file until the student graduates or separates from the University. A second infraction shall be the cause for further action by the academic standards committee in the appropriate college. For more information see the CSU Online Graduate Catalog [Regulations and Requirements - Cleveland State University - Modern Campus Catalog™](#)

12. Length of Program

Cleveland State University has established graduate degree requirements that include time limits to complete degree requirements and certificates. See the CSU Online Graduate Catalog. [Regulations and Requirements - Cleveland State University - Modern Campus Catalog™](#)

a. Master's Degree Programs

A student has a period of six years from date of entry into the College of Graduate Studies to complete requirements for a master's degree. Only course work, including transfer credit and credit by examination, completed within the immediate past six-year period will apply toward the master's degree.

b. Certificates and Licensure Programs

A student has a period of six years from date of entry into the College of Graduate Studies to complete requirements for a graduate certificate or graduate licensure program. Only course work, including transfer credit and credit by examination, completed within the immediate past six-year period will apply toward program completion.

c. Doctoral Degree Programs

A student entering a doctoral program, either having received a master's or professional degree from another institution or having interrupted his or her studies at Cleveland State University upon receipt of the master's degree for more than one year, must

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

d. Petitions to Extend Time for Graduate Degree Completion

Master's

Petitions to extend the time for completion of a master's degree between 6-10 years are reviewed and approved by the School of Nursing.

A petition to extend the time for completion of a master's degree to beyond 10 years must be submitted to the Graduate College Petitions Committee with supporting documentation.

Doctoral

Petitions to extend the ten-year period to complete a doctoral degree must receive the approval of the departmental/program graduate committee and must be submitted to the 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 statute of limitations.

13. Course and Credit Restrictions for Non-Degree and Non-Nursing students

A maximum of 12 credits hours of nursing prefix courses (Nur) may be taken by non-degree students or students admitted to graduate programs other than nursing. Only core courses approved by the graduate program director may be taken. No APRN or clinical courses may be taken under any circumstances. Under no circumstances will a student not fully admitted to one of the School of Nursing graduate programs be permitted to graduate with a graduate degree in nursing from CSU.

14. Student Academic Responsibility

Each graduate student is personally responsible for completing all university, college, and department degree requirements. It is the student's responsibility to be informed of these requirements. A student's advisor may not assume this responsibility, nor may the advisor substitute, waive, or exempt the student from any established requirement or academic regulation.

a. School of Nursing 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. Complete all clinical practicum hours. If you must be absent, please inform the professor prior to the absence.

3. Recognize that it is your responsibility to determine your participation in all coursework, including online course discussions and assignments.

4. Be courteous and respectful of course participants.

5. Recognize that it is your responsibility to obtain any materials missed if you do not participate in a course discussion and/or clinical session.

6. Complete assigned readings prior to class/clinical session and be prepared to utilize material during the session.

7. Inform the professor if a health condition or illness occurs during the semester that may affect the course or clinical performance/activities. In this situation, the professor must be notified at the first course or clinical session where this condition may be of concern. The student and/or professor will then determine the appropriate intervention.

8. Professional dress (uniform, if applicable) or business attire is required to be worn for all clinical practicum experiences. Tattoos and piercings are not to be visible during one's clinical practicum experience. No student is permitted to smoke while in uniform or being represented as a student from Cleveland State University.

b. 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 is 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.

15. Academic Calendar

Please consult the University calendar for information regarding term schedules, exam dates, last day to withdraw from a class, holidays, etc. When the University is closed, classes are not in session. [Academic Calendar | Cleveland State University](#)

16. Multi-Term Course Scheduling

The School of Nursing highly encourages students to use multi-term enrollment. By enrolling for multiple semesters at once, it reserves you a seat, allows the school to know how many people want to take a course and allows the university to plan for resources.

1. The University offers multi-term enrollment enabling students to register for an entire academic year (fall, spring, and summer sessions) at once.

2. Students are strongly encouraged to take advantage of this convenience. Not only will it allow students to plan ahead, but it enables the SON to measure the demand for courses.

3. Students will be invoiced for each semester close to the start of that semester.

You must self-register for nursing courses. Your faculty advisor cannot do your registration for you.

1. Click on www.csuohio.edu.

2.   Click on MyCSU.

3.   Click on CampusNet (left-hand side of the page below the photo).

4.   Enter your CSU ID# and password.

5.   Register for your courses.

17. Textbooks

Required textbooks will be identified in each course syllabus at the beginning of each term. The texts are available at the bookstore on campus, through the bookstore's website, or through online textbook vendors. All books should be purchased at the beginning of each term. The same textbook may be used in more than one course within the curriculum. For some courses, an electronic copy of the required textbook may be available at the CSU Michael Schwartz Library.

Textbooks for all courses are typically available at least one week prior to the start of each semester. Students can check availability of textbooks and all other required course materials at the CSU Viking Outfitters Bookstore website at https://www.csuohio.edu/welcome/viking-outfitters-bookstore.

Section VII: Professional Standards

1. Safety & 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 accommodation.

POLICY:

Safety and technical standards are a necessary element to the complex discipline of nursing, which all students must meet with or without reasonable accommodation. 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, personal, and 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, patient monitoring equipment, and others in the healthcare setting.

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 and while performing CPR.

ESSENTIAL COGNITIVE SKILLS

GENERAL: The student accurately measures, calculates, reasons, prioritizes, analyzes, integrates, and synthesizes information and acts 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 and 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 their 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 proficient 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 attending 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 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 the 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.

<div align="center">

PROCEDURE

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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 accommodation.

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 their 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 healthcare provider form,completed and signed, 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 in Rhodes Tower West room 210, 2124 Chester Ave., Cleveland, Ohio. The office can also be contacted by telephone at 216.687.2015 if they have a question or concerns about their ability to meet the
Technical Standards with or without accommodations, or if they would like to arrange reasonable accommodations. https://www.csuohio.edu/disability/disability

2. Professional Behavior

Graduate 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 for safe nursing practice. Violations will be addressed per CSU SON policies with the institution's recommendations and legal implications considered.
https://codes.ohio.gov/ohio-administrative-code/rule-4723-5-12

Students must comply with the university policy against discrimination, harassment, sexual violence, and retaliation.
https://www.csuohio.edu/sites/default/files/PADHSVR102019final.pdf

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 University.

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. Please refer to the University website for academic integrity for policies on academic misconduct. https://www.csuohio.edu/academic-integrity/academic-integrity

3. Unsafe, Unsatisfactory, or Unethical Performance

Unsafe, unsatisfactory, or unethical performance is defined as:

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.
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 plagiarism) policies.
https://www.csuohio.edu/policy-register/student-code-conduct?

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.

Unethical behavior will be evaluated per the CSU Student Code of Conduct and may result in consequences up to and including dismissal from the program, school, or university. Illegal activity may result in civil or criminal charges or other judiciary actions as appropriate.

4. Substance Use and Impaired Practice Policy

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. Impaired practice increases the risk for patient harm and legal liability. Impairment can be caused by prescription drugs, medical marijuana, recreational cannabis, alcohol consumption, and other substances.

Some of the contracted healthcare and community institutions have drug testing policies for students and do not allow any type of chemical impairment while students are on

the premises or providing care to their patients, including legal recreational cannabis use. CSU students are legally obligated to follow the drug testing and impaired practice policies of the contracted institutions.

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 or marijuana

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

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 themself or others and medical intervention is needed, the faculty member/preceptor will dismiss the other students from the class, laboratory, or clinical setting and seek emergency medical attention for the student. The faculty member/preceptor 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/preceptor 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/preceptor 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/preceptor will contact 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 School of Nursing Director, or the Dean, as appropriate.

b. Suspected Impairment of a Continuing Nature

1. If a faculty member/preceptor suspects a student of misusing or abusing chemical substances, the faculty member/preceptor must document the observed behavior and meet with the student to discuss the concern.

2. The faculty member/preceptor 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.

c. 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 from the University. For cause and upon the recommendation of a faculty member/preceptor, the School of Nursing reserves the right to request a blood alcohol or drug test at the expense of the student. CSU is a drug-free campus, which includes tobacco and vaping.

Section VIII: Program Compliance

1. Program Compliance Overview

All students must be fully compliant with health and program data before attending any clinical sessions. Students are responsible for maintaining compliance throughout the program. Students found to be out of compliance will be immediately removed from the clinical setting and not allowed to return until compliance has been reestablished.

2. Background Check

Admission to the nursing program is contingent on satisfactory completion of a background check. 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 make 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.
http://www.nursing.ohio.gov/PDFS/Discipline/DISQUALIFYING_OFFENSES_CRIMINAL_HISTORY_FACT_SHEET.pdf

3. Clinical Dress Code

Students are representatives of Cleveland State University while they are in the community and clinical experiences. All students will adhere to the dress code. Any student not in compliance will be asked to leave the clinical area and will not receive credit for the clinical hours that day.

The following dress code is required.

1. In clinical areas, students must wear a uniform in accordance with the professional dress code of the agency in which the clinical practicum is occurring. In most cases for graduate students, this will be business casual attire with a CSU lab coat and CSU Student ID badge.

   a. In clinical areas that require students to wear scrubs, students will also wear their CSU lab coats with a CSU ID badge.

2. A clean, neat appearance is required.

3. Clothes should be freshly laundered and free from wrinkles.

4. Facial hair should be trimmed and have a neatly groomed appearance.

5. No odor of smoke, cologne, perfume, powder, or offensive body odor.

4. CSU Campus Closures

When CSU campus is closed, students are expected to attend their scheduled clinical sessions as long as the placement facility is open. The student is expected to use good judgment if travel conditions between their residence and their clinical education site make travel unsafe or impossible. It is left to the discretion of the student to determine if travel is unsafe or impossible, but all missed days must be made up before receiving a grade for the course.

Any student who fails to adhere to this attendance policy is subject to professional behavior warnings and/or citations, which may result in being placed on professional behavior probation according to student handbook and/or receiving an incomplete or failing grade for this course.

5. Student Absence

Legitimate absences include, but are not limited to, the following: illness, death in the immediate family, personal/family emergencies, religious observance, and pre-approved professional development activities. Students are expected to seek approval for potential absences before the start of the clinical or as soon as an absence is foreseen following the procedures outlined below.

a. In the case of anticipated absences for personal/professional reasons

Students must first contact the CSU nursing faculty member overseeing the clinical education course to discuss the possibility prior to approaching their clinical instructor or preceptor. CSU nursing faculty have the right to deny requests based on consideration of the student's overall academic and professional performance. Following preliminary approval from CSU faculty, the student may then be permitted to seek arrangements with the clinical site for make-up time.

b. In the case of unexpected absences due to illness or emergencies

Students must call the clinical site and/or clinical instructor directly prior to the beginning of their scheduled day. The student must then immediately call or send an email notifying their assigned CSU nursing faculty member for the course. For absences due to illness of greater than two days, the student must provide a written note from a physician excusing the absence (this should not include personal medical information, but merely indicate the student was under the care of a physician).

<u>c.</u> **Extended absences (greater than one week's duration)**

In the event of an extended absence, a student's clinical experience will likely need to be terminated, and it may benefit the student to consider a withdrawal. If a clinical experience is terminated because of the student's illness/personal crisis, it will be rescheduled at a later date that is determined to be convenient for both the student and clinical site. It might not be possible to reschedule the appropriate block of time before the next
scheduled semester, which may result in a delay in graduation date.

The process for making up time will be decided through collaboration between the student, the clinical site, and the student's assigned CSU nursing faculty member for the course. It is the student's responsibility to initiate
discussions regarding make-up time with the clinical site and to report this to their assigned CSU faculty member for ultimate approval of the plan. Students may complete make-up time using a variety of methods including, but not limited to:

- Additional clinical hours during the week.
- Working weekends.
- Starting early or extending the clinical.
- The student must also record how the time was made up.

The student's work ethic and clinical performance will be considered in these decisions, and CSU nursing faculty will work to ensure that students both meet their clinical goals and their professional obligations to the clinical site.

<u>d.</u> **Tardiness:**

A student is expected to be at the clinical site a minimum of 10 minutes before the scheduled start of their day or as deemed appropriate by the clinical instructor or preceptor. Students are expected to comply with these requests and will be considered tardy if they fail to meet the expectations set by their preceptor. A student must call the facility and/or preceptor directly if they anticipate being late due to unforeseen circumstances.

6. Faculty Supervision of Students

Students enrolled in Cleveland State University's School of Nursing are evaluated and supervised by School of Nursing faculty in consultation with qualified preceptors in a variety of settings including classrooms, simulations, and clinical agencies. Student progress in clinical courses is monitored on an ongoing basis with feedback provided to students. However, the faculty of record issues the final course grade.

Faculty/preceptors are responsible for providing students with the supervision needed to provide an enriched learning environment while at the same time ensuring the provision of safe, effective nursing care. Students will receive feedback from their faculty/preceptor in a variety of ways, including individual/group discussions, examinations, clinical evaluations, and written assignments. Feedback may be delivered by a variety of electronic formats including email and Blackboard Learn™. Students are required to frequently check their email and the Blackboard Learn™ site for all courses.

7. Emergency Care for Student in a Hospital or Clinical Setting

Cleveland State University and the hospital or hosting clinical agency will not assume liability for any accident or illness during a student's assignment. The hospital will make available emergency medical treatment as required, the cost of which shall be assumed by the individual student. Students are advised to check their personal health insurance to determine whether their plan covers the cost of any injury incurred in the clinical setting.

a. Accidental Injury and/or Illness During Clinical Experiences

Students are expected to complete both an agency and School of Nursing incident reports in the case of an injury or illness during any clinical experience. The agency's incident report is to be counter-signed by the faculty member and submitted prior to the conclusion of the clinical day to the nursing service or designated department of the clinical agency. The faculty member and student are to complete the School of Nursing's incident report form and submit it to the School of Nursing's Graduate Program Director within 24 hours of incident occurrence. To ensure adequate follow-up, nursing students who sustain an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids will comply with the following guidelines.

- If the exposure occurs in an acute care setting, the clinical professor/preceptor/agency must be notified immediately. The professor/preceptor will assist the student in obtaining appropriate care with completion of an agency incident report and with following the agency's policy for follow-up action.

- If the exposure occurs while the student is affiliated with an agency which has no policy or facilities to provide care after the exposure incident, the professor/preceptor will assist the student in obtaining appropriate care with completion of an agency incident report and with following the agency's policy for follow-up action. Depending on the nature of the injury/illness, the student may be released from clinicals to assume the responsibility to seek health care by their personal health care provider, or EMS may be called.

b. Clinical Agency Disclaimer

While assigned to clinical agencies, students are not considered employees of the agency and will not be covered by Worker's Compensation or malpractice insurance policies of the agency.

8. Validation and Verification of Clinical Hours

All MSN students are required to log their clinical hours and have the preceptor verify them in the Exxat™ software.

All DNP Students are required to log their clinical hours and have the preceptor verify them in the Typhon™ Software.

If students and preceptors do not complete the verification and validation process, the student will fail the course, forfeit their clinical hours, and their forward progression in the program will be delayed. **There are no exceptions to this requirement.** These
verifications and validations are required and become part of the student's permanent academic file and are subject to review by our national accreditation agency, the Commission on Collegiate Nursing Education (CCNE)

Review and Verification of Clinical Hours Nurse Practitioner Students

Students are required to have their weekly clinical client encounters and time logs signed off **EACH WEEK** of clinical within 7 days after the completion of those clinical hours. Students must enter their hours and client encounters into Exxat™ or 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 validate and 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 in certain semesters throughout the year, failure to complete all clinical hour requirements will delay the student's forward progression in the program.

Section IX: Appendix

1. Social Media Policy

The CSU SON further upholds the standards for 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 responsible and ethical use of social media will be upheld. This is an expectation of all of our student nurses.

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 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.

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

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 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

Cleveland State University Social Media Guidelines

- https://www.csuohio.edu/sites/default/files/CSU_Social_Media_Guidelines_2015.pdf

In addition, the Ohio Administrative code 4723-5-12-C (26) states that a student shall not use social media, texting, emailing, or other forms of communication with, or about, a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.

2. Use of Cell Phones and Other Electronic Devices

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, 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.

Ohio Board of Nursing states in OAC 4723-5-12-C (24) that students shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing, or any other form of communication.

3. Policy and Guidelines for the Prevention and Management of Infectious Diseases

COVID 19

Given the effectiveness and widespread availability of vaccines and boosters and based on the latest guidelines from the Centers for Disease Control and Prevention (CDC), **masks are optional on campus**.

We recognize and appreciate that some members of the community will choose to continue wearing a mask. That is consistent with CDC recommendations to wear a well-fitting mask indoors in public, regardless of vaccination status, when levels are high. Do what is best for you while respecting the choices of others!

We understand that some members of our community may be immunocompromised or unable to be vaccinated and may need to discuss learning or work-related accommodations. Students should contact the Office of Disability Services at ods@csuohio.edu or 216-687-2015.

The University maintains a website with up-to-date information about COVID-19, including recommendations for wearing masks, vaccinations, testing and what to do if you do not feel well or test positive for COVID-19. COVID-19 | Cleveland State University

Monkey Pox

The viral disease monkeypox has been deemed a public health emergency by both the U.S. Department of Health and Human Services and the World Health Organization. The disease is caused by the monkeypox virus, which is related to both smallpox and cowpox. Cleveland State University is continuing to monitor monkeypox to protect the health and wellbeing of the campus community.

The University maintains and up-to-date website that offers information and recommendations concerning Monkey Pox Mpox | Cleveland State University

The CDC Mpox | Mpox | CDC offers a comprehensive website with additional information and updates on monkeypox.

4. Important Information About CSU email

All official correspondence with students will be conducted through the CSU email system. It is imperative the students check the CSU email often, so they do not miss

important news, due dates, graduation information, and academic information. It is not advised to forward the CSU email to other services such as Hotmail or Gmail. Many of these third-party services filter the mail and may mark official mail as spam. It is not advised to forward CSU email to the email services of other institutions, such as hospitals because of strict HIPAA and cybersecurity restrictions, much of the mail may be filtered or all the mail may be blocked.

It is the student's responsibility to check and respond to official CSU emails. Excuses about third-party email services blocking the mail will not be accepted.

5. AACN Essentials

The CSU Graduate programs are designed around the AACN essentials which are quality indicators for professional health education and summarize the core competencies that must be met by graduation.

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience and strengthen outcomes.

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care

to diverse populations.

<u>Domain 8: Informatics and Healthcare Technologies</u>

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

<u>Domain 9: Professionalism</u>

Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

<u>Domain 10: Personal, Professional, and Leadership Development</u>

Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

NONPF NP Competencies

The National Organization of Nurse Practitioner Faculties (NONPF) has identified core competencies that must be obtained by all nurse practitioners for safe and effective practice. These competencies are used to inform the curriculum for the MSN-APRN tracks that prepare nurse practitioners. Additional information can be found on the website. [NONPF NP Competencies & DNP Resources](#)

6. School of Nursing Theoretical Philosophy

In keeping with the University's mission statement, the nursing faculty holds the following beliefs about people, 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 react 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 the 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 society with its attendant ideas, symbols, mores, values, roles, and physical surroundings. The external environment also includes the immediate physical environment as well as 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, they must recognize their relationship to the environment and understand that this relationship is essential for mutual survival. Openness, respect, and support enhances 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 helps 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 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, policy, and documenting outcomes of nursing care.

Nursing

Nursing is both an art and a 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 and life processes and includes six essential features. They are the 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 that builds on the accomplishments of its past. Nursing is sensitive to diverse populations and incorporates the knowledge of cultural differences related to health and health care.

Professional nurses use critical thinking to meet the health needs of clients in generalist, specialist, advanced, and independent practice roles. Professional nurses assume the roles of caregiver, health teacher, client-advocate, counselor, coordinator, collaborator, change agent, leader, manager, consultant, and researcher. They collaborate with interdisciplinary team members and others to provide health care. Professional nurses use research findings and 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 that focus on acute and critical care and the limitation of disability. Tertiary preventive strategies are akin 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 personal and professional identity.

Education enhances a person's ability to confront ambiguities in 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 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.

Progression of Learning

Graduate nursing education builds upon baccalaureate nursing preparation and is a foundation for doctoral study. 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; nursing knowledge and 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.

7. My CSU Resources

Cleveland State has an abundance of resources for students. This section will highlight some of the more common resources. For a comprehensive list, please see the My CSU section on the main webpage. https://mycsu.csuohio.edu

Counseling And Support Services

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. Counseling for actively enrolled students is free. Additional information about the Counseling Center may be found on the Center's website: http://www.csuohio.edu/counselingcenter/counselingcenter. Faculty may also suggest that students schedule an appointment with the Counseling Center. In specific situations, counseling may be a requirement for a student to continue in the program. All counseling is completely confidential.

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 Rhodes Tower West (RW), 2124 Chester Avenue or call (216) 687-2015. Additional information on the Office of Disability Services may be found on their website at https://www.csuohio.edu/disability/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 and 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 room 124 in the Library/Rhodes Tower and offers 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/.

College of Health Advising

Advisors listed in the Starfish network are accurate and up to date. The best way for students to schedule an appointment with their advisor is to make an appointment through Starfish. Please contact our office at cohadvising@csuohio.edu or 216.687.3850 with any questions or concerns. https://health.csuohio.edu/advising/college-health-student-services-center

CSU Online Catalog

The catalog is the official source of the university's academic programs, courses, policies, and procedures. The catalog should be used as a guide, in conjunction with your academic advisor, in planning a course of study and in meeting requirements for graduation. See the table of contents and index for an overview of the information provided. https://catalog.csuohio.edu/

Financial Aid

Financial aid is money in the form of grants, work-study, loans, and scholarships which help make college affordable. Financial aid can come from federal, state, school, and private sources. For more information see https://www.csuohio.edu/financial-aid/financial-aid.

Tuition and Fees

Tuition and fees are automatically calculated based on your enrollment status, residency, and your course selections. View the fee schedules effective for the current academic year here. https://www.csuohio.edu/bursar/current-academic-year-tuition-and-fees

Additional nursing specific tuition and financial aid information is available. Tuition and Financial Aid | Cleveland State University

Graduation Information

All students are required to complete a graduation application well in advance of their projected graduation date. Students should consult their academic advisor before submitting their application. See deadlines and instructions at https://www.csuohio.edu/registrar/graduate-applicants.

8. Student Requests to View Educational Records

Students have the right to review their educational records by making an appointment with the SON Advisor, allowing adequate time 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 the 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 within two weeks of the written request. The SON will send a letter to the student stating the disposition of the request.

9. The Family Educational Rights and Privacy Act (FERPA)

As a rule, SON faculty and staff approach student privacy in the same manner that clinicians approach patient privacy. As faculty supervise 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 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 they provide prior consent. The FERPA form can be found at ferpa_release.pdf

10. School of Nursing Forms

All of the School of Nursing forms required to complete the program are located in the EXXAT™ software system or found on the School of Nursing website. Please consult your advisor or instructor for assistance with any forms.