

CLEVELAND STATE UNIVERSITY
SCHOOL OF NURSING
COLLEGE OF HEALTH

Masters of Science in Nursing Program
Graduate Student Handbook



Photo credit: Benjamin Benschneider

Julka Hall at Cleveland State University is the home for the School of Nursing and follows the University's emphasis on transparency and abundant daylight.

Academic Year 2022-2023

Michael Johnson, PhD, Director & Associate Professor

2121 Euclid Avenue, Julka Hall 238

Cleveland, Ohio 44115-2214

Voice: 216-687-3598 Fax: 216-687-3556

<http://www.csuohio.edu/Nursing/grad/>

Revised 01/2005, 10/23/2008, 02/2011, 08/2011, 08/27/2011, 10/10/2012, 5/23/2017, 7/19/2018 (f) 8.1.19, 8.20.20; 8.25.2020; 7/22/21

Disclaimer

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

To: Graduate Nursing Students

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

Date: August 2022

RE: Welcome Graduate Students

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

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

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

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

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



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

Graduate Handbook Welcome Letter – 8/1/2022

Purpose

The faculty and staff of the Cleveland State University SON strive to support all students as they work to successfully earn a graduate degree in nursing. This handbook highlights many of the resources provided to students. These services include written and electronic sources of information, tutoring, counseling, and academic advising. This handbook serves dual purposes: (1) to inform students of these valuable resources, and (2) to serve as a guide to the policies, regulations, and procedures that govern student conduct, behavior, and performance while enrolled in the SON at Cleveland State University. Students are responsible for abiding by the guidelines in this handbook and are advised to consult it throughout their course of study.

Welcome Graduate Students

Your nursing professors and staff of the SON welcome you to the Graduate Nursing Program at Cleveland State University (CSU), which includes the MSN degree program of study and a Certificate in Nursing Education. The Program is part of Northeast Ohio's largest school of graduate and professional programs. At CSU you may choose from among more than 80 graduate degrees, licensure, and certificate programs. You have been carefully selected among the many hopeful applicants to pursue your graduate nursing degree or certificate at CSU and continue the University's tradition of *advancing excellence in nursing professionals*.

Although the welfare of every student is important to the University and the SON, we recognize the special role that the graduate student fills at CSU. A CSU graduate student is talented and hard-working by definition of their admission to our programs. At CSU you will learn from and work directly with nationally and internationally renowned faculty and participate in their research at the cutting edge of their disciplines.

CSU is a university committed to high quality teaching and research. Here you will experience the personal attention found at a small "teaching" university and the opportunities found at a large research university.

At CSU we take pride in the diversity of our domestic and international students and faculty. You will find students and faculty from more than 20 countries. Since CSU is located in the heart of downtown Cleveland and only a few blocks from Lake Erie, students and faculty can easily enjoy the vibrant atmosphere of a large city that is as comfortable as a small town.

This Graduate Student Handbook details program specific policies and procedures and standard resources for all graduate students in the SON. Please keep this Handbook accessible or bookmark it for easy reference.

Action Required

After reading the entire handbook, sign and date the Policy & Procedure Contract Form **(page six of this handbook)**, the **Consent to Participate in Required Learning Experiences (page 77 of this handbook)** and the **Media Release and Copyright Permission (page 78 of this handbook)**.

These forms will be collected in NUR 503 when students upload the forms to the Blackboard course site. These forms must be uploaded into the Bb site prior to a final course grade being issued.

We wish you success in your studies, good health, and an opportunity to make a positive difference in healthcare through excellence in your nursing practice.

**Cleveland State University
School of Nursing
Graduate Nursing Program
Policy and Procedure
Graduate Student Handbook Contract Form**

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

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

Please sign your name and upload this form to NUR 503 Blackboard site. The form must be uploaded before a final course grade is issued.

Student's printed name

CSU ID #

Student's signature

Date

A copy of the Handbook may be found on the SON website at
<https://www.csuohio.edu/nursing/sites/csuohio.edu.nursing/files/GNR%20Student%20Handbook%20Feb%202015.pdf>

File: Student's Academic File

**Cleveland State University
School of Nursing**

NOTE: These guidelines may be updated in response to COVID-19. Also see specific guidelines in all SON Course Syllabi

**CSU CAMPUS SAFETY PROTOCOLS
UPDATED COVID-19 PROTOCOLS**

In preparation for the start of classes, we want to update you on our COVID-19 safety protocols for the fall semester. 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), **effective Tuesday, August 9, masks will be 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. Free masks are available at the information desk in the Student Center. Do what is best for you while respecting the choices of others!

Please remember that **vaccination plus booster shots offer the absolute best protection** against serious illness, hospitalization and death from COVID-19. We continue to provide free vaccinations and boosters for students, faculty and staff at [CSU Health and Wellness Services](#) by appointment at the Center for Innovation in Medical Professions, Suite 205 (2112 Euclid Avenue). For other area locations offering free vaccines and booster shots, visit gettheshot.coronavirus.ohio.gov.

COVID-19 testing is also available by appointment at the Center. Call 216-687-3649 to schedule appointments for testing, vaccination and boosters.

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 and [review this information](#). Faculty and staff should consult with their supervisor and Human Resources at hr@csuohio.edu or 216-687- 3636.

We will continue to monitor and adapt our safety efforts based on guidance from the CDC and public health officials and keep you updated on any changes.

Thank you for helping keep our community safe. We look forward to seeing you back on campus!

Vaccination and Boosters Offer Best Protection

The science has never been clearer. Vaccination plus a booster shot offers the absolute best protection against serious illness, hospitalization or death from COVID-19. Vaccines and boosters are [readily available](#).

[CSU Health and Wellness Services](#) continues to provide free vaccinations and [booster shots](#) for students, faculty and staff by appointment in Room 205 at the Center for Innovation in Medical Professions (2112 Euclid Avenue). Call [216-687-3649](#) to schedule.

If you have questions or concerns, contact your primary care physician and refer to the CDC website. Please note that when you arrive for your booster appointment, you must have your CDC COVID-19 vaccination record card with you, or the vaccine will not be administered. If your card is lost, please contact your vaccination provider directly to access your vaccination records prior to your appointment time.

COVID-19 Testing

Get tested if you are symptomatic or have been in close contact with someone who has tested positive. Testing is also available by appointment and free for all students, faculty and staff. We strongly encourage unvaccinated individuals to be tested regularly.

The testing center is located in room 205 of the CIMP Building by appointment only. Call [216-687-3649](#) to schedule. Results are available immediately. Testing is free and open to all members of the university community.

Tests are also available through the [covidtests.gov website](#).

What to Do if You Test Positive

If you test positive for COVID-19, isolate and follow [CDC guidelines](#). Stay home!

- **FOR STUDENTS:** Please [email](#) our CARE team and let your course instructors know that you will not be in classes. We have asked faculty to provide resources for you to keep up with your course work.
- **FOR FACULTY AND STAFF:** If you test positive, isolate and [follow CDC guidelines](#). Please notify your supervisor and Human Resources at [216-687-3636](#). Faculty teaching courses should also review the procedures, guidance and overview of available resources provided by Vice Provost

John Holcomb shared via Campusnet on Jan. 12.

- Contact your medical provider.

What to Do if You're Not Feeling Well

If you're sick, stay home! The health and safety of you, your classmates, your colleagues and our entire community remains our top priority. If you are sick, please stay home and get better before returning to campus.

Building Improvements for Better Air Quality

We have completed enhancements to our heating, ventilation and air conditioning (HVAC) systems in our residence halls, high-traffic buildings and major classroom buildings. These upgraded systems are designed to improve air quality and may provide additional protection from viruses like COVID and remove other contaminants.

Mental Health and Wellness Assistance

We understand that you may have concerns or anxiety about fully returning to the classroom or the workplace—please take care of your mental health! Help is available.

- **FOR STUDENTS:** If you wish to seek mental health support and assistance, it is available for you 24/7 through the [CSU Counseling Center](#).
- **FOR FACULTY AND STAFF:** Employees can get support through [Impact Solutions](#), our employee assistance program.

Recognizing the added strain that the pandemic has placed on all of us, CSU is pleased to be able to add an additional paid “mental health day” off for all full-time university employees this year. Human Resources will share more details on the process for using this benefit soon.

For the School of Nursing:

Before Class, Lab or Clinical:

- Faculty and students are to stay home when sick or demonstrate the following symptoms and notify their immediate supervisor or faculty member. Faculty and students are to seek appropriate medical care if any of these symptoms are new and appear (excluding chronic/existing health conditions).
 - Fever 100.4F or over
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Muscle pain
 - Aches and pains
 - Fatigue
 - Eye drainage
 - Diarrhea
 - Nasal congestion
 - Headache
 - Sore throat
 - New loss of smell or taste

Clinical Experiences-Off Campus:

- Core curriculum academic credit will not be offered to students volunteering to participate in direct care of patients as non-licensed personnel.
- Students and faculty will complete health and preparatory requirements set forth by the academic discipline and clinical agency prior to beginning a clinical rotation.
- Students or faculty who newly experience any of the following symptoms are to stay home and monitor
 - Fever 100.4F or over
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Muscle pain
 - Aches and pains
 - Fatigue
 - Eye drainage
 - Diarrhea
 - Nasal congestion
 - Headache
 - Sore throat
 - New loss of smell or taste
- Students or faculty should look for emergency warning signs for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately:

- a. Trouble breathing
 - b. Persistent pain or pressure in the chest
 - c. New confusion
 - d. Inability to wake or stay awake
 - e. Bluish lips or face
- Students and faculty are expected to adhere to agency policies/procedures, language and professional actions consistent with their expected roles and responsibilities.
- Nursing students participating in direct patient contact activities as part of required clinical experiences should be able to do so in an environment that appropriately mitigates their (a) risk of transmitting the virus in the community, (b) risk of transmitting the virus to patients for whom they care, and (c) personal risk of infection and illness.
 1. Faculty and nursing students are to follow the policies and guidelines in each respective organization related to the use of PPE and infection control practices.
 2. Faculty and nursing students may be subject to thermal no-touch temperature checks and assessment questions on arrival to the clinical agency.
 3. Some institutions have additional mask requirements and students will be made aware of specific institution policy and guidelines prior to caring for patients.
 4. Should students or faculty be exposed to any disease or potential illness such as COVID-19, they will follow the policy of that agency and academic program (CSU's policy on exposure is included at the bottom of this document). See the respective Program Director to determine defined criteria, i.e.-direct verses casual contact, PPE use, social distancing).
 5. Students and faculty are expected to validate health insurance coverage as required by the nursing program.
 6. It is the students' and faculty's professional responsibility to keep health data current. Those individuals who do not have current health data on file **will not be allowed** to participate in activities in the clinical agency.
 7. Subsequent infections, disease, environmental hazards or disability may impact student learning activities, and/or program progression to graduation.
- Students:
 - Each student will be responsible for cleaning and disinfecting touched surfaces at their work/computer station at the end of their class session.
 - Face masks that covers the nose, mouth and chin are to be worn at all times by those who are not vaccinated while in the classroom, Julka Hall, IM Building and all CSU buildings. Students are to provide their own masks.
 - Students may be subject to thermal no-touch temperature checks and assessment questions on arrival to class.
- Facilities, Architect, Safety, & Technology Department (FAST):
 - Staff from FAST will clean and disinfect all public hard surfaces (e.g. tabletops, doorknobs, counters etc.) and multiple cleanings in the general classrooms daily

depending on usage frequency.

Nursing Resource Laboratory (NRL) and Health Assessment Laboratory (IM310):

- Prior to entering any NRL & Simulation rooms:
 - Perform hand hygiene (hand washing for 20 seconds);
 - Ensure that a face mask is on that covers the nose, mouth and chin (to be worn at all times in while in the NRL and IM Building). Students are to provide their own masks; and
 - Put on disposable non-sterile gloves.
- Avoiding touching eyes, nose, and mouth.
- Each nursing lab instructor will be responsible for cleaning used equipment and disinfecting frequently touched surfaces following all in-person activities at the end of every single class session. This method will limit touching of cleaning equipment and provide consistency in our approach to minimize risk.
- Open lab instructors will be responsible for cleaning tabletops, manikins, and task trainers between each student use.
- Instructors must wear gloves for all routine cleaning and disinfecting.
- After cleaning and disinfecting procedures are complete hands must be washed thoroughly with soap and water for a minimum of 20 seconds.

Cleaning and Disinfecting Guidelines:

Cleaning refers to the removal of germs, viruses, dirt, and impurities from surfaces. This reduces germ and virus population counts thus lowering the risk of spreading infection.

- Soap and water will be used for routine cleaning of surfaces, manikins, and task trainers.
- Manufacturers of the manikins and task trainers ONLY recommend soap and water for cleaning/disinfecting purposes.

Disinfecting refers to killing or minimizing germs/viruses on surfaces. This process does not necessarily clean dirty surfaces or remove contaminants. However, it reduces the germ or virus contaminants remaining on a surface thereby minimizing the risk of spreading infection. The CDC recommends disinfecting all frequently touched surfaces.

Recommended disinfectants as deemed appropriate by the CDC will be used after each in-person session. These solutions include but are not limited to:

- Alcohol solutions with at least 70% alcohol
- Lysol all-purpose cleaner or disinfecting wipes
- Bleach solutions diluted (1/3 cup bleach per 1-gallon water) Solution must sit for a minimum of 1 minute on surface.

Most surfaces and objects will only need routine cleaning. Frequently touched surfaces will need disinfecting. All objects to be disinfected should be cleaned first with soap and water first and then disinfected to further reduce the risk of germs on surfaces and objects.

Frequently touched surfaces have been identified but not limited to the following:

- All tables, doorknobs, light switches, countertops, handles, desks, phones and keyboards.
(Electronics should only be disinfected with alcohol ONLY)

CSU Policy Regarding Exposure to COVID-19 Follows CDC Recommendations

1. CDC distinguishes between HIGH and LOW risk healthcare workers (which includes students as well as students working in hospitals).
 - a. HIGH risk activities:
 - Close contact with a person with COVID-19 in the community [\[1\]](#); OR
 - Providing direct patient care for a patient with COVID-19 (e.g., physical exam, nursing care, performing aerosol -generating procedures, specimen collection, radiologic testing) without using proper personal protective equipment (PPE) [\[2\]](#) or not performing appropriate hand hygiene after these interactions; OR
 - Having contact with the infectious secretions from a patient with COVID-19 or contaminated patient care environment, without using proper personal protective equipment (PPE) or not performing appropriate hand hygiene
 - b. LOW risk activities: contact with a person with COVID-19 having not met criteria for high-risk exposure (e.g., brief interactions with COVID-19 patients in the hospital or in the community).
2. For personnel performing HIGH risk activities who, in the opinion of the hospital had or was reasonably suspected of having an exposure to COVID, they should be sent home for 14 days quarantine and daily symptom monitoring and/or seeking medical care if they become symptomatic. The hospital is responsible for directing this. The student should not come to campus during this period. The student should inform faculty so any make up assignments can be arranged.
 - a. UNLESS a student or student employee is considered HIGH risk AND had a confirmed or reasonably likely COVID exposure (as determined by the hospital), then there is no requirement to exclude them from campus. They must follow the provisions of the social contract if they do come to campus.
3. For personnel performing LOW risk activities who, in the opinion of their employing/sponsoring hospital/clinic had or was reasonably suspected of having an exposure to COVID, they are allowed to continue working in the hospital but must do daily self-assessments and ideally should not work in areas around patients who do not have COVID. That said, many hospitals have elected to treat LOW risk personnel with confirmed or suspected exposures the same as HIGH risk personnel and send them home to quarantine and self-monitoring, as above.
 - a. UNLESS a student or student employee who is LOW risk AND has a reasonably likely or confirmed COVID exposure (as determined by the hospital), then there is no reason to restrict them from campus. Just working in a hospital is, in itself, not a reason to exclude personnel from campus unless they meet the above criteria.

An individual is not considered to have experienced a COVID-19 contact when:

1. An individual works on a COVID-19 unit and adheres to COVID-19 PPE and sanitization policies.
2. An individual in close contact with a person that works on a COVID-19 unit who adheres to COVID-19 PPE and sanitization policies.

Steps to follow post-confirmed COVID 19 contact:

1. Students notify clinical instructor and faculty notify immediate supervisor;
2. Self-isolate for 14 days;
3. Monitor for signs and symptoms of COVID-19 (seek medical attention if symptoms worsen or you experience more intense cough, high fever or difficulty breathing); and
4. Complete COVID-19 test day 10 of isolation.

School of Nursing

Nursing Resource Laboratory, Health Assessment Lab and Simulation Area - Faculty and Student Screening Document

Directions: To be filled out by faculty prior to an NRL or Health Assessment Lab experience. Please check each student's clearance on the Daily Assessment App prior to entering the lab. If a student does not have clearance to be on campus, then the student needs to be sent home. A no-touch temperature is taken on each student prior to entering the lab area. If the temperature is 100.4 or above, send the student home and document on the NRL Absentee Record the student's name and date. **Do not record any health information.**

A record needs to be kept of any student or faculty/staff who was not able to attend NRL.

NRL Absentee Record

Date:		
Name	Date	Comments

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ADMISSION TO THE NURSING PROGRAM

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 at:

[http://www.nursing.ohio.gov/PDFS/Discipline/DISQUALIFYING OFFENSES CRIMINAL HISTORY FACT SHEET.pdf](http://www.nursing.ohio.gov/PDFS/Discipline/DISQUALIFYING_OFFENSES_CRIMINAL_HISTORY_FACT_SHEET.pdf)

Form for signature and submission in NUR 503 found on page 79 of this handbook

SAFETY AND TECHNICAL STANDARDS

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

POLICY:

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

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

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

DNP).

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

ESSENTIAL SENSORY/OBSERVATION SKILLS

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

SPECIFIC:

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

ESSENTIAL MOTOR SKILLS

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

SPECIFIC:

- The student must employ and coordinate gross and fine motor skills and equilibrium for assessment and therapeutic procedures, such as inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures.
- The student must perform basic life support (including CPR), transfer and position patients, and position and re-position the student around patients.
- The student must safely operate equipment typically found in the health care environment (IV pumps, cardiac monitor, and electric and manual blood pressure equipment, etc.).

- The student must meet the physical and mental demands associated with extended periods of sitting, standing, moving, and physical exertion required for safe patient care.
- The student must participate in clinical and laboratory experiences for up to a 12-hour duration.
- Students must walk, twist, bend, stoop/squat, reach, kneel, and climb stairs.
- Students must lift and support at least 25 pounds of weight; move heavy objects up to 50 pounds, and physically apply up to 10 pounds of pressure to bleeding sites or while performing CPR.

ESSENTIAL COGNITIVE SKILLS

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

SPECIFIC:

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

ESSENTIAL COMMUNICATION SKILLS

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

SPECIFIC:

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

- The student must process and communicate information on the patient's status with accuracy in a timely manner to faculty and members of the health care team.

ESSENTIAL EMOTIONAL, INTUITIVE AND EMPATHIC QUALITIES

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

SPECIFIC:

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

ESSENTIAL PROFESSIONAL CONDUCT

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

SPECIFIC:

- The student must uphold professional nursing standards related to the student's scope of practice.
- The student must engage in patient care delivery in all settings and be able to deliver care to all patient populations.
- The student must maintain the legal and ethical elements of the practice of nursing and function within the guidelines established by the law; and consistent with the professions American Nurses Association (ANA) Scope & Standards of Practice and Code of Ethics for Nurses and Ohio Board of Nursing-Ohio Administrative Code 4723-4, Standards of Practice Relative to Registered Nurses or Licensed Practical Nurse.

- During classes and clinical and laboratory experiences, the student must not be under the influence of illegal drugs or prescription drugs without a prescription or when taken in a manner other than as prescribed to the student by a health care provider.

PROCEDURE

Initial Verification

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

Annual Verification

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

Episodic Verification

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

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

Students should contact the [Office of Disability Services](#) located at Main Classroom 147, 1899 E. 22nd

Street, Cleveland, Ohio or by telephone at 216.687.2015 if they have a question or concern about their ability to meet the "Technical Standards" with or without accommodations, or if they would like to arrange reasonable accommodations.

SECTION I

ACCREDITATION; PROGRAM OVERVIEW; PROGRAM HISTORY AND THE FUTURE; MISSION STATEMENT AND CORE VALUES

ACCREDITATION STATUS

The Master of Science in Nursing degree program at Cleveland State University is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, 20036, 202-887-6791.

The Cleveland State University MSN degree program is approved by the Ohio Board of Regents and received its initial accreditation from the Commission on Collegiate Nursing Education (CCNE) in the fall of 2001 and was reaccredited in 2015. The next CCNE accreditation visit will occur in 2025.

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 Bachelors 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 Masters 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 a 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: BSN to DNP in Family Nurse Practitioner and 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.

Nursing faculty collaborate with colleagues in other health professions programs to focus on the health care needs of the community. Together they are laying the groundwork for interprofessional education to prepare the health care providers of the future.

The CSU SON's urban location affords students and staff many opportunities to work with very diverse patient populations and therefore helps to address health disparities. By doing so, the CSU SON demonstrates its efforts to support the University's commitment to diversity and urban health.

The Future

Promoting and maintaining health will certainly continue to be a clear focus at CSU far into the future and it is clear that the SON will play a major role in this distinctive mission. A key element of that focus is the new Center for Innovation in Health Professions, which provides opportunities for faculty and students from a variety of health professions (such as nursing, medicine, physical therapy, occupational therapy, speech and hearing therapy, pharmacy) to learn together in the same building. Historically, disciplines were educated separately with significant interaction with each other only after graduation and upon entry into the clinical setting. The new Center provides opportunities for various disciplines to address complex health problems in a collaborative manner, thus supporting the Center's vision of Transforming Health through Research, Education, Action, and Discovery (THREAD) in order to improve the lives of individuals at local, state, and national levels.

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

MISSION

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

Core Values Definitions

Professionalism

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

Integrity

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

Respect

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

Engagement

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

Civility

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

Diversity and Inclusivity

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

Accountability

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

Collaboration

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

SECTION II: ADMISSION TO THE SCHOOL OF NURSING

ADMISSION TO CLEVELAND STATE UNIVERSITY

Applications and procedures for admission to Cleveland State University are available on the Office of Admissions' website at <http://www.csuohio.edu/admissions/admissions>

ADMISSION TO THE MASTER OF SCIENCE IN NURSING GRADUATE NURSING PROGRAM

MASTER OF SCIENCE IN NURSING DEGREE PROGRAM

To be eligible for consideration for admission to the MSN program the applicant must:

1. Have a BSN from a nationally-accredited nursing program;
2. Have an undergraduate BSN cumulative grade point average (CGPA) of 3.0 or above on a 4.0 scale;
3. Have an unrestricted license as a Registered Nurse (RN) in your United States (US) state of residence;
4. Have malpractice insurance;
5. Successfully complete an undergraduate or graduate-level statistics course with a grade of "C" or better;
6. Have completed and submitted an Application for Admission to the College of Graduate Studies which includes:
 - a. Official transcripts from all post-secondary educational institutions previously attended;
 - b. Names of two professional references;
 - c. An essay detailing why the applicant is pursuing an MSN, identifying professional goals, and program track to pursue.

A maximum of 12 credit hours of "select" MSN degree courses are permitted to be taken as a non-nursing graduate student. Contact program Director for approval of "select" courses.

Additional Expectations

Applicants are expected to have:

1. Computer literacy skills: use word processing and spreadsheet programs, conduct searches of the nursing and medical literature using standard databases, conduct business over email with use of attachments, enter into Internet discussion groups, search the Internet for nursing

and health-related information; students must use Microsoft® or Microsoft® compatible software to create and submit required work;

2. Completed a course in statistics and be knowledgeable on descriptive statistics, t-test, ANOVA, regression, and chi-square and know the applicability of parametric and nonparametric statistical tests;
3. Completed an undergraduate nursing course in nursing/health assessment;
4. Identified a population of interest to focus on one's course of study during the program.

Nursing Education Certificate

In order to be eligible for admission to the Nursing Education Certificate program, applicants must:

1. Have an MSN degree from a nationally-accredited nursing program;
2. Have an active license as a Registered Nurse (RN) in your US state of residence;
3. Have completed and submitted an Application for Admission to the College of Graduate Studies, and;
4. Submit official transcripts from all post-secondary educational institutions previously attended.

SECTION III: PHILOSOPHY & CONCEPTUAL FRAMEWORK; GRADUATE PROGRAM TERMINAL AND LEVEL OBJECTIVES; STANDARD COURSE POLICIES

PURPOSES OF THE NURSING PROGRAM

1. Offer a community-based graduate nursing curriculum that fosters health promotion and disease prevention;
2. Offer a graduate nursing curriculum that emphasizes care for population groups;
3. Provide a curriculum that builds on and integrates theories and concepts gained from course work in liberal arts, humanities, and the natural, physical, and behavioral sciences;
4. Provide opportunities for persons to acquire a graduate degree in nursing;
5. Provide a cadre of nurses who can function effectively in a variety of professional roles to enhance the health of clients in a multi-cultural society;

6. Prepare professional nurses for leadership positions at the local through international levels;
7. Prepare graduates to advance the science of nursing through practice, education, and research.

NURSING PROGRAM PHILOSOPHY

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

Person

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

Environment

The environment encompasses the totality of a person's life experiences. The environment is viewed as both internal and external in nature. The internal environment is within the person—body, mind, and spirit. The external environment consists of 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, he/she must recognize his/her 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 are supported by the use of therapeutic nursing interventions. Each individual, family, group, and community has the right and responsibility to engage in preventive health activities. Access to community-based settings is important for health promotion and disease prevention. Ability to plan and evaluate care for population groups is important for health planning and policy, and for documenting outcomes of nursing care.

Nursing

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

Professional nurses use critical thinking to meet the health needs of clients in generalist, specialist, advanced or independent practice roles. Professional nurses assume the roles of caregiver, health teacher, client-advocate, counselor, coordinator, collaborator, change agent, leader, manager, consultant, or researcher. They collaborate with interdisciplinary team members and others to

provide health care. Professional nurses use research findings and/or conduct research to improve nursing. Professional nurses have a strong commitment to ethical behavior and Professional Standards of Practice and assume responsibility, authority, and accountability for their actions. Professional nurses use primary, secondary, and tertiary preventative strategies. Primary prevention strategies relate to those activities which promote and maintain health: health teaching, immunization, early detection, and treatment. Secondary strategies relate to activities which focus on acute and critical care and the limitation of disability. Tertiary preventive strategies relate to those activities related to rehabilitation, long term care, and care of the dying.

Education

Education is a structured process leading to formalized outcomes. Education provides a person with tools contributing to personal development. Education is present and future-oriented; it is accomplished by facilitative communication, critical thinking, problem-solving, and decision-making. Education provides a firm basis for understanding self and relationships with others and society as a whole. Nursing education contributes to the development of personal and professional identity. Education enhances a person's ability to confront ambiguities of life and maintain a sense of coherence. Education provides the means for effecting change in a systematized, logical, goal-oriented, and direct manner. During this process of change, a person becomes able to identify and explore alternative perspectives. Learning is a process of change that continues throughout a person's life. Learning is 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.

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

This philosophy provides the fundamental guidelines and a value system for ordering priorities

within the program and is the belief construct underlying the organizing framework of both the undergraduate and graduate curricula.

ESSENTIALS OF MASTER'S EDUCATION IN NURSING

The nine *Essentials* addressed in the American Association of Colleges of Nursing (AACN) in its 2011 document *The Essentials of Master's Education in Nursing*, delineate the knowledge and skills that all nurses prepared in master's nursing programs acquire.

These *Essentials* guide the preparation of graduates for diverse areas of practice in any healthcare setting and are taken from the American Association of Colleges of Nursing (2011). In April 2021, academic nursing is moving toward a new model and framework for nursing education using a competency-based approach. During the 2021-22 academic year, courses will be realigned to highlight the 2021 Essentials.

Essential I: Background for Practice from Sciences and Humanities

Recognizes that the master's prepared nurse integrates 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 II: Organizational and Systems Leadership

Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Essential III: Quality Improvement and Safety

Recognizes that a master's prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice

Recognizes that the master's prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies

Recognizes that the master's prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy

Recognizes that the master's prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Recognizes that the master's prepared nurse, as a member and leader of Inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Essential VIII: Clinical Prevention and Population Health for Improving Health

Recognizes that the master's prepared nurse applies and integrates 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 IX: Master's-Level Nursing Practice

Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

PREPARATION OF THE CSU MSN DEGREE PROGRAM GRADUATE

The Cleveland State University SON Master of Science in Nursing degree program prepares the graduate to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations;
2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment;
3. Design nursing care for a clinical or community-focused population-based on biopsychosocial, public health, nursing, and organizational sciences;
4. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery;
5. Synthesize evidence for practice to determine the appropriate application of interventions across diverse populations;
6. Use quality processes and improvement science to evaluate care and ensure patient safety for individuals and communities;

7. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes;
8. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.

TERMINAL OBJECTIVES FOR THE GRADUATE NURSING PROGRAM

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 promote 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, works 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 to 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. Applies and integrates 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).

CORE ESSENTIALS OF THE GRADUATE NURSING PROGRAM

The Core Essentials for the CSU SON Graduate Nursing Program have been adapted from the American Association of Colleges of Nursing (2011).

Table 1
Core essentials of the graduate nursing program

AACN Masters Essentials	School of Nursing Courses That Address Masters Essentials
Essential I: Scientific Background for Practice	NUR 503 Evidence-Based Practice NUR 506 Theoretical Foundations for Population Health NUR 503 Evidence-Based Practice NUR 505 Epidemiology & Demography NUR 508 Advanced Assessment, Pathophysiology, & Pharmacology NUR 511 Introduction to Forensic Nursing NUR 605 Population Assessment & Interventions
Essential II: Organizational and Systems Leadership	NUR 506 Theoretical Foundations for Population Health NUR 512 Forensic Methodologies NUR 520 Curriculum Development in Nursing
Essential III: Quality Improvement and Safety	NUR 503 Evidence-Based Practice NUR 519 Educational Evaluation
Essential IV: Translating and Integrating Scholarship into Practice	NUR 605 Population Interventions NUR 606 Capstone Practicum in Population Health Care

AACN Masters Essentials	School of Nursing Courses That Address Masters Essentials
Essential V: Informatics and Healthcare Technologies	NUR 600 Information Systems in Healthcare NUR 603 Health Care Financing for Nursing Practice
Essential VI: Health Policy and Advocacy	NUR 510 Ethics in Advanced Nursing Practice NUR 602 Health Care Policy NUR 617 The Legal System
Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	NUR 510 Ethics in Advanced Nursing Practice NUR 518 Nursing Education Leadership NUR 605 Population Assessment & Interventions NUR 606 Capstone Practicum in Population Health Care
Essential VIII: Clinical Prevention and Population Health for Improving Health	NUR 505 Epidemiology & Demography NUR 605 Population Assessment & Interventions NUR 606 Capstone Practicum in Population Health
Essential IX: Master's-Level Nursing Practice	NUR 506 Theoretical Foundations for Population Health NUR 510 Ethics in Advanced Nursing Practice NUR 605 Population Assessment & Interventions NUR 606 Capstone Practicum in Population Health Care

- NUR 505 (100 clinical hours)
- NUR 605 (200 clinical hours)
- NUR 606 (200 clinical hours)

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 taking into account attributes believed to influence health such as lifestyle, ethnicity, disease, gender, age, geography, environment, and

social/economic/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 an MSN with a Specialized Population, an MSN with a Clinical Nurse Leader focus, an MSN with a focus in Forensic Nursing, an MSN with a focus in Nursing Education, and a Certificate in Nursing Education.

Program Planners

Program planners are provided to assist students in planning their academic studies. Students, in consultation with their Nursing Faculty Advisor, will use the planners to keep track of their progress throughout the program. Program planners may be found in the on the SON website at <http://www.csuohio.edu/nursing/graduate-programs/graduate-programs>

Programs of Study

There are four specialization tracks in the MSN degree program. The tracks include Specialized Populations, Clinical Nurse Leader, Forensic Nursing, and Nursing Education, MSN/MBA.

Specialized Populations 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, cost-benefit analysis, and 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.

Students may choose their area of concentration according to interest and faculty availability. The population selected must be approved by the student's Nursing Faculty Advisor.

Program of Study for the Specialized Population Track

<https://www.csuohio.edu/nursing/graduate-programs/specialized-population-masters-science-in-nursing-1>

Clinical Nurse Leader 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. Fundamental aspects of CNL practice include:

- Clinical leadership for patient care practices and delivery, including the design, coordination, and evaluation of care for individuals, families, groups, and populations;
- Participation in the identification and collection of care outcomes;

- Accountability for evaluation and improvement of point-of-care outcomes, including the synthesis of data and other evidence to evaluate and achieve optimal outcomes;
- Risk anticipation for individuals and cohorts of patients;
- Lateral integration of care for individuals and cohorts of patients;
- Design and implementation of evidence-based practice(s);
- Team leadership, management and collaboration with other health professional team members;
- Information management or the use of information systems and technologies to improve healthcare outcomes;
- Stewardship and leveraging of human, environmental, and material resources; and,
- Advocacy for patients, communities, and the health professional team.

American Association of Colleges of Nursing (2013). Competencies and Curricular Expectations for Clinical Nurse Leader: Education and Practice. For the complete report, please see: <http://www.aacn.nche.edu/cnl/CNL-Competencies-October-2013.pdf>

Students who complete all clinical practicum courses (NUR 605 and NUR 606) would be eligible to take the Clinical Nurse Leader Exam.

Program of Study for the Clinical Nurse Leader Track

<https://www.csuohio.edu/nursing/graduate-programs/masters-science-in-nursing-clinical-nurse-leader>

Forensic Nursing Track

Forensic Nursing is the application of the science and art of nursing to both 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, and health care and judicial systems.

Program of Study for the Forensic Nursing Track

The program is structured so that students will receive the core courses in the MSN: Specialized Population major. This allows the student to gain a strong foundation in population health as well as theory and research. In addition, the students will be required to take courses specifically related to the population of victims/perpetrators of crime, violence or traumatic events.

<https://www.csuohio.edu/nursing/graduate-programs/forensic-nursing-masters-science-in-nursing-1>

Nursing Education 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, providing the graduate meets the teaching experience requirements needed to sit for the exam.

Program of Study for the Nursing Education Track

<https://www.csuohio.edu/nursing/graduate-programs/nursing-education-masters-science-in-nursing-1>

Graduate Certificate in Nursing Education

The Graduate Certificate in Education provides master's prepared nurses the skills needed for the education and clinical supervision of both nursing students and professional nurses in clinical settings. Holders of this certificate may seek employment in schools of nursing, continuing education programs, and in organizational and leadership education programs in health care facilities.

Program of Study for the Certificate in Nursing Education

- NUR 518 Nursing Education Leadership
- NUR 519 Educational Evaluation Methods
- NUR 520 Curriculum Development in nursing
- NUR 600 Information Systems in Healthcare

Please see SON website at <http://www.csuohio.edu/nursing/graduate-programs/nursing-education-interdisciplinary-graduate-certificate>

STANDARD COURSE POLICIES

Exams

Makeup exams will be given at the discretion and prior approval of the professor. If you are ill and will miss an exam, you must contact the professor prior to the scheduled examination time. Exams missed due to illness require a written healthcare provider's excuse for approval of makeup exams. An unexcused missed exam will receive a grade of zero.

Assignments

Students must submit all assignments on time in order to be considered to earn full credit if the assignment meets all criteria in the evaluation rubric. Once an assignment is submitted it will be graded and returned to the student. It is at the discretion of the professor if the student is permitted to rewrite the assignment for reevaluation. Course professors are available to meet with students via phone conference call, email, Blackboard Learn™ chat, video conferencing, or in-person to provide feedback. Students are welcomed to seek input from the professor during the process of completing assignments as needed.

Professors may deduct up to one letter grade per day for late assignment submissions. Students may be required to submit a written excuse from a healthcare provider for assignments submitted late due to illness or emergency. An unexcused late assignment will not be accepted and a zero grade may be assigned.

Criteria for Written Work

All written assignments must be prepared using the criteria for papers and reports described in the Publication Manual of the American Psychological Association (latest edition). In addition, all written work must be computer generated using Microsoft Office™ or other Microsoft®-compatible software.

Scholarly written work is required to be submitted to Turn-it-in™, a plagiarism detection service subscribed to by CSU. Professors will provide directions on how to submit written work in each nursing course. All students must register for an account at www.Turnitin.com prior to beginning the first course of study in the program.

Attendance

It is the student's responsibility to actively participate in scheduled courses and clinical practica. If a student will be absent during the course of a semester, the student is responsible to discuss the required course work and assignment due dates with the professor prior to the absence.

Reasonable Accommodations & Disability Statement

Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Accommodations need to be requested in advance and will not be granted retroactively. See the CSU Disability Services Office website at <http://www.csuohio.edu/offices/disability/>

Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Berkman Hall, room 147. The office serves hundreds of students with a variety of disabilities including learning disabilities, chronic health issues, attention deficit disorders, psychological conditions, visual impairments, mobility impairments, and hearing impairments.

Anyone who is requesting accommodations due to a disability is required to make that request through the Office of Disability Services. Once a person has been identified to this office, the office engages in an interactive process with that person to determine what accommodations, if any, are needed to ensure their equal access and participation in our community.

All accommodations are individualized—there is not a standard list of what one receives if one has a specific disability. Many different disabilities have similar accommodations to address the needs imposed by the disability. Additionally, two people with the same disability may have very different needs depending upon the impact of the disability on each individual.

School of Nursing Grading Scale

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

*Considered unacceptable grades in the College of Graduate Studies

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.

Incomplete Grades

In accordance with the Graduate Catalog, graduate nursing students may request a grade of Incomplete ("I") for a graduate nursing course under the following conditions:

1. The student has been regularly attending/participating in the course;
2. The student has the potential to pass the course;
3. The student has not completed all of the requirements of the course for reasons deemed justified by the course professor.

Procedure

1. The student requests an incomplete from the course professor prior to the end of the semester in which the student is registered for the course.
2. The professor identifies the requirements for the course that the student must complete.
3. The professor assigns a deadline for the student to complete and submit the outstanding requirements. In accordance with the Graduate Catalog, "an "I" grade must be removed within a maximum of one semester (by the last day of instruction of the next semester) or it converts to a grade of 'F', whether or not the student enrolls the next term. A professor may require course work to be completed earlier. Incomplete deadline dates are noted on the University Registrar's Web page at <https://www.csuohio.edu/registrar/grades>
4. The student and professor complete a SON Incomplete Contract memorandum. The original contract must bear original signatures of the student and the professor.
5. Copies of the completed SON Incomplete Contract are distributed to the student, course professor, the student's graduate faculty advisor, and the School of Nursing Graduate Program Director. The original contract is filed in the student's academic file in the SON.

SECTION IV: UNIVERSITY AND SCHOOL OF NURSING POLICIES GOVERNING STUDENT PROGRESSION IN THE PROGRAM

PROBATION AND DISMISSAL POLICIES

Academic Actions and Exceptions

Please see the College of Graduate Studies website at

(<http://catalog.csuohio.edu/content.php?catoid=19&navoid=1544>)

for details on 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

School of Nursing

Probation: Probation or Probationary Status in the Nursing Program informs the student that he/she is in noncompliance with the academic and/or professional behavior standards within the Program. A student will not be graduated from the Nursing Program while on probation. A student will be placed on probation by the Nursing Program, and be notified in writing 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 to 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.

Completing course sequence may be delayed and the student may not necessarily be permitted to graduate with his/her cohort due to the student's probationary status. The student will meet with their Nursing Faculty Advisor to plan the remainder of their course of study in the SON once the probationary status has been removed. The Graduate Program Director will retain final authority concerning scheduling and designation of clinical placements.

Probationary status will be removed when the student receives at least a 3.0 (programmatic) grade point average in the term following the probationary term and achieves a cumulative 3.0 (programmatic) grade point average no later than the second term following the probationary term.

Dismissal from the MSN Program

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

1. If the student earns a term grade point average below a 3.0 for two consecutive terms;
2. If 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. Anyone dismissed may reapply according to the guidelines established by the College of Graduate Studies and Regulations governing student progression can be found at <http://catalog.csuohio.edu/content.php?catoid=19&navoid=1544> . Readmission will be determined on an individual basis, considering the reason for dismissal and the availability of space in subsequent classes.

Students may appeal any probation or dismissal decision rendered by the Nursing Program faculty. The appeal process should be initiated through consultation with the student's Nursing Faculty Advisor and the Graduate Program Director. The student will be counseled through the appeal process established by the university. These processes are fully described by the College of Graduate Studies found at <http://catalog.csuohio.edu/content.php?catoid=19&navoid=1544> . Petition forms for the Graduate Program can be found at <http://www.csuohio.edu/sites/csuohio.edu/graduate-studies/files/petitionform.pdf>

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.

LEAVES OF ABSENCE AND READMISSION TO THE PROGRAM

Students who separate from any CSU SON program are not automatically eligible for readmission. Students who desire to return to the CSU SON after an approved leave of absence, however, may petition for readmission.

Table 2

Leaves of Absence

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

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.

READMISSION TO THE NURSING PROGRAM

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. 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.

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.

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 Associate Dean, and finally the Dean. If the student's concerns remain unresolved, they will be directed to the University's Ombudsman or other appropriate resources for further discussion. Please see the website at <http://www.csuohio.edu/provost/ombudsperson> for additional information on the role of the ombudsperson by being an impartial, trustworthy person to oversee

conflict-resolution procedures and assure due process for all parties involved in a conflict.

READMISSION FOLLOWING A PERSONAL LEAVE OF ABSENCE

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.

Students who withdrew from or failed a nursing didactic course must repeat the didactic course. Students who withdrew from or failed a clinical course must repeat the clinical course. 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.

GRADUATE APAS COMMITTEE STUDENT NOTIFICATION OF READMISSION FROM A PERSONAL LEAVE 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.

READMISSION FOLLOWING AN ACADEMIC LEAVE OF ABSENCE

The written petition to the Graduate APAS Committee must be submitted at least one semester before the requested readmission date. Students should see the Recruiter/Advisor to obtain assistance with completing the required Graduate Student Petition Form as well as drafting a cover letter and 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.

Students who withdrew from or failed a nursing didactic (theory) course must repeat the didactic

course. Students who withdrew from or failed a clinical course must repeat the clinical course.

GRADUATE APAS STUDENT NOTIFICATION OF READMISSION FROM AN ACADEMIC LEAVE OF ABSENCE

The Chairperson of the Graduate Admission, Progression, and Academic Standards (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.

REQUESTS FOR TRANSFER CREDIT

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-requisites (non-nursing) courses or nursing courses taken at another institution. Further information is located on the College of Graduate Studies website at http://catalog.csuohio.edu/content.php?catoid=19&navoid=1544#Transfer_Credit

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.

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

REQUESTS FROM STUDENTS FOR TRANSIENT STUDENT STATUS

Students may request Transient Student Status when enrolled in a program outside of the CSU. 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.

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 Nursing Faculty Advisor. As student records are maintained by SON Advisors and contain information that may be needed for graduation, this yearly appointment provides students an important review of their progression. Before withdrawing from any required course, 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.

Table 3

MSN recruiter/advisor contact information

MSN RECRUITER/ADVISOR	PROGRAM	TELEPHONE	EMAIL ADDRESS
Mary Manzuk	MSN Degree Program	(216) 687-3810	m.leanza@csuohio.edu

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.

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.

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. A Verbal Warning is documented on a Progressive Counseling Form (see Appendix of this Handbook, Documentation of Student Behavior Requiring Progressive Intervention), which is given to the student with notification of the warning provided to the Graduate Program Director, who will determine whether a copy is placed in the student's academic file.

WRITTEN REPRIMAND

A written reprimand is a formal discussion with written notification to a student when previous verbal reprimand(s) 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.

SUSPENSION

The 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. 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 participation in any classroom or clinical experience until the suspension has been lifted.

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.

ACADEMIC-BASED PROBATION

Academic-based probation is a status assigned to a student whose cumulative or nursing GPA falls below 3.0. Students placed on academic probation must develop a plan of action in conjunction with the Nursing Faculty Advisor and meet the terms outlined therein by the end of the following semester in order to continue in the Nursing Program.

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 warning. 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 Director, and/or Associate Dean, and must meet the terms outlined therein for the suspension to be lifted.

ACADEMIC PROBATION

Students whose cumulative semester GPA falls below 3.0 will be placed on academic probation and receive notification from the College of Graduate Studies. Nursing students whose nursing GPA falls below 3.0 will also be placed on academic probation in the SON and must meet with Nursing Faculty Advisor and the Graduate Program Director to develop a plan to raise their nursing GPA to 3.0 or above the next semester. Failure to raise their GPA to 3.0 or above the following semester may result in academic dismissal from the nursing program. Students who are dismissed from any CSU SON Program are not eligible for readmission to the Nursing Program.

REMOVAL OF ACADEMIC PROBATIONARY STATUS

A nursing student's probationary status will be monitored by the student's SON Recruiter/Advisor and reported to the Graduate APAS Committee. Students who successfully raise their cumulative and/or nursing GPA to 3.0 or above the semester following placement on probationary status will receive notification from the Graduate APAS Committee that the probationary status has been lifted.

PERFORMANCE-BASED PROGRESSIVE INTERVENTION

As evaluated by the nursing faculty, students are responsible for demonstrating satisfactory, safe, responsible, and ethical behavior in the classroom, simulation exercises, and clinical experiences. Unsatisfactory, unsafe, or unethical behaviors are not acceptable and, as deemed appropriate, may lead to disciplinary action including reprimands, probation, suspension and/or dismissal from the nursing program.

UNSAFE /UNSATISFACTORY OR UNETHICAL PERFORMANCE IS DEFINED AS, BUT NOT LIMITED TO:

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

Any SON faculty member who observes student behavior that is significantly unsatisfactory, unsafe, or unethical may remove the student from further classroom, simulation, or clinical experience and must immediately notify the Nursing Faculty Advisor and Graduate Program Director. Faculty will document the incident as a Written Reprimand on a Student Counseling Form and provide the student with a copy.

The student must meet with the professor of record, the Nursing Faculty Advisor and the Graduate Program Director as soon as possible to review the incident in question. The student will present a written account of his/her perception of the incident at this meeting. The student is restricted from any activity in the nursing program until the issue has been reviewed and a decision made.

Following the meeting, the Faculty member, the Nursing Faculty Advisor, and the Graduate Program Director will present a comprehensive report in writing about the student's behavior to the APAS Committee and Associate Dean for their review. Depending on the nature of the behavior and the outcome of the meeting, the Graduate APAS Committee may:

1. Recommend Probation or Suspension, the terms of which must be met before the student may resume nursing program activities;
2. Permit the student to resume activities in the nursing program based on a Remediation Plan developed by the Nursing Faculty Advisor, and the Graduate Program Director and as approved by the Graduate APAS Committee;
3. Recommend that the student receives a failing grade for the course. However, the final determination of the grade remains the responsibility of the classroom professor, and clinical professor, as appropriate;
4. Recommend Dismissal from the Nursing Program.

DISMISSAL FROM THE NURSING PROGRAM

The SON reserves the right to dismiss a student from the graduate nursing program immediately following incidents in which a nursing faculty member's written documentation indicates that the student's behavior was egregiously unsafe, unsatisfactory, unprofessional, or unethical. The Graduate APAS Committee will review documentation provided by faculty and make recommendations for intervention, which will, in turn, be reviewed by the Associate Dean or Dean, who will make the final decision for intervention, up to and including dismissal. A student dismissed from the nursing program will not be considered for readmission.

Table 4

Grade disputes or any other SON grievances

<p>The School of Nursing student has the right to file grade disputes if consensus cannot be reached with their professor or clinical professor. Prior to doing so, students are required to follow the School of Nursing chain of command to determine if resolution is possible:</p> <p>STEP</p>	<p>SCHOOL OF NURSING CONTACT PERSON</p>
1	Professor teaching the course in question
2	Graduate Program Director
3	SON Program Director
4	Dean

CLEVELAND STATE UNIVERSITY GRIEVANCE POLICY

The SON students have the right to file grievances related to general Cleveland State University policies. Information on the Cleveland State University’s Student Grievance Policies can be found on CSU Office of University Compliance’s website at

<http://www.csuohio.edu/compliance/student-grievance-procedure>

OFFICE OF INSTITUTIONAL EQUITY

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

ACADEMIC CONDUCT

UNIVERSITY REGULATIONS FOR STUDENT CONDUCT

Plagiarism Policy

Professors have plagiarism detection tools and software programs that are used to detect breaches in academic honesty. Professors are also skilled in noticing changes in a student’s writing style and structure. 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. 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. Notify the professor if one suspects that a colleague has engaged in academic dishonesty. Just as one would confront and report errors and omissions in clinical practice, upholding standards of academic honesty protects the public and allows for corrective action to be taken by the professor and/or university.

Breaches in academic honesty will be dealt with in accordance with the SON and Cleveland State University's Student Code of Conduct found at <https://www.csuohio.edu/compliance/student-code-conduct>. The Code of Conduct provides an overview of the role of the student as a participating member of the University community, defining students' responsibilities while protecting their right to pursue legitimate educational goals.

Submission of Written Work to www.Turn-it-In.com Service:

Professors will direct students on how to submit all scholarly written course work to Turn-it-In™, a plagiarism detection service subscribed to by the University.

Grade Dispute Procedure

If a student has concerns about a grade received for an assignment or course, the student should first contact the professor to address the issue of concern. If a resolution is not achieved at this level, the student will then meet with the Graduate Program Director. If a resolution is not achieved at this level, the student will then meet with the Associate Dean for Academic Affairs. If resolution is not achieved at this level, the student will then meet with the Dean of the SON. If a resolution is not achieved at this level, the student will then contact the University Ombudsperson. 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.

STUDENT RESPONSIBILITIES AND EXPECTATIONS

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, nose/lip/eyebrow 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.

Online Etiquette and In-person Rules of Conduct

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

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

Suggestions for a Successful Academic Outcome: Student Interaction and Requirements

1. Thoughtfully plan your work, academic, and personal schedule in order to meet all obligations and responsibilities.
2. If you need assistance or guidance on a particular academic assignment, please contact the professor by email or phone to arrange for a consultation. Questions are always welcomed and encouraged.
3. Practice a more formal writing style (APA) in all of your correspondence (email, discussions, and scholarly papers). Proofread all of your work. Do not rely on "spell-check" to find all errors.
4. Have someone who is not familiar with nursing and healthcare read your paper. Does it make sense to them? Do your ideas flow? Would you be pleased with the work submitted two years from now?
5. Be timely in your response to emails. Do not become missing in action in the course to the point the professor is wondering if you are still enrolled in the course. The professor can track your participation in the course with a tool within the Blackboard™ system. Failure to log on and participate in threaded discussions or submit work by the required date can have a negative impact on academic success.
6. All assignments/discussion postings are due at the time listed in the syllabus.

Written and Verbal Communication

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

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

SECTION V: STUDENT CONDUCT

SON students are expected to abide by the Cleveland State University's Code of Conduct that can be found at <http://www.csuohio.edu/compliance/student-code-conduct>

ACADEMIC MISCONDUCT/PLAGIARISM/ACADEMIC DISHONESTY

Students in the Nursing Program are responsible for demonstrating academic integrity at all times in the classroom, NRL, simulations, and clinical experiences. The SON Affirms Cleveland State University's policy on student misconduct, plagiarism, and academic dishonesty which can be found at <http://catalog.csuohio.edu/content.php?catoid=1&navoid=586>

Table 5
Academic misconduct/plagiarism/academic conduct

The CSU Code of Student Conduct, Policy on Academic Misconduct defines the following:	Definition
Cheating	Fraudulent acquisition and/or submission of another's intellectual property. Cheating includes, but is not limited to the unauthorized giving or receiving of a copy of examination questions, the use of unauthorized or fabricated sources in carrying out assignments and copying the examination questions of others.
Plagiarism	Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. Plagiarism includes, but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.
THERE ARE TWO (2) CATEGORIES OF CHEATING AND PLAGIARISM, BASED ON THE DEGREE OF SERIOUSNESS INVOLVED:	
Minor Infractions	Acts of cheating or plagiarism involving an assignment or project that constitutes less than 25% of the overall course grade
Major Infractions	Acts of cheating or plagiarism which affect the overall course grade such as a major/comprehensive exam, term paper, project, or final grade evaluation
Accordingly, the progressive intervention will be provided to any student who commits acts of cheating or plagiarism according to the degree of seriousness involved:	
Minor Infractions	A written reprimand may be issued concurrently with a grade of "F" on the individual assignment
Major Infractions	A grade of "F" may be issued in the course concurrent with a recommendation for probation, suspension, or dismissal from the Nursing Program.

SOCIAL MEDIA POLICY

The CSU SON upholds the standards for the responsible and ethical use of social media by nurses. The National Council of State Boards of Nursing (NCSBN), the American Nurses Association (ANA) and the Sigma Theta Tau International (STTI) Honor Society for Nursing have all issued statements on this issue. Students are encouraged to read the statements that can be found on the respective websites below and follow them.

National Council of State Boards of Nursing:

- <https://www.ncsbn.org/347.htm>
- https://www.ncsbn.org/NSNA_Social_Media_Recommendations.pdf

American Nurses Association:

- <http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media>
- <http://www.nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Tip-Card-for-Nurses-Using-Social-Media.pdf>

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.

RESPONSIBILITIES AND RIGHTS OF STUDENTS IN RELATION TO EDUCATIONAL STANDARDS THE AMERICAN NURSES ASSOCIATION (2015) CODE OF ETHICS GOVERNING CONDUCT

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

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity for the profession and its practice, and for shaping social policy.

The ANA's (2015) Code of Ethics Governing Conduct (including interpretive statements) can be found on their website at <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/AboutTheCode.html> , or may be purchased from an online vendor.

STUDENT CONDUCT IN THE CLASSROOM

General Guidelines: Students should:

1. Complete all readings and other assignments prior to each classroom session;
2. Engage in active classroom participation;
3. Submit all assignments on time, in accordance with the timeframes outlined in course syllabi;
4. Acknowledge all late assignments will receive a penalty as outlined in the course syllabus; faculty reserve the right to refuse late assignments deemed excessively late;
5. Submit the original document with any re-submitted/re-written work;

6. Acknowledge any written work may be retained by the faculty and filed in a student's SON Academic File for future review or by faculty for consideration in preparation for a student's performance evaluation.

RECORDING OF LECTURES

Students must first secure permission from their faculty member before recording any activity in the classroom or simulation. Faculty members have the right to deny student requests. A recording is expressly prohibited in the clinical setting.

SECTION VI: SCHOOL OF NURSING AND UNIVERSITY RESOURCES; ePORTFOLIO; CLINICAL PRACTICA

Online Resources at a Glance

The SON has two sites specifically designed to meet your informational needs:

- School of Nursing
<http://www.csuohio.edu/Nursing/>
- Blackboard Learn™ website:
School of Nursing Graduate Student Community *

*Available to all enrolled in a program of study in the SON and contains current information and resources you will find helpful during your tenure at CSU.

Graduate Nursing Program Faculty and Staff

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.

<http://www.csuohio.edu/nursing/faculty-staff/faculty-staff>

The University's website <http://www.csuohio.edu> provides information, resources, services, and programs available to students.

The College of Graduate Studies' website <http://www.csuohio.edu/gradcollege/> provides information, resources, and forms specifically for graduate students.

THE PROFESSIONAL EVALUATION PORTFOLIO (ePortfolio)

Each student in the SON MSN program is required to develop a professional evaluation portfolio that will be used for formative and summative evaluation of the student's progress in meeting the expected competencies for graduate study in nursing.

The Professional Portfolio:

The ePortfolio system is a collection of documents that record and describe classroom and professional accomplishments on your journey to become an expert in population health nursing. Your portfolio should be designed to address the competencies of the MSN degree program. These competencies are derived from the American Nurses Association and the American Association of Colleges of Nursing standards and competencies for Masters-prepared nurses. These competencies flow from the terminal objectives of the program. By the end of each course, students MUST upload the required artifacts for the course into the ePortfolio system. Failure to do so will delay graduation approval.

Summative Review for ePortfolio Completeness:

All artifacts and the ePortfolio will be reviewed for completeness by the Graduate Nursing Program faculty prior to granting approval for graduation.

Accessing the ePortfolio System on Blackboard Learn™:

The ePortfolio system is available on the Blackboard Learn™ platform. Students may log in to Blackboard Learn™ from the University's MyCSU website. Once logged in, click on the following Community:

Communities - School of Nursing Graduate Student ePortfolio Repository

On the community site, students will find information about the ePortfolio process and a list of required ePortfolio artifacts. Students are required to upload the required artifacts for each course into the ePortfolio system at the conclusion of the course. See each course syllabus for the required artifacts. NOTE: Do not expect your professors to keep copies of your artifacts after the course ends.

SCHOOL OF NURSING GRADUATE STUDENT COMMUNITY ON BLACKBOARD LEARN™

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

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

This site is updated frequently and serves as a rapid communication and information vehicle for

students and faculty alike. Once logged in, click on the following Community:
Communities - School of Nursing Graduate Student Community

FACULTY ADVISING

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/personal concerns. Students **must** consult with their Nursing Faculty Advisor before withdrawing from any required course. Advisors communicate with students each semester to determine if students have a program or course of study questions. Students must not drop or withdraw from a course without first consulting with their nursing faculty advisor.

ACADEMIC CALENDAR

Please consult the University calendar, which may be found on CSU's MyCSU website, for information regarding term schedules, vacations, holidays, etc. When the University is closed, classes are not in session.

COURSE SCHEDULING

Multi-Term Enrollment:

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 closer to the start of that semester.

You must self-register for nursing courses by:

1. Clicking 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.

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.

CLINICAL PRACTICA

Placement at clinical sites for practica will vary for each student.

It is **mandatory** that students discuss their specific area of focus, the population of interest, and the environment(s) with their nursing faculty advisor in the spring semester of their first year of MSN degree program course work. Students must submit the Practicum Site Request form and Preceptor Data Form (found in the Blackboard Learn™ Graduate Student Site: Practicum Forms) by **April 1** of the year in which the clinical practicum course sequence is planned. **Out of state and out of the region (Greater Cleveland, Ohio, region) should submit their practicum site request form as early as January 2 of the year that the practicum is to begin. This time is required to secure a Clinical Affiliation Agreement (CAA) with systems and agencies in states beyond Ohio or the Greater Cleveland, Ohio, region. Failure to submit the completed Practicum Site Request Form as required and due may result in a delay in the practicum experience as CAAs must be fully executed prior to the start of the practicum.**

Students should give careful attention to securing the name of a preceptor, agency/institution address, phone, and email contact information. As noted above, the Graduate Program Director needs this lead-time to identify suitable role models and contact persons and to negotiate Clinical Affiliation Agreements (CAA) with agencies. In addition, many clinical agencies require significant onboarding processing which must be completed prior to the start of the clinical practicum.

PROGRAM AND HEALTH DATA REQUIREMENTS

Students must have current and complete Program and Health Data Requirements on file in the SON in order to participate in clinical practica. 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 MSN degree program. **Program and Health data are due within 60 days of admission to the Graduate Nursing Program.** Failure to submit these documents will impede the forward progression of the student in the program. **Send these documents to Ms. Heidi Hills h.hills@csuohio.edu**

Students may enroll in a 600-level 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 want to verify the status of their information may contact the SON at 216-687-3598. Information on the required Program and Health Requirements can be found at <http://www.csuohio.edu/nursing/graduate-programs/program-and-health-requirements>.

Students who do not remain current with health and program data will be administratively withdrawn from clinical practica courses. Currency in this data is required through a contractual agreement with clinical sites and noted in the CAA; no exceptions will be granted.

EMERGENCY MEDICAL CARE FOR STUDENTS IN A HOSPITAL OR OTHER 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.

ACCIDENTAL INJURY AND/OR ILLNESS DURING CLINICAL EXPERIENCES

Students are expected to complete both an agency incident report and the SON's incident report in the case of an injury or illness during any clinical experience. The agency's report is to be countersigned 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 SON's incident form and submit it to the SON's Graduate Program Director within 24 hours of the occurrence of the incident.

To assure 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:

1. 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.
2. 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 clinical to assume the responsibility to seek health care by his/her personal health care provider or EMS may be called.

CLINICAL EXPERIENCE SITE AND PERFORMANCE REQUIREMENTS

Clinical experiences are offered in a variety of settings to support meeting course objectives:

1. Learning experiences in off-campus clinical settings;
2. Clinical recitations/skill practice or test-out sessions in any setting.

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. Students must abide by existing rules and regulations of the clinical agency during their clinical assignments.

IMMUNIZATION REQUIREMENTS

Students are required to provide documentation of immunization and/or positive titer results for the following:

1. Hep B 3- positive titer results;
2. T-Dap/DT-documentation of completion (and then a booster every 10 years);
3. Varicella –proof of positive titer results;
4. MMR –Proof of positive titer results;
5. BLS –current “BLS for the Healthcare Provider” (CPR) certification;
6. TB- titer results (Quantiferon to prove negative TB) or Chest X-RAY;
7. Proof of Influenza Vaccination by the start of flu season each year;
8. Drug screening may be requested by certain hospital/community partners. If so, a negative drug screen must be achieved in order to attend clinical at that site.
9. Other immunizations required in response to emerging communicable diseases where a vaccine is available (e.g. COVID-19 vaccine).

For a complete listing of the Program & Health Requirements, see:

<http://www.csuohio.edu/nursing/graduate-programs/program-and-health-requirements>

UNIFORMS/DRESS CODE

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.

2. A clean, neat appearance is required. Facial hair should be trimmed. No odor of smoke or cologne/ perfume/powder or offensive body odor.
3. Jewelry is limited to one set of single post earrings, a plain wedding band, and a watch. No other forms of facial jewelry (e.g., lip, brow, nose rings) are permitted.
4. Tattoos are to be covered.

FACULTY SUPERVISION OF STUDENTS

Students in the CSU SON are supervised by SON faculty and or qualified preceptors in a variety of settings including the classroom, simulations, and clinical agencies. 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 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 check their email and the Blackboard Learn™ site for all courses often.

THE CLASSROOM

Student progress in didactic courses is assessed by a variety of methods including examinations/tests, quizzes, written assignments (i.e. papers and case studies), and experiential activities. Professors are responsible for timely entry of grades for all assignments in Blackboard Learn™ and are available to meet with students to discuss their progress during office hours.

CLINICAL EXPERIENCES

Student progress in clinical courses is monitored on an ongoing basis with feedback provided to students. The SON affirms it will not implement changes to policies for student progression or requirements for program completion for students currently enrolled in the program at the time changes are adopted.

SECTION VII: PAYMENT OF FEES, EXPENSES, REFUNDS; FINANCIAL AID

INFORMATION ON CSU TUITION AND FEES, EXPENSES, REFUNDS, AND PAYMENT PLANS CAN BE FOUND ON THE TREASURY SERVICES WEBSITE:

<http://www.csuohio.edu/treasury-services/treasury-services>

SCHOLARSHIP, GRANTS, AND LOAN OPPORTUNITIES:

Various forms of financial aid are available to graduate nursing students. General information about financial aid may be found on the Office of Financial Aid's website at

<http://www.csuohio.edu/financial-aid/financial-aid> . Financial Aid advisors are available through

telephone, email, or in person at the **All-in-1 Center**. Phone: 216.687.5411 allin1@csuohio.edu

Information about **Graduate Assistantships** may be found on the College of Graduate Studies' website at <http://www.csuohio.edu/graduate-studies/current-students/graduate-and-teaching-assistantships>

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

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

PARKING

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

VIKING OUTFITTERS BOOKSTORE

Textbooks for all courses are typically available at least one week prior to the start of each semester. Students can check availability of textbooks and all other required course materials at the CSU Viking Outfitters Bookstore website at http://www.bkstr.com/csuohiostore/home/en?cm_mmc=Redirect--VanityURL--vikingoutfitters.com--390909

SECTION VIII: SAFETY; GUIDANCE, COUNSELING AND SUPPORT SERVICES

CAMPUS SAFETY

FOR STUDENTS IN RESIDENCE ON OR NEAR CLEVELAND STATE UNIVERSITY

Students should always be concerned about their personal safety and security, particularly in an urban setting like CSU where all citizens have access to public facilities. Students should note the locations of fire alarms and extinguishers, emergency phones, and the nearest exits when on campus.

Cleveland State University has both a police force and security officers. Police and security patrol 24 hours a day, 365 days a year. In addition, numerous safety programs and services are provided. Students are encouraged to visit the Division of Campus Safety's website for more information.

<http://www.csuohio.edu/police/crime-prevention>

CONTACTING CAMPUS POLICE

The non-emergency telephone number for Campus Police is (216) 687-2020.

To report an emergency, students should dial 9-1-1 or 8-9-1-1 from any campus telephone. From a cell phone, students should dial 9-1-1 and ask the operator to connect them with the Cleveland State University Police.

Emergency phones are available throughout the campus, designated by either **blue light** or a **yellow call box**.

SAFETY ESCORTS

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

EMERGENCY CONTACT INFORMATION

Students must keep their emergency contact information updated on the CSU website under My CSU CampusNet. In addition, the University utilizes an emergency notification system (CSU Alert). Through CampusNet, students provide the system with contact information to receive notice of emergency situations, university closings, etc. Students must provide both the University and the SON with current contact information.

COUNSELING AND SUPPORT SERVICES

CLEVELAND STATE UNIVERSITY COUNSELING CENTER

Actively enrolled SON students may seek free, confidential, and professional counseling at the Cleveland State University Counseling Center (located at 1860 East 22nd Street Cleveland, Ohio 44114) by calling (216) 687-2277. 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 147 Berkman Hall, 2121 Euclid Avenue or call (216) 687-2105. Additional information on the Office of Disability Services may be found on their website at <https://www.csuohio.edu/offices/disability/>

In order for the SON to provide appropriate accommodation, students who receive an Accommodation Letter from the Office of Disability Services must provide a copy to their SON

Academic Advisor as well as to each of their faculty at the start of each new class. Accommodation is not retroactive.

Other sources of information and support include the following:

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

*denotes a confidential resource

ACADEMIC SUPPORT SERVICES

THE WRITING CENTER

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

LIBRARY SERVICES

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

ELECTRONIC COURSE RESERVE

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

SECTION IX: INVOLVEMENT IN SCHOOL OF NURSING ACTIVITIES; AWARDS AND HONORS; GRADUATION

STUDENT PARTICIPATION IN SCHOOL OF NURSING COMMITTEES

Students are eligible for membership on a variety of SON committees. At the start of each academic year, volunteers are solicited for membership on these committees.

A student representative on any committee is expected to participate in committee activities. To ensure the privacy of all students, student committee members may be asked to recuse themselves from various meetings or activities when confidential or sensitive information concerning other students is discussed. Accordingly, student committee members have the same responsibility as faculty committee members to treat all information discussed during committee meetings or activities in a confidential manner. The following is a list of SON Committees that welcome student participation:

GRADUATE CURRICULUM AND PROGRAM EVALUATION COMMITTEES

The duties of the **Graduate Curriculum Committee** is to review degree requirements, recommend curricular changes as deemed necessary, and review proposals for new courses/program. This committee also recommends updates to the university catalog and collaborates with the Program Evaluation Committee to conduct activities related to AACN/CCNE and OBN curriculum standards. The duties of the **Program Evaluation Committee** includes the development and implementation of a comprehensive evaluation plan for the SON, the implementation of AACN/CCNE updates and the preparation of assessment documentation for accreditation organizations. This committee is charged with the analysis of accreditation survey assessment findings and recommendations to SON administration and faculty for improvement based on those findings. These are ideal committees to serve on for students interested in nursing education or the nursing education track. Meetings are held monthly either in person or virtually, usually on a Friday.

GRADUATE ADMISSION, PROGRESSION, AND ACADEMIC STANDARDS COMMITTEE (APAS)

The duties of this committee include developing and maintaining policies on admission and progression, providing input into student selection for admission, and reviewing requests or recommendations regarding academic standing and/or progression. Students serving on this committee do not participate in any discussion or formal decisions of the committee. Meetings are held monthly either in person or virtually, usually on a Friday.

EDUCATIONAL TECHNOLOGY AND MEDIA COMMITTEE

The duties of this committee include exploring the integration of technology into the nursing classroom, Nursing Resource Lab, simulation, and clinical experiences. The committee works with SON faculty and the CSU Health Librarian on matters of acquisition and policy regarding the use of such technology and acts as a student liaison with the Center for e-learning. Meetings are held monthly either in person or virtually, usually on a Friday.

DEAN'S DIVERSITY COMMITTEE

The duties of this committee include supporting the SON's commitment to diversity through the implementation of CSU President's Council on Diversity Action Plan (DAP). Meetings are held monthly either in person or virtually, usually on a Friday.

STUDENT ORGANIZATIONS

MINORITY ASSOCIATION OF NURSING STUDENTS (MANS)

MANS is comprised of students currently enrolled in the SON and dedicated to exploring opportunities to empower all students through education on cultural competence and exploration of health disparities. By doing so, MANS seeks to promote diversity within the student body through outreach and retention efforts. Each year MANS sponsors a number of related activities including career outreach to local schools and the highly-anticipated annual Minority Health Fair. Additional information about MANS can be found at <https://orgsync.com/46014/chapter>

NURSES CHRISTIAN FELLOWSHIP (NCF)

Nurses Christian Fellowship (NCF) is both a Christian professional organization and a ministry of and for nurses and nursing students. NCF is a ministry of InterVarsity Christian Fellowship. Additional information can be found at <http://ncf-jcn.org>

RECOGNITION AND PINNING CEREMONY

This Ceremony, held several days prior to graduation, honors graduating nursing students. Graduates receive their CSU SON pins during the ceremony. All nursing graduates are expected to attend if they live in the Greater Cleveland region. Each graduate will receive a number of tickets for family or friends. If students complete their program of study during the summer or fall session of the year the recognition ceremony is held, these students may attend the ceremony and receive their CSU SON nursing pin. However, the student will not receive their diploma until all course work is successfully completed.

STUDENT AWARDS

The SON presents awards to outstanding graduates during the Recognition and Pinning Ceremony.

Outstanding Graduate Student Award for Excellence in Scholarship and Service.

Criteria to Consider:

- Scholarship: Examples include: exceptional design, implementation, and evaluation of clinical practicum project; thesis design and defense, presentation at local or national nursing or health-related conference, in addition to overall CGPA
- Service: Examples to consider: community service, participation in SON initiatives (e.g., MSN New Cohort Orientation presentation, participation in SON research/scholarship events, serving on SON committees, committee leadership on nursing/health-related committee at place of employment or community, other).
-

SIGMA THETA TAU INTERNATIONAL

STTI is the international honor society for nurses. It recognizes superior academic achievement and the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens the commitment to the ideals and purposes of the nursing profession. There are currently 500 chapters world-wide. Nu Delta, the CSU SON's chapter of STTI, promotes nursing excellence in scholarship, leadership, and service. Additional information about the Nu Delta Chapter can be found at <http://www.csuohio.edu/nursing/info/SigmaTheta.html>

Graduate students have the opportunity to be inducted into Sigma Theta Tau International Honor Society of Nursing while a student in the nursing program. The Induction occurs during the spring semester. Consult the Sigma Theta Tau International (STTI) page found on the SON website or the link in the School of Nursing Graduate Student Community on Blackboard Learn™ for more information.

APPLYING FOR GRADUATION

All students are required to complete a graduation application through CampusNet well in advance of their projected graduation date. Students should consult their SON Recruiter/Advisor before submitting their application. Deadlines for graduation application are posted on the Registrar's website at <https://www.csuohio.edu/registrar/graduation-information>

UNIVERSITY COMMENCEMENT EXERCISES

Attendance at this milestone event is highly recommended. Students must apply for graduation in CampusNet. Information about graduation and commencement can be found at <https://www.csuohio.edu/registrar/graduation-information> .

GRADUATION ACADEMIC REGALIA

Caps and gowns may be rented or purchased from the CSU Viking Outfitters Bookstore. Additional information may be found on the CSU Viking Outfitters Bookstore website at http://www.bkstr.com/csuhiostore/home/en?cm_mmc=Redirect--VanityURL--vikingoutfitters.com--390909

SECTION X: SCHOOL OF NURSING OFFICE GUIDELINES

SON FACULTY AND STAFF DIRECTORY

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

FACULTY MAILBOXES

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

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

STUDENT RECORDS

CHANGE OF STUDENT INFORMATION

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

STUDENT SCHOOL OF NURSING EDUCATIONAL RECORDS

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

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

STUDENT REQUESTS TO VIEW SON EDUCATIONAL RECORDS

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

1. Students may not remove, delete, or change any contents of the record.

2. After review, students may request a conference with a specific faculty member to discuss 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 Associate Dean within two (2) weeks of the written request. The SON will send a letter to the student stating the disposition of the request.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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SCHOOL OF NURSING FORMS

CLEVELAND STATE UNIVERSITY SCHOOL OF NURSING
Consent to Participate in Required Learning Experiences

I understand that the CSU SON must share personal information that I have provided via the forms in the required Program and Health Packet to clinical agencies in order to be placed in clinical courses and provide informed consent for sharing this information.

I have read the information provided relative to "Potential Risk for Discomfort or Injury" and understand the nature and purposes of the required learning experiences. I understand that I have a responsibility to exercise judgment in the practice of these various learning experiences in order to protect myself from the risk of injury or discomfort. I understand that from time to time I may be asked to act as a subject in the classroom or simulation exercise and that there may be risks involved in these activities.

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

I hereby consent to participate in the required learning experiences and will not hold Cleveland State University or its agents responsible for injury that occurs to me during these experiences. After signing below, return this form to the SON office (Julka Hall Room 238) by the start of your first nursing class.

Student's Signature

Date

CSU ID#

Printed Name

CLEVELAND STATE UNIVERSITY SCHOOL OF NURSING
Media Release and Copyright Permission

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

I understand that I am granting permission to Cleveland State University the right to produce, use, transmit, place online, or reproduce the above-mentioned item(s) for instructional or research purposes, for exhibition, display, illustration, advertising or promotional or any other purposes which may benefit the University or the SON to further its educational and service missions. Hereafter, Cleveland State University will retain all proprietary and copyrights in the abovementioned material and any component thereof.

Please indicate whether you have any objection to the use of your name in connection with the above-mentioned items.

Yes No

Please check one

I am of legal age

I am not of legal age, but the signature of my parent or guardian acting on my behalf appears below. After signing below, return this form to the SON office (Julka Hall Room 238) by the start of your first nursing class.

Student's Signature

Date

CSU ID#

Printed Name

Cleveland State University
School of Nursing
Documentation of Student Behavior Requiring Progressive Intervention

Student Counseled: _____

Date of Counseling: _____

Description of Incident/Situation:

Level of progressive intervention required:

Coaching _____

Reprimand _____

Suspension _____

Dismissal _____

Corrective Action proposed and Implementation Plan:

Professor Signature _____ **Date** _____

Student Signature _____ **Date** _____ **CSUID#** _____

File: Student's Academic File

**Cleveland State University School of Nursing
Safety and Technical Standards
Acknowledgment Form for Nursing Students**

By signing below, I (print name) _____, _____
First, M.I., Last Student ID #

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

(Check one box for each essential function)

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

Use this space for explanation should you so desire.

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

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

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

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

_____	_____	_____
Applicant’s Signature	Printed Name	Date
_____	_____	_____
Parent’s Signature (if minor)	Printed Name	Date
_____	_____	_____
Witness’s Signature	Printed Name	Date