Otterbein University
Graduate Studies in Nursing

Graduate Handbook
2013 - 2014
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I. NURSING PROGRAM DESCRIPTION
MISSION STATEMENT

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

Approved 11/20/09

VALUES

We believe in:

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

Approved 11/20/09

PURPOSE OF MSN PROGRAM

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

Approved 11/20/09
PURPOSE OF DNP PROGRAM

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

Approved 11/20/09

HOLISTIC CARING TAPESTRY

Otterbein’s Caring Tapestry has been developed with six components that are interdependent and interwoven into an educational framework for the nursing program which integrates the mission, values, and purpose of the program.

Commitment:
- Dedication
- Quality and Safe Care
- Inquiring/Questioning
- Evidence Based Practice
- Continuous Professional Development
- Present and Future Orientation
- Global Health

Compassion:
- Service
- Sensitivity/Empathy
- Human Dignity
- Embracing Diversity

Conscience:
- Altruism
- Advocacy
- Autonomy
- Accountability
- Integrity/Honesty
- Political Activism
- Social Justice
Confidence:
- Leadership
- Management
- Adaptability
- Nurse-Patient Relationship
- Collaborative Communication

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

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

Approved 6/16/09

HOLISTIC NURSING CARING TAPESTRY: DEFINITIONS

Caring:
This is a central theme and core of the nursing caring tapestry and is pivotal in all the activities that are associated with the art and science of nursing. Caring is a dynamic, multi-dimensional and universal concept that enhances and preserves human dignity. Caring interventions contribute to health promotion, maintenance, and restoration to achieve the greatest potential for holistic well-being. Caring is guided by compassion, conscience, conduct, competence, confidence, and commitment where there is mutual trust and sound moral and ethical values. Caring for self and others involves self-awareness and belief in personal empowerment and includes promoting academic and practice standards to ensure the quality of the profession.
Commitment:
Commitment is a pledge to integrate shared decision-making, quality and safety components into holistic care. It is the affective ability needed to keep one’s obligations congruent with one’s desires and to guide choices related to one’s trust and obligation to the profession of nursing. The dedication of the graduate is one of inquiry and questioning to constantly endeavor to strive toward providing the highest level of professional care. Commitment is made to lifelong professional development and a utilization of evidence based practice. Commitment includes the attitudes of empowerment, advocacy, assertiveness, courage, self-responsibility and accountability. Global health and sustainability will provide direction for the future endeavors in the delivery of patient care.

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

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

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

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

Conduct:

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

Approved 6/16/09

ACCREDITATIONS OF NURSING PROGRAMS

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

COA Statement
The Nurse Anesthesia program is accredited by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs, 222 South Prospect Avenue, Park Ridge, IL, 60068-4001. The telephone number is 847-692-7050.
II.
GRADUATE STUDIES IN NURSING
MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

CURRICULUM

The Master of Science in Nursing Program (MSN Program) at Otterbein provides the registered nurse with an opportunity to synthesize knowledge and develop skills for advanced nursing practice, teaching, management, and research. Students may major in Nursing Service Administration (NSA), MBA/MSN dual degrees, Clinical Nurse Leader (CNL), Nurse Anesthesia (NA) or Family Nurse Practitioner (FNP). Associate to Masters’ degree students may pursue the Clinical Nurse Leader (CLN), Family Nurse Practitioner (FNP), Nursing Service Administration (NSA), and MBA/MSN majors. Post-Masters Nurse Anesthesia and Family Nurse Practitioner Certificate Programs are also available for students. A Post-Master’s degree Advanced Practice Nurse Educator Certificate Program is also offered. (For additional details, see section on post-masters programs in this handbook.) Select nursing graduate courses are offered online or via interactive television using a hybrid format to four distance sites: Central Ohio Technical College, Hocking College, Marion Technical College and Southern State Community College. Nurse anesthesia specialty courses are offered only on the Otterbein Westerville campus and at Grant Medical Center.

CURRICULUM OBJECTIVES of MSN PROGRAM

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

1. Synthesize knowledge from nursing and relevant fields of study as a basis for an advanced nursing role.

2. Use the nursing process to perform the independent, collaborative and multifaceted functions of an advanced nursing role to optimize health care outcomes.

3. Demonstrate critical thinking when making decisions regarding the delivery of quality, cost effective, culturally relevant health care to individuals or populations including the vulnerable or underserved.

4. Analyze the legal, political, ethical, social, financial and professional functions of advanced nursing roles.

5. Examine health issues, health care delivery systems, including informatics and the implications for nursing.

6. Provide nursing leadership through advocacy and change management within the health care delivery system in advanced nursing roles.

7. Integrate caring behaviors and patterns into advanced nursing roles.

8. Apply the body of nursing knowledge through systematic inquiry, professional standards of care and evidence-based practice.
MASTER’S OF SCIENCE IN NURSING (MSN) DEGREE MAJORS AND 
SAMPLE COURSES OF STUDY 

ASSOCIATE DEGREE IN NURSING (ADN) to MSN Major

The ADN to MSN Program provides a registered nurse with an opportunity to pursue a Master of Science in Nursing Degree in one of four majors available in the MSN Program: Clinical Nurse Leader (CNL), Nursing Service Administration (NSA), MSN/MBA dual degrees, or Family Nurse Practitioner (FNP). The nurse anesthesia major (Otterbein University/Grant Medical Center program) is not offered through the ADN to MSN program. The ADN to MSN Program is aimed at select registered nurses who have demonstrated high academic achievement and proven success in clinical settings.

The ADN to MSN student must complete all prerequisite courses prior to admission to the program (see admission requirement ADN to MSN Program). Once admitted, the student is required to take transition courses: NURS 3000 OL (Theoretical Foundations in Nursing); NURS 3510 OL (Community Health Nursing; INST 2200 (Reflection & Responsibility) before beginning MSN clinical courses in his/her selected major. Please see the Otterbein University Undergraduate Course Catalog for descriptions of INST 2200, NURS 3000 OL and NURS 3510 OL level courses.

Prerequisite courses (to be completed prior to the start of the program) include:
Composition & Literature (2 courses) Chemistry 1
Anatomy Nutrition
Physiology Introduction to Psychology
Microbiology Developmental Psychology
Anthropology/Sociology (either course)
Statistics

Prerequisite courses must be completed at an accredited college with a grade of C or higher. If you have prerequisite courses which are not completed prior to the application deadline, you must complete the courses prior to fall entry into the program. Send an updated official transcript to the Graduate School upon course completion.

If you do not have your RN license in Ohio by the application deadline, please send in your anticipated dates for graduation and for taking your state board examination to the Graduate School to be included in your application materials.

Transition courses to be taken in your first year of the program include:
(INST 2200) – Philosophy (U) (Take INST 2201, 2202, 2203, 2204, or 2205) Faculty recommend one of these courses be taken during the first year of the program or prior to entry.
NURS 3000 OL– Theoretical & Evidence Based Foundation for Practice in Nursing (U)
NURS 3510 OL-Community Health Nursing; includes 8 hours of clinical hours/week, usually on a weekday between 8 am – 6 p). (U)
NURS 5320-- Advanced Physical Assessment (G)
Student Status & Financial Aid

We advise that you speak with our graduate financial aid advisor as your financial aid will be different for undergraduate and graduate status. Call 614-823-1379 to set up an appointment after you have completed your FAFSA online. Students seeking undergraduate financial aid must take 6 hrs. per semester to qualify- for example taking INST 2200 with NURS 3000.

Registered Nurse work experience requirements (within last 5 years): Clinical Nurse Leader – 1 year; Nursing Service Administration – 1 year, completed prior to entering N6310 & NURS 6320; Family Nurse Practitioner – 2 years. One year full time experience or the part time equivalent (2 years part time equals 1 year full time). For new RNs it is expected that you will gain your work experience while in the first 2 years of the ADN to MSN program prior to entering your specialty courses.

If you plan to pursue a DNP (Doctor of Nursing Practice), it is recommended that you complete NURS 5310 Advanced Pharmacology, NURS 5320 Advanced Health Assessment, & NURS 5330 Advanced Pathophysiology during the course of your graduate work.

Associate Degree to Master’s Degree
Sample Program Curriculum Grids- Semester

<table>
<thead>
<tr>
<th>ADN to MSN: CNL major</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
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<td>Year One</td>
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<td>Year Two</td>
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<td>Year Three</td>
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<tr>
<td>Year Four</td>
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</table>

INST 2200 Philosophy must be completed prior to graduation

Clinical Nurse Leader major 40 semester hours.

Revised 4/22/2013

ADN to MSN: FNP major

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<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Year One</td>
<td>N3000 (Theoretical and Evidence Based Foundation for Practice in Nursing) 4 hrs (OL)</td>
<td>N3510 (Community Health Nursing) 6 hrs (OL)</td>
</tr>
<tr>
<td>Year Two</td>
<td>N5210 (Epidemiology/Healthy Populations) 3 hrs (OL)</td>
<td>N5230 (Leadership &amp; Advocacy in Policy and Healthcare Organizations) 3 hrs (OL)</td>
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</tr>
<tr>
<td>Year Three</td>
<td>N5320 (Advanced Assessment) 3 hrs (hybrid)</td>
<td>N5330 (Advanced Pathophysiology) 3 hrs.</td>
</tr>
<tr>
<td>Year Four</td>
<td>N6520 (Procedures/Skills) 2 hours (hybrid) N6530 (Acute/common Illnesses) 5 hrs (hybrid) *100 clinical hours</td>
<td>N6540 (Complex/chronic Illnesses) 6 hrs *250 clinical hours</td>
</tr>
</tbody>
</table>

**INST 2200 Philosophy must be completed prior to graduation**

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

**Family Nurse Practitioner Major** 48 semester hours

**ADN to MSN: Nursing Service Administration Major (part-time)**

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<th>Summer</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>Year One</td>
<td>Optional (ACCT 2000)*</td>
<td>N3000 (Theoretical and Evidence Based Foundation for Practice in Nursing) 4 hrs (OL)</td>
</tr>
<tr>
<td>Year Two</td>
<td>N5210 (Epidemiology/Healthy Populations) 3 hrs (OL)</td>
<td>N5230 (Leadership) 3 hrs (OL)</td>
</tr>
<tr>
<td>Year Three</td>
<td>Prerequisite: ACCT 2000* N 5320 (Advanced Physical Assessment) 3 hrs</td>
<td>MBA 6050 (Managerial Accounting) 3 hrs</td>
</tr>
<tr>
<td>Year Four</td>
<td>MBA 6000 (Managing in Organizations) 3 hrs</td>
<td>N6310 (Clinical I: Health Care Management I) 5 hrs (hybrid)</td>
</tr>
</tbody>
</table>

**INST 2200 Philosophy must be completed prior to graduation.** *ACCT 2000 may be taken in year 1 or year 2, and as early as summer session of year 1. (Algebra/statistics is a pre req for ACCT 2000). (ACCT 2000 is a prerequisite for MBA 6050).

OL = online course

**Nursing Service Administration Major** 38 semester hours

Revised 4/11/13
**Time Limit for Completion of ADN-MSN Program**

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

**CLINICAL NURSE LEADER (CNL) Major**

The CNL major is an innovative master's degree that prepares the student to achieve positive patient outcomes directly at the bedside. This major has a total of 21 credit hours with an immersion quarter comprised of 320 precepted clinical hours. The clinical immersion allows the student to work closely with nursing faculty and institutional partners to develop skills such as transformational leadership, change management, conflict resolution and integration of evidence-based practice.

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

**CNL Sample Program Curriculum Grid**

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<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td>N5210 (Epidemiology &amp; Healthy Populations)</td>
<td>N5230 (Leadership and Advocacy in Policy and Healthcare Organizations)</td>
<td>N5220 (Evidence Based Practice/Informatics I) 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>3 hrs.</td>
<td>3 hrs.</td>
<td>N5310 (Advanced Pharmacology) 3 hrs.</td>
</tr>
<tr>
<td></td>
<td>N5320 (Advanced Health Assessment) 3 hrs.</td>
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<tr>
<td><strong>Year Two</strong></td>
<td>N6400 (Educational Program Development and Evaluation) 3 hrs</td>
<td>N6110 (CNL Immersion I) 4 hrs</td>
<td>N6120 (CNL Immersion II) 5 hrs</td>
</tr>
</tbody>
</table>

**Clinical Nurse Leader Curriculum Requirements**

**Graduate Nursing Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 5210</td>
<td>Epidemiology &amp; Health Promotion</td>
<td>3 cr</td>
</tr>
<tr>
<td>NURS 5220</td>
<td>Evidence-Based Practice &amp; Informatics</td>
<td>3 cr</td>
</tr>
</tbody>
</table>
NURS 5230  Leadership and Advocacy in Policy & Healthcare Org.  3cr
Total=9cr

Clinical Nurse Leader Core
NURS 5310 Advanced Pharmacology  3cr
NURS 5320 Advanced Health Assessment  3cr
NURS 5330 Advanced Pathophysiology  3cr
NURS 6400 Educational Program development & Evaluation  3cr
Total =12cr

Clinical Nurse Leader Specialty
NURS 6110 Clinical Nurse Leader Seminar  4cr
NURS 6120 Clinical Nurse Leader Immersion  5cr
Total=  9cr

Clinical Nurse Leader Major  Total = 30cr

Revised 4/22/13

FAMILY NURSE PRACTITIONER (FNP) Major

The FNP major prepares the graduate to assume a role as an advanced practice nurse. The coursework prepares students to sit for the American Nurses Credentialing Center Certification (AACN) Exam for Family Nurse Practitioners and/or the American Academy of Nurse Practitioners Certification Program (AANPCP) for Family Nurse Practitioners.

The curriculum is designed with a core online component, and a science core comprised of advanced health assessment, advanced pharmacology and advanced pathophysiology. The clinical component is comprised of courses in wellness, acute/common illnesses, complex/chronic illnesses and skills courses as well as transition to role practice emersion course.

Upon completion of the Family Nurse Practitioner major, the graduate will:

1. Synthesize theories and research from the physical and behavioral sciences relevant to primary care advanced nursing practice.

2. Incorporate a caring framework in applying the nursing process with healthy families and those with acute or chronic problems.

3. Perform comprehensive health assessments utilizing a research-based practice, principles of problem-oriented data collection, concepts of epidemiology, therapeutic communication, history-taking skills, techniques of assessment and pertinent diagnostic data.

4. Interpret data to identify excesses, norms and deficits of individuals in a variety of health care settings.
5. Perform holistic, continuous, comprehensive and individualized primary health care to clients and families that includes anticipatory guidance appropriate for age/developmental status through the health/illness continuum.

6. Demonstrate critical thinking and diagnostic reasoning skills in clinical decision-making with attention to safety, cost, invasiveness, simplicity, acceptability and efficacy.

7. Implement primary care management strategies with acute and chronic needs and problems.

8. Evaluate one’s own performance in the independent, collaborative and multifaceted aspects of the advanced practice nursing role in primary care.

9. Examine the legal, political, ethical, financial and professional aspects of the nurse practitioner role.

### FNP Sample Program Curriculum Grid

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<th>Summer</th>
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<td><strong>Year 1</strong></td>
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<tr>
<td>*N5210</td>
<td>(Epidemiology/Healthy</td>
<td>N5230</td>
<td>N5220</td>
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<tr>
<td></td>
<td>Populations) 3 hrs (OL)</td>
<td>(Leadership &amp; Advocacy in</td>
<td>(Evidence-based</td>
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<td>Policy and Healthcare Org</td>
<td>Practice/Informatics I) 3 hrs</td>
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<td>Organizations) 3 hrs (OL)</td>
<td>(OL)</td>
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<td><strong>Year 2</strong></td>
<td>N5320</td>
<td>N5330</td>
<td>N5310</td>
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<tr>
<td></td>
<td>(Advanced Assessment) 3 hrs</td>
<td>(Advanced Pathophysiology) 3</td>
<td>(Advanced Pharmacology) 3 hrs</td>
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<td>(hybrid)</td>
<td>hrs (OL)</td>
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<td>N5340</td>
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<td>(Prescribing for the APN) 1 hr</td>
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<td>(OL)</td>
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<td>N6510</td>
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<td></td>
<td>(Promoting Health in Primary Care) 2 hrs OL</td>
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<td><strong>Year 3</strong></td>
<td>N6520</td>
<td>N6540</td>
<td>N6550</td>
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<tr>
<td></td>
<td>(Procedures/Skills) 2 hrs</td>
<td>(Complex/chronic Illnesses) 6</td>
<td>(Leadership in NP Role) 4 hrs</td>
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<tr>
<td></td>
<td>N6530</td>
<td>hrs *250 clinical hours</td>
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<td></td>
<td>(Acute/common Illnesses) 5 hrs</td>
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<td>(hybrid)</td>
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<td>*100 clinical hours</td>
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(OL) = online course, (hybrid) of online, intensive campus experience & up to one evening per week; All other courses not noted are otherwise one evening per week

**Family Nurse Practitioner Major**      **Total: 38 credit hours**
NURSE ANESTHESIA (NA) Major

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

In addition to meeting the objectives of the Master of Science in Nursing graduate program, graduates of the nurse anesthesia program will be able to:

1. Integrate patient safety principles into all phases of anesthesia management.

2. Design, administer, and manage patient-specific anesthesia care for individuals of all ages and physical conditions undergoing a variety of elective and non-elective surgical and diagnostic procedures.

3. Demonstrate competency in utilizing a variety of anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia services.

4. Use critical thinking to anticipate and solve problems, make decisions and apply knowledge from the arts and sciences to nurse anesthesia practice.

5. Use effective written, verbal, and nonverbal skills to communicate with patients, families and other healthcare providers in the delivery of anesthesia services.

6. Assume responsibility and accountability for professional actions and interact with integrity in the delivery of patient care.

7. Analyze information from a variety of sources and apply evidence to nurse anesthesia practice based on sound principles.

**NA Sample Program Curriculum Grid**

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<th>Year One</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
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<tbody>
<tr>
<td></td>
<td>NURS 5310 (Advanced Pharmacology) 3 hrs</td>
<td>NURS 5210 (Epidemiology/Healthy Populations) 3 hrs</td>
<td>NURS 5330 (Advanced Pathophysiology) 3 hrs</td>
</tr>
<tr>
<td></td>
<td>NURS 5010 (Anatomy &amp; Physiology for Nurse Anesthesia) 3 hrs</td>
<td>NURS 5320 (Advanced Health Assessment) 3 hrs</td>
<td>NURS 6730 (Advanced Principles of Anesthesia I) 4 hrs</td>
</tr>
<tr>
<td></td>
<td>NURS 6712 (Chemistry &amp; Physics for Nurse Anesthesia) 3 hrs</td>
<td>NURS 6720 (Technology &amp; Techniques in Anesthesia) 3 hrs</td>
<td>NURS 6731 (Pharmacology for Nurse Anesthesia II) 3 hrs</td>
</tr>
<tr>
<td></td>
<td>NURS 6710 (Fundamentals of Nurse Anesthesia Practice) 3 hrs</td>
<td>NURS 6721 (Pharmacology for Nurse Anesthesia I) 3 hrs</td>
<td>NURS 6735 (Clinical Practicum I) 2 hours</td>
</tr>
<tr>
<td></td>
<td>NURS 6711 (Professional Aspects)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Notes</td>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>NURS 5210 (Epidemiology/Healthy Nursing Anesthesia I) 1 hr</td>
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<tr>
<td>Year Two</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6740 (Advanced Principles of Anesthesia II) 4 hrs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NURS 6745 (Clinical Practicum II) 3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6751 (Professional Aspects of Nurse Anesthesia II) 1 hr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 5220 (Evidence Based Practice &amp; Informatics) 3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6750 (Advanced Principles of Anesthesia III) 4 hrs</td>
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<td></td>
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<tr>
<td>NURS 6755 (Clinical Practicum III) 3 hrs</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NURS 6760 (Anesthesia &amp; Co-existing Disease) 3 hrs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6765 (Clinical Practicum IV) 3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 5230 (Leadership and Advocacy in Policy &amp; Healthcare Organizations)</td>
<td></td>
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<tr>
<td>Year Three</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6770 (Professional Aspects of Nurse Anesthesia III) 3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6775 (Clinical Practicum V) 3 hrs</td>
<td></td>
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</tr>
<tr>
<td>NURS 6799 (Capstone) 2 hrs</td>
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</tr>
</tbody>
</table>

**Nursing Anesthesia Major** 70 semester hours

**NURSING SERVICE ADMINISTRATION (NSA) Major**

**MSN Degree in Nursing Service Administration**

The NSA major examines the administrative and operational processes of nursing service management/leadership in selected organizational settings.

Course study includes the application of selected theories/concepts, research and nursing process to perform the independent, collaborative and multifaceted functions (i.e. legal, political, ethical, social, cultural, financial and professional) of the advanced practice nursing administrator role.

An innovative project in collaboration with the clinical site and preceptor is developed and implemented during the clinical courses of the Nursing Service Administration major.

Observation, participation and practice in nursing administration are essential to project completion and readies the graduate for ongoing clinical practice focused on the role of the Nursing Administrator in today's health care systems.

**Nursing Service Administration (NSA) Major**

**NSA Sample Program Curriculum Grid: Summer Start**

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NURS5210 (Epidemiology/Healthy</td>
<td>NURS5230 (Leadership &amp; Advocacy in Policy)</td>
<td>NURS5220 (Evidence-based)</td>
</tr>
<tr>
<td></td>
<td>Nursing Anesthesia I) 1 hr</td>
<td></td>
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</tr>
<tr>
<td>Year</td>
<td>Courses</td>
<td>Hours</td>
<td>Delivery</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Year 1</td>
<td>NURS5230 (Leadership &amp; Advocacy in Policy and Healthcare Organizations) 3 hrs (OL)</td>
<td>3 hrs</td>
<td>OL</td>
</tr>
<tr>
<td></td>
<td>NURS5220 (Evidence-based Practice/Informatics) 3 hrs (OL)</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS5210 (Epidemiology/Healthy Populations) 3 hrs (OL)</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td>MBA6050 (Managerial Accounting) 3 hrs – one evening per week</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA6450 (Financial Management) 3 hrs – one evening per week</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td>MBA6000 (Managing in Organizations) 3 hrs – one evening per week</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NURS6310 (Health Care Management I) 5 hrs (hybrid)</td>
<td>5 hrs</td>
<td>Hybrid</td>
</tr>
<tr>
<td></td>
<td>NURS6320 (Health Care Management II) 5 hrs (hybrid)</td>
<td>5 hrs</td>
<td>Hybrid</td>
</tr>
</tbody>
</table>

OL = online course; Hybrid = online and scheduled face-to-face classes; other graduate courses are offered one evening per week

*Algebra/Statistics is a prerequisite for ACCT 2000 and ACCT 2000 is a prerequisite to MBA6050

**NSA Sample Program Curriculum Grid: Fall Start**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>NURS5230 (Leadership &amp; Advocacy in Policy and Healthcare Organizations) 3 hrs (OL)</td>
<td>NURS5220 (Evidence-based Practice/Informatics) 3 hrs (OL)</td>
<td>NURS5210 (Epidemiology/Healthy Populations) 3 hrs (OL)</td>
</tr>
<tr>
<td></td>
<td>MBA6050 (Managerial Accounting) 3 hrs – one evening per week</td>
<td>MBA6450 (Financial Management) 3 hrs – one evening per week</td>
<td>MBA6000 (Managing in Organizations) 3 hrs – one evening per week</td>
</tr>
<tr>
<td>Year 2</td>
<td>NURS6310 (Health Care Management I) 5 hrs (hybrid)</td>
<td>NURS6320 (Health Care Management II) 5 hrs (hybrid)</td>
<td></td>
</tr>
</tbody>
</table>

OL = online course; Hybrid = online and scheduled face-to-face classes; other graduate courses are offered one evening per week

*Algebra/Statistics is a prerequisite for ACCT 2000 and ACCT 2000 is a prerequisite to MBA6050

**NSA Sample Program Curriculum Grid: Spring Start**

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>NURS5220 (Evidence-based Practice/Informatics) 3 hrs (OL)</td>
<td>NURS5210 (Epidemiology/Healthy Populations) 3 hrs (OL)</td>
<td>*ACCT 2000</td>
</tr>
<tr>
<td></td>
<td>MBA6050 (Managerial Accounting) 3 hrs – one evening per week</td>
<td>MBA6450 (Financial Management) 3 hrs – one evening per week</td>
<td>MBA6000 (Managing in Organizations) 3 hrs</td>
</tr>
</tbody>
</table>

20
<table>
<thead>
<tr>
<th>Year</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 2</strong></td>
<td>MBA6450 (Financial Management) 3 hrs – one evening per week</td>
</tr>
<tr>
<td></td>
<td>MBA6000 (Managing in Organizations) 3 hrs – one evening per week</td>
</tr>
<tr>
<td></td>
<td>NURS6310 (Health Care Management I) 5 hrs (hybrid)</td>
</tr>
</tbody>
</table>

OL = online course; Hybrid = online and scheduled face-to-face classes; other graduate courses are offered one evening per week

*Algebra/Statistics is a prerequisite to ACCT 2000 and ACCT 2000 is a prerequisite to MBA6050

**Nursing Service Administration Major Curriculum Requirements**

**Graduate Nursing Core**

- NURS5210 Epidemiology/Healthy Populations 3cr
- NURS5220 Evidence-based Practice/Informatics 3cr
- NURS5230 Leadership & Advocacy in Policy and Healthcare Org. 3cr

Total = 9cr

**Nursing Service Administration Core**

- MBA6050 Managerial Accounting 3cr
- MBA6450 Financial Management 3cr
- MBA6000 Managing in Organization 3cr

Total = 9cr

**Nursing Service Administration Specialty**

- NURS6310 Health Care Management I 5cr
- NURS6320 Health Care Management II 5cr

Total = 10cr

**Nursing Service Administration major** 28 semester hours
DUAL DEGREES: MBA and NSA

The MSN/MBA dual degree is a partnership of the nursing and business master’s degree programs. Designed to prepare the advanced practice nurse for upper level management positions, students gain expertise through a combination of nursing service administration and graduate business administration coursework. This degree can be earned in as little as three years.

MBA/NSA Sample Program Curriculum Grid

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N5210 (Epidemiology/Healthy Populations)</td>
<td>N5230 (Leadership and Advocacy in Policy and Healthcare Organizations)</td>
<td>N5220 (Evidence-Based Practice/Informatics I)</td>
</tr>
<tr>
<td></td>
<td>3 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td>ACCT 2000 (Financial Accounting)</td>
<td>*Prerequisite: ECON 2100 (Principles of Microeconomics)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 hrs</td>
<td>4 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MATH 1240 I (Statistics 1)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4 hrs</td>
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<tr>
<td><strong>Year Two</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>MBA 6000 (Managing in Organizations)</td>
<td>N6310 (Health Care Management I)</td>
<td>N6320 (Health Care Management II)</td>
</tr>
<tr>
<td></td>
<td>3 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
</tr>
<tr>
<td></td>
<td>MBA 6400 (Marketing Management)</td>
<td>MBA 6050 (Managerial Accounting)</td>
<td>MBA 6450 (Financial Management)</td>
</tr>
<tr>
<td></td>
<td>3 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBA 6600 (Quantitative Methods for Business Decision-Making)</td>
<td>MBA 6150 (Managerial Economics)</td>
<td>MBA 5960 (Business Ethics: Public Policy and Social Responsibility)</td>
</tr>
<tr>
<td></td>
<td>3 hrs</td>
<td>3 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MBA 6700 (Global Competition and the World Economy)</td>
<td>MBA 6990 (Project Teams: Strategy Formulation &amp; Implementation)(Capstone)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 hrs</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

The nursing courses listed above are taught either on-line or are hybrid (meeting one or more times and the balance on-line). Most of the Math and MBA courses meet once a week in the evening. Total: 46 core courses semester hours (62 hours with pre-requisite undergraduate foundational courses).

Second Degree MBA Program for Otterbein MSN graduates with NSA major

MBA Sample Program Curriculum Grid

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer Semester</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>*Prerequisite: (Accounting 2000) 4 hrs</td>
<td>*Prerequisite: ECON 2100 (Principles of Microeconomics) 4 hrs</td>
<td>*Prerequisite: ECON 2200 (Principles of Macroeconomics) 4 hrs</td>
</tr>
<tr>
<td>Year 2</td>
<td>MBA 6400 (Marketing Management) 3 hrs</td>
<td>MBA 6050 (Managerial Accounting) 3 hrs</td>
<td>MBA 6960 (Business Ethics: Public Policy and Social Responsibility) 3 hrs</td>
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<tr>
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</tr>
<tr>
<td>Year 3</td>
<td>MBA 6600 (Quantitative Methods for Business Decision-Making) 3 hrs</td>
<td>MBA 6150 (Managerial Economics) 3 hrs</td>
<td>MBA 6990 (Consulting Project Teams: Strategy Formulation &amp; Implementation) (Capstone) 3 hrs</td>
</tr>
</tbody>
</table>

Second Degree MBA Program for Otterbein NSA Graduates is 21 semester hours

* Foundation Prerequisite Courses
* Algebra/Statistics is a prerequisite for ACCT 2000. ACCT 2000 is a prerequisite for MBA 6050.

**Time Limit for Completion of BSN to MSN Program**

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

CURRICULUM

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

Otterbein University offers the following DNP programs:

- Post-Master’s DNP

The curriculum culminates in a comprehensive capstone experience which includes a transformational change project. A post-master’s DNP student will be able to complete the program in two years, taking two courses per semester or six credits as a full time course of study. Courses are typically offered once a year and students should take the courses sequentially as indicated in the Plan of Study. A part time course of study is also available. All courses are offered in a hybrid format, with 1-2 face to face meetings on the Westerville campus per semester. Classes may be offered as asynchronous (student access class content and respond to discussion on their own time schedule) or synchronous (all students must attend an online class or webinar at the same time).

Students select either the direct care (CNS, CNM, CRNA or CNP) or indirect care (executive) program. Students in the direct care concentration must have completed a graduate level health assessment, pathophysiology and pharmacology class.

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

Students are required to attend a mandatory DNP Program Orientation session in connection to the first year summer classes. The Program Orientation will allow them to meet fellow members of the cohort, meet with their Faculty Advisor, and review the Program policies. A Graduate Program Orientation is also available on the Otterbein University website, which discusses computer requirements, identification badges and other important information.
CURRICULUM OBJECTIVES OF DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

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

1. Integrate nursing science with knowledge from the natural and social sciences as a basis for the highest level of nursing practice

2. Provide organizational and systems leadership in APN roles to improve patient and healthcare outcomes, through advocacy and implementation of management and quality improvement strategies

3. Provide leadership for evidence based practice, through translation of research for practice, dissemination of research findings, application of research findings, implementation of quality improvement methodologies, evaluation of practice outcomes and participation in collaborative research

4. Demonstrate proficiency in the utilization and evaluation of information systems technology resources for knowledge application, management of individual and aggregate data and quality improvement

5. Provide leadership in the analysis, development, implementation and evaluation of health care policies, congruent with advocacy for social justice, equity and ethics in global health care.

6. Employ effective communication collaboration and leadership skills with individuals, groups and teams to facilitate problem solving and team functioning for improvement in health care and health care delivery

7. Analyze epidemiological, bio-statistical, environmental and other appropriate data for developing, implementing and evaluating clinical prevention and population health interventions

8. Demonstrate advanced levels of clinical judgment in designing, implementing and evaluating therapeutic interventions to improve patient and/or healthcare outcomes

9. Analyze the legal political, ethical economic and professional functions of the APN.

10. Integrate caring behaviors and patterns including cultural competence and attention to underserved regional and global individuals and groups into ANP roles
**SUMMARY OF CURRICULUM REQUIREMENTS**

**Plan of Study (full time) – Direct Care**

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>N7050 Knowledge Building (3) N7060 Evidence Based Practice(3)</td>
<td>N7035 Epi/Biostats (3) N7040 Quality Clinical Practice(3)</td>
<td>N7030 Politics &amp; Policy (3) N7070 Special Topics in Leadership(3)</td>
</tr>
<tr>
<td>Year 2</td>
<td>N7900 Project Seminar (3) N7065 Informatics (3) N7910 Project Advising (1)</td>
<td>N7950 Clinical Seminar/Internship (5) N7910 Project Advising (1)</td>
<td>N8000 Clinical Project (3) N7910 Project Advising (1)</td>
</tr>
</tbody>
</table>

Total: 35 semester hours

**Plan of Study (part time) – Direct Care**

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>N7050 Knowledge Building (3)</td>
<td>N7035 Epi/Biostats (3)</td>
<td>N7030 Politics &amp; Policy (3)</td>
</tr>
<tr>
<td>Year 2</td>
<td>N7060 Evidence Based Practice(3)</td>
<td>N7040 Quality Clinical Practice(3)</td>
<td>N7070 Special Topics in Leadership(3)</td>
</tr>
<tr>
<td>Year 3</td>
<td>N7900 Project Seminar (3) N7065 Informatics (3) N7910 Project Advising (1)</td>
<td>N7950 Clinical Seminar/Internship (5) N7910 Project Advising (1)</td>
<td>N8000 Clinical Project (3) N7910 Project Advising (1)</td>
</tr>
</tbody>
</table>

Total: 35 semester hours

For the Direct Care DNP, N5320 Advanced Assessment, N5330 Advanced Pathophysiology, and N5310 Advanced Pharmacology must be completed.

**Plan of Study (full time) – Indirect Care**

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>N7050 Knowledge Building (3) N7060 Evidence Based Practice(3)</td>
<td>N7035 Epi/Biostats (3) N7040 Quality Clinical Practice(3)</td>
<td>N7030 Politics &amp; Policy (3) N7070 Special Topics in Leadership(3)</td>
</tr>
<tr>
<td>Year 2</td>
<td>N7900 Project Seminar (3) N7065 Informatics (3) N7910 Project Advising (1)</td>
<td>N7950 Clinical Seminar/Internship (2) Nxxx Financial &amp; Business Decision Making for Project/Strategic Planning (3)</td>
<td>N8000 Clinical Project (3) N7910 Project Advising (1)</td>
</tr>
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</table>

Total: 35 semester hours
Plan of Study (part time) – Indirect Care

<table>
<thead>
<tr>
<th></th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>N7050 Knowledge Building (3)</td>
<td>N7035 Epi/Biostats (3)</td>
<td>N7030 Politics &amp; Policy (3)</td>
</tr>
<tr>
<td>Year 2</td>
<td>N7060 Evidence Based Practice (3)</td>
<td>N7040 Quality Clinical Practice (3)</td>
<td>N7070 Special Topics in Leadership (3)</td>
</tr>
<tr>
<td>Year 3</td>
<td>N7900 Project Seminar (3)</td>
<td>N7950 Clinical Seminar/Internship (2)</td>
<td>N8000 Clinical Project (3)</td>
</tr>
<tr>
<td></td>
<td>N7065 Informatics (3)</td>
<td>Nxxx* Financial &amp; Business Decision Making for Project/Strategic Planning (3)</td>
<td>N7910 Project Advising (1)</td>
</tr>
<tr>
<td></td>
<td>N7910 Project Advising (1)</td>
<td>N7910 Project Advising (1)</td>
<td></td>
</tr>
</tbody>
</table>

**Total: 35 semester hours**

*Nxxx*—Course number has not yet been assigned.

**GRADUATION REQUIREMENTS**

The graduation requirements for the DNP degree are:

- 35 semester hours of required coursework for post masters DNP
- Achieve a cumulative grade point average of at least 3.0
- Complete and document required practice hours
- Complete and submit required e-portfolio
- Complete and submit the DNP Scholarly Project
- Complete DNP Program Graduate Survey
- Complete an exit interview with DNP Program Director
- Complete an Application for Degree and submit it to the Office of the Registrar at least one semester prior to the term in which the degree is to be conferred
- Meet all outstanding financial requirements

**REQUIRED PRACTICE HOURS**

Otterbein University has adopted *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006). The American Association of Colleges of Nursing, as outlined in *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) requires 1,000 hours of practice post-baccalaureate as part of a supervised academic program. Otterbein University requires at least 300 of these hours to be completed as part of the DNP Plan of Study. “Practice experiences are designed to help students achieve specific learning objectives related to the DNP Essentials and specialty competencies, and are designed to provide systematic opportunities for feedback and reflection.” Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environment.” Although some of these experiences may occur throughout the curriculum, “end
of program practice immersion experiences are required to provide an opportunity for further synthesis and expansion of the learning developed to that point as well as provide the context within which the final DNP product is completed.”

To verify previous supervised clinical hours, students will submit documentation of the hours completed in their post-baccalaureate programs within the first semester of their enrollment to the DNP Program Office. Documentation may include a letter from the Director of the program attended, verification of national certification examination, course syllabi, or verification from the preceptor. A letter confirming the number of accepted practice hours will be sent to the student by the end of the first semester enrolled. Students, who present with more than 1000 supervised practice hours, are expected to spend a minimum of 300 hours on their practice-project experience.

A plan to obtain hours will be individually developed in collaboration with the Faculty Advisor. Although some hours are included in specific courses, the majority of hours will be completed during the project implementation and evaluation phases in the last year of study. Practice hours are individualized for each student, and may take a variety of forms, from direct patient care to analysis of organizational needs. Examples include such experiences as continuing education focused on increasing student knowledge related to the project; clinical/practice experiences with a preceptor; experiences with a legislator; an internship related to health policy and others. Although practice hours may occur in the student’s work environment, the focus of the DNP immersion is beyond the student’s current employment expectations.

Prior to beginning the practice hours, a Preceptor Arrangement Form must be completed, with a copy of the Preceptor’s resume and submitted to Course Faculty or Faculty Advisor as appropriate. The preceptor and experience must be approved prior to the student initiating any practice hours. Preceptors serve as an extension of faculty and assist in providing student learning opportunities and evaluation. (See Policy: Preceptor)

Practice hours will be documented in a systematic format that will be maintained on the student’s e-portfolio site. The Practice Hour Log includes:

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

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

- Health Assessment including all immunizations or documentation of immunity (annual TB, Influenza, Hepatitis B) on file with the Student Health Center
- Current BLS certificate
- Completed background check
- Submitted drug screen
REQUIRED ePORTFOLIO

Otterbein University students will complete an e-Portfolio documenting their academic and practice path. The portfolio is a compilation of work completed by each student that demonstrates a synthesis of doctoral level competencies. The e-Portfolio is structured using the Essentials and DNP Program Objectives as a framework and students will add artifacts from course work into the e-Portfolio ongoing. The e-Portfolio will also include the Practice Hour Log, the student professional resume, and reflection on how projects/experiences in the DNP Program have facilitated meeting the DNP Program objectives. The final reflection should include a synthesis of the achievement of the DNP Program objectives as operationalized into the student’s professional life and the impact on future directions.

The E-Portfolio should include the following organizational sections

- Resume
- Clinical Project Model/timeline
- Immersion Experiences
- Tab for each Essential with relevant course assignments included
- Cross walk table of DNP Essentials and End of Program Objectives and assignments.

Examples of content and DNP Program Objectives include:

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

Otterbein University has adopted the Digication e-Portfolio management system. Students will receive information on using the system at the mandatory Program orientation.

Refer attached plan for DNP Courses/Content/Learning Outcomes/AACN Essentials.
<table>
<thead>
<tr>
<th>Schedule</th>
<th>Course</th>
<th>Essential</th>
<th>Program Objective</th>
<th>Assignments</th>
<th>Project</th>
<th>E-Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>7050</td>
<td>I</td>
<td>1. Integrate nursing science with knowledge from the natural and social science as a basis for the highest level of nursing practice</td>
<td>Concept Analysis&lt;br&gt;Annotated bib on theories r.t practice&lt;br&gt;Theory paper I &amp; II&lt;br&gt;Discussion Board</td>
<td>1. Identify topic of interest&lt;br&gt;2. Schedule meeting with Advisor&lt;br&gt;3. Discuss practice immersion plan&lt;br&gt;4. Identify possible theoretical framework&lt;br&gt;5. Begin meta-analysis &amp; synthesis of literature</td>
<td>1. Set up eportfolio including tabs for:&lt;br&gt;• Resume&lt;br&gt;• Immersion&lt;br&gt;• Project&lt;br&gt;• Tab for each essential&lt;br&gt;• Outcomes&lt;br&gt;2. Put in resume&lt;br&gt;3. Put in Concept Analysis under Essentials I&lt;br&gt;4. Put in meta-analysis under Essential III</td>
</tr>
<tr>
<td></td>
<td>7060</td>
<td>III</td>
<td>3. Provider leadership for evidence based practice through translation of research for practice, dissemination of research findings, application of research findings, implementation of quality improvement methodologies, evaluation of practice outcomes and participation in collaboration research</td>
<td>Research critique&lt;br&gt;Evidence based practice paper (meta-analysis)&lt;br&gt;E-portfolio initiation&lt;br&gt;Discussion Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>7040</td>
<td>II,III,IV,V, VIII</td>
<td>2. Provide organizational and systems leadership in advanced nursing practice roles to improve patient and healthcare outcomes, through advocacy and implementation of management and quality improvement strategies&lt;br&gt;10. Integrate caring behaviors and patterns including cultural competence and attention to underserved regional and global individuals and groups into APN roles</td>
<td>Change Model Paper&lt;br&gt;Health Concerns/Access Paper&lt;br&gt;Quality Improvement Paper&lt;br&gt;Discussion Board</td>
<td>1. Form committee&lt;br&gt;2. Develop needs assessment&lt;br&gt;3. Identify prospective data/tools&lt;br&gt;4. Problem statement&lt;br&gt;5. Purpose statement</td>
<td>Put quality paper under Essentials II</td>
</tr>
<tr>
<td></td>
<td>7035</td>
<td>I,III,IV,VII ,VIII</td>
<td>7. Analyze epidemiological, bio-statistical, environmental and other appropriate data for developing, implementing and evaluating clinical prevention and population health interventions&lt;br&gt;4. Demonstrate proficiency in the utilization of evaluation of information systems/technology resources for knowledge application, management of individual and aggregate data and quality improvement</td>
<td>Quizzes&lt;br&gt;Epi Paper&lt;br&gt;Epi Case Study&lt;br&gt;Final Paper on role &amp; epi</td>
<td></td>
<td>Put Epi paper under Essentials IV&lt;br&gt;Epi case study under Essentials VIII</td>
</tr>
<tr>
<td>Spring</td>
<td>7900</td>
<td>II,IV,VIII</td>
<td>6. Employ effective communication, collaboration and leadership skills with individuals, groups and teams to facilitate problem solving and team functioning for improvement in healthcare and health care delivery</td>
<td>Project Proposal&lt;br&gt;IRB Proposal&lt;br&gt;Peer Evaluation</td>
<td>1. Draft project proposal&lt;br&gt;2. Submit proposal to Advisor and Committee&lt;br&gt;3 weeks before Presentation&lt;br&gt;3. Develop oral presentation&lt;br&gt;4. Meet with committee to revise&lt;br&gt;5. Prepare/submit University IRB</td>
<td>Put proposal &amp; IRB under Project Tab</td>
</tr>
<tr>
<td></td>
<td>7030</td>
<td>V,VI</td>
<td>5. Provide leadership in the analysis, development, implementation and evaluation of health care policies, congruent with advocacy for social justice, equity and ethics in global health care&lt;br&gt;9. Analyze the legal, political, ethical, economic and professional functions of the APN</td>
<td>Legislative Analysis&lt;br&gt;Legislative Project/presentation&lt;br&gt;E-portfolio</td>
<td></td>
<td>Put in legislative analysis &amp; project summary under Essentials Tab V</td>
</tr>
<tr>
<td>Summer</td>
<td>7070  (Ldrshp)</td>
<td>II, VI</td>
<td>8. Demonstrate advanced levels of clinical judgment in designing, implementing and evaluating therapeutic interventions to improve patient and/or clinical based projects.</td>
<td>Presentation on real world problem Leadership Book Discussion E-portfolio/Immersion log</td>
<td>1. Prepare/submit IRB to agency 2. Develop team to implement project as needed at agency 3. May begin immersion as desired</td>
<td>1. Put in Leadership Problem Presentation Under Essentials Tab VI 2. Framework for Immersion</td>
</tr>
<tr>
<td>7065</td>
<td></td>
<td></td>
<td>4. Demonstrate proficiency in the utilization of evaluation of information systems/technology resources for knowledge application, management of individual and aggregate data and quality improvement</td>
<td>UNDER DEVELOPMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Essentials**
1. Scientific underpinnings for practice
2. Organizational & systems leadership for quality improvement & systems thinking
3. Clinical scholarship & analytical methods for evidence based practice
4. Information systems/technology & patient care technology for the improvement & transformation of health care
5. Health care policy for advocacy in health care
6. Inter-professional collaboration for improving patient & Population health outcomes
7. Clinical prevention & population health for improving the nation’s health
8. Advanced nursing practice
DNP SCHOLARLY PROJECT

The DNP Scholarly Project is an evidence-based project that demonstrates synthesis of research principles, leadership, critical thinking and advanced clinical practice. The Project will be a faculty-guided scholarly process that demonstrates a systematic approach to change, knowledge development and outcomes evaluation and addresses identified needs of a group, population or community. Projects may take a variety of forms, but must clearly exemplify critical thinking at the doctoral level and appropriate use of scholarly methods to further the practice knowledge of nursing. It is expected that project outcomes will be disseminated within the professional community through written and/or oral presentations demonstrating high standards of professional communication as part of course assignments and as alumni.

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

Students will identify an area of interest on acceptance into the DNP Program. Although this interest area may be modified during the course of study, it is most likely to be a topic associated with the student’s practice area or an area of anticipated future practice. Development, implementation and evaluation of this transformational change project related to the identified topic will build throughout the DNP Course of Study. Based on the identified area of interest, students will be assigned a Faculty Advisor. A written request to change faculty advisors may be submitted to the Department Chair, if desired. The Faculty Advisor is a faculty member with graduate status, who will serve as the Chair of the DNP Project Committee. The Faculty Advisor, serving as Chair will be responsible for supervising the project, assisting the student to identify practice opportunities to enhance the project and coordinate the committee.

DNP Scholarly Project Committee

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

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

Revised 5/7/2013
POST-MASTER’S CERTIFICATE PROGRAMS

POST-MASTER’S FAMILY NURSE PRACTITIONER CERTIFICATE PROGRAM

CURRICULUM

The Post-Master’s Family Nurse Practitioner Certificate Program at Otterbein provides the nurse an opportunity for advanced nursing practice in family primary care. Coursework prepares students to sit for the American Nurses Credentialing Center Certification Exam for Family Nurse Practitioner.

CURRICULUM OBJECTIVES

Upon completion of the Post-Masters Family Nurse Practitioner Certificate Program, the graduate will:

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

CURRICULUM

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

CURRICULUM OBJECTIVES (NURSE ANESTHESIA)

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

In addition to meeting the objectives of the Post Masters certificate nursing graduate program, graduates of the nurse anesthesia program will be able to:

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

CURRICULUM

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

CURRICULUM OBJECTIVES

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

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

Summary of Curriculum Requirements for Post-MSN certificate programs can be found on Otterbein web at:
http://otterbein.catalog.acalog.com/content.php?catoid=15&navoid=843#Post_Masters_Advanced_Nurse_Educator_Program
Continue to scroll down for all Post-Master’s Certificate Programs.

Time Limit for Completion of Post-Master’s Certificate Programs

After a student has been admitted to the Post-Master’s Certificate program, continuous progress toward completion of the degree is expected. The time limit for completion of the program is three (3) years. The time limit is computed from the first date credit is recorded on the University’s transcript until the program curriculum requirements are completed.
III.
NURSING DEPARTMENT
ORGANIZATIONAL STRUCTURE
Governance System Structure
Otterbein University Department of Nursing Organizational Chart

Board of Trustees

President

Vice President

Dean, Graduate School & Professional Studies

Academic Administrative Assistant

Chairperson Nursing Department

Administrative Coordinator

Director Undergraduate Studies

Undergraduate Course Coordinators

Laboratory Supervisor
Laboratory Assistants

Undergraduate Clinical Coordinator

Director Graduate Studies

Graduate Program Directors

Graduate Course Coordinators

Faculty

Site Coordinators

Graduate Clinical Coordinator

Indirect line

Direct line

PK 8/12
DEPARTMENTAL COMMITTEES

Curriculum Committee

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

Doctor of Nursing Practice Task Force

The DNP Task Force coordinates the DNP Program, including recruitment activities and recommendations for admissions. The DNP Committee also participates in program, planning, implementation and evaluation. Faculty members who have achieved graduate faculty status are members of the Committee.

Nursing Admission Review Committee

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

Program Effectiveness Committee

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

Student/Faculty Committee

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

Graduate Committee

The function of the Graduate Committee is to review all matters pertaining to graduate curriculum and to the support of the graduate curriculum; to monitor all policies and procedures relating to graduate programs; to review current resources and make recommendations for future needs of the graduate programs; and to appoint subcommittees for areas related to the graduate programs.

Otterbein University Governance

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

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

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

If a classroom/laboratory absence occurs, it is the responsibility of the student to contact the instructor or a fellow student to obtain the missed material and assignments.

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

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

Students are REQUIRED to attend ALL clinical learning experiences:
   a. In cases where the student’s physical/mental health is in question, upon request of the clinical instructor and course coordinator, the student will be required to obtain a written statement from a physician/health professional on appropriate letterhead stating that the student is physically/mentally capable of completing their clinical assignment.
   b. In case of absence, the student will initiate contact with their preceptor concerning possible alternative learning experiences. Determination of whether alternative learning experiences to meet clinical objectives are available is at the discretion of course faculty.
   c. If the clinical objectives for the course are not met by the end of the last week of the semester, the student will receive an “unsatisfactory” for clinical performance.

Reviewed 1/12

ACADEMIC PROGRESSION

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

Reviewed 1/12
ACADEMIC STANDING

- **Good Standing**

A student pursuing graduate level course work who maintains a minimum cumulative graduate grade point average of 3.0 is in good academic standing.

Revised 5/16/00

- **Grade Policy:**

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

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

A student may attempt only one graduate course twice in the graduate program. An attempt is defined as being enrolled in a course beyond the end of the fourth week of a term. For specific date, refer to the academic calendar at: [http://www.otterbein.edu/public/About/Calendars/AcademicCalendar.aspx](http://www.otterbein.edu/public/About/Calendars/AcademicCalendar.aspx).

Receiving a grade of C+ or lower or a W (Withdrawal) in the original attempt of any graduate course will constitute an attempt.

Revised 1/12

- **Academic Standing Requirements**

Graduate students must maintain a 3.0 (B) cumulative average. Students will be placed on academic probation when the overall GPA falls below 3.0. If a student’s GPA for a semester falls below a 3.00, a review by the Graduate School office will be conducted and a decision regarding status will be made. Written notice of academic probation will be sent to the student. A student may be on probation only once during the program of study. A probationary period consists of up two registered academic terms. Students must raise their GPA to 3.0 or above during the next two semesters of enrollment in required or elective courses. If the cumulative GPA falls below 3.00 a second time, the student will be dismissed from the program.

Grades of B- are considered “marginal progress”. Any such outcome, or a GPA that falls below 3.0, or a Satisfactory Academic Progress rate that falls below expectations, warrants an academic advising conversation between the advisor and student, and possibly with the program chair or the Dean of Professional Studies. In some cases, students earning a marginal progress in selected courses may be required to repeat and achieve a grade of satisfactory progress in these select courses to continue in the program of study.
Learning Contract Policy

To assist the nursing student to attain his or her highest level of academic, clinical, and professional success, the course professor may institute a learning contract. A learning contract will be established with selected students to support identified educational needs including but not limited to course requirements, and clinical/or and professional performance concerns. Reviewed 1/12

ACCEPTANCE/ADMITTED & ENROLLED/6 YEAR COMPLETION/ REAPPLICATION/ READMISSION

- **Acceptance Confirmation**: Once an offer of acceptance is made, the prospective student may reserve a seat in the program by completing both procedures below:
  1. Returning the confirmation card indicating his/her desire to accept a seat in the program by the stated deadline (to the nursing department).
  2. Pay the required program deposit fee to the business office by the stated deadline.

- **Admitted and Enrolled**: Students who complete their acceptance procedures into the program may enroll.

- **Six years to complete program**: A student who successfully completes at least one course by the appointed start term of the program to which he/she is admitted has 6 years to complete his/her program (start term for the nurse anesthesia program is spring semester).

- **Reapplication: When the reapplication process is required**
  1. A student, who does not enroll and complete at least one course at the appointed start term for his/her program, loses his/her seat in the program (start term for the nurse anesthesia program is spring semester). The prospective student may reapply and will go back into the general applicant pool to seek acceptance into the program.
  2. An accepted student does not complete the acceptance confirmation procedure within the specified time frame.

- **Procedure for Reapplication**:
  1. Contact the Graduate Office to update the application and submit materials by the published application deadline.
  2. Requires a new acceptance letter from the Nursing Admission Review Committee (NARC).
  3. 

- **Reenrollment: When reenrollment process is required**
  1. A student who has completed one or more courses in his/her program and not enrolled for more than one calendar year – may be readmitted to continue in his/her program. The specific term for readmission is dependent on seat availability.

- **Procedure for Reenrollment**:
  1. Update the application form, resume and transcripts as needed.
  2. NARC will consult with program directors to see if there is space available and what term the student may return.
3. Students may be required to petition curriculum committee if their term to return would extend their program past the 6 year limit.
4. NARC sends readmission letter to student and Graduate School.

Reviewed 4/16/13

ACCOUNTABILITY

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

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

Reviewed 1/12

APPEAL/CHANGE OF GRADE

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

Reviewed 1/12

BUREAU OF CRIMINAL INVESTIGATION (BCI) CLEARANCE

A BCI background check must be completed by all students due to healthcare agency requirements prior the starting classes. Newly accepted students will be given information for completion at the time of acceptance. In-state residents are screened by the State of Ohio; students that have lived outside of the state of Ohio within the past five years are screened by the
State of Ohio and the FBI. Students must have an acceptable report from the BCI to meet clinical requirements in the program. Any unacceptable reports, utilizing the Ohio Board of Nursing (OBN) employment criteria, will be reviewed by the Chairperson of the Nursing Department and any other parties as needed. Any unacceptable reports need to be resolved prior to beginning clinical nursing courses.

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

Reviewed 1/12

**CHANGE OF NURSING PROGRAM MAJOR OR SITE**

When students are admitted into the graduate nursing program, they are placed in the major that was indicated on the application form. Students who wish to change their declared major should talk with their faculty advisor to explore what this change will mean in relation to needed course work. After making the decision to change majors, students should contact the Nursing Office at 823-1614 to request the appropriate form for requesting the change in their major or use the form provided below. Turn the form into the Nursing Office to Sharon Buxton. The request for change to another major may be granted on a space available basis. The Nurse Anesthesia program does not accept transfers from other graduate programs. Students wishing to transfer to the Nurse Anesthesia program must complete the application process for the program. Transfer applicants will be reviewed with all other applications for the program.

This same form may be used to request a change in the student site.

Reviewed 1/12
OTTERBEIN UNIVERSITY
DEPARTMENT OF NURSING

REQUEST TO CHANGE A MAJOR OR SITE FORM

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

Name: ________________________________________________________________

SSN or Student ID: ______________________________________________________

Date: __________________________________________________________________

Present Major/Site: _______________________________________________________

It is my desire to change my major: _________________________________________

 I wish to change my site to the:

______ Nursing Service Administration Major  ______ Otterbein - Westerville Campus

______ Clinical Nurse Leader Major  ______ Hocking site

______ MSN Family Nurse Practitioner Major  ______ COTC site

______ Postmasters Family Nurse Practitioner Program  ______ Southern State site

______ MSN Nurse Anesthesia Major  ______ Marion site

______ MSN/MBA

______ PM NA Major


UNIVERSITY USE ONLY

Program Director Signature: ____________________________ Date: __________ Space Available ____ No Space____

Nursing Admission Review: ________________________________ Date: __________ Accepted ______ Denied ________

Comments:

______________________________________________________________________________________________

For Nursing Office Use Only:

Previous Advisor: ________________________________

New Adviser: ________________________________

Letter to Student ________________________________

Forwarded To Graduate School ________________

Forwarded To Registrar to Change Major ________________

Rev. 5/13
Clinical and immersion experiences should be designed to provide the student opportunity to apply the concepts of the curriculum. Thus, placement should be relevant to the course objectives. Clinical and immersion experiences are negotiated between the student, the preceptor, and the course faculty member. This negotiation is finalized by all three negotiators. In some courses, a formalized written contract is developed by the student. This contract is inclusive of learning objectives, learning resources and strategies, evidence of accomplishment of objectives, and criteria and means for validating the evidence. Preceptors of graduate students must be master’s prepared (preferred) and employed in a health care focused setting that allows the student to meet course and immersion objectives. Refer to Policy on Preceptor.

Clinical and Immersion expectations:

1. It is an expectation that preceptors will play a role in the evaluation of nursing students.

2. It is an expectation that the student provide course faculty the name of the preceptor(s) and other contact information in a timely manner (before the course starts or by the first day of class). Preceptors for nurse anesthesia students will be assigned on a daily basis depending upon the student’s knowledge and experience, the experience of the preceptor, the acuity of the patient and extent of the surgical procedure.

3. It is an expectation that the students wear the Otterbein University ID badge and conduct themselves in a professional manner and dress to meet the agency/organization’s standards.

4. It is an expectation that the student attend clinical or immersion experience at the designated settings and times as negotiated or assigned. However, in cases where the student’s health is in question, students are required to notify the preceptor(s) in advance and reschedule.

5. Program Requirements for Clinical Courses:

   A. CPR CERTIFICATION POLICY
   A completed the American Heart Association CPR Basic Life Support Course for Health Care Providers (BLS-C) is required prior to clinical course work. Certification is valid for two years and recertification is required prior to expiration. American Red Cross or any other organization’s CPR classes are NOT accepted for this requirement. If more convenient, students may sign up for a CPR class offered by the Nursing Department. Call 823-1226 for more information about classes.

   B. HEALTH REQUIREMENTS
   A medical history and physical examination are required prior to enrolling in the first nursing clinical course. Health record forms are mailed to all students beginning the clinical sequence in nursing. The physical examination includes tests and immunizations which are required by agencies to protect both the student and the patient. Students must provide proof of up-to-date immunizations as specified by the Student Health Center. This includes current written documentation of two annual successive TB skin tests; if
not available, a two-step Mantoux TB skin test is required. The student with a positive PPD will need to have further evaluation and any needed treatment with clearance from the student’s primary care provider that the student is cleared to work on clinical units. Refer to CDC Fact Sheet on TB Elimination at: http://www.cdc.gov/tb/

The Hepatitis B vaccine series and annual influenza vaccines or a waiver (available from the Nursing Department) is also required.

Students are NOT allowed to participate in clinical experiences until all health requirements are met and on file at the Nursing Department Office and Student Health Center.

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

D. HEALTH INSURANCE
The student is financially responsible for any testing or treatment needed following a course-related injury or illness. It is strongly recommended that the student has adequate health insurance coverage.

Revised 5/3/13

DOCTOR OF NURSING PRACTICE (DNP) SCHOLARLY PROJECT REQUIREMENTS

- DNP Scholarly Project Proposal

Students will develop a DNP Scholarly Project Proposal in Nurs 7900 under direction of the Faculty Advisor with input as needed from the course faculty. The DNP Scholarly Project Proposal will be in the form of a PowerPoint and submitted to the Faculty Advisor and Committee members (if available) at least three weeks prior to the scheduled Project Proposal Presentation. The DNP Scholarly Project Proposal should include:

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

Once the DNP Scholarly Project Proposal is approved by the Faculty Advisor with input from the course faculty and committee members, students will present their DNP Scholarly Project Proposal to faculty, peers and their Committee near the end of the semester in Nurs 7900. Students are expected to attend all presentations. The Project Proposal Presentation is a formal presentation, using PowerPoint or similar presentation software, approximately thirty minutes in length, following the format of the written DNP Scholarly Project Proposal. The student should be prepared to answer questions about the proposal from the audience. The Committee and other faculty or students attending the Proposal Presentation will provide written feedback to the student and Faculty Advisor. Revisions of the Project Proposal may be required by the Advisor and Committee based on feedback received. The final DNP Scholarly Project Proposal must be submitted to the Advisor in its final form according to a mutually agreed timeline but before enrollment in NURS 7950.

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

Students will be evaluated according to the “DNP Project Proposal” rubric which will result in:
- Satisfactory (student has met or exceeded all requirements)
- Unsatisfactory (the student has not met requirements. Upon receipt of a first unsatisfactory grade, the student may complete a revision in collaboration with the Faculty Advisor. Upon receipt of a second unsatisfactory grade, the student will be dismissed from the program.)

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

- **DNP Scholarly Project Report**

After the Project Proposal has been completed, and the IRB application has been submitted, the student should meet with the Faculty Advisor to develop a timeline for the immersion and completion of the Project. The timeline should include the project implementation, writing the final project report, presenting the final project to the faculty and interested community, and planning for graduation.

Students will develop a written DNP Scholarly Project Report in Nurs 8000 under direction of the Faculty Advisor in close collaboration with the course faculty.
The written final DNP Scholarly Project Report may vary in length, and is written in the past tense using APA format. The DNP Scholarly Project Report will be submitted to the Faculty Advisor and Committee members at least three weeks prior to the scheduled Project Presentation. The written DNP Scholarly Project Report should include:

- Title Page (includes name of project, student name and academic credentials, date)
- Executive Summary/Abstract (one page summary of proposal)
- Introduction
- Background/Significance of Problem (includes concise summary of current knowledge available; significance of problem, needs assessment specific to the institution, theoretical framework if applicable)
- Problem Statement/Purpose (synthesis of evidence concluding with suggested practice change)
- Project Implementation (includes design, objectives, methods, sample, protection of human subjects, description of data collection, evaluation of implementation, instruments)
- Outcome Evaluation/Analysis (includes quantitative or qualitative data analysis; barriers or unexpected findings)
- Conclusions/Recommendations (includes final summary statements; clinical/practice significance; recommendations for future work)
- References
- Appendices (include instruments, informed consent if applicable, IRB approval, etc.)

Students will present their DNP Scholarly Project to faculty, peers and their Committee near the end of the semester in Nurs 8000. Students are expected to attend all presentations. The Project Presentation is a formal presentation, using PowerPoint or similar presentation software, approximately thirty minutes in length, following the format of the written DNP Scholarly Project. The student should be prepared to answer questions about the project from the audience. The Committee and other faculty or students attending the Presentation will provide written feedback to the student and Faculty Advisor. The Committee will meet with the student at the end of the DNP Scholarly Project Presentation as part of the evaluation process. Revisions of the Project Report may be required by the Advisor and Committee based on feedback received. The final DNP Scholarly Project Report must be submitted to the Committee in its final form according to a mutually agreed timeline.

The Committee will

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

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

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

A copy of the final DNP Scholarly Project Report will be submitted to the Otterbein University Courtright Memorial Library. Guidelines for document format and binding criteria can be found on the library website. Bound copies of the final document should be provided to the Faculty Advisor and Committee members, if they so desire. The final document should be submitted to the Library no later than one week before graduation.

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Course</th>
<th>Student Responsibilities</th>
<th>Faculty Advisor Responsibility</th>
<th>Committee Responsibility</th>
</tr>
</thead>
</table>
| Summer     | N7050    | 1. Identify topic of interest  
  2. Schedule meeting with Advisor  
  3. Discuss practice immersion plan  
  4. Identify possible theoretical framework  
  5. Begin meta-analysis of literature | 1. Meet with student at least once  
  2. Identify prospective committee members  
  3. Review timeline and immersion plans |                                                  |
|            | N7060    |                                           |                                                                                                  |                                                  |
| Fall       | N7040    | 1. Form committee  
  2. Develop needs assessment  
  3. Identify prospective data | 1. Meet with student at least once | 1. Sign Committee Agreement |
|            | N7035    |                                           |                                                                                                  |                                                  |
| Spring     | N7030    | 1. Draft project proposal  
  2. Submit proposal to Advisor and Committee 3 weeks before Presentation  
  3. Develop oral presentation  
  4. Meet with committee to revise  
  5. Prepare/submit University IRB | 1. Meet with student at least twice  
  2. Review Project Proposal  
  3. Attend Proposal Presentation  
  4. Review IRB application  
  5. Review practice immersion plan  
  6. Sign Proposal Outcome Form | 1. Meet with student either face to face or electronically at least once  
  2. Review Project Proposal  
  3. Attend Proposal Presentation  
  4. Sign Proposal Outcome Form |
|            | N7900    |                                           |                                                                                                  |                                                  |
| Summer     | N7070    | 1. Prepare/submit IRB to agency  
  2. Develop team to implement project as needed at agency  
  3. May begin immersion as desired | 1. Meet with student at least once  
  2. Review project implementation plan |                                                  |
|            | N7065    |                                           |                                                                                                  |                                                  |
|            | N7910    |                                           |                                                                                                  |                                                  |
| Fall       | N7950    | 1. Implement project/collect & analyze data  
  2. Initiate practice immersion  
  3. Submit Application for Graduation | 1. Meet with student at least twice  
  2. Review project implementation and provide feedback | 1. Meet with student at least once |
|            | N7910    |                                           |                                                                                                  |                                                  |
| Spring     | N8000    | 1. Complete project/analyze data  
  2. Project report to Committee 3 weeks before Presentation  
  3. Develop oral presentation  
  4. Meet with committee to revise  
  5. Submit to Library when completed with 2 weeks of graduation | 1. Meet with student at least twice  
  2. Review Project report  
  3. Attend Project Presentation  
  4. Sign Project Outcome Form | 1. Meet with student at least once  
  2. Review Project report  
  3. Attend Project Presentation  
  4. Sign Project Outcome Form |
|            | N7910    |                                           |                                                                                                  |                                                  |

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

Please complete this form OR submit resume

Name: __________________________________ Date: ______________________________

Place of employment: __________________________________________________________

Address of employment: _____________________________________________________

Work phone: ___________________________ E-mail: _______________________________

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

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

Experiences available: __________________________________________________________

Preceptor’s current position and responsibilities: _________________________________

Unit/Department: _________________________________________________________________

Length of time at current position: ______________________________________________

Place of original RN/MD preparation: ____________________ Graduation date: __________

All academic degrees: __________________________________________________________

License # ___________________________ and expiration date __________________________

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

____________________________________

Years of practice in specialty area: ______________________________________________

Has preceptor previously accepted Otterbein nursing students? ______________________

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

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Please return completed form to Otterbein University, Department of Nursing, One South Grove Street, Westerville, Ohio 43081 or fax form to 614-823-3131. Thank you.

FOR OFFICE USE ONLY: OBN verification completed ______________

Rev 10/05, 7/10, 9/12
Otterbein University
Doctor of Nursing Practice Program
DNP Scholarly Project Proposal Approval Form

**Instructions**
Please complete this form and bring to the Project Proposal Presentation. After signatures, place in student file.

Student Name: ________________________________________________________________

Title of DNP Scholarly Project: __________________________________________________

DNP Committee:

Chair: _______________________________________  Date__________________________
   Signature

Faculty: ______________________________________  Date__________________________
   Signature

Member:_____________________________________  Date__________________________
   Signature

**Proposal**

_____ Approved (satisfactory)
_____ Approved with revisions
_____ Not Approved (unsatisfactory)

Recommendations for Proposal:

Place copy of form in student file

12/11
Otterbein University
Doctor of Nursing Practice Program
DNP Scholarly Project Approval Form

Instructions
Please complete this form and bring to the Project Presentation. Place copy in student file. Have signatures on Title Page of original paper.

Student Name: ____________________________________________________________

Title of DNP Scholarly Project: ________________________________________________

DNP Committee:

Chair: __________________________________________ Date__________________________

Signature

Faculty: __________________________________________  Date__________________________

Signature

Member: __________________________________________  Date__________________________

Signature

Proposal

______ Approved (satisfactory)
______ Approved with revisions
______ Not Approved (unsatisfactory)

Recommendations:

Place copy of form in student file. A signed copy must go with final paper to Otterbein University Courtright Library for binding.

12/11
Otterbein University  
Doctor of Nursing Practice Program  
DNP Scholarly Project Proposal Evaluation

Student Name: _______________________________ Date _____________

Title of DNP Scholarly Project Proposal: __________________________________________________________

Faculty Advisor: __________________________________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Satisfactory</th>
<th>✔ Satisfactory With Recommendations</th>
<th>✔ Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary/Abstract</td>
<td>Concise, clear</td>
<td>Confusing, unorganized at times</td>
<td>Unorganized, rambling, Inappropriate, Lacks conciseness</td>
</tr>
<tr>
<td>Introduction</td>
<td>Assessment data clear</td>
<td>Assessment data superficial</td>
<td>Assessment data unavailable</td>
</tr>
<tr>
<td>Background/Significance of Problem</td>
<td>Lit review appropriate</td>
<td>Lit review superficial</td>
<td>Lit review unavailable, No significance discussed</td>
</tr>
<tr>
<td>Problem Statement/Purpose</td>
<td>Clear, concise</td>
<td>Unclear, lengthy</td>
<td>Unavailable</td>
</tr>
<tr>
<td>Project Implementation Plan</td>
<td>Objectives measurable</td>
<td>Objectives measurable but not clear</td>
<td>Objectives not measurable, Budget unrealistic, Aspects missing</td>
</tr>
<tr>
<td>Outcome Evaluation/Analysis Plan</td>
<td>Appropriate measures &amp; Analysis identified</td>
<td>Inappropriate measures or Analysis</td>
<td>Missing measures, Inappropriate analysis</td>
</tr>
<tr>
<td>References</td>
<td>Appropriate</td>
<td>Incomplete</td>
<td>Missing</td>
</tr>
<tr>
<td>Appendices</td>
<td>Appropriate</td>
<td>Incomplete</td>
<td>Missing</td>
</tr>
<tr>
<td>Presentation</td>
<td>Succinct organized overview</td>
<td>Organized and logical, Visual aids interesting, Delivery was strong, Good eye contact/gestures Adhered to time limit Answered questions confidently accurately and reflected knowledge of topic</td>
<td>Somewhat logical, but Disorganized, Visual aids minimal/lacking, Delivery was effective, Did not adhere to time limit, Did not answer questions confidently accurately and reflected knowledge of topic</td>
</tr>
</tbody>
</table>

Comments

Reviewer: _______________________________ Date _____________
Otterbein University  
Doctor of Nursing Practice Program  
DNP Scholarly Project Evaluation

Student Name:___________________________________________________   Date_______________

Title of DNP Scholarly Project ____________________________________________

Faculty Advisor: _______________________________________________________________________

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<td>Lit review unavailable</td>
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<tr>
<td></td>
<td>Synthesis comprehensive</td>
<td>Minimal synthesis</td>
<td>No significance discussed</td>
</tr>
<tr>
<td></td>
<td>Significance supported</td>
<td>Significance identified but not supported</td>
<td></td>
</tr>
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<td>Unavailable</td>
</tr>
<tr>
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<td>Appropriate in focus</td>
<td>Inappropriate for time frame</td>
<td></td>
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<tr>
<td>Project Implementation</td>
<td>Objectives measurable</td>
<td>Objectives measurable but not clear</td>
<td>Objectives not measurable</td>
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<td></td>
<td>Design appropriate</td>
<td>Minimal data/instruments</td>
<td>Inappropriate data collected</td>
</tr>
<tr>
<td></td>
<td>Instruments well developed</td>
<td></td>
<td>or incorrect instruments</td>
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<td>Missing measures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inappropriate analysis</td>
<td></td>
</tr>
<tr>
<td>Conclusions/Recommendations</td>
<td>Appropriate, Build coherently on findings</td>
<td>Appropriate. Lack of coherence between findings and future directions</td>
<td>Missing conclusions. No future directions</td>
</tr>
<tr>
<td></td>
<td>Logical future directions noted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
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<td></td>
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</tr>
</tbody>
</table>

Comments

Reviewer: _________________________________   Date___________
Letter to Committee Members

Thank you for agreeing to serve on the Doctor of Nursing Practice (DNP) Scholarly Project Advisory Committee for ________________________. The DNP Scholarly Project is an evidence-based practice project that demonstrates synthesis of research principles, leadership, advanced clinical practice and critical thinking which addresses identified needs of a group, population or community. The Project is a scholarly process that also demonstrates a systematic approach to change, knowledge development and outcomes evaluation. Scholarly projects will be based on the AACN Essentials for “Clinical Scholarship & Analytical Methods for Evidence-Based Practice.”

The DNP Project is completed under the direction of the Scholarly Project Committee, which includes the Faculty Advisor, an additional full time faculty member and an expert in the field. The Faculty Advisor will serve as Chair of the DNP Project Committee. The DNP Scholarly Project Committee will periodically meet with the DNP student to provide project guidance and direction. Once the Scholarly Project Proposal has been completed, the Proposal will be orally presented to members of the Project Committee and other faculty or student peers. The written Scholarly Project Proposal will be submitted to the Project Committee at least 3 weeks prior to the scheduled Defense. After the oral Proposal Defense is completed, the Committee will meet and:

- Accept the project as proposed
- Request minor revisions, but accept the Proposal pending completion of the revisions
- Recommend substantive changes prior to approval (this requires a second Proposal Defense)

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

- Satisfactory (student has met or exceeded all requirements)
- Unsatisfactory (student has not met requirements. Upon receipt of a first unsatisfactory grade, students may complete a revision in collaboration with their Faculty Advisor. Upon receipt of a second unsatisfactory grade, the student will be dismissed from the program.
Once approved by the Project Committee, the student should meet with the Faculty Advisor to develop a timeline for completion of the project. Recommendations from Committee members should be included in the project.

When the project has been completed, the student will write a DNP Scholarly Project Report. The written Scholarly Project Report will be submitted to the project Committee at least 3 weeks prior to the scheduled Project Presentation/Defense. The student will orally present the Project report to members of the Project Committee, faculty and student peers. The Committee will then meet and:

- Accept the project as proposed
- Request minor revisions, but accept the Project pending completion of the revisions
- Recommend substantive changes prior to approval (this requires a second Defense)

Students will be evaluated according to the DNP Project rubric which will result in:
- Satisfactory (student has met or exceeded all requirements)
- Unsatisfactory (student has not met requirements. Upon receipt of a first unsatisfactory grade, students may complete a revision in collaboration with their Faculty Advisor. Upon receipt of a second unsatisfactory grade, the student will be dismissed from the program.

A copy of the final DNP Project will be bound and submitted to the Otterbein University Courtright Memorial Library and each member of the Project Advisory Committee, as desired.

As member of a Project Advisory Committee, we are requesting that you:
- Provide expertise to the candidate in the completion of the project
- Meet periodically with the student and/or Faculty Adviser or Committee to evaluate Project progress
- Review written Scholarly Project Proposal and final Report, offering suggestions when appropriate
- Participate in the oral Project Proposal Defense and the oral Project Report
- Submit a copy of your recent curriculum vitae
- Sign the Agreement form

Thank you again for agreeing to serve on the DNP Project Committee. If you have any questions, please contact the Faculty Advisor _________________________ or the DNP Program Director, Marjorie Vogt (mvogt@otterbein.edu). We look forward to working with you and our DNP students.

Sincerely,

Director of DNP Program
Agreement

I have read and agreed to serve as a member of ________________ DNP Project Advisory Committee.

1. Chair ________________________________
   Date________________________

2. Faculty ______________________________
   Date________________________

3. Mentor ______________________________
   Date________________________
Letter to Students Verifying Practice Immersion Hours

Dear:

This letter confirms the receipt of the “Verification of Post-Baccalaureate Clinical Practice Hours”. You will receive credit for ____ hours from your Post-Baccalaureate graduate nursing program at the _____ University.

Based on the AACN Guidelines adopted by Otterbein University, students in the Doctor of Nursing Practice (DNP) Program should achieve 1000 clinical/project hours in their Post-Baccalaureate Programs. You will need to complete ____ hours during your DNP Program at Otterbein University. Otterbein University requires a minimum of 300 immersion hours while enrolled in the DNP Program. Your Faculty Advisor will help you to develop a plan to complete these hours during your course work.

Thank you for choosing the Doctor of Nursing Practice Program at Otterbein University. Please feel free to contact me or your Faculty Advisor with any questions.

Sincerely,

Director, DNP Program

Revised 5/7/2013
ESSENTIAL PERFORMANCE REQUIREMENTS

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

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

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

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

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

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

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

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

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

Revised 4-29-13

**EVALUATION**

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

- **Self-Evaluation**

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

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

- **Clinical or Immersion Evaluation**

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

- **Academic Evaluation**

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

- **Program Evaluation**

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

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

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

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

Revised 4-29-13

**FACULTY ACADEMIC ADVISOR**

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

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

Revised 5/1/13

**GRADING**

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

- **Grading Scale**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>60-65</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>59 &amp; below</td>
<td>0.0</td>
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<tr>
<td>F</td>
<td>90-92</td>
<td>3.7</td>
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<td>F</td>
<td>83-86</td>
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<tr>
<td>F</td>
<td>60-65</td>
<td>1.0</td>
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Refer to the Graduate Catalog at: [www.http://otterbein.catalog.acalog.com](http://otterbein.catalog.acalog.com) for complete grading policy.

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

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

- **In-Progress (IP) Grades**

“IP” is the temporary symbol given when course requirements have not been met due to unexpected circumstances. An incomplete grade should only be considered when the majority of the work has already been finished. The pressures of a normal academic load or the desire to do extra work in the course are not sufficient reasons for granting an in-progress status.

The amount of additional time permitted might be no more than a few days or weeks since it should be proportional to the student’s illness or absence, etc. while remaining fair to others who were enrolled in the course. The IP must be completed no later than the following applicable deadline or sooner if prescribed by the instructor: for Autumn IPs, the last day of the Spring classes; and for Spring IPs, the last day of Autumn classes.
Due to extraordinary circumstances, an IP completion deadline may be considered for extension. To receive consideration, the student (not the faculty) must submit a written request/rationale to the Vice President for Academic Affairs at the end of the exam period of the term that that IP is due for completion.

It is the student’s responsibility to contact the course faculty to arrange for completion of the work, and it is the faculty’s responsibility to submit the final grade. When no grade is received, the default grade previously provided by the instructor will be assigned.

Students enrolled in graduate clinical courses receive an IP when all course work is completed with the exception of clinical hours. Based on faculty discretion, the clinical hours must be completed prior to participating in clinical hours for the next clinical course.

Revised 4/29/13

GUIDELINES FOR WRITTEN PAPERS

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

Reviewed 4/29/13

HEALTH PROBLEMS POLICY

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

Reviewed 1/12

INCIDENT REPORT PROCEDURE

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

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

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

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

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

Revised 4-29-13

NONDISCRIMINATORY POLICY

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

Reviewed 1/12

NURSING DEPARTMENT STUDENT APPEAL PROCESS

If a student has concerns or objections regarding grading, academic progression, academic or immersion misconduct, or academic standing, the process for resolution is outlined below.

1. Student Concerns or Objections  
   ↓
2. Individual Course Faculty Member  
   ↓
3. Course Coordinator  
   ↓
4. Program Director of the Major  
   ↓
5. Director of Graduate Programs  
   ↓
6. Department Chair  
   ↓
7. Dean of Professional Studies/Graduate School  
   ↓
8. University System of Due Process
Students are first expected to express their views and try to resolve conflict on an informal basis. Ample opportunities exist for students to express these views and concerns through individual and/or small group discussion.

1. Procedure for resolution of concerns within the Nursing Department:
   a. Every effort should be made by the student to resolve the conflict with the individual faculty member.
   b. Should no resolution occur the student is urged to discuss the situation with the Course Coordinator.
   c. Should no resolution occur the student is urged to discuss the situation with the Program Director of the major.
   d. If there is no satisfactory resolution, the student should speak with the Director of Nursing Graduate or Undergraduate Studies.
   e. The next step is to speak with the Nursing Department Chair.
   f. Should resolution still not occur the student should arrange a meeting with the Dean of Professional Studies/Graduate School.
   g. The Curriculum Committee, Nursing Admissions Review Committee and the Student-Faculty Committee are available as vehicles for the receipt and consideration of students' views and grievances relevant to the stated purpose of each committee.

2. If a student's perceived concern is not resolved through departmental and/or professional studies/graduate program, the University's formal system of due process may be initiated by the student as outlined in the Otterbein University Campus Life Handbook under Appeals Council and Academic Council Refer to: http://www.otterbein.edu/public/CampusLife/HealthAndSafety/StudentConduct/JudicialSystem.aspx.

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

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

- **Appeals (Academic Council)**
  Through the Academic Council, which is a standing committee of the University Senate, an avenue for appealing academic policies is provided all students. An Academic appeals Committee of the Graduate Committee deals with all issues of academic misconduct involving graduate students. Details regarding the appeal process are available from the Office of Academic Affairs. Minutes of past Academic Council meetings are on file in the Library.

Revised 4/29/13
PLAGIARISM AND CHEATING POLICY

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

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

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

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

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

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

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

If the faculty member determines that the misconduct was significant; he/she will impose an appropriate penalty, such as lowering the grade or giving a “0” for the assignment. If the offense is sufficiently serious, the faculty member may determine that the student should receive an F for the course. The following policies apply:

1. Within five business days of the meeting, the faculty member will inform the student in writing of the penalty to be imposed and of his/her right to appeal this decision.
2. Within five business days of the meeting, the faculty member will send a memo to the department chair and the Graduate School Dean that describes the offense and the sanction imposed. The student shall also receive a copy of this memo.
3. If a student decides to appeal this decision, he/she will have five business days to schedule a meeting with the department chair to present his/her case. The chair will inform the faculty member involved of the student’s decision, and afford him/her the opportunity to present any evidence he/she deems relevant. The student has the option of having his/her advisor attend this meeting. If the advisor is not available the student may arrange to have another faculty member attend.
4. If the student disagrees with the decision of the chair regarding the appeal he/she may proceed through the established procedure for appealing a course grade.

If there is a second incident of significant academic misconduct, the Dean of the Graduate School shall (with the advice and consent of the Graduate Committee) appoint an ad hoc committee to consider the case within five business days. This committee shall include two graduate faculty members and one graduate student who do not have prior involvement with either incident and be chaired by the Dean. This committee will verify that appropriate due process was employed in regard to the two incidents of academic misconduct and determine an appropriate consequence. The committee may decide to suspend the student for a semester or a year or to permanently dismiss the student from the program. Within five business days of a decision by the ad hoc committee to suspend or dismiss him/her, the student may file an appeal to the University Appeals Council.

Refer to Campus Life Handbook:

http://otterbein.catalog.acalog.com/content.php?catoid=15&navoid=845#Plagiarism__Cheating__and_Dishonesty

Reviewed 1/12
PREREQUISITES

1. Prerequisites (pre-req) or co-requisites (co-req) are requirements which are judged necessary for the successful completion of a course. Students who register for a course without taking the prerequisite are subject to being withdrawn from the course by the instructor or the Registrar.

2. It is the student’s responsibility to assure that a prerequisite has been met.

Reviewed 1/12

PRECEPTOR

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

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

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

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

Qualifications for preceptors and for organizational/systems preceptors may overlap depending on the desired learning outcomes.
• **Clinical Preceptor Qualifications:**
  a. Unencumbered professional license to practice in the State of Ohio or in state where preceptorship occurs.
  b. At least one year of experience with demonstrated competence in the area of clinical practice working with individuals and groups in which the preceptor provides educational opportunities to a nursing student.
  c. A master’s degree or higher is preferred to precept graduate students.
  d. If functioning as an Advanced Practice Nurse, must be certified in his/her area of expertise and hold appropriate licensure to practice as such. Possible additional qualification requirements may be included based on specialty certification requirements for advanced practice.
  e. Willingness to commit to student learning, orientation, and communication with faculty.

• **Organizational/Systems Preceptor Qualifications:**
  a. Is a recognized leader and a positive role model, leader, and change agent.
  b. Is able to facilitate the learner’s acquisition of systems knowledge and skillsets related to the student’s learning objectives and the objectives of the field work experience.
  c. Engages learner in guided experience by applying knowledge to practice.
  e. Competency skills may include:
     o Financial skills
     o Information technology skills
     o Human resources/marketing/public relations
     o Clinical operations skills
     o Analytic and conceptual reasoning skills
     o Interpersonal and emotional intelligence skills.

• **Preceptor Identification and Selection**

Preceptors are identified in various ways according to the needs of individual learning experiences and course requirements. Preceptors will be selected through collaboration with healthcare agencies, clinical coordinators, and course faculty members. Preceptors must meet outlined qualifications to be selected. Graduate students may suggest a preceptor, but final approval must be made by course faculty. Institutional contracts must be completed prior to student placement by the Department Chair.

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

• **Preceptor Orientation**

Preceptors will complete an orientation with the course coordinator that includes;

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

*Course faculty are responsible for assessing the preceptor-student teaching relationship and for determining students’ final clinical/experiential grades with input from the preceptors.*
### SECTION I: NAME, EDUCATION, EXPERIENCE

<table>
<thead>
<tr>
<th>Preceptor Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>Name:</td>
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<table>
<thead>
<tr>
<th>Facility/Employer Name</th>
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<tbody>
<tr>
<td>Employer Name:</td>
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<td>Years of employment:</td>
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<td>Title and position/ responsibilities in current position:</td>
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<table>
<thead>
<tr>
<th>Name of Original Nursing/Other Education Program</th>
<th>Date of Graduation</th>
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<thead>
<tr>
<th>List any other Degrees in Nursing or Related Fields</th>
<th>Date of Graduation</th>
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<tr>
<td>Nursing Experience if appropriate</td>
<td>Years and Months</td>
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<td>Experience as RN</td>
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<td>Experience as LPN</td>
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**COMPLETE EITHER SECTION II A OR II B OR BOTH**

**SECTION II A: CURRENT SPECIALTY CERTIFICATION (if applicable)**

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**SECTION II B: DEMONSTRATED COMPETENCE**

Describe your competence in the clinical practice/administrative area in which you will be a preceptor.

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SECTION III: LICENSURE—ADVANCED PRACTICE NURSES SHOULD INCLUDE CERTIFICATE OF AUTHORITY AND RX AUTHORITY DATES.

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SECTION IV: EMPLOYMENT - The preceptor may attach current resume or curriculum vitae. Each preceptor must demonstrate at least two years of professional nursing practice.

<table>
<thead>
<tr>
<th>Employer name</th>
<th>Employer location</th>
<th>Dates of employment</th>
<th>Unit or area of practice</th>
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<td>Month/year to month/year</td>
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SECTION V: VERIFICATION OF LICENSURE – The education program is required to maintain documentation of license verification for each preceptor.

SECTION VI: OHIO ADMINISTRATIVE CODE (OAC) RULES FOR RN PRECEPTORS.

Rule 4723-5-10(A)(5), OAC, specifies that a preceptor for an RN nursing education program shall have (a) completed an approved registered nursing education program; (b) have experience for at least two years in the practice of nursing as an RN with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student; (c) have a current, valid license as an RN. A BSN is preferred.
Rule 4723-5-20(F), OAC, specifies that the teaching assistant or preceptor providing supervision of a nursing student shall at least:

1. Have competence in the area of clinical practice in which the teaching assistant or preceptor is providing supervision to a student;
2. Design, at the direction of a faculty member the student’s experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;
3. Clarify with the faculty member
   a. The role of the teaching assistant or preceptor;
   b. The responsibilities of the faculty member;
   c. The course and clinical objectives or outcomes;
   d. The clinical experience evaluation tool; and
4. Contribute to the evaluation of the student’s performance by providing information to the faculty member and the student regarding the student’s achievement of established objectives or outcomes.

Rule 4723-5-20(G), OAC, specifies that a preceptor shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.

Preceptor Signature (attesting to accuracy of information)  Date

Printed Name

Complete work address including office number:

Work phone number:

Cell phone number:

Email address:

Revised 4/29/13
REGISTERED NURSE LICENSURE

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

Revised 4/29/13

SOCIAL MEDIA POLICY

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

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

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

PURPOSE:

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

DEFINITIONS:

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

Professional boundaries are the spaces between the nurse’s power and the patient’s vulnerability.

(National Council of State Boards of Nursing)
GUIDELINES FOR PERSONAL ACTIVITIES:

1. Review guidelines in the Otterbein Campus Life Handbook under Electronic Exploitation found on page 30 and Internet Website Policy on page 32.  
   http://www.otterbein.edu/Files/pdf/Campus%20Life/CLH.pdf
2. Protect confidential information. While posting to your friends, many sites are open to browsing by the public. Be thoughtful about what you publish. Do not disclose or use confidential information or that of any other person or agency. A good rule of thumb is that if you wouldn’t want what you posted on a social media site to be on the front page of tomorrow’s newspaper, credited to you, then don’t post it at all.
3. Be thoughtful about how you present yourself. Otterbein nursing students are preparing for careers providing services to the public. Otterbein and future employers hold you to a high standard of behavior. Ensure that the content associated with you is consistent with your professional goals. Consider whether you would want a future employer to view content before you post it...many are now scanning social media related to prospective employees. Remember that all content contributed on all platforms becomes immediately searchable and can be immediately shared with everyone. The content immediately leaves the contributing individual student’s control forever!
4. Respect your audience and coworkers. Otterbein University and the Department of Nursing embrace students, faculty, and clients who have diverse sets of customs, values, and points of view. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images, etc.) but also proper consideration for privacy and of topics that may be considered objectionable or inflammatory—such as politics and religion. What may be humorous to some; may be offensive to others. Civility is an important component of on-line communication.
5. At the end of each course, students are provided an avenue to evaluate course materials/faculty. Therefore, social media vehicles are considered inappropriate locations to provide this feedback.

GUIDELINES FOR PROFESSIONAL ACTIVITIES:

The registered nurse’s role must be consistent with the scope of practice defined in the law regulating nursing practice in Ohio, rules of the Board of Nursing, and standards developed by nationally recognized professional associations.

   ANA’S Principles for Social Networking

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

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

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

Please review the Ohio Administrative Code at http://codes.ohio.gov/oac/4723-4

4723-4-03 Standards Relating to the Competent Practice as a Registered Nurse
4723-4-05 Standards Relating to the Competent Practice as a Certified Nurse Mid-Wife, Certified Nurse Practitioner, Certified Registered Nurse Anesthetists, or Clinical Nurse Specialist.

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

Consequences of Violation of HIPAA Rules

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

References

American Nurses Association (2011, September). Principles for social networking and the nurse. Silver Spring, MD; Author.
National Council of State Boards of Nursing (nd). A nurse’s guide to professional boundaries. Chicago, IL; Author.
National Council of State Boards of Nursing (nd). A nurse’s guide to the use of social media. Chicago, IL; Author.

SPECIAL NEEDS/DISABILITY

The Office of Disability Services (ODS) at Otterbein University is charged with ensuring that all qualified students with disabilities have equal access to an education and to campus life. This access is provided to students through the provision of legally mandated (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) services, accommodations, and advocacy. Accommodations might include extra time for exams, distraction reduced test space, note taking assistance and priority registration. ODS provides services to students with obvious physical disabilities such as visual impairments, hearing impairments and mobility impairments as well as to students diagnosed with learning disabilities, Attention Deficit Disorder/Hyperactivity Disorder (ADHD), and psychiatric disorders.
Reasonable accommodation in course work or clinical experiences will be made for students with special needs on an individualized basis. In order to receive accommodations, students must provide ODS with appropriate documentation of their disability. After reviewing the documentation of a student’s disability, ODS staff will determine appropriate academic services and accommodations, depending on the disability. When students are enrolled in nursing courses, they have the responsibility to discuss their special needs with course faculty so that reasonable accommodations can be made in a timely manner. Nursing faculty and ODS work together to determine appropriate accommodations that allow students to succeed in the program without jeopardizing the essential requirements of the program.

Revised 3/11/10

STUDENT LEARNING CONTRACT

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

- **Policy Statement**
A learning contact will be initiated by the course coordinator with a student to support identified educational needs. Concerns related to academic concerns, clinical concerns, or professional performance concerns can be found in the student handbook, course syllabus, and the clinical course evaluation. Failure to meet all elements of the learning contract constitutes failure in the course.

- **Applicability**
The Learning Contract policy applies to Otterbein University students enrolled in nursing programs at the Bachelor of Science, Masters of Science in Nursing, and Doctorate in Nursing Practice levels.

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

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

- **Related policies or requirements**
The requirements for the Nursing course are listed in the syllabus for the specific course and the Course Catalog.
• **Implementation Procedure**

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

All Faculty members present must sign and date the Learning Contract (See Learning Contract Forms).

Item #9 on the Learning Contract indicates that the student has read the Learning Contract but does not imply agreement to all information listed in the Learning Contract. The student is encouraged to comment on the Learning Contract as well as offer suggestions pertaining to his or her learning objective.

Approval and effective date: 1-26-2012
Otterbein University
Graduate Nursing Program
Learning Contract

Student: ________________________        Date:_________Semester and Year: _________
Course/clinical location: _________________________________________

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

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

The student will need to complete:

3. What are the required student outcomes

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

5. What support does the student indicate is needed to accomplish the change in behavior (optional)?
6. What is the date(s) of expected change of behaviors and /or expected student outcomes?

7. Faculty comments:

8. Student’s response:

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

10. Outcome(s):

   Student Signature: ______________________________ Date: ______________
   Faculty Signature: ______________________________ Date: ______________
   Course Coordinator: ______________________________ Date: ______________
STUDENT PETITION POLICY

1. A student enrolled in Graduate Studies in Nursing Programs may petition the Nursing Curriculum Committee to consider waiver or modification of selected curriculum requirements. A student may petition the Curriculum Committee to consider one or more of the following.
   a. A change in nursing course sequence.
   b. Waiver or modification of nursing courses prerequisites.
   c. An exception to a curriculum policy/policies.
2. The student must consult with the faculty advisor or other appropriate faculty member prior to submitting the petition to the Curriculum Committee.
3. A written petition must be submitted to the Curriculum Committee one week prior to the Curriculum meeting. The petition should contain:
   a. A copy of the current curriculum requirement/policy.
   b. A brief description of the requested alteration in curriculum.
   c. A statement of rationale.
   d. Additional background or related information, if necessary, which may assist the Curriculum Committee in making an appropriate decision.
4. The student may, if desired, appear before the Curriculum Committee to discuss the petition.
5. Written notice of the Curriculum Committee's recommendations on the petition will be given to the student.
6. The decision of the Curriculum Committee will be implemented unless the student chooses to appeal the finding to Faculty Organization.
7. The student must notify the Chair of the Nursing Department of the intent to appeal the decision at least 24 hours before the Faculty Organization meeting.
8. Written notice of the Faculty Organization decision on the appeal will be given to the student within 10 days of the decision by the Chair of the Nursing Department.

Reviewed 1/12

STUDENT RECORD POLICY

Student files will be kept in a secured file cabinet in the nursing department. Student files will contain the following records:
- Nursing program application
- Letter of acceptance
- Evaluation of transfer/clinical credit
- Letters of petition and response
- Clinical/Immersion Evaluations
- Advisor notes
- MSN or Post-Master’s course requirements
- DNP course requirements

Revised 5/3/13
SUBSTANCE ABUSE

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

This nursing policy has been written in accordance with the American Association of Colleges of Nursing (AACN)’s Substance Abuse Statement (updated 1998) found at: http://www.aacn.nche.edu/publications/position/substance-abuse-policy-and-guidelines

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

- Policy

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

1) Proscribe substance abuse and/or activities or behaviors a) that are prohibited by the University’s Drug and Alcohol policies under University Judicial System Defined, or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;
2) Identify students in the BSN, MSN, DNP, and Post-Master’s programs who may have a drug or alcohol-related impairment or conviction that may impact their ability to learn safe nursing care practices or that may create unacceptable risks for the University or clinical agencies in which students have clinical experiences;

3) Cooperate with affiliating clinical agencies by requiring nursing students reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate Otterbein University Department of Nursing Chairperson.

4) Require all students enrolled in the Otterbein University Nursing Program to submit to mandatory drug testing based upon reasonable suspicion of substance abuse.

The Following are Prohibited

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

B) Use of alcohol, an illegal drug or a controlled substance that occurs while not on University property or in University vehicles, but that adversely affects the safety of other students, employees, visitors or patients. This includes the use of alcohol at authorized official University functions or at an authorized University site that may adversely affect the safety of any other person;

C) Use of prescription or over-the-counter medications without heed to warnings about impact on performance or safety;

D) Distribution to others of drugs or controlled substances obtained pursuant to a prescription, except by a duly licensed and certified person, while in or on premises or property owned or controlled by the University;

E) Arrival to class or the clinical setting under the influence of illegal drugs or alcohol;

F) Arrival to class or the clinical setting under the influence of legal drugs to the extent that there is an adverse effect on the student's ability to perform;

G) Failure to abide by clinical agencies’ substance abuse policies and procedures;

H) Failure to submit to a drug screen or any actions taken to falsify a positive result when asked for by the Department of Nursing or any clinical agency/unit assigned;

(I) Failure to comply with this policy by any student will constitute grounds for disciplinary action;
Any student who is convicted under a criminal statute for a drug-related offense is required to notify the dean and program officer or appropriate representative not later than five days after such conviction.

- **Definition of Terms**

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

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

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

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

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

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

- **Drug Testing Procedures**

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

1) Drug tests will be arranged by the Department of Nursing unless done in cooperation with the affiliating clinical agency or if on campus by University policy. The cost of this drug testing will be borne by the Department of Nursing.

2) Tests will be conducted by a qualified laboratory in accordance with established methods and procedures. Confidentiality of the student as well as the validity of the sample will be protected by the testing facility. The procedure for collection as determined by the collection site, will involve a witness to the voiding of the urine sample, securable urine containers, and chain of custody procedures that ensure that the samples identified to a nursing student actually contain materials from that student, that the samples are protected from tampering, and that the analysis of them is done in accordance with reasonable and accepted medical standards.

a) If suspicion of impairment occurs at an agency with a qualified laboratory, the tests will be conducted at the clinical agency.

b) If suspicion of impairment occurs on University campus property, the course faculty will notify the University Campus Police to escort student to one of OhioHealth affiliated facilities for testing.

These include, but are not limited, to:

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

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

**OhioHealth Urgent Care**
Gahanna/New Albany
5610 Hamilton Road
Columbus, OH 43230
(614) 476-1112
8:00 AM to 8:00 PM Monday-Sunday
The Campus Police will escort student to an identified safe place following testing.

c) If the suspicion occurs off campus without immediate access to a testing laboratory, the course faculty will make a determination of how and where drug and/or alcohol testing will be accomplished through the use of local police/safety authorities to provide transportation.

3) The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing facility, or for the use of any drugs which are reasonably suspected of being abused or used by the student.

4) Presumed positives will be confirmed by the best currently available techniques. If the test is positive, the entirety of the available evidence, including health history, will be used to determine the presence or absence of substance abuse. Positive test results shall be documented in the student’s nursing records in the Department of Nursing.

5) The testing laboratory will notify the Chair of the Department of Nursing of test results if the test was requested by the Department of Nursing, or will notify the Dean for Professional Studies of test results if the test was requested by a clinical agency.

- Outcomes

A) If the initial screening test is negative, that fact will be noted in the student’s record. Unless there is compelling evidence to do otherwise, the preliminary investigation will cease and the student will be released from further action.

B) A nursing student will be dismissed from Otterbein University Nursing Program if a) the student refuses to submit to drug testing based upon reasonable suspicion; b) engages in acts to falsify a positive result; or c) a student’s drug testing results are positive.
C) Licensed nursing students who refuse to submit to drug/alcohol testing based upon reasonable suspicion or who have positive drug test results will also be reported to the Ohio State Board of Nursing. Full reinstatement of licensure will be required for an unrestricted return to the educational program.

- Confidentiality

All drug testing results will be treated by Otterbein University and the Department of Nursing as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student has consented in writing to the release of the information. The Department of Nursing and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by the student and/or personal representative.

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

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

1. Submission of a verifiable letter from a recognized drug treatment agency stating that the student has successfully completed a substance abuse program.

2. Submission to a drug test prior to readmission. This drug test will be at the student’s expense. A positive drug test will result in ineligibility for readmission.

3) Submission to drug tests as requested by the Department of Nursing or clinical agencies after readmission at the student’s expense.

4) For licensed nursing students, full reinstatement of professional licensure is required.

- Incidence of Reoccurrence after Readmission

A student who is re-admitted to the nursing program, and thereafter tests positive for any drug/alcohol test or is otherwise determined to have engaged in substance abuse as defined herein, will be dismissed from the program and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the nursing program.
• Appeal Process

A nursing student may appeal the Department of Nursing’s decision to dismiss or not to re-admit a student through the established University Appeals Procedure found at: http://www.otterbein.edu/public/CampusLife/HealthAndSafety/StudentConduct/JudicialSystem.aspx.

Appeals Council - Hears appeals brought from other councils and committees and has final authority in many cases involving violation of University rules. However, in cases of suspension or dismissal a student may file an appeal to the President. This must be done in writing within 48 hours of the notification of the sanction, either verbally or written. Appeals Council members may not serve on another judicial body. Membership: three faculty and three students for two-year terms, with a limit of four consecutive years.

EXPECTATIONS OF NURSES AND NURSING STUDENTS IN THE OTTERBEIN UNIVERSITY PROGRAMS

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

Approved 9/21/2012

UNSAFE BEHAVIOR POLICY

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

Reviewed 1/12

TRANSCRIPTS

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

Reviewed 1/12
URINE DRUG SCREEN POLICY

A urine drug screen is required of all students, at the student’s expense, prior to admission to the nursing programs. The results are sent directly to the Department of Nursing. A positive drug screen will result in an inability to successfully progress in the nursing program. Any attempt to provide a fraudulent urine specimen will result in an inability to successfully progress in the nursing program. Subsequent drug screening may be requested by nursing faculty, failure to comply with such requests will result in an inability to successfully progress in the nursing program. All such cases will be evaluated on an individual basis. Please contact the Nursing Department Office located in the Science Center, 614-823-1614 for information regarding the procedure and locations for completing the drug screen.

Revised 5-1-13
V.
RESOURCES
NURSING DEPARTMENT

LOCATION: Science Building, room 236

PHONE: (614) 823-1614
       1-888-749-8550

FAX: (614) 823-3131

HOURS: Posted on door; usually Monday through Friday, 8:30 AM to 5 PM. Summer hours, 8:30 AM to 4 PM

PERSONNEL: The Nursing Department administrative staff in the Nursing Department Office in Science 236 are available to provide information about the University or the Department.

MAILBOXES: Faculty mailboxes are located in Science 236, the Nursing Department office, to facilitate the communication process.

ACADEMIC SUPPORT RESOURCES

ACADEMIC SUPPORT CENTER

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

ALUMNI ASSOCIATION

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

CENTER FOR CAREER PLANNING

The Center for Career Planning offers graduate students a variety of career resources and assistance while in attendance at Otterbein University and beyond. Resources and services include academic and career exploration, job and internship search skill-building, and job search tools including resumes, cover letters, and mock interviews. Contact the Center for Career Planning at 823-1456 or visit their website at http://www.otterbein.edu/public/CampusLife/ServicesAndResources/CareerPlanning.aspx
for more information on programs, resources and services or to schedule an individual appointment.

COMMENCEMENT INFORMATION

Commencement

The University holds two commencement ceremonies in May. The Saturday ceremony is for graduate students and the Sunday ceremony is for undergraduate students. All graduates (Summer, Autumn, and Spring) are invited to the May commencement. Guest seating at commencement is limited according to space availability. Form to complete is on the Registrar’s web page. [http://www.otterbein.edu/public/Academics/Registrar/Commencement/graduate.aspx](http://www.otterbein.edu/public/Academics/Registrar/Commencement/graduate.aspx)

To participate in either ceremony, a student must:
1. complete all academic degree requirements, and
2. request and submit a fully signed Application for Degree, and
3. submit any additional required paperwork as specified in the Application for Degree, and
4. meet all outstanding financial obligations.
Refer to Registrar Forms, Transcripts, and Resources at: website [http://www.otterbein.edu/public/Academics/Registrar/FormsResources.aspx](http://www.otterbein.edu/public/Academics/Registrar/FormsResources.aspx) and click on Request for Graduation Application Packet.

COMPUTER ACCOUNT

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

COPY CENTER

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

INFORMATION TECHNOLOGY

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

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

NURSING SKILLS LABORATORY

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

OTTERBEIN UNIVERSITY BOOKSTORE

Textbooks must be purchased prior to the start of classes. Course textbooks may be purchased at the Bookstore on the Otterbein campus or students may reserve, pre-pay or purchase books on-line at www.otterbein.bookstore.com.

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

SIGMA THETA TAU INTERNATIONAL, HONOR SOCIETY of NURSING

KAPPA LAMBDA CHAPTER

Sigma Theta Tau International Honor Society of Nursing is the second largest nursing organization in the United States. The name Sigma Theta Tau is derived from the initials of the Greek words Storgé, Tharsos and Timé meaning "love," "courage," and "honor" and represent the charge of the Society.

The purposes of the Society are to:

1. recognize superior achievement.

2. encourage the development of leadership qualities.

3. foster high professional standards.

4. stimulate creative work.

5. strengthen commitment to the ideals and purposes of the profession.

6. provide support, including funding, to other organizations exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code.

7. Assist and engage in any other activities which are permitted to be carried on by organizations exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code.
Membership is conferred upon nursing students in baccalaureate and graduate programs who demonstrate excellence in nursing or upon qualified bachelors, masters, and doctoral graduates who demonstrate exceptional achievement in the nursing profession. The Sigma Theta Tau chapter at Otterbein University is Kappa Lambda. Membership in the chapter is through invitation. The requirements for student candidates are superior academic achievement, academic integrity, and professional leadership potential. Baccalaureate students have to complete “at least one-half of the required nursing curriculum” and “rank not lower than the highest 35 percent of their class in scholarship” (International bylaws). The chapter serves its members through a variety of programs, activities, and services.

**TECHNICAL REQUIREMENTS**

Refer to IT website: [http://www.otterbein.edu/its/standards.asp](http://www.otterbein.edu/its/standards.asp)

**WRITING CENTER**

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

**CAMPUS RESOURCES**

**THEATRE/DANCE/ MUSIC PERFORMANCES**

Theatre and Dance Performances
[http://www.otterbein.edu/public/About/Calendars/ArtScene/TheatreDancePerformances.aspx](http://www.otterbein.edu/public/About/Calendars/ArtScene/TheatreDancePerformances.aspx)

Music Performances:
[http://www.otterbein.edu/public/About/Calendars/ArtScene/MusicPerformances.aspx](http://www.otterbein.edu/public/About/Calendars/ArtScene/MusicPerformances.aspx)

**CAMPUS CENTER**

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

**FINANCIAL AID**

Financial aid for graduate students is available. Information about scholarships and loans may be obtained from the Financial Aid Office located in the lower level of the Administration building on the corner of W. College and Grove Street. Contact information is:
Sigma Theta Tau, Kappa Lambda Chapter, offers eligible students an opportunity to apply for an annual scholarship offered by the chapter.

Additional information on scholarship funds may be obtained from the Department of Nursing. Nurse Anesthesia students in the second year of the program may apply for Nurse Anesthesia Traineeships. Information on these traineeships and other scholarships for nurse anesthesia students is available from the Nurse Anesthesia Program Director.

PARKING

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

PERSONAL COUNSELING

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

RECREATION

CLEMENTS RECREATION CENTER AND RIKE CENTER

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

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

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

RESOURCES FOR STUDENT LIFE

http://www.otterbein.edu/public/CampusLife/

Services and Resources
• Academic Support
STUDENT HEALTH CENTER

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