SCHOOL OF NURSING
GRADUATE STUDENT HANDBOOK

Master of Science in Nursing

AY 2014-15
Ohio University School of Nursing

**Graduate Student Handbook**

This handbook is designed for all individuals who have been admitted to the MSN program in the School of Nursing. Students will be studying one or more of the specialty options, which includes Nurse Educator, Nurse Administrator, Family Nurse Practitioner, and Acute Care Nurse Practitioner. Each student will be using either the hybrid/blended delivery format or the online delivery format.

The handbook provides information about the School of Nursing and the policies that are important for its functioning. Section I provides some historical notes and program overviews. Each of the next three sections addresses a specific phase of a student’s progression through the MSN Program, e.g. admission, progression, and graduation. Each section will include policies and useful information. The appendices contain program information or useful forms and guidelines.

Students are responsible for being familiar with and abiding by the policies and information in the handbook. Each student needs to sign a form indicating that s/he: (a) was provided access to the handbook via the website, (b) read it, (c) understood the information in it, and (d) agree to conduct themselves in accordance to its policies. The form will be distributed during orientation (first residency). It is to be signed at that time and returned. The signed form will be kept on file in the School of Nursing.

The graduate student handbook is reviewed and revised at least annually. Policies and procedures may be changed at any time. If a policy or procedure is changed, the student will be provided access to the changes via the website and asked to sign an addendum acknowledging receipt of notice of the change. If a student leaves the program/defers taking MSN courses for one or more terms for any reason, e.g. illness, personal reasons, course failure, or other reasons not named, and subsequently returns to the program in a different class the policies that exist for the class to which they return will apply.

Receipt of the **Graduate Student Handbook** Form is in Appendix I.
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Section I
Ohio University Historical Notes

On February 18, 1804, the state’s general assembly chartered the Ohio University in the clear conviction that “institutions for the liberal education of youth, are essential to the progress of arts and sciences, important to morality, virtue and religion; friendly to the peace, order and prosperity of society, and honorable to the government that encourages and patronizes them.”

The idea for a university in the Ohio land had originated years earlier through Dr. Manasseh Cutler’s association with General Rufus Putnam and the Ohio Company. Cutler was an educated New Englander who so appreciated “the value and pleasures of learning, [that] he regarded the diffusion of knowledge not merely as a source of individual happiness, but as a chief element of political liberty and a necessary part of the policy of a free state.”

Ohio University was the first institution of higher learning established in the northwest Territory.

College of Health Sciences and Professions (CHSP)

The Educational Plan for Ohio University for 1977-1987 set forth twelve goals in the area of health and human services. Ohio University President Charles Ping and Provost Neil Bucklew supported the plans statement: “There can be no question that many health and human service disciplines have matured to a level of complexity that placement in an institution of higher learning is not only appropriate, but mandatory.”

It was determined that the best way to achieve many of these goals was to establish a new college. The College of Health and Human Services (the ninth degree-granting college at Ohio University) was approved on January 28, 1979 and was operational by July 1 of the same year.

The College of Health and Human Services (CHHS) opened under the direction of Dean Hilda Richards and consisted of the School of Health, Physical Education, and Recreation; the School of Home Economics; the Center for Human Development; and the Nursery Child Care Center moved from the College of Education. The School of Hearing and Speech Sciences moved from the College of Communication. In 1980 the School of Nursing moved from the College of Education to CHHS. A grant proposal was written which led to the development of a School of Physical Therapy in 1984.

There has been considerable growth and change within CHHS since its creation. In 2010, academic restructuring occurred. The College of Health and Human Services became the College of Health Sciences and Professions (CHSP) with a refocused core mission that focuses on health and well-being. The CHSP is positioning itself as a national model for health professions education, scholarship, and service across a wide array of disciplines. Currently there are four academic units: the School of Applied Health Sciences and Wellness; the School of Nursing; the School of Rehabilitation and Communication Sciences; and the Department of Social and Public Health. All four are housed in Grover Center, a facility that underwent an extensive renovation (completed in 2001) that for the first time brought all of the College’s academic programs under one roof.
While the four academic units form its core, the College over the years has launched outreach initiatives that serve the surrounding community while providing valuable practical experience for students. These include WellWorks, a nutrition and fitness center for OHIO employees and community members; Ohio University Therapy Associates’ Hearing, Speech, & Language Clinic and Physical Therapy Clinic; the Atrium Café, a popular eatery located on the first floor of Grover Center and a laboratory for food and nutrition students; and the Kids on Campus afterschool and summer programs.

**University Outreach**

President Franklin D. Roosevelt signed the GI Bill in 1944. This bill provided financial support for the more than two million veterans of World War II. Ohio University’s president, John C. Baker, created “branch” campuses to provide Ohio University access for the veterans. The regional campuses became self-supporting and committed to the communities in which they were located. The structure of the main campus in Athens and five regional campuses (Chillicothe, Eastern, Lancaster, Southern, and Zanesville) continues today. Learning centers in Cambridge, Pickerington, and Proctorville have extended access even further.

The regional campus structure continues to provide access to Ohio University. Its programs offer lifelong learning, economic development, professional development, and work force entry opportunities.

**School of Nursing (SON)**

The School of Nursing offers individuals the opportunity to study for one of three degrees and one certificate. The degrees are: (1) the associate degree (ADN) which prepares individuals to take the RN licensure exam, (2) the baccalaureate degree program which offers three learning options, e.g. the traditional pre-licensure program, the RN to BSN program which allows employed RNs the opportunity to earn the baccalaureate degree, and the accelerated BSN which allows individuals with a baccalaureate degree in another discipline to complete the BSN, (3) the master’s (MSN) program which offers study in education, administration, family nurse practitioner, and acute care nurse practitioner, and (4) the School Nurse License/Certificate program which provides the required preparation for recognition as a school nurse in the State of Ohio.

The ADN program has three sites (Chillicothe, Ironton, and Zanesville) and provides access to basic preparation in nursing. The Zanesville site is the oldest as it was created in 1968 with Chillicothe joining in 1993 and the Southern campus program opening in 2003.

The BSN program has four sites (Athens, Chillicothe, Ironton, and Zanesville). The program started in Athens in 2009 and expanded to the regional campuses in 2012. The traditional BSN prepares graduates to sit for the RN license exam.

All of these programs came together in the summer of 2004 to form one School of Nursing. Each program has an associate director onsite with the director of the School of Nursing based in Athens. The School is administratively connected to both the College of Health Sciences and Professions and the Office of Regional Higher Education.
Vision Statement

The Ohio University School of Nursing will provide accessible state of the discipline undergraduate and graduate nursing education. The School will focus on fostering preservation, promotion, and restoration of health in the global community. Our graduates will be highly competent practitioners, leaders, and scholars who are grounded in a sense of inquiry, and committed to human caring within a climate of diversity.

Mission Statement

The Ohio University School of Nursing promotes excellence in the profession of nursing through education, scholarship, and service. The School provides quality educational experiences, utilizes clinical partnerships and facilitates regional collaboration that will enhance the health of diverse communities.

Philosophy

Humans are complex, holistic beings with worth and dignity. They possess the right and ability to make choices and decisions about their lives. They participate in life as individuals, family members, members of small and large groups, and members of various communities and cultures. All aspects of life contribute to the development of knowledge, beliefs, and values that in turn influence the choices made by humans.

Humans are in constant interaction with an environment that is both internal and external to the human body. Environmental and human systems influence one another through continuous interaction and exchange of energy with the environment. This unique and changing environment influences human life and health in neutral, positive, and negative ways. Humans can alter their own environment and the environment of others through their choices. The perceptions created by the interaction between humans and their environment influence learning and behavior and are a major focus of nursing.

Nursing is a caring discipline based on the health needs of society. Nursing practice is a socially and culturally responsive process through which clients are assisted to maximize health potential. Nurses utilize nursing process and scientific inquiry in their nursing practice. Nurses assist client systems to clarify health values, provide knowledge and skills about health, and coordinate health-related resources in an effort to promote, maintain, or restore health.

Health is dynamic and unique to the individual. It allows utilization of resources to achieve maximum potential for daily living. When a client system (be it an individual, family, group, or community) has the necessary knowledge, skills, and resources, choices are made that contribute to their health and quality of life. Differing values, expectations, and perceptions may alter the definitions of health and the actions taken by various client systems in seeking health. Health promotion and prevention behaviors are essential to the health and well-being of a client system throughout the lifespan.
The goals of the MSN Program are to provide students with the ability to:

1. Demonstrate the ability to provide direct and/or indirect evidence-based care.

2. Apply theories and concepts from nursing and quality initiatives in order to improve patient and nursing outcomes.

3. Assume leadership in nursing practice.

4. Contribute to the development of nursing knowledge.

5. Increase confidence, knowledge, and skills in use of technology and in use of data management to analyze and improve individual and population-based outcomes.
Section II

Review of Admission Criteria/Processes

Prior to being admitted to the School of Nursing, students must meet Ohio University’s admission criteria and be admitted to the University. Admission to Ohio University does not guarantee admission to the specific nursing program. Admission to the nursing programs is selective and competitive; therefore, meeting each of the admission requirements does not guarantee admission to any option. For example: If there are 10 spaces for newly admitted students and 18 people meet the admission requirements the 10 most qualified will be admitted.

Admission to the School of Nursing is competitive. The minimum criteria for consideration for admission are:

- Completion of appropriate application
- Payment of application fee (non-refundable)
- Submission of official copies of all college transcripts with the exception of Ohio University transcripts
- Specified health status requirements.
- Clean FBI/BCI background checks.
- Minimum grade point average of 3.20 for unconditional admission
- Statement of professional goals
- Resume or CV
- Three letters of recommendation from individuals who are knowledgeable about the applicant’s ability to complete graduate-level coursework and practice abilities
- Evidence of current unencumbered RN licensure in the states in which any clinical experiences will be conducted. International students must be licensed in the United States.

The MSN Program

The MSN Program consists of both didactic and practice-based or clinical performance courses. The didactic courses present the nursing knowledge, theoretical concepts, models, and research that inform patient care and evidence-based practice. The practice-based courses provide opportunities for students to apply knowledge; practice skills; plan, implement and evaluate interventions and programs; and learn the full scope of the role for which they are preparing.

There is a core set of seven (7) courses that all students (regardless of the chosen option) complete. These seven courses will be completed before a student begins the clinical performance courses. Occasionally, because of administrative scheduling decisions, a core course may be taken after the clinical performance courses have begun. The core courses are: NRSE 6010, NRSE 6020, NRSE 6110, NRSE 6120, NRSE 6210, NRSE 6221, and NRSE 6230.
Each option has a set of courses specific to the chosen option. The option courses are listed below:

- Family Nurse Practitioner: NRSE 6400, 6920, 6921, 6922, and 6923
- Acute Care Nurse Practitioner: NRSE 6300, 6924, 6925, 6926, and 6927 **
- Administrator Option: NRSE 6710, 6929 and HLTH 6210 and HLTH 6220 **
- Educator Option: NRSE 6610, 6620, 6630, and 6928 **

** Acute care NP, Administrator and Educator Options are not admitting students after January 2013

A list of the courses with titles and other detailed information is available in Appendix D.

The MSN Program has been designed and developed using professional guidelines which include:

- *The Essentials of Master’s Education for Advanced Practice Nursing* developed by the American Association of Colleges of Nursing (AACN)
- Core Competencies developed by the National Organization of Nurse Practitioner Faculties (NONPF).
- Expectations of the certified nurse educator exam established by the National League for Nursing
- Expectations of the nurse executive exams offered through the American Nurses Credentialing Commission

The development of the program also utilized the faculty’s knowledge of a broad-based undergraduate nursing education and prior practice experience. It has been designed to provide a basis for doctoral education.

It is the faculty’s expectation that students in this program are aware of their strengths and the areas where they need to improve. We expect the learners in the Ohio University MSN Program to critically consider what their individual learning goals are and to actively work with faculty to set personal goals and seek learning opportunities within the course structure that will allow for the accomplishment of individual goals. It is expected that the learning goals and needs will be discussed with faculty, clinical supervisors, and preceptors as appropriate.

Students are expected to actively prepare for every day of a clinical course and it is suggested that a student set aside some time during the clinical day to identify material that needs to be reviewed and/or requires the seeking of new answers. We also suggest that students seriously consider minimizing other obligations while in the clinical performance courses. This usually means that the reduction of work responsibilities needs to be considered.

The learning curve related to the advanced practice role is very steep which means that it will require more studying and more energy than is initially thought. Clinical courses will require two to three days per week of clinical time and another 15 to 20 hours of study. Students often comment that, had they known about the time commitment, they would have planned differently. Please also remember that while faculty members (including clinical supervisors and preceptors) have the responsibility to facilitate learning for students they have a more fundamental responsibility to protect future clients. Assignments and
expectations have been created with the goal of OU nurse practitioners being excellent in practice. Anyone or more of the following learning strategies may improve the learning experience.

- Develop supportive relationships
- Work with others who have different learning styles in a study group
- Become a more adaptable and flexible learner
- Identify and take steps to strengthen areas of weakness, e.g. conceptual reading or succinct writing
- Reward yourself for achievement along the way.

The clinical courses are the most intense and frequently the most rewarding component of the MSN program. The nurse practitioners complete a total of 650 hours across four clinical courses. The educator and administrator students complete one practicum of 200 hours. The clinical courses provide students with time to test new skills and develop a personal knowledge base. At the same time the students is developing a new professional self-image and taking new risks.

Students synthesize content from core courses and previous option courses and put the content into practice with the guidance and supervision of the faculty and preceptors. Hence, the selection of clinical sites and preceptors is a very important part of the student’s learning.

**Typhon Software**

Typhon is the software system used by NP students to track clinical hours and patients. Students will receive a Typhon username and password and will be introduced to the different components of the Typhon system in each of the two residencies.

It is imperative that students stay current with the data in their Typhon logs. Students are expected to complete the Typhon log the same week that they complete clinical hours. Delay in completion of a Typhon log often means the loss of data. Students will receive an academic warning if there are no Typhon entries within the first two weeks of a clinical course. If students do not complete their Typhon clinical log within 72 hours after their clinical day, they will have to make up that clinical day.

Students will receive a preliminary introduction to Typhon during the first residency (orientation) and an explanation of the use of Typhon for clinical logs and SOAP notes during the second residency/NRSE 6221: Health Appraisal course.
Clinical Courses

The following courses are clinical practicum courses:

1. Family Nurse Practitioner
   - NRSE 6920, Care of Women, 150 clinical hours
   - NRSE 6921, Care of Adults, 150 clinical hours
   - NRSE 6922, Care of Children, 150 hours
   - NRSE 6923, FNP in Practice, 200 hours

2. Acute Care Nurse Practitioner
   - NRSE 6924, Complex Adult Health Problems I, 150 hours
   - NRSE 6925, Complex Adult Health Problems II, 150 hours
   - NRSE 6926, Critical Care, 150 hours
   - NRSE 6927, AGACNP in Practice, 200 hours

3. Administrator option
   - NRSE 6929, Nursing Administration Practicum, 200 hours

4. Nurse Educator option
   - NRSE 6928, Teaching Practicum, 200 hours

See the document in Appendix A titled Considerations for Long-Range Planning of Clinical Experiences. Remember when setting up clinical courses they are 14 weeks long rather than seven weeks. The theory part of the course occurs during the seven weeks of Session A and the clinical experiences are to occur during both Sessions A and B for a total of 14 or 15 weeks.

Setting up any clinical practicum is a complex, multi-step process which requires several months of planning. The student is required to take the leadership in identifying the clinical site for the practicum. The student should contact a potential clinical site or a potential preceptor as soon as possible to request working with that preceptor in that agency. Some clinical sites prefer for the clinical experience to be managed through the administrative offices of the agency. Other agencies/preceptors prefer to be contacted personally with the request. Regardless of the procedures that will need to be completed the student must approach the agency/preceptor with the understanding that the time the preceptor spends in arranging the clinical experience is time away from patient care. The student should be prepared to succinctly explain the goals, expectations, and responsibilities of all involved in the clinical experience.

Health Policies

Throughout history, nursing has cared for clients with various infectious diseases that the public fears, such as smallpox, the plague, and leprosy. Nurses have provided not only physical care, but the psychosocial care needed for those with these diseases.

In today’s society, infectious disease remains a major concern in a global society. Concerns of emerging infectious disease such as SARS, influenza, and MRSA remain a nursing concern. Nursing the client with an infectious disease continues to be a challenge to the nursing profession. These diseases include, but are not limited to, human immunodeficiency virus (HIV), hepatitis B (HVB), hepatitis C (HVC), methicillin resistant Staphylococcus aureus (MRSA), and tuberculosis (TB).
The philosophy of the SON is to care for any client with an infectious disease. The faculty will continue to support students in caring for clients regardless of sex, age, religion, sexual orientation, financial situation, and physical/emotional condition. The student is encouraged to discuss any concerns with the faculty member when caring for the client with a possible infectious disease.

The SON faculty is concerned for the safety of the student and the client, since these conditions may not be readily apparent. Health policies are created to address this concern. All health policies apply to all MSN students regardless of the chosen option. The next few paragraphs address the School’s health policies.

Specific health policies:

There are several documents necessary to comply with the School’s health policy. (Note: it may be necessary to meet additional health requirements for specific clinical experiences, e.g. obstetrics.)

The following documents and/or information are required to be in each student’s file. Some of the items on the list need to be in the file at the beginning of the MSN Program. Other items must be in the student’s file a minimum of four months prior to the beginning of a clinical course. Failure to provide documentation of health requirements will result in the student being ineligible for enrollment in clinical courses.

Some items will need to be provided only once during the MSN Program while other items must be periodically renewed. Typhon (software used in the School of Nursing) files will alert students to items that need to be renewed.

Health Insurance: All domestic students on the Athens campus who are enrolled in five (5) or more credit hours (one (1) credit for international students) must carry health insurance. Students are automatically billed for insurance. They may waive this coverage if they are covered by another policy. The waiver request must be completed once year. Go to the Bursar’s Office website (http://www.ohio.edu/finance/bursar/studenthealth.cfm) and follow the directions to waive the University’s health insurance plan.

Health Requirements List:

• Documentation of Immunity to Selected Communicable Diseases: Students participating in clinicals shall provide documentation of the following immunizations:
  
o DTP (diphtheria/tetanus/pertussis childhood vaccination of three (3) doses followed by a Tdap booster within the last 10 years. Positive pertussis titer documentation will be accepted in lieu of documentation of three doses of the childhood DTP vaccination. Please note that the Tdap vaccine is recommended for adults instead of the Td vaccine.

  o MMR (measles/mumps/rubella vaccination of two (2) doses since 1968. A documented positive titer is acceptable.

  o Hepatitis B vaccination of three (3) doses or Hepatitis B immunity (Anti-HBs titer of mIU/mL or higher). Exemption from the Hepatitis B vaccine for medical reasons must be in writing from the student’s primary care provider.
- **Varicella** (chickenpox) vaccine of two (2) doses or a positive titer. A note from a physician verifying clinical chicken pox will NOT be accepted.

- **Polio** vaccination of four (4) doses in childhood of inactivated polio vaccine (IPV).

- **Influenza** vaccination is to be current. Vaccination is to be documented as given annually once the current year's vaccine becomes available. If an individual cannot be immunized for health reasons documentation of this fact must be on file through completion of a vaccine waiver form.

- **Tuberculosis testing:** Documentation of testing for tuberculosis is required. The initial TB test must be a two-step Mantoux test. This consists of two skin tests with one to three weeks between the tests. It is the recommended initial test for individuals who expect to be tested periodically. The TB tine test is not acceptable. If both tests are negative the individual is considered to be uninfected. If students can provide evidence that they have had a previous Mantoux two-step and annual intradermal skin tests since the initial Mantoux two-step evidence of the annual TB tests will be sufficient. Students with a positive reading for the Mantoux test will be required to have a documented chest x-ray and follow-up Mantoux questionnaire.

- **Student illness:** With any illness (physical, emotional, mental) or condition (pregnancy), the nursing program may recommend/require that the student request documentation from a physician and/or a counselor certifying the student is able to perform all the duties expected of a student nurse. The student may not be able to continue in the program until such a statement is received.

- **Hospitalization:** Following any required hospitalization, the student needs to submit to the nursing faculty a written letter from the relevant physician certifying that the student is able to return to school and to perform all the duties expected of a student nurse. This letter must be received before the student may resume participation in classroom and/or clinical activities.

- **Possible exposure to infectious materials:** In the event that the student is exposed to blood or body fluids or other infectious materials or involved in other incidents during a clinical session, the student should follow the protocol in the agency in which the incident occurs. All incidents should be reported to the instructor/preceptor immediately. The instructor or the preceptor will assist the student in identifying the appropriate treatment and need for referral. If confidential testing and counseling is needed, it is available through local health departments. Examples of incidents or injuries include, but are not limited to needle sticks, falls, or back strain. A description detailing the situation is to be provided to the appropriate School of Nursing office. Treatment is the financial responsibility of the student.

- **Expenses related to illness:** The student is responsible for any expenses s/he incurs while acting in the capacity of a student. For example, if a student sticks himself/herself with a contaminated needle, s/he will be responsible for all expenses related to treatment.
**Student Medical Care while in Class or at Clinical Learning Experience**

To the extent that any first aid or emergency care is required in connection with an injury or illness incurred by a student during performance of his/her clinical training during a rotation, the student shall be treated by the clinical facility as appropriate. If any first aid or emergency care is required in connection with an injury or illness incurred by a student in the classroom, the faculty will report the emergency and dial 911. Additionally, the faculty or Director of Program will notify the appropriate university administrative officials on campus.

**Cardiopulmonary Resuscitation (CPR) Certification and/or BLS and/or ACLS**

Students must present to the nursing office evidence of CPR/BLS healthcare provider certification four months prior to the first clinical day in your respective program. The CPR certification must include adult, child, infant, and two-person CPR. AED for child and adult must also be included. A copy of the card (both sides) is required. Documentation will be required every two years. CPR/BLS certification must be current and students are expected to **maintain** their CPR/BLS certification until completion of the nursing program. MSN students in the ACNP option must provide evidence of current ACLS certification.

CPR/BLS certification course may be offered at Ohio University. Certification by the American Red Cross, the American Heart Association, or other nationally recognized provider is also acceptable if Automatic External Defibrillation (AED) instruction is included.

**Occupational Safety and Health Administration (OSHA)**

Students need to have reviewed the latest recommendations regarding response to needlesticks and blood borne pathogens. These can be found on the OSHA website [http://www.osha.gov](http://www.osha.gov).

**HIPAA Compliance**

All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, when administering a medication, the healthcare provider would have full access to the medical record. This is covered by the patient’s consent for treatment.

In order to protect patient/client privacy, all information that could identify the patient/client must be removed from student papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number and Social Security number. Student papers may not be copied for careless circulation and handling. Written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extends to oral communications which extend beyond the need to know for treatment and/or educational purposes.
Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency’s requirements as part of the clinical affiliation.

Students are required to sign the School of Nursing’s HIPAA form (see Appendix H) that states the student understands the HIPAA regulations. This form will be available for signing during the first residency session (orientation). This form will be kept on file in the School of Nursing.

The form that the student must sign and turn in to the appropriate School of Nursing office can be found in Appendix F of this Handbook.

**BCI/FBI Criminal Background Check**

The purpose of obtaining criminal background check across the health professions is based on strengthening the public’s trust in the health professions. ALL students who will participate in clinical courses in the School of Nursing are required to undergo a criminal background check. The results of background checks may be shared with clinical agencies upon request. The cost of background checks is the responsibility of the student.

It is a law in Ohio that all persons who care for children or older adults have a background check. The School of Nursing recognizes the intent of the Ohio law and address this intent by requiring all students (regardless of state of residence) to obtain a criminal background check.

The commission of certain crimes will disqualify an individual for caring for these populations. Senate Bill 38 addressed offenses related to children, and Senate Bill 160 listed the offenses related to older adults. Lists of the disqualifying offenses are provided in Appendix B.

- List A includes those offenses that can prevent an individual from caring for either children or older adults.
- List B is a list of additional offenses that can disqualify an individual from caring for children.
- List C is a list of additional offenses that can disqualify an individual from caring for older adults.

Students who have been admitted (or who are applying) to the School of Nursing should review the list of offenses. **Should a student be convicted of an offense while in the program, they are subject to dismissal.**

Any student who has any documented involvement with one of the offenses on the three lists and the offense has been addressed in a manner that would remove any problem, the student needs to provide the School of Nursing with the information, e.g. court documents.
**Procedure for obtaining a background check in Ohio:** Effective June 2008 the Bureau of Criminal Investigation and Identification generally will accept electronic fingerprints only for background checks. There are a few exemptions. Go to the Ohio Board of Nursing website (http://www.nursing.ohio.gov/) for details about exemptions. Each student will need to complete a BCI and FBI background check.

**Procedure for obtaining a background check in states other than Ohio:** Check with your Attorney General’s office or local police department regarding requirements for state and federal criminal background checks. All checks should require fingerprints.

All background checks must be mailed directly to the School of Nursing:
Ohio University
School of Nursing
ATTN: MSN
1 Ohio University
Athens, OH 45701

**Liability Insurance**

Each student attending clinical is required to carry liability or malpractice insurance with minimum limits of $1,000,000 per occurrence and $3,000,000 aggregate. For those students who are currently licensed as RNs, this insurance must be above and beyond that which is provided through your employing agency.

Evidence of coverage and dates must be presented. Scan a copy of the policy that provides the student’s name, the type and amount of insurance, and the dates of coverage and load it on to the Typhon file. This information must be in the School of Nursing by the Clinical Requirements deadlines. If the information is not in the School of Nursing by this date the student will not be enrolled in the clinical course. Health care facilities used for clinical practice may also request that you present evidence of coverage.

- Malpractice insurance must be renewed annually.
- Students in a nurse practitioner option must carry NP student insurance while students in the educator or administrator options may carry the basic RN liability coverage.
- An individual is legally and financially responsible for injury caused as a result of one’s negligence. Liability claims have been made involving students and graduates. These claims have included charges of error, negligence, and omission as well as bodily injury and property damage. Even those of you who are not yet registered nurses are personally responsible for your own activities in your contacts with patients; therefore, you need personal liability insurance.
- Most of these insurance companies offer expert legal counsel when a claim is filed or threatened. Thus, you would have counsel that can assist you with unjust claims and threats.
- Students, who do not present evidence of coverage will not be registered in the desired clinical course. Any missed clinical time must be made up prior to the end of the semester.
The following organizations have been used by past students. The School of Nursing does not endorse either of these organizations. Some individuals have been able to obtain malpractice insurance as a rider on their home mortgage insurance.

Nurses Service Organization
(800) 982-9491
www.nso.com

Marsh
(800) 621-3008
www.proliability.com

**Release of Information**

At times there are individuals who need to see the files of students. The most common example of this activity would be during an accreditation visit or a site visit by the Ohio Board of Nursing. Your signature on this form allows visitors access to student files. At no time will any student’s file be available for any individual or group that is not regularly connected with the ongoing education of the students. The form will be available during the first residency (orientation). It is to be signed during the orientation and will be kept on file in the School of Nursing.

**Form is available in Appendix F.**

**STUDENTS WITH DISABILITIES**

All programs within the School of Nursing follow Ohio University’s policies on "Services for Individuals with Disabilities." Any student with a disability is eligible to receive services from Ohio University. To access services, students must refer themselves to the Disability Services Coordinator and provide adequate documentation. The Disabilities Coordinator will provide the instructor or the course coordinator with a letter explaining the accommodations that are to be put in place. If you believe you have a disability and have not met with Disabilities Coordinator we strongly suggest that you make an appointment.

If you receive a letter from the Disability Services Coordinator you are to present a copy of this letter to each faculty member within the first two weeks of the semester.

Guidelines are available from the Disability Services Coordinator. The policy may be found at the following website: (http://www.ohio.edu/equity/disabilityservices/studentservices.cfm).

The School of Nursing is committed to the belief that the assurance of equality of opportunity and full participation at Ohio University for persons with disabilities should be supported. All programs within the School of Nursing follow Ohio University's policies on "Services for Individuals with Disabilities." Any student with a disability is eligible to receive services from Ohio University.

The student is required to obtain documentation of a disability.

- Students will refer themselves to the Disability Services Coordinator.
- The student is responsible for any fees for testing or professional consultation required to obtain documentation of a disability.
- The student must provide documentation of a disability to Disability Services.
- The Disability Coordinator will provide a letter which the instructor and course coordinator of each individual course will receive. The letter will explain the necessary accommodations that are to be implemented for each semester and is to be in the instructors’ hands within the first two weeks of the semester.
Core Performance Standards

Nursing is a practice discipline with cognitive, sensory, affective, objective, and psychomotor performance requirements. Although accommodations can be made in the classroom/clinical setting to accommodate students with disabilities, all students must be able meet Core Performance Standards for nursing students. These standards reflect activities which nursing students are required to perform while enrolled in a nursing program. The standards are to be used to assist each applicant/student in determining whether or not they can fulfill the requirements of the program and/or whether accommodations or modifications are necessary.

List of CORE PERFORMANCE STANDARDS for nursing students.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Necessary Activities (Not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Critical thinking is sufficient for clinical judgment required for completion of nursing care plans</td>
<td>Identify cause and effect relationships in clinical situations, develop nursing care plans</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Establish rapport with patients/clients, interdisciplinary team members, colleagues.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing action and client response</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces</td>
<td>Moves around in patient rooms, workspaces and treatment areas without physical difficulty, able to administer CPR.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care</td>
<td>Calibrate and use equipment, position patient/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health</td>
<td>Hears monitor alarm, emergency sounds, cries for help, taking blood pressure.</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient for observation and assessment necessary in nursing care</td>
<td>Observe patient/client responses e.g. skin color</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for performance of physical exam</td>
<td>Perform palpation, functions of physical exam and/or those related to therapeutic interventions e.g. insertion of a catheter.</td>
</tr>
</tbody>
</table>
Section III
PROGRESSION

Student Conduct

Students in the MSN Program are professionals. One of the characteristics of a profession is the use of a code of conduct to guide decisions about behavior. A set of guidelines is useful because they make values, obligations, and limitations explicit. The guidelines can help with decision making but will not provide answers to all complex decisions. Students are encouraged to discuss questions and concerns about conduct with instructors and peers.

It is believed that the practice of nursing and the education of future nurses will be built upon integrity, a sense of responsibility, and self-discipline. Nurses are accountable for practicing within the framework of professional nursing standards (American Nurses Association, Scope and Standards of Professional Practice). It is a corollary that nursing students are expected to conduct themselves, both inside and outside of the School of Nursing, in a comparable fashion.

CIVILITY IS BEHAVIOR THAT: (a) shows respect towards others, (b) causes another to feel valued, and (c) contributes to mutual respect, effective communication and team collaboration.

Learning is a group activity, and the behavior of each person in the classroom/clinical setting in some way or the other affects the learning outcomes of others. As nurses and leaders in the discipline, MSN students within the School of Nursing must be prepared to recognize and manage incivility, disruptive and inappropriate behaviors within themselves, among peers and others. Examples of uncivil behavior are below but not inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professor’s reputation
- Habitually interrupting as others speak
- Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply
- Sending emails that are inflammatory in nature
- Speaking with a condescending attitude
- Yelling or screaming at instructors, peers, or clinical staff which includes emails that are written in uppercase letters only.
- Habitually arriving late to class
- Knowingly withholding information needed by a peer, instructor, preceptors or clinical staff.
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums
- Using up supplies or breaking equipment without notifying appropriate staff/faculty.
- Rudeness that ultimately escalates into threatened or actual violence
Student Civility Contract

1. Students read and sign the Student Civility Contract during the first residency (orientation). The signed document will be kept on file in the School of Nursing.
2. Students determined by the SON faculty or Administration to have breached the Civility Contract will be subject to disciplinary action or may be immediately dismissed from the program and/or the SON. The status of dismissal is at the discretion of and determined by the Associate Director of the MSN Program.
3. In the case of a disciplinary action the offending student will be expected to follow the guidelines of the Civility Contract and any further breach of this contract will result in immediate dismissal from the program and the School of Nursing.

The Student Civility Contract to be signed is in Appendix F.

Standards of Safe Care OAC 4723-5-12(C)(1)-(23)

Students will be provided with a copy of the safe care guidelines taken from OAC 4723-5-12(C)(1)-(23) when they enter the School of Nursing. The student will sign a form acknowledging that the student has received a copy of the guidelines and will abide by those guidelines. The form will be signed during the first residency (orientation) and will be kept on file in the School of Nursing.

The Standards of Safe Care form to be signed is in Appendix F.

1. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client’s response to that care.
2. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
3. A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, or time records, or reports, and other documents related to billing for nursing services.
4. A student shall implement measures to promote a safe environment for each client.
5. A student shall delineate, establish, and maintain professional boundaries with each client.
6. At all times when a student is providing direct nursing care to a client the student shall:
   a. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
   b. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
7. A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse, and division (F) of section 4723.01 and division (B)(21) of section 4723.28 of the Revised Code for a practical nurse;
8. A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;
9. A student shall not:
a. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
b. Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.

10. A student shall not misappropriate a client’s property or:
   a. Engage in behavior to seek or obtain personal gain at the client’s expense;
   b. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client’s expense;
   c. Engage in behavior that constitutes inappropriate involvement in the client’s personal relationships; or
d. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client’s personal relationships.

11. For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

12. A student shall not:
   a. Engage in sexual conduct with a client;
   b. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
   c. Engage in any verbal behavior that is seductive or sexually demeaning to a client;
   d. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

13. For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

14. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
   a. Sexual contact, as defined in section 2907.01 of the Revised Code;
   b. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.

15. A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

16. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

17. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

18. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability;

19. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;

20. A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;

21. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
22. A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

23. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;

24. A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

25. A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

Substances that Impair Judgment and Performance

The nursing faculty and students of the School of Nursing recognize the importance of protecting the public from chemically impaired practitioners. In carrying out our professional responsibility, it needs to be recognized that any use, sale, illegal possession and/or transfer of controlled substances and/or alcohol during class hours, while on clinical assignment, or as a representative of the School of Nursing will constitute grounds for disciplinary action up to and including dismissal from the School of Nursing. Arrest or conviction of the use, sale, illegal possession and/or transfer of controlled substances and/or alcohol outside of the campus can subject the student to the same disciplinary action up to and including dismissal.

Procedure

The following procedure will be implemented if, in a faculty member’s professional judgment (or the judgment of a preceptor or clinical supervisor), a student participating in any classroom, laboratory, or clinical activity is exhibiting signs of chemical impairment. Behaviors that may cause a faculty member to implement the procedure include, but are not limited to, the following: slurred speech, decreased coordination, drowsiness, pinpoint or dilated pupils, reddened eyes, forgetfulness, difficulty concentrating, impaired judgment, sedation, decreased inhibitions, euphoria, incomplete, sloppy or inaccurate charting, or repeatedly being late to clinical area.

1. The student will be removed to a private area to discuss the behavior observed. The faculty member will notify the Associate Director of the MSN program or in the event that the Associate Director is not readily available, the Dean/Associate Dean, immediately. The student will be asked for a verbal explanation of the behavior. If impairment is suspected, the student will not be permitted to operate a motor vehicle and transportation will be arranged to transport the student home.

2. The faculty member may require a blood/urine screen test to be done immediately. The student is permitted to submit a second specimen, collected at the same time as the first, and request that this specimen is sent to an alternative testing agency. Expenses associated with the testing of specimens are the responsibility of the student. Failure to comply may lead to disciplinary action up to and including dismissal.

3. The faculty member will prepare a written report that documents the student’s observed behaviors and the affect upon the student’s performance. Part of the documentation will include whether the observed behaviors were during class, during a clinical experience, or when the student was serving as a representative of the
School of Nursing.

4. The written report will be submitted to the Director/Associate Director of the program and the relevant Dean. The Dean will inform other faculty members who are involved with the student during that semester on a “legitimate need to know” basis. A copy of the report will be placed in the student’s advising file.

5. A meeting will be arranged within one week of the reported incident that includes the student, the faculty member identifying the problem, and the Director/Associate Director. At this meeting the individuals will:
   a. Review the documentation of the alleged chemical impairment.
   b. Provide the student an opportunity to offer an explanation of his/her conduct.
   c. Discuss the procedures to be followed if the decision made at the conclusion of this meeting is to carry the alleged violation to the next step.
   d. Discuss the academic consequences related to the alleged policy violation.

6. At the conclusion of the initial meeting a decision will be made based on the information derived from the meeting. The choices are:
   a. If the student’s explanation is satisfactory and no further action is deemed appropriate at this time, the student will be notified and all records of the alleged event will be removed from the student’s file.
   b. If it is decided that the information/evidence from the meeting supports the charge of chemical impairment, the student will be notified that the next step in the procedure will be implemented. The Associate Director/Director will secure the student’s written agreement to seek a comprehensive substance abuse evaluation. A written, individualized agreement will be drawn up for each student involved in this process.
      i. The student may not participate in classroom/laboratory or clinical activities where there is patient/client contact until the substance abuse evaluation is obtained and/or until the appropriate course of action is determined. See the individualized written agreement.
      ii. If the student refuses to obtain an evaluation, he/she will be administratively dismissed from the program.
   c. Possible outcomes from the substance abuse evaluation include:
      i. The substance abuse evaluation does not substantiate the alleged substance abuse by the student. If this occurs, the student may return to all courses with no negative academic consequences.
      ii. The substance abuse evaluation does substantiate the alleged substance abuse by the student, and the student agrees to the treatment recommendations. If this occurs, the student signs an agreement to participate in a treatment program and to have his/her progress monitored by the Director/Associate Director. The student is allowed to continue in the program of study as long as s/he is compliant with the treatment agreement.
      iii. The substance abuse evaluation does substantiate the alleged substance abuse by the student, but the student refuses to participate in a treatment program and ongoing monitoring. If this occurs, the student is dismissed from the School of Nursing.
Unacceptable Academic Behavior

In addition to the standards of conduct for nursing students there are conduct expectations of university students. The complete Ohio University Student Handbook can be found on the web [http://www.ohio.edu/students/handbook/](http://www.ohio.edu/students/handbook/)

Academic misconduct includes cases of cheating and plagiarism. Cheating implies dishonesty or deception in fulfilling academic requirements. A faculty member has the authority to grant a failing grade in cases of academic misconduct as well as referring the case to the director of judiciaries. Faculty, students, and staff can file a judicial referral. The director of judiciaries, the University Hearing Board, and the University Appeal Board have the authority to take formal action against a student including, but not limited to, suspension or dismissal from the University. However, the director of judiciaries, the University Hearing Board, and the University Appeal Board have no authority to modify a grade given by a faculty member. Please refer to the Student Code of Conduct that is available on the University website [http://www.ohio.edu/judiciaries/conduct_procedure.cfm](http://www.ohio.edu/judiciaries/conduct_procedure.cfm).

Dishonesty occurs in instances of furnishing false information to the University by forgery, alteration, or misuse of, among other things, university documents or records, furnishing the University a false written record or oral false statement, or furnishing false identification to a University official.

Plagiarism can take many forms, but in essence it involves the presentation of some other person’s work as if it were the work of the presenter. This kind of deception has no place in the academic world.

Plagiarism will not be tolerated within the Ohio University community. Whenever plagiarism takes place, as determined by the judgment of a faculty member, or by the procedures of the Office of University Judiciaries, serious action will be taken against the student committing plagiarism. Such action may be failure of work undertaken; failure of the course; censure by the faculty member, department, or college involved; and/or formal action by the Office of University Judiciaries, which can include suspension or dismissal from the University.

Cheating would include the use of materials that are not authorized for a specific assignment, e.g. notes during an exam that is not open book or material from another student. Cheating also includes a student: (a) allowing another person to do all or some part of work that was to be completed on an individual basis, (b) altering work that has been graded and submitting it for re-grading, and (c) producing work in a group that was designated to be individual work. Cheating would also include an individual contributing to dishonest behavior by another person, e.g. providing work that the student knows or suspects will be used in a way that violates these guidelines.

Consequences of Violation of Guidelines

A violation of any part of the guidelines may result in one or more of the following sanctions:

1. Assigning a lower or failing grade or assigning an incomplete grade or a grade report of “no record.”
2. Requiring additional clinical experience.
3. Oral or written reprimand. Written reprimands will be placed in the student’s file.
4. Requiring counseling as a condition of continuation in or return to a program, course of study, or enrollment.
5. Suspension for a specified period of time with conditions to be met before return to the School of Nursing.
6. Expulsion from the School of Nursing.
7. Withholding a School of Nursing degree.

**ADVISING**

**Faculty Assistance**  The School of Nursing faculty consists of full-time and part-time faculty members and administrative staff. Faculty members represent a wide range of clinical expertise and interests. Everyone is interested in helping students achieve their academic and professional goals.

Faculty members are available to students during regular office hours and by appointment. Office hours may occur in an actual office on one of the campuses or may be a posted time when the faculty member is available online.

Students are assigned a program advisor. The name of the advisor is printed on the DARS (Degree Audit Reporting System) that the student receives each semester s/he is registered for courses. Every possible attempt is made for the same advisor to be assigned to a student for the entire time the student is enrolled in the program.

Students are encouraged to speak with faculty members when they have an academic problem. Contacting the instructor of the course and/or the advisor can assess the problem and explore ways to correct the problem. Problem-solving an academic problem in collaboration with a faculty member is good practice for assisting clients to tackle health care problems.

Remember the administrative staff members have a wealth of information about the processes of academic life. They have excellent information about the campus’s resources and how to access them.

**Advising of Prospective Students**  Individuals who are seeking information about any of the nursing programs to better inform a decision may call the School of Nursing office on the Athens campus (740-593-4494) or email nursing@ohio.edu. You will be assisted in reaching the most appropriate person/campus for information. Information sessions and individual advising sessions regarding School of Nursing programs can be arranged.

**Academic Advising**  Students are assigned an academic advisor at the start of their program. The DARS report lists the name of the academic advisor. Some campuses also hold group advising sessions especially during the preregistration period of each semester. An advisor can help you create an educational plan to meet your academic, professional, and personal goals. An advisor will also assist you in preparing an appropriate schedule of classes. **It is the student’s responsibility to monitor his/her own progress toward meeting graduation requirements.** It is strongly recommended that you maintain regular contact with the advisor throughout your program.
The University Academic Advising Council has established the following guidelines for academic advising.

**A student can expect the advisor to:**
- Establish and adhere to reasonable weekly office hours, be available for advising appointments, and expand hours during registration periods.
- Be sensitive to the needs of a diversity of students.
- Understand the mechanics and deadlines of enrolling students, such as scheduling by telephone or the web, adding and dropping classes, closed class options, special enrollment forms, and contacts in the Office of the Registrar or the college office.
- Understand how to read a DARS checksheet and how to request DARS checksheets for exploring other majors and programs.
- Understand university grading policies including probation and academic suspension.
- Be familiar with the variety of university degree and program offerings, departmental and college requirements as well as university-wide general education requirements (as explained in the Ohio University Undergraduate Catalog).
- Assist students in exploring course and program offerings and career choices.
- Know where to refer students with special needs or interests (e.g., Academic Advancement Center, Career Services, International Student and Faculty Services, Office of Institutional Equity, Student Financial Aid, Education Abroad, Ombudsman).
- Help students plan a course of study based on aptitudes, life goals, career interests, academic performance, and the frequency and sequencing of course offerings.
- Help students continually reassess their course of study in light of changing goals and overall academic performance.
- Share information about opportunities in their major and intended career field (e.g., internships, practicums, volunteer, and service learning opportunities).
- Seek reassignment for an advisee if necessary.

**An advisor has the right to expect a student to:**
- Consult with the advisor at least once each semester.
- Make appointments for advising via phone, e-mail, or office hour sign-up sheets during mutually agreed-upon advising times.
- Keep appointments promptly.
- If unable to make a scheduled appointment, notify the advisor in advance.
- Discuss academic and career-related needs and seek additional help from appropriate sources as suggested by the advisor.
- Be prepared for the advising appointment by bringing appropriate materials and written questions and by having reviewed the DARS, checked catalog requirements, consulted the schedule book for the current semester, and prepared a tentative schedule.
- Seek assistance in decision making rather than expect the advisor to make decisions.
- Follow through with appropriate action after each advising session and consult with the advisor if critical decisions cannot be accomplished.
- Evaluate advising sessions and give formal and informal feedback to the advisor.
- Seek reassignment to another advisor if necessary.
- Be aware of departmental major, college, and university-wide general education requirements.
- Understand how to read and use a DARS checksheet.
Classroom Policies

Registering for a Class

Students are expected to register themselves for the MSN courses with the exception of the clinical courses. Registration in clinical courses is by permission only. Once a student has completed all of the pre-clinical requirements the Associate Director of the MSN Program will approve the student's registration in the course. Choices about days to attend class will be granted when there is room in the requested section and all required materials are in the file.

Two Hour Rule The two-hour rule will be followed in all nursing classes as stated in the Ohio University Undergraduate Catalog. If a student misses the first two contact hours of a course for which s/he is registered, the instructor has the option of removing the student from the class roster. Exceptions include: an excused absence (as defined in the OU Undergraduate Catalog) or an absence due to unforeseen emergencies. Each incident will be reviewed on an individual basis.

Dropping a Class or Withdrawing from the University

Students may drop courses (as long as they remain in at least one course) using the Drop a Course guidelines listed in this section.

Students who wish to withdraw (dropping all courses in which registered) from the any program in the School of Nursing are expected to notify and meet with a faculty member or the Associate Director of the program. The student must officially withdraw appropriately from the University. If a student quits attending class without officially withdrawing from the University, it is likely that all courses will show a grade of “F” at the end of the term.

Consult with the appropriate School of Nursing office for assistance. There is a date for each semester which marks the end of the time when withdrawals are allowed. You can find this date on the academic calendar at http://www.ohio.edu/registrar/.

Drop A Course

1. You may use Web Registration to drop any class except your last class through an established deadline each semester. Dropping a class is prohibited after this deadline, but under very exceptional circumstances one may petition in writing the college/program to request an exception.

2. Notify instructor(s) and SON office.

3. Complete the “drop a course” procedure

Cancel Registration Before Classes

Cancellation of registration is defined as dropping all classes prior to the start of the first day of classes. This means that you have dropped all classes that you are scheduled to take. You may drop the classes via web registration or you can call or visit the registrar’s office or the student services office of your college to obtain a cancellation of registration form, which you then complete and return to the registrar’s office.
Request to take MSN Courses Out-of-Sequence
Students are expected to adhere to the program of study provided at the start of the MSN program. If a student needs or desires to take courses out-of-sequence for any reason, e.g., failure to obtain preceptor, personal illness, financial issues, family issues, etc., the Request to Take MSN Courses Out-of-Sequence Form (Appendix F) must be completed and submitted to MSN Associate Director. The form must be submitted at least 30 days prior to the term in which the requested course sequence change would occur. This request is subject to approval by the MSN Curriculum Committee.

Withdrawing From the University
1. Withdrawing from the University is defined as dropping all classes on or after the first day of classes and no later than the day before the last day of classes for the semester or sub-term. If you are registered in only one class and wish to drop it, this is a withdrawal so use the withdrawal procedure.
2. Withdrawal is not permitted on or after the last day of classes.
3. Withdrawal from a semester may not be done using Web Registration.
4. Apply for withdrawal by completing a withdrawal request form obtained from the CHSP or Regional Campus student services office. When the request has been approved by CHSP student services office, your withdrawal is processed by the registrar’s office, which grants an official withdrawal after determining that all obligations to the University have been met.

Use of Nursing Skills Lab  The Nursing Skills Lab is an educational facility and is to be used as such. Any activities not associated with approved university academic programs will not be permitted.
1. Only approved persons will be permitted to use the Lab. This generally would represent currently enrolled Ohio University nursing students, faculty, administration and staff.
2. Nursing students are permitted to use the Lab any time during posted open lab hours and at other times by arrangement with the Lab Coordinator or Assistant Nursing Lab Coordinator. Exceptions to this rule will be explained to students by the Nursing Lab Coordinator, the Assistant Nursing Lab Coordinator or by the nursing instructors.
3. In the event that the Nursing Lab Coordinator, Assistant Lab Coordinator or the student assistant is not available, students may have a nursing faculty member unlock the Lab or students may obtain the key from the relevant School of Nursing office. Maintenance personnel are not permitted to unlock the Lab for students.
4. Students are discouraged from loitering in the Lab.
5. Supplies purchased for use in the clinical Lab are not to be used on family or friends. The University is not responsible for the improper or unauthorized use of supplies.
6. Students are expected to clean up their work area after they have finished practicing.
7. Students are not to remove any equipment from the Lab unless they have written permission from the Nursing Lab Coordinator, Assistant Nursing Lab Coordinator or a School of Nursing faculty member.
8. The phone in the Lab is for faculty use only.
9. Persons unfamiliar with operating the AV equipment or encounter problems should contact the Nursing Lab Coordinator, Assistant Nursing Lab Coordinator or a lab assistant.
10. During times of greatest use, students may use AV equipment on a sign-up basis only.
11. Lab times not reserved for specific course related activities will be designated as “open” lab. Open lab times will operate on a “first come, first served” basis. During “open” lab times, an individual is expected to limit the use of any one piece of equipment to one hour. There can be exceptions to this rule if the AV equipment is not needed by another person.

12. This is a study environment so talking and extraneous noises should be kept to a minimum. Students may be video taping and/or using any of the AV equipment.

13. Because of the sensitivity of some of the equipment, food, drink, smoking or chewing tobacco will NOT be permitted in the lab.

14. When leaving the area, be sure all equipment, lights and camera are turned off.

15. Computer usage is on a reserved basis only. Computers are to be used for assigned programs only.

16. Student should refer to the appropriate syllabus for specific instructions about the activities/assignments for that course.

**Recording Lectures/Presentations.** Nursing students may use recorders during nursing lecture at the discretion of the faculty member teaching the course. In the case of guest lecturers, students must obtain permission from the guest.

**Communication Devices.** Nursing students may use communication devices during nursing lecture at the discretion of the nursing faculty. In the case of guest lecturers, students must obtain permission from the guest. Electronic communication devices need to be in silent mode in classroom or clinic. Communication devices must be silent and stored away from the testing area during exams and quizzes.

**Attendance**

**Class Attendance.** Rules about attendance at Ohio University are at the discretion of the individual faculty member. Faculty members in the School of Nursing have agreed upon some general guidelines about attendance. Some of these guidelines may be specified with a bit more detail in the syllabus for a specific class.

Attendance to nursing classes is the responsibility of adult students. Students are held accountable for classroom content and therefore attendance for class instruction is expected. The faculty understands that some circumstances may prevent a student from attending class. It is the student’s responsibility to obtain the content from the missed class from peers. It is also the student’s responsibility to notify the individual instructor prior to missing the class. Attendance may be taken within each course. Excessive absences from the classroom could jeopardize the student’s standing within the course. Patterns of excessive absences will be reviewed by the faculty and the student will be counseled accordingly. A physician’s excuse may be required.

Attendance is a slightly different concept in an online program. No one physically appears in a classroom, but one is expected to be an active participant in the online course requirements.

Due dates for assignments will be specified in each course syllabus. There may be penalties for late work. If a student has scheduled a meeting with a client or an agency and cannot attend, it is a student’s responsibility to notify all parties involved.
The Ohio University School of Nursing uses learning groups in many of the online RN to BSN courses. It is essential for all students in courses using learning groups to understand personal and professional responsibilities and obligations to other collaborating group members. In courses where learning groups are used, the group work is not optional and full participation from all students is expected. You may or may not have a choice about the group of students that you work with in every class that utilizes learning groups.

Family and friends are not permitted to attend nursing classes whether in the classroom or in a clinical facility. The nature of the subject matter, the confidential nature of some discussions, the equipment, and the general distraction caused by additional people in the room create an environment not suitable for guests.

**Attendance Policy for Clinical Experiences**

When clinical experiences are scheduled on the clinical site off campus, the student must notify the instructor or the assigned unit prior to the clinical experience starting time. The student should identify him/herself by name, and state that s/he is a MSN nursing student. The student should then request that the appropriate individuals in the agency and the instructor be informed regarding the absence.

A pattern of tardiness or absence from the clinical setting is unprofessional behavior and shall be addressed by the faculty member responsible for the course.

Since absence from the Clinical Education Skills Lab or the clinical agency lab must be made up, the student is responsible for the following:

- Remaining home if ill to protect oneself, one’s peers, and patients,
- Reporting one’s absence from the clinical as directed in the syllabus for each course, and
- Scheduling make-up times with the appropriate individuals before the end of the clinical experience. Missed clinical time must be made up in the clinical setting. Use of an on-campus lab is not an alternative assignment. If a student has more clinical days to make up than are remaining in the semester, the instructor has the option to fail the student in the clinic.
- MSN students may not progress to the next clinical course in a clinical sequence until the required hours of the previous course have been completed.

**Absence from a Scheduled Exam**

1. Students who arrive late to a scheduled exam or fail to complete an online exam in the designated time frame will be permitted to take the exam, but will not be allotted additional time to complete the exam unless prior arrangements have been made with the instructor.
2. Without establishment of acceptable cause for an exam absence, the student will receive a 10% grade deduction from the total points possible for that exam. A student will not receive the 10% reduction if the exam is completed within the same school day that the exam is scheduled.
3. Acceptable causes for exam absence will be determined by the course faculty in accordance with the Ohio University Undergraduate Catalog section entitled “Excused Absences” in the Class Attendance Policy section. Whenever possible, make-up exams may follow the schedule for all University courses as determined by the
Associate Dean. It is the student’s responsibility to make arrangements with the respective instructor to take the exam.

**Quizzes**

1. Quizzes may be given at any time in any nursing course. Each instructor will determine how and when a quiz may occur.
2. Quizzes may be unannounced and administered at variable times during the class.
3. Quizzes may consist of any number of questions, and the content may be taken from assigned reading material or any other material assigned as part of the course.
4. Make-up quizzes will follow the guidelines of the Ohio University *Undergraduate Catalog* section entitled “Excused Absences” within the Class Attendance Policy section. Instructors are not obligated to provide make-up quizzes for reasons not addressed in the excused absences policy.

**Clinical Course Information and Policies**

*Note:* The word “clinical” refers to any and all applied practice courses for any of the options.

Setting up any clinical practicum is a complex, multi-step process which requires several months of planning. The **student is required to take the leadership** in identifying the clinical site for the practicum. The student should contact a potential clinical site or a potential preceptor as soon as possible to request working with that preceptor in that agency. Some clinical sites prefer for the clinical experience to be managed through the administrative offices of the agency. Other agencies/preceptors prefer to be contacted personally with the request. Regardless of the procedures that will need to be completed the student must approach the agency/preceptor with the understanding that the time the preceptor spends in arranging the clinical experience is time away from patient care. The student should be prepared to succinctly explain the goals, expectations, and responsibilities of all involved in the clinical experience. There are documents in Appendices that will assist the student with this task.

**Remember at all times that preceptors have made a commitment to students and are to be treated with unfailing courtesy and consideration.**

The student will need to identify what level of formality is required for establishing the clinical experience. Will the signed preceptor agreement be sufficient? Does the agency want to establish an agency-to-agency contract?

- Use the documents in Appendices if a signed preceptor agreement is sufficient. **Make sure that you complete the form including your signature** before submitting the form to the MSN Clinical Coordinator in the School of Nursing. Incomplete agreements will be returned to the student for completion, which may delay registration in the clinical course.
- Complete the Request for an Agency Contract if the agency wants to complete a formal contract. Allow a **minimum** of five months for the contract to be completed. The student cannot participate in any clinical experience before the contract is completed. Submit the Request for an Agency Contract as early as possible. Some agencies have a very long and detailed approval process that can take up to six (6)
months. The earlier the submission the less likely there will be a delay in starting the clinical course.

When considering an individual as a potential preceptor use the following criteria. The clinical preceptor must be:

- Formally educated for professional practice (for NP students), e.g. master’s prepared advanced practice nurse or a physician (MD or DO).
- Education and administrator preceptors must have a minimum of a master’s degree in nursing.
- Currently licensed to practice in the state where the clinical experience will occur (all students).
- Nationally certified in the appropriate specialty area (for NP students).
- Currently practicing/teaching/administering with a minimum of three (3) years of practice experience (five would be preferred), and a minimum of three (3) months experience at the current agency (all students).

Once a provider has agreed to serve as a clinical preceptor, the student must get the Preceptor Agreement form signed and either the Biographical Data form completed (or obtain a copy of the preceptor’s resume/CV). Send these documents to the MSN Clinical Coordinator. Make sure that you have checked the correct option on the Preceptor Agreement form about the type of approval required by this agency/clinical placement. Check and double-check that all spaces on the form that are to be completed by the student are completed before the form is submitted. Incomplete forms will be returned to the student.

Students may NOT begin clinical hours for a course until the official beginning of that course. Instructions for clinical are provided as part of each clinical course.

Students may NOT use their place of employment for clinical experiences. This causes role confusion for the student and the staff and usually does not provide for a good learning experience. It is difficult to ask “I am a student and don’t know any better” questions when working with colleagues.

Students may NOT use their personal physician or a relative as a preceptor for the clinical courses. Doing so immediately sets up a conflict of interest situation.

Despite careful planning, life events, such as severe illness, pregnancy, demands at a place of employment, and great but unexpected opportunities, can occur during a clinical experience. Demands on time and energy due to these unexpected events may require the student to postpone clinical coursework for a year or more. Please stay in close communication with your clinical supervisor, the faculty of record for the course, and advisors should unexpected demands compromise your success in the clinical setting. Please do not wait until you are having difficulty before communicating with faculty. We are committed to your success and want to help you with a plan of study that will lead to your success.
**NOTE:** The MSN Program uses some titles in very specific ways. The major ones are defined here.

**Preceptor:** The preceptor is an individual who is employed by the clinical agency who agrees to work with, supervise, and evaluate a student who is learning the assigned role.

**Clinical Supervisor:** The clinical supervisor is employed by the School of Nursing and works with several student/preceptor pairs. The clinical supervisor evaluates clinical written work submitted on Typhon, consults with the preceptor, and may observe the student’s practice. This person may be a full-time faculty member in the School of Nursing or may be a practitioner who performs this work in addition to his/her practice. The preceptor and the clinical supervisor will NOT be the same person.

**Faculty of Record:** The faculty of record is the faculty member who has the responsibility for at least one section (25 students) of a clinical course. This individual provides the theoretical component of the course and works with the clinical supervisors and the preceptors as needed to provide the best learning experience for the students.

**Attendance**

1. Attendance and punctuality is expected for every scheduled clinical experience. Exceptions, if necessary, must be made in consultation with the clinical supervisor, the preceptor, and the faculty of record for the course.
2. If the student must be late to the clinical site, the student must notify the clinical site as soon as possible.
3. When the student cannot attend a clinical experience, the student must:
   a) Notify the clinical site prior to the scheduled clinical experience
   b) Notify the clinical supervisor as quickly as possible.
4. Absence from scheduled on-campus class sessions will not be excused for participation in clinical practicum hours. If a student does not attend a class session but does attend clinical on that day the clinical hours will not be considered as part of the required hours for that course.
5. Failure to adhere to these guidelines can be grounds for failing the course.

**Managing the Clinical Experience**

1. Students **cannot** start clinical practice hours in advance of the semester.
2. If the student is unable to complete clinical hours before the end of the semester, the student may petition the instructor for an incomplete (I) grade.
3. Incomplete grades are given at the discretion of the instructor. The student must complete a minimum of two-thirds (2/3) of all required assignments and the associated clinical hours in order for an incomplete to be given.
4. The student and the faculty of record must sign a plan for completion of the course that will be placed in the student’s file.
5. The instructor has the discretion to designate the time allowed for the student to complete the clinical hours.
6. The student is responsible for completing documents to request the incomplete and documents to request that the incomplete be changed to a final grade.
7. All clinical hours must be completed and the Special Grade Report submitted before the student can participate in the next clinical course.
8. The following activities **cannot** be counted as clinical hours:
   - Library and research time spent in preparing for the clinical experience
   - Writing reports and papers or other course assignments
   - Travel to and from the clinical site
   - Lunch or coffee breaks or time waiting for a patient to arrive
   - Preparation time for meetings, online discussion, reviewing media, etc.
   - Time lapsed in the clinical agency between clients/patients
   - Observation time in the clinical setting --- According to the National Organization of Nurse Practitioner Faculties guidelines: "**Direct patient care clinical hours** refer to hours in which direct clinical care is provided to individuals & families in one of the six *population-focused* areas of NP practice; these hours do not include skill lab hours, physical assessment practice sessions, or a community project if it does not include provision of direct care. Clinical experiences and time spent in each experience should be varied and distributed in a way that prepares the student to provide care to the populations served. For example, a FNP student should receive experiences with individuals/families across the life span, and the adult-gerontology NP student should receive experiences with adults across the entire adult from young adult to older adult, including the frail elderly. In addition, whereas 500 *direct patient care clinical hours* is regarded as a minimum, it is expected that programs preparing NPs to provide *direct care* to multiple age groups, e.g. FNP (or lifespan), will exceed this minimum requirement." (2012)

9. Documented clinical time (which will be logged on the Typhon site) is the time a student spends with a client and the time spent discussing the client with the preceptor. Clinical time must be documented in TYPHON within 72 hours.

**Evaluation of Clinical Experience**

1. Students are expected to be prepared for each clinical experience. If a student is not prepared the information will be shared with the clinical supervisor and can be grounds for failing the course.

2. If a student’s performance is unsatisfactory during the clinical experience the preceptor will confer with the student and may notify the clinical supervisor.

3. If the student’s performance continues to be unsatisfactory the preceptor must notify the clinical supervisor. The preceptor and the clinical supervisor will formulate a plan that identifies the deficiencies and the behaviors that will be necessary to correct the deficiencies.

4. If the conditions of the plan are not met by the last clinical day of the experience the student will receive a failing grade.

5. If a student’s clinical performance indicates an inability to perform at a safe and/or professional level of practice, the preceptor and the clinical supervisor, in consultation with the faculty of record for the course, may assign a failing course grade. **A failing course grade based on client safety and/or professional criteria may be assigned at any time in the course.** The student would be ineligible to continue in the course and would be dismissed from the MSN Program.

*See the document in Appendix E for a list of steps in setting up a clinical course.*
Professional Attire

UNIFORM POLICY

The image of the nurse is enhanced by wearing appropriate and professional attire. One should wear the uniform with pride as a student in a respected profession and in representing the Ohio University School of Nursing. Professional appearance and behavior should always be maintained when in uniform.

Professional dress codes for health care personnel communicate to clients who we are and our respect for our discipline. They serve an additional purpose because they maximize conditions which promote medical asepsis which assists in the prevention of disease in clients.

Each student will be sent information regarding the purchase of the required MSN program labcoat with patch. It is the responsibility of each student to obtain the necessary uniform and equipment items.

Students will be expected to dress appropriately for all clinical experiences. Do not wear jeans, tank tops, halter tops, sheer blouses, midriff/half shirts, mini-skirts, slit skirts, shorts, spike heels, flip-flops, and/or any tight clothing. There is to be no bare skin (midriff, back, abdomen, etc.).

Most graduate students will wear dress street clothes with a white lab coat. There is a specified lab coat style which is to be worn. Students will order this lab coat and information regarding how to order will be made available as requested.

Students are to be properly identified in all clinical experiences. The Ohio University School of Nursing MSN labcoat with patch is worn. The clinical ID badge is worn on the left side of the uniform below the level of the collar. There will be an opportunity during the Health Assessment Residency to obtain the clinical badge.

Equipment Needed

Students need to have a/an:

1. Watch with a sweep second hand,
2. Bandage scissors,
3. Small notebook and ink pen with appropriate color of ink (usually black),
4. Penlight,
5. Hemostats (5 ½ inches, straight Kelly).
6. Stethoscope with a bell and a diaphragm and adaptors for pediatric and infant use. The Sprague Rappaport stethoscope with interchangeable diaphragm and bell attachments is an economical one for NP students.
7. Ophthalmoscope/otoscope
8. Tuning fork
9. Reflex hammer
10. Centimeter rule.

No use of tobacco (smoke or smokeless), chewing of gum, or drinking of alcohol will occur while representing the School of Nursing.
Personal Hygiene

1. It is expected that the student will practice good personal body hygiene.
2. Make-up should be suitable to the occasion. Heavy eye shadow, lipstick, etc. can be very disturbing and offensive to the sick person.
3. Avoid strong fragrances. Remember that a fragrance smells very different to an ill person than it does to those not experiencing illness.

Hair and Nails

1. Conservative hair styles are encouraged for both male and female students. Long hair (male or female students) must be worn up and back away from the face so it does not hang down. Stray hairs can contaminate an open wound, a sterile field or other working area. Use of plain style pins, barrettes, or pony tail bands are permitted to keep hair up and away from the face.
2. Well trimmed mustaches are permitted. Beards are permitted provided they are well trimmed and no longer than one inch in length.
3. Nails should be short enough so patients are not injured during examination and/or treatment. Follow the agency’s policy regarding nail polish.

Jewelry

1. Limit the jewelry worn to plain wedding bands and wrist watches. Students are not permitted to wear necklaces or bracelets. No dangling earrings.
2. Body piercing and tattoos are not conducive to professional attire. No piercings other than the ears may be visible. Jewelry in pierced areas other than the ears is prohibited during clinical times. Student must cover tattoos during lab and clinical times.
3. Students with pierced ears may wear no more than two earrings per ear during clinical hours. Earrings need to be of the stud type. No dangling earrings are to be worn.

GRADING

Grading Scale: The following scale is used for establishing grades in MSN courses. There is no rounding of MSN course grades (i.e. Course percentage= 92.1% will be recorded as a 92% and 92.8% will be recorded as a 92%)

<table>
<thead>
<tr>
<th>Percentage of Possible Points</th>
<th>Equivalent Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 to 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 to 93%</td>
<td>A-</td>
</tr>
<tr>
<td>86 to 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 to 85%</td>
<td>B</td>
</tr>
<tr>
<td>80 to 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77 to 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 to 76%</td>
<td>C</td>
</tr>
<tr>
<td>70 to 72%</td>
<td>C-</td>
</tr>
<tr>
<td>63 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 63%</td>
<td>F</td>
</tr>
</tbody>
</table>
Cumulative Grade Point Average

Students must maintain a cumulative grade point average of 3.00 (B) to remain in good standing at Ohio University. An overall grade point average of less than 3.00 will result in the student being placed on academic probation by Ohio University. Students will review the CHSP Probation Policy and will indicate that they have read and understand the policy.

A minimum grade of B or better (see grade scale above in each MSN course is required for progression in the MSN Program. If a grade of B- or less (see grade scale above) occurs in a course, that course must be repeated before the student progresses in the program. If a grade of C- or less (see grade scale above) occurs the student is dismissed from the program. A grade of WF (withdraw failing) is considered a failing grade.

Any single course may be repeated only once. If the student does not obtain a minimum of B (see grade scale above) on the second taking of the course the student is dismissed from the program. The maximum number of course repeats during the MSN Program is two (2).

All core courses (6010, 6020, 6110, and 6120) and NRSE 6210 and 6221 must be completed with a minimum grade of B (see grade scale above) before taking the first clinical course. NRSE 6230 may be taken concurrently with the first clinical course.

Grades in Clinical Courses

Several courses in the School of Nursing have a clinical component. In order to pass clinical courses a student must receive a grade of Satisfactory in the clinical component of the course and achieve the required percentage of points in the theory portion of the course for the specified program. An Unsatisfactory in the clinical component of a course results in an automatic failure in the course regardless of the number of points obtained in the theory portion of the course. If a student is dismissed from the program because of a failure in the clinical component of a course, the grade for the course will be “F.” If the student withdraws prior to completion of the course, and the student was failing the course (theory and/or clinical) the grade will be recorded as “WF.” A “WF” will be regarded as an “F” by the Selection Committee when considering reentry for the student.

Grades of Incomplete

The student is expected to complete all course requirements (class and clinical) for each semester. Grades of incomplete (I) are not automatically given when there are missing assignments at the end of the semester. However, because of extenuating circumstances, such as hospitalization or death of an immediate family member, a student sometimes is unable to complete all of the work. Students must discuss with the faculty member the reasons why an incomplete grade is being requested. This discussion is to occur as soon as the student recognizes that a problem exists. If this occurs, a student may receive an “incomplete” instead of a letter grade for the course. The faculty will review and make a decision in each individual situation.
Faculty members, while willing to be as flexible as possible, are not obligated to
grant the use of an incomplete grade. With no discussion of the need for an “I” a student
may receive a grade for a given course based on whatever percentage of the required
material has been submitted.

To erase the incomplete and receive a letter grade, the student must fulfill the
course requirements within the first two weeks of the next semester in which s/he is
enrolled. Any incomplete grade must be completed within two years from the end of the
term in which the incomplete was received. Otherwise the incomplete automatically
converts to a grade of F.

Appeal of Grades

There is a process for appealing the grade received in a course. To quote the
University policy: “A student may appeal a grade through the chairperson of the
department to the dean of the college, provided that a concerted effort was made by the
student to resolve the matter with the instructor. The burden of proof for a grade change is
on the student, except in those cases involving charges of academic dishonesty” (online
Ohio University Undergraduate Catalog). Students contact the Associate Director of the
program in which they are enrolled for additional details and forms.

Dismissal

Dismissal from the Program

Nursing students in all programs are expected to provide safe nursing care and
maintain standards as described in the Ohio University Code of Conduct and in the Student
Conduct Guidelines described in the School of Nursing Student Handbook. Behaviors that
violate the expectations of the profession and/or the University may be grounds for
dismissal from one or both bodies. The behavior of any student which is considered:

1. unsafe or
2. a breach of either of the codes of conduct or the civility expectations during
   either clinical or classroom instruction or
3. while on University property or
4. at a clinical agency approved for study will be reviewed.

Such behaviors include, but are not limited to:

1. academic misconduct,
2. lying,
3. stealing,
4. abuse of client(s),
5. mental or bodily harm,
6. manufacture, distribution, sale, offer for sale, or possession of drugs or
   narcotics,
7. substance abuse,
8. falsifying nursing data, and
9. disclosing confidential information.
For a complete description of the Ohio University *Code of Conduct* please see: [http://www.ohio.edu/judiciaries/conduct_policy.cfm](http://www.ohio.edu/judiciaries/conduct_policy.cfm).

Alleged violations will be adjudicated through the procedures described in the Ohio University *Code of Conduct*. For further information go to: [http://www.ohio.edu/judiciaries/](http://www.ohio.edu/judiciaries/).

Following a decision of the faculty, the student has the right to appeal. In academic matters, the appeal is first heard by the Associate Director and/or Director of the School of Nursing, then by the respective Associate Dean, and finally the respective Dean of Ohio University.

**Dismissal for Cause**

The clinical supervisors and other faculty members have the right to dismiss a student immediately from the class or clinical area for behavior that, in the instructor’s professional judgment, is deemed to be unethical, unsafe, impaired, or professionally inappropriate in the clinical setting. The instructor will notify immediately the faculty of record for the course and the Associate Director of the MSN Program of the incident and any action that needed to be taken at the time.

Depending upon the seriousness of the student’s behavior and the circumstances, the instructor may determine that the student should receive a grade of No Credit (NC) for the clinical day or for the entire course. **Ultimately, students may be disqualified from the program for egregious unethical, unsafe, or unprofessional behavior in a clinical course.**

**Student Life**

**OU Identification Card**

Every student needs an OU identification card. These are photo identification cards that allow you to check books out of the library, participate in events, and obtain some services. You will be able to obtain an OU ID card during the first residency (orientation).

**Using Voice Mail**

When you call a faculty member or one of the School of Nursing offices and are connected to voice mail, please follow these guidelines when leaving a message.

1. Provide your name, PID number, telephone number, and a brief statement of what you are requesting.
2. Speak slowly and distinctly. It is very hard to write a number that is being spoken very rapidly.
3. Provide a good time to return your call **OR** let us know when not to call. We don't like waking you when you have worked nights and are sleeping.
Using email

1. Make sure you provide your first and last name and your PID number. We don’t know who you are when all we have is the two letters and six numbers of your Oak email address.
2. Be as clear as possible about your request.

OU SON Committee Membership

Student involvement in the various committees in the School of Nursing is very important. Students are asked to serve a one-year commitment to the School’s curriculum committees and several policy committees. Most committees meet a minimum of once each month and seldom meet more than twice each month. Students need to be willing to arrange schedules so they can attend scheduled meetings.

CHSP Student Advisory Council

The Council is made up of students from many programs in CHSP, and its purpose is to represent the students in all six schools of the College and facilitate interaction between students and faculty outside the classroom. In addition, the Council performs other duties which include: (a) helping to increase student’s awareness of potential career-enhancing extracurricular activities; (b) serving on college committees; and (c) providing a forum through which students may recognize outstanding faculty.

Organizations

All campuses have chapters of the National Student Nurse Association. Each campus will have a faculty advisor, and students are encouraged to join and participate. Reports from students who have attended the state and national conventions are enthusiastic about what they have learned. More detailed information can be obtained in the office of each campus.

Ohio University School of Nursing is the Lambda Omega chapter of Sigma Theta Tau International. This is an honor society and students in the baccalaureate and master’s programs are invited to join based on the percentage of the curriculum completed and grade point average.

Information Technology Services

Information Technology Services are available on all regional campuses and the Athens campus. This is where you go if you are having difficulty with your OAK ID and other services. Their website is http://technology.ohio.edu/support/.
Learning Advancement Center

The Learning Advancement Center provides academic support to students. The Center assists in the development of basic skills and provides technical assistance to the student body. Resources available may include a variety of computers and printers; a laser printer; access to e-mail and the Internet. Software to help you write papers, learn from textbooks, strengthen basic skills, and study for standardized tests and perform experiments.

Amenities that may vary from campus to campus may include: a testing room, study tables, reference books, and APA Style guidelines. Most importantly, a knowledgeable staff to answer your questions is available in all campuses. Services may also include peer tutoring, test administration, and professional guidance.

Financial Aid

A comprehensive program of financial aid consisting of scholarships, grants and work study is available to students eligible for aid. Specific deadlines apply for application dates and are outlined in the Financial Aid Brochure. Contact the Office of Students Services for additional information.

Personal/Career Counseling and Placement Services

Assistance is available to help students explore careers through the use of interest inventories and career counseling. Information on job requirements, availability of positions and job search strategy assistance is available. Help is also available in the areas of interviewing skills, cover letters, and resume writing.

Occasionally, students encounter difficulties of a personal nature which affect academic performance. The stress and pressure resulting from such situations can lead to a temporary crisis needing the assistance of others. When these situations occur, help is available in the form of confidential assistance to help sort out solutions to the problem.

Campuses frequently host job fairs throughout the year which give students a chance to meet and talk with potential employers from various business and service areas. Check with the office of Student Services to obtain information regarding date, registration procedures, etc.
Section IV

GRADUATION

Graduation

Students may graduate at the end of any semester, but there is only one graduation ceremony per year. All individuals who wish to participate in commencement will do so at the end of spring semester (first Friday in May).

Individuals may participate in the commencement ceremony if they will be completing courses during the summer and/or fall. If an individual wishes to walk in the spring commencement ceremony and have his/her name listed in the program as a candidate for graduation, s/he will need to apply for spring graduation and indicate on the application (there is a drop-down box) that the degree will not be finished until the end of summer or fall semester. The system will assess the student an application fee. Go online to http://www.ohio.edu/registrar and click on “Apply for Graduation.”

Students must apply for graduation and pay the graduation fee no later than the date published for the semester they wish to graduate. Applications need to be submitted by the established deadline. The student may apply online for graduation at http://www.ohio.edu/registrar/. The deadline for applying for graduation can be found on the Registrar’s Office website.

If you wish to walk in the spring commencement ceremony you need to order your cap and gown and let the Commencement office know you plan to walk.
List of Appendices

A. Contact Information for Each Program
B. Offenses that Disqualify an Individual for Caring for Children and/or Older Adults
C. Non-Academic Grievance Policy and Form
D. Clinical Resources for All Options
E. FNP Clinical Resources
F. Forms
Appendix A

CONTACT INFORMATION FOR EACH CAMPUS

**Athens Campus**
Ohio University School of Nursing  740-593-4494  
Grover Center E365  800-560-0144 (toll free)  
Athens, Ohio 45701  740-593-0286 (fax)

**Chillicothe Campus**
Ohio University School of Nursing  740-774-7282  
101 University Drive
Chillicothe, Ohio 45601

**Southern Campus**
Ohio University School of Nursing  740-533-4633  
1804 Liberty Avenue
Ironton, Ohio 45638

**Zanesville Campus**
Ohio University School of Nursing  740-588-1515  
1425 Newark Avenue
Zanesville, Ohio 43701
Appendix B

OFFENSES that DISQUALIFY an INDIVIDUAL for
CARING for CHILDREN or OLDER ADULTS
List A
Disqualifying Offenses under
Senate Bill 38 (Care of Children)
and
Senate Bill 160 (Care of Older Adults)

The offenses in this list would disqualify an individual for any position that would include the care of children or of older adults.

2903.01 – Homicide
2903.02 - Murder
2903.03 – Voluntary Manslaughter
2903.04 – Involuntary Manslaughter
2903.11 – Felonious Assault
2903.12 – Aggravated Assault
2903.13 – Assault
2903.16 – Failing to Provide for a Functionally Impaired Person
2903.34 – Patient Abuse; Neglect
2905.01 – Kidnapping
2905.02 - Abduction
2907.02 – Rape
2907.03 – Sexual Battery
2907.05 – Gross Sexual Imposition
2907.06 – Sexual Imposition
2907.07 – Importuning
2907.08 – Voyeurism
2907.09 – Public Indecency
2907.12 – Felonious Sexual Penetration
2907.23 – Procuring
2907.25 – Prostitution
2907.31 – Disseminating Matter Harmful to Juveniles
2907.321 – Pandering Obscenity Involving a Minor
2907.322 – Pandering Sexual Oriented Matter Involving Minor
2907.323 - Illegal Use of Minor in Nudity Orientated Material
2909.25 – Aggravated Arson
2911.01 – Aggravated Robbery
2911.02 - Robbery
2911.11 – Aggravated Burglary
2911.12 – Burglary
2919.12 – Unlawful Abortion
2919.22 – Endangering Children
2919.24 – Contributing to Unruliness of Delinquency of a Child
2919.25 – Domestic Violence
**List A, continued**

2923.12 – Carrying Concealed Weapons

2923.13 – Having Weapon While Under Disability

2923.161 – Improperly Discharging a Firearm into Habitation

2925.02 – Corrupting Another with Drugs

2925.03 – Trafficking Drugs

2925.04 – Cultivating Marijuana

2925.06 – Illegal Administration/Distribution of Anabolic Steroids

3716.11 – Placing Harmful Objects in Food or Confection

2925.11 – Drug Abuse (not a minor drug possession offense.)
List B
Disqualifying Offenses under Senate Bill 30 (Care of Children)

The offenses in this list are relevant to the care of children only. List A plus List B provides the complete list of offenses that would disqualify an individual for a position caring for children.

2903.21 – Aggravated Menacing

2905.04 – Child Stealing

2905.05 – Criminal Child Enticement

2907.04 – Corruption of a Minor

2907.21 – Compelling Prostitution

2907.22 – Promoting Prostitution

2907.32 – Pandering Obscenity

2925.05 – Funding of Drug/Marijuana Trafficking
List C
Disqualifying Offenses under Senate Bill 160 (Care of Older Adults)

The offenses in this list would disqualify an individual from any position that would require the care of older adults. List A plus List C provides the complete list of offenses that would prevent an individual from caring for older adults.

2905.11 – Extortion
2905.12 – Coercion
2911.13 – Breaking and Entering
2913.02 – Theft; Aggravated Theft
2913.03 – Unauthorized Use of a Vehicle
2913.11 – Passing of Bad Checks
2913.21 – Misuse of Credit Checks
2913.31 – Forgery
2913.40 – Medicaid Fraud
2913.43 – Securing Writings by Deception
2913.47 – Insurance Fraud
2913.51 – Receiving Stolen Property
2921.36 – Prohibition of Conveyance of Certain Items onto Ground of Detention Facility of Mental Health or MRDD Facility
2925.13 – Permitting Drug Abuse
2925.22 – Deception to Obtain Dangerous Drugs
2925.23 – Illegal Processing of Drug Document
Appendix C

Non-Academic Grievance Policy and Form
Ohio University School of Nursing
Student Grievance Report Form

This form is to be used for grievance NOT related to a grade received in a class. Complete this form (print or type the information) and submit to the School of Nursing office appropriate for the program you are attending.

NAME: ___________________________________________ PID# __________________________

ADDRESS: _____________________________________________

PHONE NUMBER: ( ) ________________________________

PERMANENT ADDRESS: ____________________________________________

PHONE NUMBER: ( ) ________________________________

NAME of FACULTY MEMBER INVOLVED: ________________________________

BACKGROUND of PROBLEM: ____________________________________________

PROPOSED RESOLUTION: ____________________________________________

______________________________________________________________

Sign and date below when you receive this form.

Signature: ___________________________________________ Date: _____________
Student

Signature: ___________________________________________ Date: _____________
Director/Associate Director, School of Nursing

Signature: ___________________________________________ Date: _____________
Dean’s Representative
STUDENT GRIEVANCE PROCEDURES
Non-Academic

Student grievances regarding academic grades are addressed by the grade appeals policy detailed in the Academic Policies section of the Ohio University Student Handbook. It is the desire of the CHSP to be fair and judicious in all matters pertaining to student affairs. **The following procedures should be followed for grievances involving any matter other than a grade assignment.** Therefore, if a student thinks that s/he has been treated unfairly in any of these areas, the following grievance procedures may be pursued. In all instances, disputes will be heard first at the school level before being heard at the college level.

**LEVEL 1 (Program Level)**

A discussion of the issue should take place between the student and the faculty member before a formal grievance is to be lodged. A student wishing to file a formal grievance must first submit a copy of the Student Grievance Report Form to the Associate Director of the program in which the student is enrolled no later than two weeks after the beginning of the semester immediately following the incident(s) involved. Any extension of time past the two weeks must be approved, in writing, by the Associate Director. **Student Grievance Report Forms** may be obtained from any of the School’s offices. A copy is also in an appendix of this handbook. A copy of the completed form will be sent to the faculty member by the Associate Director’s office. This should occur within one week of receipt of the form by the Associate Director. Should the student and faculty member be unable to reach a mutually acceptable solution, the student can appeal the case to the appropriate School’s Grievance Committee.

The **Program Grievance Committee** will meet no later than two weeks following the filing of the grievance. The committee shall consist of no less than the Associate Director, two faculty members from the relevant program, and two students within the program. The Associate Director will then meet with the faculty member and the student within one week after receiving the school’s Grievance Committee recommendation to advise them of the decision. Copies of all materials will be filed in the School’s office where the faculty member holds rank.

**LEVEL 2 (School Level)**

Where no satisfaction is achieved at Level 1, the student may request that the appropriate program send a copy of their completed Student Grievance Report Form to the Director of the School. This should take place no later than two weeks after completion of the discussion of the program level decision.

The Director of the School will obtain a copy of all Level 1 documents and assemble a School Grievance Committee meeting within two weeks after receiving the Student Grievance Report Form. Any extension in time must be granted in writing by the Director of the School. The School Grievance Committee will consist of the Director of the School, an Associate Director not involved in the Program Grievance Committee, one faculty member
from each program level, and two students within the School of Nursing. The Director will appoint all members.

**LEVEL 3 (College Level)**

Where no satisfaction is achieved at Level 1 or Level 2, the student may request that the School send a copy of the completed Student Grievance Report Form to the Dean’s Office in the College of Health Sciences and Professions (for BSN and MSN Students) OR to the Associate Dean of the relevant regional campus (for ADN students). The School will send these materials no later than two weeks after the grievance procedures are completed at the School of Nursing level. Forwarding these materials serves as a request for a further review by the Student Grievance Committee at the college/regional campus level.

The designated person in the CHSP Dean’s Office or in the regional campus Dean’s Office will secure a copy of all relevant documents and assemble members for a Student Grievance Committee. This meeting shall be held no later than two weeks after the relevant dean receives the Student Grievance Report Form. Any extension in time must be granted in writing by the Dean of CHSP or relevant regional campus.

The Level 3 Student Grievance Committee will consist of:

- **CHSP:** the Assistant Dean of Student Services, the Associate Dean, one faculty member from each school, and two (2) students within the College. The Assistant Dean of Student Services will appoint all members.

- **Regional Campus:** the Associate Dean of the regional campus, one Division Coordinator, one faculty member from each Division on the regional campus, and two (2) students who attend the relevant regional campus. The Associate Dean will appoint all members.

The Level 3 Student Grievance Committee shall submit a written recommendation to the Dean (CHSP or relevant regional campus). The Dean will then meet with the faculty member and student no later than two weeks after receiving the Student Grievance Committee’s recommendation.

Copies of all materials will be filed in the appropriate Dean’s office.
Appendix D

Clinical Resources for All Options

- List of MSN Courses, Credits, and Prerequisites
- The Student Role
- Expectations of Clinical Faculty Supervisor
- Guidelines for Clinical Evaluation
- Steps in Setting up a Clinical Course
Courses, Credits, and Prerequisites

The list of courses that are included in the Ohio University MSN Program including the semester credit weight and the prerequisites for each course are listed below. Please remember that these courses, credits, and prerequisites can be revised at any time.

**Core Courses (22 semester credits)**
All students in the MSN Program must complete these courses. See the grading policy document to review the grades that must be achieved for successful completion of each course.

- **NRSE 6010**, Theoretical Basis of Practice, 3 credits, Prerequisite is admission to the MSN Program. This is the first course for every MSN student.
- **NRSE 6020**, Theories in Family Care, 3 credits, Prerequisite is NRSE 6010
- **NRSE 6110**, Research and Evaluation, 3 credits, Prerequisite is NRSE 6010
- **NRSE 6120**, Evidence-based Practice, 3 credits, Prerequisite is NRSE 6110
- **NRSE 6210**, Pathophysiology, 3 credits, Prerequisite is NRSE 6010
- **NRSE 6221**, Health Appraisal for NPs, 3 credits, Prerequisite is NRSE 6010, 6210 and 6110 or 6020
- **NRSE 6230**, Advanced Pharmacology, 3 credits, Prerequisite is NRSE 6010, 6221 and 6210; may be taken concurrently with NRSE 6920
- **NRSE 6931** Comprehensive exam, 1 credit. All core and FNP option courses must be complete prior to or concurrently in the same term as NRSE 6931.

**Family Nurse Practitioner Option (16 semester credits)**
These courses are completed following completion of the core courses.

- **NRSE 6400**, Family Assessment & Intervention, 3 credits, Prerequisite is NRSE 6020 and 6230
- **NRSE 6920**, Care of Women, 3 credits (150 clinical hours), Prerequisite is NRSE 6221; may be taken concurrently with NRSE 6230
- **NRSE 6921**, Care of Adults, 3 credits (150 clinical hours), Prerequisite is NRSE 6920, 6230
- **NRSE 6922**, Care of Children, 3 credits (150 clinical hours), Prerequisite is NRSE 6921
- **NRSE 6923**, FNP in Practice, 4 credits (200 clinical hours), Prerequisites are NRSE 6920, 6921, and 6922
**Education Option (13 semester credits)**

**NOTE:** Students are not being admitted to this option after fall 2012.

**NRSE 6610**, Curriculum Development in Nursing, 3 credits, Prerequisites would be completion of a majority of the core courses

**NRSE 6620**, Teaching Strategies, 3 credits, May be taken concurrently with NRSE 6610

**NRSE 6630**, Academic Nursing, 3 credits, May be taken concurrently with NRSE 6610 or 6620

**NRSE 6928**, Teaching Experience, 4 credits (200 hours), Prerequisites are NRSE 6610, 6620, and 6630

**Administration Option (13 semester credits)**

**Note:** Students are not being admitted to this option after fall 2012.

**Note:** The equivalent of ACCT 501 must be completed before taking HLTH 6210.

**NRSE 6710**, Nursing Administration Theoretical Base, 3 credits, Prerequisite would be completion of a majority of the core courses and the accounting course

**NRSE 6929**, Nursing Administration Practicum, 4 credits (200 hours), Prerequisites would be NRSE 6710, HLTH 6210, and HLTH 6220

**HLTH 6210**, Health Care Finance, 3 credit hours, Prerequisite would be the accounting course

**HLTH 6220**, Health Care Reimbursement, 3 credits hours, Prerequisite would be HLTH 6210

**Student Role**

The faculty expects students who are adult learners to be self-directed and internally motivated. The faculty recognizes that as adult learners mature, they become more diverse and vary widely in learning styles, motivation, prior experience and patterns of participation in educational programs. The faculty work very hard to use learning strategies that meet the adult learner’s needs.

**Specific Tasks for the Student**

1. Act in an ethical and professional manner at all time.
2. Function within the framework and policies of the clinical site.
3. Arrive at the clinical site on time and fully prepared to participate in each clinical session.
4. Inform the agency, preceptor, and clinical supervisor if unable to arrive at the clinical site as scheduled.
5. Seek direct and indirect supervision from the preceptor and the clinical supervisor.
6. Maintain appropriate documentation of patient interactions on Typhon.
7. Seek assistance from the clinical supervisor if problems occur in the clinical site.
8. Fulfill the time requirements as stated in the syllabus for each clinical course.
9. Participate in conferences as scheduled by the preceptor and/or clinical supervisor.
10. Complete all course assignments satisfactorily.
11. Be an adaptable and flexible learner.
12. Seek safe opportunities to practice new skills.
13. Communicate and behave in a professional and civil manner regardless of the avenue of communication.
14. Be knowledgeable of and adhere to guidelines of civil online communication which includes no flaming. Refer to the School of Nursing Civility Policy for additional details.

**Etiquette when working with Preceptors**

Preceptors are very generous in giving of their time and inviting students into their practices. It is important, therefore, that your interactions with the preceptors demonstrate gratitude for their efforts.

1. Provide your preceptor with:
   - The planned schedule of clinical days
   - Information on how to get in touch with you
   - Information about the course, the MSN Program, and how you will be evaluated
   - Information on how to get in touch with the clinical supervisor, the lead faculty of the course, and/or the Associate Director of the MSN Program.

2. After being introduced to the clinic staff, remember their names and always be polite. They can make your experience great or awful.

3. Always be on time and don’t leave early. Call the clinic if you cannot attend clinical or will be late. If you must leave early, notify the clinical site early in the clinical day and have a reasonable explanation.

4. Cell phone and pagers should NOT ring in the clinic or exam rooms. If you must have them (and it is preferable that you leave them in the car or where you store backpack/purse/etc.), put them on vibrate.

5. Thank the preceptors for the experience. It would be appropriate to send a brief thank you note after the clinical experience. Describe some specific examples of
experiences that were particularly useful in any notes/communications of appreciation, and if appropriate, acknowledge clinical staff who were helpful. Cookies or donuts for staff at your regular preceptor’s practice are never inappropriate.
Expectations of Clinical Faculty Supervisor
Ohio University School of Nursing
MSN Program

Expectations of Clinical Faculty Supervisor

Each student has a designated faculty clinical supervisor who facilitates student clinical learning, evaluates students’ clinical work, and works closely with preceptors to provide guidance to the student.

The faculty clinical supervisor will:

1. Assure that the student has provided the preceptor with a Preceptor Packet and the specific objectives of the clinical experience.

2. Review the expectations for the students, the preceptor, and the faculty with the preceptor and pertinent personnel at the facility/agency.

3. Work with the MSN Clinical Coordinator as needed to establish preceptor agreements or agency affiliation/contracts prior to initiation of the student’s clinical experience.

4. Review the policies of the agency to be followed by faculty and assigned students.

5. Act as counselor, consultant, and teacher for the student and, when appropriate, for the preceptor.

6. Serve as a role model to demonstrate effective communication, leadership, and clinical behaviors.

7. Provide feedback to the student regarding clinical performance and other clinical related activities.

8. Make clinical site visits as needed and scheduled.

9. Encourage student to verbalize and demonstrate the use of theoretical frameworks and evidence-based practice for decision-making and in the implementation of care.

10. Provide an open environment to enhance and encourages the student’s growth in cultural competency.

11. Maintain open communication with the preceptor, the agency, and relevant other health-care professionals.
Steps in Setting up a Clinical Course

____ Step One: Make sure that you have completed all of the necessary prerequisite courses with an acceptable grade (NRSE 6010, 6020, 6110, 6120, 6210, and 6221). Remember that prior to taking the first clinical course students must demonstrate proficiency in the performance of the physical exam (met through NRSE 6221 and residency #2).

____ Step Two: Submit all of the required documents by the course clinical deadline. All documents, except background checks, must be uploaded into Typhon.
- Signed HIPAA form (signed in Orientation Residency)
- Signed Civility Policy form (signed in Orientation Residency)
- Signed CHSP Probation policy (signed in Orientation Residency)
- Documentation of all immunizations
- State and Federal Background check (must be mailed to the School of Nursing)
- CPR/BLS certification
- Professional liability insurance verification
- Verification of licensure in state where clinical course will occur

____ Step Three: Identify clinical site(s) and obtain approval from the site.
- Verify whether the signed preceptor agreement or a contract will be required
- If a contract is required complete the Request for Agency Contract (form in Appendix B) and submit to MSN Clinical Coordinator. Must be completed three (3) months prior to the beginning of the clinical experience.

____ Step Four: Select preceptors (complete a minimum of three (3) months prior to beginning of clinical course).
- Identify preceptors that meet the criteria listed earlier in this document.
- Have preceptor complete the Preceptor Agreement form (Appendix B). Make sure that all signatures are obtained (including yours) or the form will be returned to you and can jeopardize your registration in the course.
- Have preceptor complete the Biographical Data form OR provide a copy of his/her current resume (Appendix B)
- Check on the appropriate line whether the Preceptor Agreement is sufficient or if a Request for Agency Contract has been submitted.
- Submit both the Preceptor Agreement form and the Biographical Data form/CV/resume to the MSN Clinical Coordinator.
____  **Step Five:**  Verify that you have approval of clinical site and the preceptor(s). Make sure that you have the appropriate lab coat and equipment.

____  **Step Six:**  Log on to Typhon to verify that the clinical site and preceptor(s) have been loaded on to Typhon

____  **Step Seven:**  Go to clinical agency on the agreed upon day and time and begin.
Appendix E: FNP Clinical Resources

- Preceptor Expectations of the FNP Student
- FNP Clinical Course Requirements
- Qualifying Clinical Hours (NONPF Guidelines)
- FNP Preceptor Guidelines
## Clinical Preceptors for the Family Nurse Practitioner Program – Clinical Course Requirements

<table>
<thead>
<tr>
<th>Clinical Course</th>
<th>Clinical Focus</th>
<th>Ideal Clinical Sites</th>
<th>Acceptable Preceptors</th>
</tr>
</thead>
</table>
| **FNP Practicum I**  
NRSE 6920  
Women’s Health  
150 clinical hours | This course focuses on women’s health and on *simple* diagnostic reasoning, documentation, referral and consultation, history and physical examination skills, and primary prevention strategies for health women—including childbearing women—and family. Students need to have 25 hours in the management of prenatal care. (The 25 hours refers to *DIRECT PATIENT CARE* hours and does not include consultation time; Consultation time for prenatal patients may still be counted into the OVERALL clinical hours for this course.) Students should plan this clinical experience to provide access to patients of varied ages and gynecologic problems. This is the first FNP clinical course, and typically the student will need close preceptor guidance. | OB/GYN specialty office  
Clinic with OB/GYN focus (community or hospital based)  
Planned Parenthood | FNP  
CNM  
WHMP  
MD/DO in primary care setting with focus on OB/GYN and women’s health |
| **FNP Practicum II**  
NRSE 6921  
Adult Health  
150 clinical hours | The second course highlights primary and secondary intervention strategies with well-adults and their families, including prevention, screening and diagnosis of chronic illness, and management of primary care problems in adults. Initially the student is expected to include simple differential diagnosis in clinical reasoning under close preceptor guidance, and to demonstrate increasing independence, comprehensiveness, and proficiency. By the end of this quarter, the student should demonstrate beginning competence with the management of minor acute illness and prevention of chronic illnesses. The student should demonstrate good understanding of how the FNP collaborates with the physician in the diagnosis and management of chronic illness in adults. | Primary care office  
Community- or hospital-based primary care clinics | ANP  
FNP  
MD/DO in primary care |
| **FNP Practicum III**  
NRSE 6922  
Children’s Health  
150 clinical hours | The third course focuses on care of children and adolescents. The student is expected to use more complex diagnostic reasoning, apply principles of growth and development in the assessment, and present comprehensive differential diagnoses. The student is expected to manage simple primary care problems in children, and be able to establish a family-centered plan of care for resolution of these problems. Students are expected to demonstrate a progressively increased level of independence, depth, and proficiency in clinical skills and management of client related problems. The preceptor may need to guide the student in the final analysis of more complex diagnostic reasoning or family processes. | Pediatric office practice  
Community- or hospital-based pediatric clinic | PNP  
FNP  
MD/DO with practice focus in peds  
Pediatrician |
| **FNP Practicum IV**  
NRSE 6923  
Integrated Practice  
200 clinical hours | This is the final FNP clinical course. By the end of this clinical practicum the student is expected to demonstrate clinical proficiency in caring for the family and individuals of all ages, with emphasis on diagnostic reasoning, at the level of novice FNP. The student should demonstrate mastery of the advanced practice role in regard to professional behavior, ethics, and inter-professional collaboration. *All skills must be graded at a minimum of “competent” on the final evaluation for N6923 for the student to graduate.* | Primary care practice  
Family practice | FNP  
MD/DO in primary care |

*The following clinical sites are **not** appropriate for clinical experiences in the FNP option: Urgent care centers, fast track clinics, minute clinics, hospital, emergency department/rooms, and your own care provider.  
* It is acceptable to have more than one preceptor for each clinical course but need to spend a minimum of 50 hours in any one site.
Qualifying Clinical Hours (NONPF Guidelines)

Clinical Hour Requirements

Criterion III.E: The NP program/track has a minimum of 500 supervised direct patient care clinical hours overall. Clinical hours must be distributed in a way that represents the population needs served by the graduate.

Direct patient care clinical hours refer to hours in which direct clinical care is provided to individuals & families in one of the six population-focused areas of NP practice; these hours do not include skill lab hours, physical assessment practice sessions, or a community project if it does not include provision of direct care. Clinical experiences and time spent in each experience should be varied and distributed in a way that prepares the student to provide care to the populations served. For example, a FNP student should receive experiences with individuals/families across the life span, and the adult-gerontology NP student should receive experiences with adults across the entire adult age spectrum from young adult to older adult, including the frail elderly. In addition, whereas 500 direct patient care clinical hours is regarded as a minimum, it is expected that programs preparing NPs to provide direct care to multiple age groups, e.g. FNP (or lifespan), will exceed this minimum requirement.

Ohio University
School of Nursing
Master of Science
Family Nurse Practitioner (FNP) Program
Preceptor Guidelines
Dear Colleague:

Thank you for considering to precept one of our advanced practice graduate nursing students. This packet provides an explanation of your responsibilities as a preceptor. We have also included the student's and his/her clinical faculty supervisor's responsibilities to you.

After reviewing these responsibilities, if you agree to precept a student, please complete the "Preceptor Agreement" and the "Preceptor Curriculum Vitae Form" or a copy of your CV, and return them to us. Please return these forms because they must be on file at Ohio University.

Also enclosed are the “Preceptor Guidelines for Clinical Evaluation” and the “Preceptor Evaluation of FNP Student Performance”.

We appreciate your willingness to share your expertise with our students. If you have any questions, you may contact me through email at millerc3@ohio.edu

Sincerely,

Char Miller, MSN, ANP-BC
Associate Director of MSN Program

Enclosure: Preceptor Packet
Ohio University School of Nursing
Clinical Agency Contract Request Form
MSN Program

This form must be completed by the MSN student requesting a clinical placement in an agency that wishes to have a contract for student placement and does not have a current clinical placement contract with the Ohio University School of Nursing. The completed form is to be returned to the MSN Clinical Coordinator via fax 740-593-0286 or email: msn@ohio.edu.

The contract will be mailed from the Ohio University College of Health Sciences Legal Affairs Office to the agency when the completed form is received. **ALL** requested information must be provided before a contract will be sent to the agency.

Date form is completed: ____________ MSN Clinical Coordinator received ____________

Name of Student Requesting Placement in the Agency: __________________________

Student Telephone: ___________________ Email: ________________________

Course Name and Number for which Placement is Requested: ____________________

Term for which Placement is Requested:

Fall Semester of ______ Spring Semester of ______ Summer Semester of ______

Name of Clinical Site

Name: __________________________________________________________

Address: __________________________________________________________

Telephone: __________________________ Fax: ________________________

NAME and TITLE of Agency Official authorized to Sign the Agreement

________________________________________________________________________

Telephone: __________________________

Email: _________________________

NAME and TITLE of Preceptor(s)

________________________________________________________________________


Ohio University  
School of Nursing  
Master of Science  
Family Nurse Practitioner (FNP) Program  
Clinical Preceptor  
Guidelines  

To be in compliance with the National Organization of Nurse Practitioner Faculty (NONPF) guidelines, evidence of your current license and credentials to practice, and national certification must be on file at Ohio University. Provide also a current CV or fill out the Preceptor Curriculum Vitae Form attached.

The purpose of serving as a preceptor is to mentor the student’s professional development as an FNP, to enable the student to meet course objectives, and to provide ongoing and final evaluation. To this end, the preceptor:

- Serves an expert role model.
- Provides student orientation to the facility and introduction to staff.
- Provides space and room facilities as needed for the student's clinical experience.
- Provides an environment for the student to gain clinical experience in interviewing, history taking, physical examination, diagnostic reasoning, planning and managing.
- Regards the student as a novice professional colleague.
- Communicates expectations to the student.
- Objectively reviews and validate the student’s competencies through intermittent observation, discussion, and record review. Critiques the student's clinical performance including clinical skills and knowledge.
- Co-Signs all student documentation on patient records.
- Queries students regarding application of basic knowledge and clinical decision-making.
- Discusses with the student and clinical faculty progress, problems, and learning objectives throughout the clinical experience. This is provides a formative evaluation, fosters the student’s self-confidence and identifies areas for improvement.
- Shares clinical expertise, tools, and references that aid the student in role transition to the FNP role. Provides time to mentor student learning by answering questions and reviewing cases, etc.
- Facilitates professional advanced practice socialization.
- Notifies the student’s clinical faculty supervisor immediately if problems arise from the student's performance.
- Fills out the Clinical Evaluation of Student Performance By Preceptor form at mid-term and at the end of the semester, discusses with the student prior to submitting the evaluation to the clinical faculty. The evaluation is based on cumulative performance and achievement of course objectives for the semester.
Ohio University
School of Nursing
Master of Science
Family Nurse Practitioner (FNP) Program

Preceptor Expectations of the FNP Student

The FNP student is responsible for identifying initial and ongoing learning needs, for seeking learning opportunities, and taking accountability for performance in the advanced practice nursing role.

The preceptor can expect the FNP student to:

- Complete all preceptor agreements prior to the initiation of the clinical experience.
- Discuss specific clinical objectives and negotiate a clinical schedule with the preceptor prior to the actual clinical experience.
- Provide the clinical site with the necessary licensure, liability insurance, health requirements, CPR certification, and educational information as requested.
- Perform the advanced practice role under the supervision of the preceptor, and within the scope of student practice.
- Comply with professional standards, clinical site policies, and advanced practice protocols.
- Demonstrate professional role behaviors of an advanced practice nurse.
- Demonstrate accountability for thoroughness and timeliness in completing assigned responsibilities.
- Maintain a clinical log according to course requirements
- Demonstrate progressive independence and competency in the advanced practice role.
- Actively seek evaluation from the preceptor and participate in self-evaluation.
- Complete a clinical preceptor and site evaluation at the end of the clinical experience.
Ohio University
School of Nursing
Master of Science
Family Nurse Practitioner (FNP) Program

Preceptor Expectations of Clinical Faculty Supervisor

Each student has a designated clinical faculty supervisor who facilitates student clinical learning through identification of appropriate clinical facilities and preceptors, observation and evaluation of students in the clinical setting, and establishment of close working relationships with preceptors.

The preceptor can expect the clinical faculty supervisor to:

- Provide the preceptor with a *Preceptor Packet* and the specific objectives of the clinical experience.
- Review the expectations for the students, the preceptor, and the faculty with the preceptor and pertinent personnel at the facility/agency.
- Assure establishment of affiliation or preceptor agreements prior to initiation of clinical experience.
- Review the policies of the agency to be followed by faculty and assigned students.
- Act as counselor, consultant, and teacher.
- Serve as role model to demonstrate effective communication, leadership, and clinical.
- Provide feedback on the student’s clinical performance and other clinical related activities.
- Encourage student to verbalize and demonstrate the use of theoretical frameworks for care and decision making.
- Provide an open environment to enhance the student’s cultural competency.
- Maintain open communication with the preceptor, and agency
- Initiate a telephone interview with the preceptor regarding student’s performance.
**OHIO UNIVERSITY SCHOOL OF NURSING**  
**MSN Program**  
**Preceptor Biographical Data Sheet**

**Student Name (please print):** __________________________________________________

**Preceptor Name (please print):** ________________________________________________

**Name of Office/Facility:** ______________________________________________________

**Office/Facility Address:** ______________________________________________________

**Work Phone** ________________________________ **Cell Phone** _____________________

I have been a NP/physician for: ___________________ years

I have been employed at my current practice location for__________ years_________ months.

**MD/APRN License #** ______________________

Please complete all information below this line OR submit a current resume/curriculum vitae along with the completed top portion of this form.

**Educational Background:**

<table>
<thead>
<tr>
<th>College or University</th>
<th>Degree</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________________</td>
<td>______</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate or Professional School</th>
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</thead>
<tbody>
<tr>
<td>______________________________</td>
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<tr>
<td>______________________________</td>
</tr>
</tbody>
</table>

| Professional Organizations: |
| (Specify all memberships) |
|__________________________|
|__________________________|

<table>
<thead>
<tr>
<th>State Licensure: (specify)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>National (Board) Certification(s) (specify)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type of Practice (describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
</tr>
</tbody>
</table>

| Preceptor Signature __________________ | Date ____________ |

Thank you for your participation.  

Ohio University MSN Faculty  
1 Ohio University  
E365 Grover Center  
Athens, OH 45701
Preceptor Agreement
Ohio University
School of Nursing

Student Name: ____________________________________________________________

Name/Credentials of Preceptor: _______________________________________________

Preceptor Phone & Email: ______________________________________________________

Name & Address of Clinical Site: _______________________________________________

Agency Affiliate: _____________________________________________________________

I agree to serve as a clinical preceptor for _________________________________.

(student name)

I understand that I will work with this student for one semester of study in期间__________
semester/year. I should expect that the student will provide me with a copy of the course
syllabus and Guidelines for the Clinical Practicum Experience. I understand that the student
should provide me with information about how to contact their faculty member for this course
and that I am free to do so whenever needed.

Clinical Course in which the student will be enrolled in (circle one):

- NRSE 6920 – Care of Women
- NRSE 6921 – Care of Adults
- NRSE 6922 – Care of Children
- NRSE 6923 – FNP in Practice
- Other ________________________________

Signature of the Clinical Preceptor: _____________________________________________

Printed name of Clinical Preceptor: _____________________________________________

Date Signed: ____________________________

OU Faculty Signature: _________________________________________________________

Date Signed: ____________________________

Student Signature: _________________________________

Date Signed: ____________________________

Check one of the following:

______ The signed Preceptor Agreement is the only approval document needed for this placement.

______ I have submitted a Request for Clinical Contract on ________________ (date).

Please make sure you have filled out form completely before submitting.
Ohio University School of Nursing Family Nurse Practitioner (FNP) Program
Preceptor Guidelines for Clinical Evaluation

Purpose of the Clinical Evaluation

Ohio University School of Nursing faculty will use the clinical preceptor’s evaluation to formulate an overall appraisal of the student’s ability to meet the clinical course objectives. The attached FNP clinical evaluation form was developed in order to determine whether the student is achieving standards established by the National Organization of Nurse Practitioner Faculties and the American Association of Colleges of Nursing. These professional organizations have provided curriculum guidelines and standards for the education of nurse practitioners.

*You will be contacted by the clinical supervisor within the first two weeks of the term with their contact information. At approximately midterm, the clinical supervisor will contact the preceptor for a telephone interview that includes 12 questions.

General Expectations

Typically a student will move from a variety of scores at midterm to consistently competent or better at the final evaluation. In order to progress to the next clinical course a student may not be poor in any competency. A student must be at least developing or competent in all required areas to pass a clinical course and progress to the next clinical course. The student must be at least competent to pass the final clinical course and to graduate. Students progress through four clinical courses:

NRSE 6920 focuses on women’s health, and on simple diagnostic reasoning, documentation, referral and consultation, history and physical examination skills, and primary prevention strategies for health women –including childbearing women –and family. This is generally the first FNP clinical course, and typically the student will need close preceptor guidance.

NRSE 6921 highlights primary and secondary intervention strategies with well-adults and their families, including prevention, screening and diagnosis of chronic illness, and management of primary care problems in adults. Initially the student is expected to include simple differential diagnosis in clinical reasoning under close preceptor guidance, and to demonstrate increasing independence, comprehensiveness, and proficiency. By the end of this semester, the student should demonstrate beginning competence with the management of minor acute illness and prevention of chronic illnesses. The student should demonstrate good understanding of how the FNP collaborates with the physician in the diagnosis and management of chronic illness in adults.
NRSE 6922 focuses on care of children and adolescents. The student is expected to use more complex diagnostic reasoning, apply principles of growth and development in the assessment, and present comprehensive differential diagnoses. The student is expected to manage simple primary care problems in children, and be able to establish a family-centered plan of care for resolution of these problems. Students are expected to demonstrate a progressively increased level of independence, depth, and proficiency in clinical skills and management of client related problems. The preceptor may need to guide the student in the final analysis of more complex diagnostic reasoning or family processes.

NRSE 6923 is the final FNP clinical course. By the end of this clinical practicum the student is expected to demonstrate clinical proficiency in caring for the family and individuals of all ages, with emphasis on diagnostic reasoning, at the level of novice FNP. The student should demonstrate mastery of the advanced practice role in regard to professional behavior, ethics, and inter-professional collaboration. *All skills must be graded at a minimum of “competent” on the final evaluation for N6923 for the student to graduate.*

**Completion of Evaluation Form**

Please complete the evaluation form at midterm (after approximately 75 hours) and again final (150-200 hours).

The preceptor should review the completed evaluation at mid-term and end of the semester with the student. Both the preceptor and student must sign these forms. It is the student’s responsibility to upload to the course site.

If at any point in the semester you have concerns related to the student’s performance or the ability of the student to meet competence by the final evaluation, please discuss this with the student’s clinical supervisor or contact the faculty of record for the course.
Ohio University
Family Nurse Practitioner Program
Preceptor Evaluation of FNP Student Performance

Student Name: _______________________________________________________

Preceptor Name/Credentials _____________________________________________

Site: ________________________________ Phone: (___) _____________________

Preceptor email: _______________________ 

Midterm ___ Final ___ Year ___

Clinical Course:
___ NRSE 6920 Primary Care Nursing of Women
___ NRSE 6921 Primary Care Nursing of Adults
___ NRSE 6922 Primary Care Nursing of Children and Adolescents
___ NRSE 6923 FNP Practice

Evaluation Scale Key

N/A Not observed, no opportunity, not applicable to this site.

Poor Does not meet minimal expectations. Any “Poor” at midterm requires an immediate meeting with student and clinical faculty supervisor.

Developing Progressing toward competent but needs significant coaching & support.

Competent Meets expectations consistently. This rating or higher required on final evaluation to advance to next clinical course.

Outstanding Exceeds expectations.

NRSE 6923: Student must be graded as “competent” in all competencies at final evaluation to pass the clinical component of the final clinical course and graduate.
<table>
<thead>
<tr>
<th>I. Assessment</th>
<th>N/A</th>
<th>Poor</th>
<th>Developing</th>
<th>Competent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collects a comprehensive health history (including family history) for all well visits.</td>
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<tr>
<td>Collects a focused health history for all acute &amp; problem-oriented visits.</td>
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<tr>
<td>Conducts an organized and accurate PE.</td>
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<tr>
<td>Performs an appropriate system focused assessment according to presenting problem.</td>
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<tr>
<td>Procedural/Physical exam skills are technically reliable, efficient, and sound.</td>
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<tr>
<td>Relates pathophysiology to clinical signs &amp; symptoms.</td>
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<tr>
<td>Applies advanced clinical nursing knowledge &amp; relates it to clinical cases.</td>
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<tr>
<td>Demonstrates knowledge of routine &amp; special diagnostic tests.</td>
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<tr>
<td>Considers differential diagnoses</td>
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<tr>
<td>Accurately assesses &amp; diagnoses minor acute health problems with preceptor consultations.</td>
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<tr>
<td>Verbally communicates findings effectively and accurately. Oral presentation of information is organized &amp; complete.</td>
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<tr>
<td>II. Management</td>
<td>N/A</td>
<td>Poor</td>
<td>Developing</td>
<td>Competent</td>
<td>Outstanding</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Independently manages the care of uncomplicated problems &amp; healthy patients of all ages with preceptor collaboration</td>
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<tr>
<td>Accurately manages minor acute health problems with minimal consultation.</td>
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<tr>
<td>Involves patient &amp; family in planning care.</td>
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<tr>
<td>Therapeutic plan is complete &amp; accurate. Plan is consistent with evidence from the literature and standards of care.</td>
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<tr>
<td>Evaluates outcomes of interventions.</td>
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<tr>
<td>Implements a follow-up plan and can suggest alternative plan if needed.</td>
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<tr>
<td>Adapts health promotion strategies to meet individual and family needs &amp; resources.</td>
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<tr>
<td>Plan includes appropriate non-pharmacologic therapies.</td>
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<tr>
<td>Know how to writes a prescription accurately (though FNP students in Ohio do not prescribe).</td>
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</tbody>
</table>
### III. The Patient-Provider Relationship

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Poor</th>
<th>Developing</th>
<th>Competent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates therapeutic communication skills</td>
<td></td>
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<tr>
<td>Establishes a therapeutic relationship.</td>
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<tr>
<td>Sensitive to cultural &amp; social differences, and to lifestyle choices.</td>
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<tr>
<td>Demonstrates understanding of client’s psychosocial needs and functioning.</td>
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</tbody>
</table>

### IV. Teaching/Counseling Function (through the lifespan)

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Poor</th>
<th>Developing</th>
<th>Competent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides teaching appropriate to reading skill &amp; dominant language.</td>
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<tr>
<td>Facilitates learning by responding to patient and family preferences, priorities, &amp; readiness to learn.</td>
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<tr>
<td>Assesses learning needs of patients and families through the lifespan.</td>
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<tr>
<td>Assesses individual and family barriers to changing health behaviors.</td>
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<tr>
<td>Provides correct information about therapeutic plans, side effects, &amp; instructions to promote optimum effects</td>
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</tbody>
</table>
### V. Interdisciplinary Collaboration & Professional Role/Behaviors

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>Poor</th>
<th>Developing</th>
<th>Competent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks appropriate guidance from preceptor.</td>
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<tr>
<td>Collaborates with other professionals within practice setting where appropriate.</td>
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<tr>
<td>Recognizes own limitations &amp; respects others’ roles.</td>
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<tr>
<td>Demonstrates understanding of the planning &amp; coordination of care with multi-disciplinary providers.</td>
<td></td>
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</tr>
<tr>
<td>Communicates &amp; coordinates care with multidisciplinary providers. Initiates referrals with assistance of preceptor when appropriate.</td>
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</tr>
<tr>
<td>Recognizes the impact of cost and reimbursement on the therapeutic plan.</td>
<td></td>
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<tr>
<td>Demonstrates beginning mastery of advanced practice nursing role.</td>
<td></td>
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<tr>
<td>Behaviors meet professional standards.</td>
<td></td>
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<tr>
<td>Demonstrates initiative for learning &amp; maximizes learning opportunities.</td>
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</tbody>
</table>

Preceptor comments to support any “Poor” scores:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Preceptor Overall Comments: (final evaluation only)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Comments: (final evaluation only)
Strengths & future learning needs:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For Final Evaluation ONLY:
Please rate this student’s overall clinical performance in this course:

Poor    Developing    Competent    Outstanding

This student is prepared to advance to the next clinical course ___Yes ___No

Total number of precepted clinical hours in this clinical site: _________ Hours

NRSE 6923 clinical course ONLY:
This student is competent to advance to beginning professional practice ___Yes ___No

Preceptor Signature: _____________________________  Date: _____________
Student Signature: _______________________________       Date: _____________
Appendix F

Forms

- Health Insurance Portability & Accountability Act (HIPAA)
- Immunization Record Form
- Receipt of School of Nursing Handbook
- Release of Information
- Standards of Safe Care
- Civility Contract
- Immunization Record
- Student Evaluation of Clinical Faculty Supervisor
- Student Evaluation of Clinical Preceptor
- Student Evaluation of Clinical Site
- Out-Of Sequence Form
Student Must Sign and Return This Form during Residency #1

OHIO UNIVERSITY SCHOOL OF NURSING

HIPAA Statement

All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures & must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if one must administer a medication, you will have full access to the medical record. This is covered by the patient’s consent for treatment.

In order to protect patient/client privacy, all personally identifying information must be removed from student papers, such as care plans & case studies. Information to be removed includes the individual’s name, initials, address, phone number, fax number & social security number. Student papers may not be copied for careless circulation & handling. These written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality & privacy also extends to oral communications which extend beyond the need to know for treatment &/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any & all of the clinical agency’s requirements as part of the clinical affiliation.

HIPAA is a federal law. Penalties for wrongful disclosure include fines &/or imprisonment.

I have read and understand the HIPAA Regulations as it applies to patient/client privacy issues.

_____________________________________   ______________________
Print Name                               Classification/Level

_____________________________________
Student PID

____________________________________   _______________
Signature         Date
Ohio University School of Nursing Immunization Requirements

Copies of your original immunization documents or titer results must be uploaded in Typhon.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Rubella</strong> (German Measles)</td>
<td>Must have one dose of vaccine OR a positive titer</td>
</tr>
<tr>
<td><strong>2. Rubeola</strong> (Measles)</td>
<td>All persons born on or after 1/1/57 must show proof of 2 measles vaccination OR a positive titer OR documentation of disease by physician</td>
</tr>
<tr>
<td><strong>3. Mumps</strong></td>
<td>Must have immunization OR titer OR documented history of disease</td>
</tr>
<tr>
<td><strong>4. Tetanus &amp; Diphtheria</strong></td>
<td>Primary series in childhood</td>
</tr>
<tr>
<td><strong>5. Tetanus</strong></td>
<td>Booster within past 10 years required. Tdap recommended for healthcare workers 19 – 64 years of age</td>
</tr>
<tr>
<td><strong>6. Polio</strong></td>
<td>Primary series in childhood OR If vaccinated but unable to provide documentation, you need to provide documentation of one polio injection (IPV) OR If never vaccinated you are required to provide documentation of completion of a series of 3 polio injections over the period of 6 months</td>
</tr>
<tr>
<td><strong>7. Varicella (chicken pox)</strong></td>
<td>Positive Varicella antibody OR have had 2 doses of Varicella vaccine</td>
</tr>
<tr>
<td><strong>8. TB screening</strong> (Mantoux &amp; updated annually)</td>
<td>Or TB Gold per CDC recomendation</td>
</tr>
<tr>
<td></td>
<td>If there is a past history of a positive PPD a chest x-ray is required.</td>
</tr>
<tr>
<td><strong>9. Hepatitis B vaccine</strong></td>
<td>Three doses OR positive antibody. If taking series must have a signed waiver on file until series is completed.</td>
</tr>
<tr>
<td></td>
<td>If you need to waive the Hep B vaccine you must complete the waiver form (Available from the School of Nursing office).</td>
</tr>
<tr>
<td><strong>10. HPV</strong></td>
<td>Not required but is recommended for women between the ages of 13 and 26 years</td>
</tr>
<tr>
<td><strong>11. Influenza</strong></td>
<td>Needs documentation of receipt of the annual vaccine or completion of waiver form in the case of contraindication to the vaccine (waiver form available from the School of Nursing office).</td>
</tr>
</tbody>
</table>
Receipt of *Graduate* Student Handbook Form

I have been introduced to the Ohio *University School of Nursing Graduate Student Handbook*. The document is available to me online. I agree to abide by the policies and principles explained in the *Graduate Student Handbook*.

PRINTED NAME:

________________________________________

PID:________________________________________

SIGNATURE:

________________________________________

Date: ______________________

WITNESS________________________________________

Please return this form signed and dated to the School of Nursing office.
Release Form for Viewing Student File Documents

Ohio University School of Nursing
Release Form
Review of Student File Information by Accrediting Bodies*

I, ________________________________ (print name) give my consent for the visitors from accrediting organizations to view my personal file, School of Nursing records, and/or papers I have completed. This consent is valid for the entire time I am a student in the Ohio University School of Nursing.

Signature:____________________________________________________________

PID_________________________________________________________

Date:___________________________

Permission to Copy/Retain Class Assignment Form

I give the faculty of Ohio University School of Nursing permission to copy and/or retain any assigned work that I complete in my nursing courses. I understand that this work may be shared with affiliated agencies and/or accrediting bodies of Ohio University School of Nursing.

Signature:____________________________________________________________

PID_________________________________________________________

Date:___________________________

*Ohio Board of Nursing
Commission on Collegiate Nursing Education
National League for Nursing Accreditation Commission
Standards of Safe Care Form  
OAC 4723-5-12(C)(1)-(23)

Form is to be completed, signed, and turned into the relevant School of Nursing office. The form will be filed in my academic file.

I, ______________________________ have read the Standards of Safe Care that is part of the law governing the practice of student nurses in Ohio. I understand that these standards exist to guide my practice and to protect patients/clients. I agree to practice in accordance with these standards.

Print Name:  
_______________________________________________________________

Signature:  
_________________________________________________________________

PID _____________________________________________________________

Date:  __________________________________________________________________
Ohio University School of Nursing
Student Civility Contract

CIVILITY IS BEHAVIOR THAT: (a) shows respect toward another, (b) causes another to feel valued, and (c) contributes to mutual respect, effective communication and team collaboration.

Our primary commitment is to learn from the instructors, from each other, from the materials and from our work. We acknowledge differences amongst us in values, interests and experiences. We will assume that people are always doing the best they can, both to learn the material and to behave in socially productive ways. By sharing our views openly, listening respectfully, and responding critically to ideas, we will all learn. Most students exhibit appropriate behavior in class, but sometimes there is disagreement over the definition of “appropriate” behavior.

Learning is a group activity, and the behavior of each person in class in some way or the other affects the learning outcomes of others. If we keep these thoughts and the following rules in mind, the classroom experience will be a better one for everyone involved.

School of Nursing Students’ Responsibilities:

Failure to comply with the requirements of any of the following items or other policies in the School of Nursing Graduate Student Handbook may result in a conference with the appropriate Associate Director or his/her designee to discuss the difficulty. Should the problems warrant immediate action, the Associate Director may recommend the student be dismissed from the program/SON. The following is a description of the scholastic, non-cognitive performance responsibilities of a student in the School of Nursing.

Attentiveness - The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for lectures and stays until the end of presentations. The student is alert during the presentation and demonstrates attentiveness by taking notes and asking appropriate questions.

Demeanor - The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Maturity - The student functions as a responsible, ethical, law-abiding adult.

Cooperation - The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

Inquisitiveness - The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

Responsibility - The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

Authority - A student shows appropriate respect for those placed in authority over him/her both within the University and in society.

Personal Appearance - The student’s personal hygiene and dress reflect the high standards expected of a professional nurse.

Communication - The student demonstrates an ability to communicate effectively verbally,
nonverbally, and in writing with peers, teachers, patients, and others.  

**Professional Role** - The student conducts self as a professional role model at all times and in compliance with Standards of Practice Relative to Registered Nurses (OAC Chapter 4723-4) and the ANA Code of Ethics for Nurses with Interpretive Statements (http://nursingworld.org/ethics/code/protected_nwcoe813.htm). The student demonstrates the personal, intellectual and motivational qualifications of a professional nurse.

**Judgment** - The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

**Ethics** - The student conducts self in compliance with the ANA Code of Ethics.

**Moral Standards** - The student respects the rights and privacy of other individuals and does not violate the laws of our society.

The Ohio University School of Nursing reserves the right to dismiss a student at any time on grounds the University may judge to be appropriate. Each student by his/her own admission to the SON recognizes this right of the University and SON.

The continuance of any student on the roster of the SON, the receipt of academic credit, graduation, and the granting of a degree rests solely within the powers of the University and School of Nursing.

Disruptive Behavior and inappropriate behaviors will be broken down into two of its elements of performance: (a) the profession and the SON/University has a code of conduct that defines acceptable and disruptive and inappropriate behaviors, and (b) As future nurses and leaders you must manage disruptive and inappropriate behaviors within yourself, among your peers, and others. Examples of uncivil behavior are below but not inclusive:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging a classmate/professors reputation;
- Habitually interrupting as others speak;
- Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply;
- Sending emails that are inflammatory in nature;
- Speaking with a condescending attitude;
- Yelling or screaming at instructors, peers, or clinical staff.
- Habitually arriving late to class;
- Knowingly withholding information needed by a peer, instructor, or clinical staff.;
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale;
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned. ;
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper, tantrums;
- Using up supplies or breaking equipment without notifying appropriate staff/faculty.
- Rudeness that ultimately escalates into threatened or actual violence
As Ohio University School of Nursing students we commit to:

1. Follow conventions of good classroom manners and SON student responsibilities as outlined above.
2. Ask permission to tape record and respect the instructor’s decision to allow or disallow.
3. Refrain from verbal, emotional or sexual harassment.
4. Refrain from electronic harassment via email, Facebook, or any other electronic/wi-fi media or devices.
5. Refrain from use of the internet during classroom time.
6. Listen respectfully to each other.
7. Respond respectfully and reflectively to ideas aired in the classroom.
8. Refrain from personal insults, profanity, and other communication-stoppers.
9. Recognize and tolerate different levels of understanding of complex social and cultural issues among your classmates and the professor.
10. Issue “gentle reminders” when these guidelines are breached.
11. Arrive timely to class/clinical sessions.
12. Bring the required supplies and be ready to be actively engaged in the learning process.
13. Focus on the business at hand – the class, its content, learning, and the professor.
14. Turn cell phone to “off” or to “vibrate” before the start of class.
15. Refrain from texting during class time.
16. PICK UP OUR TRASH upon leaving the room.
17. Refrain from sleeping in class. Laying your head on the desk or sleeping in class is rude, and it is distracting to others.
18. Turn in assignments on time.
19. Be courteous in class. This does not mean that you have to agree with everything that is being said. However, your point will be much more credible if conveyed without rudeness, aggression, or hostility. If you strongly disagree with your professor, it is a good idea to speak with him/her after class.
20. Raise a hand to indicate a question or comment as a courtesy to classmates and the professor. Remember your questions are not an imposition – they are welcome. Chances are, if you have a question, someone else is thinking the same thing but is too shy to ask it. So, ask questions! You’ll learn more, it makes the class more interesting, and you are helping others learn as well.
21. If an emergency arises that requires an absence from a session make arrangements to get the notes and all other information that was covered in class from a colleague you trust.
22. Request to meet individually with the instructor of a course for a review of the exam. Schedule the meeting within one week following administration of the exam. No visual review of exam materials will be granted after this period.
23. Respect the rules of the syllabus. Content of exams and calculation of grades earned are not a starting point for negotiation. Faculty members are willing to work with students to meet learning needs but will not negotiate individual terms with students.
By signing this contract, I acknowledge receipt and understanding of this contract. I understand that any behavior or action determined to be a breach of this contract may result in my being subject to immediate dismissal from the program/School of Nursing.

Student Name (please print): _________________________________________

PID ___________________________________________

Student Signature: _________________________________________________

Date: ______________
# Ohio University School of Nursing

## Student Evaluation of Clinical Faculty Supervisor

Student__________________________________________________  
Clinical Faculty Supervisor___________________________________  
Course Number _______________________ Semester and Year _____________  
Today’s Date _________________

**Rating Scale:** Please use the following rating scale to indicate your evaluation of your clinical supervisor’s performance in each of the following areas. Circle the number that indicates your evaluation. Send the completed form to the MSN Clinical Coordinator.  

\[
3 = \text{Consistently} \quad 2 = \text{Rarely} \quad 1 = \text{Hardly Ever} \quad 0 = \text{Not Sure/Don’t Know.}
\]

<table>
<thead>
<tr>
<th>Access</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Hardly Ever</th>
<th>Not Sure/Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to get in touch with my clinical supervisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My clinical supervisor responds to email and voice messages in a timely manner</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I can set up phone and personal meetings with my clinical supervisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Hardly Ever</th>
<th>Not Sure/Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>My clinical supervisor listens to me</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My clinical supervisor communicates with me in an effective and appropriate manner.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I feel comfortable talking to my clinical supervisor.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Hardly Ever</th>
<th>Not Sure/Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand my clinical supervisor’s expectations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My clinical supervisor has a good understanding of my clinical skill level</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My clinical supervisor knows my strengths and learning needs</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My clinical supervisor gives me useful suggestions for growth and improvement</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My clinical supervisor understands how my clinical site and preceptor meet my learning needs</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentoring</th>
<th>Consistently</th>
<th>Rarely</th>
<th>Hardly Ever</th>
<th>Not Sure/Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>My clinical supervisor cares about my development as a clinician</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>My clinical supervisor is a good advanced-practice role model</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Please write any comments regarding your clinical supervisor’s effectiveness. Use the back of the form if needed.
Ohio University School of Nursing

Student Evaluation of Clinical Preceptor

Preceptor ____________________________________________   Clinical Site _______________________
Course Number ______________    Student Name _____________________________Dates ___________

**Directions:** Use the rating scale and complete the evaluation form for each preceptor. This is to be an evaluation of the clinical preceptor only and is to address teaching in the clinical site only. Submit the completed evaluation form to the MSN Coordinator of Clinical Courses.

**Rating Scale:** 1 = Rarely      2 = Usually        3 = Consistently

My preceptor:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allowed me to perform clinical management skills, (i.e. H&amp;P, prescriptions, procedures) as appropriate for level in program.</td>
<td></td>
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</tr>
<tr>
<td>2. Encouraged me to integrate course content, theory, and current research into practicum experiences.</td>
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<tr>
<td>3. Identified areas for my improvement and provided appropriate guidance.</td>
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<tr>
<td>4. Encouraged me to think critically and independently and to use creativity in approaches to patient care problems.</td>
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<tr>
<td>5. Was available to me for patient problem discussion and clarification of questions.</td>
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<tr>
<td>6. Provided regular evaluative feedback that assisted me in learning and in my professional growth.</td>
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<tr>
<td>7. Demonstrated genuine interest in my practicum performance and professional growth.</td>
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<tr>
<td>9. Demonstrated and encouraged the use of the interdisciplinary team.</td>
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<tr>
<td>10. Allowed me to be responsible in the patient decision-making process.</td>
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</table>

Additional Comments:
Ohio University School of Nursing

MSN Program

Student Evaluation of Clinical Site

Name & Address of Site _____________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Student Name ____________________________ Course _______________ Date _______

Please evaluate the clinical site(s) where you practiced for this term. Complete a separate
form for each clinical site. Return to your clinical supervisor.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was adequate space provided?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Was adequate time given to see clients?</td>
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<tr>
<td>3. Were the numbers of clients sufficient to meet the clinical course objectives?</td>
<td></td>
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<tr>
<td>4. Were the types of clients appropriate to the clinical course objectives?</td>
<td></td>
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<tr>
<td>5. Were you encouraged and/or allowed to select clients according to your learning needs?</td>
<td></td>
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<tr>
<td>6. Did you have the opportunity to follow up with clients and/or problems of interest?</td>
<td></td>
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<tr>
<td>7. Was the client record, including consults and reports of diagnostic tests accessible to you?</td>
<td></td>
<td></td>
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<tr>
<td>8. Was the support staff appropriately helpful to you?</td>
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<tr>
<td>9. Was the support staff accepting of your student nurse practitioner role?</td>
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<tr>
<td>10. Is philosophy of the site to provide:</td>
<td></td>
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</tr>
<tr>
<td>a. Health promotion and disease prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Disease diagnosis and management?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>c. Both?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11. Were instructional materials available for clients to supplement their learning (i.e. pamphlets, outside class opportunities, etc.?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Were community resources, other agencies, and professional disciplines involved with client welfare?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Evaluation of Clinical Site, page 2

1. How far did you travel to reach the clinical site?
   
   a. Mileage ____________________________________
   
   b. Travel time _________________________________

2. How accessible was parking? ________________________________

3. List ways that this agency provided you with a good clinical experience.

4. List areas in which this agency could improve in order to provide optimal student learning.

5. Would you recommend this agency to another student?

   YES _______  NO _______

   Please explain your response.
Request to Take MSN Courses
Out-of-Sequence Form

Student ______________________________________   Date ________________

PID# __________________________________________

First term as an MSN student taking courses 
(Term) __________________   (Year) __________________

MSN courses are intended to be taken in sequence. Students requesting to take a MSN course out-of-sequence (i.e. taking only one course in a term) for any reason (i.e. personal, professional, unable to secure a preceptor) will need to fill out the Out-of-Sequence Form and submit to the MSN Associate Director of the OU School of Nursing. Filling out this form does not automatically give you permission to take courses out of sequence. Each student's program of study will be reviewed and approved or denied on a case-by-case basis.

The form must be submitted to the MSN Associate Director via MSN@ohio.edu at least 30 days prior to the first day of the term in which the course sequence change would occur.

Listed below are non-negotiable situations:

1. All MSN core courses must be completed before a student may take any clinical course. There is only one exception to this rule [NRSE 6230 (Advanced Pharmacology) may be taken concurrently with the first clinical course, NRSE 6920 (Care of Women)].

2. FNP clinical courses must be taken in sequence.
   1. NRSE 6920, Care of Women
   2. NRSE 6921, Care of Adults
   3. NRSE 6922, Care of Children
   4. NRSE 6923, FNP in Practice

Please provide a detailed explanation of the rationale for request to take MSN courses out-of-sequence:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

MSN Admin Use Only:

Request Approved [ ] Request Denied [ ]

__________________________________________   _____________________________
Associate Director, MSN Program               Date