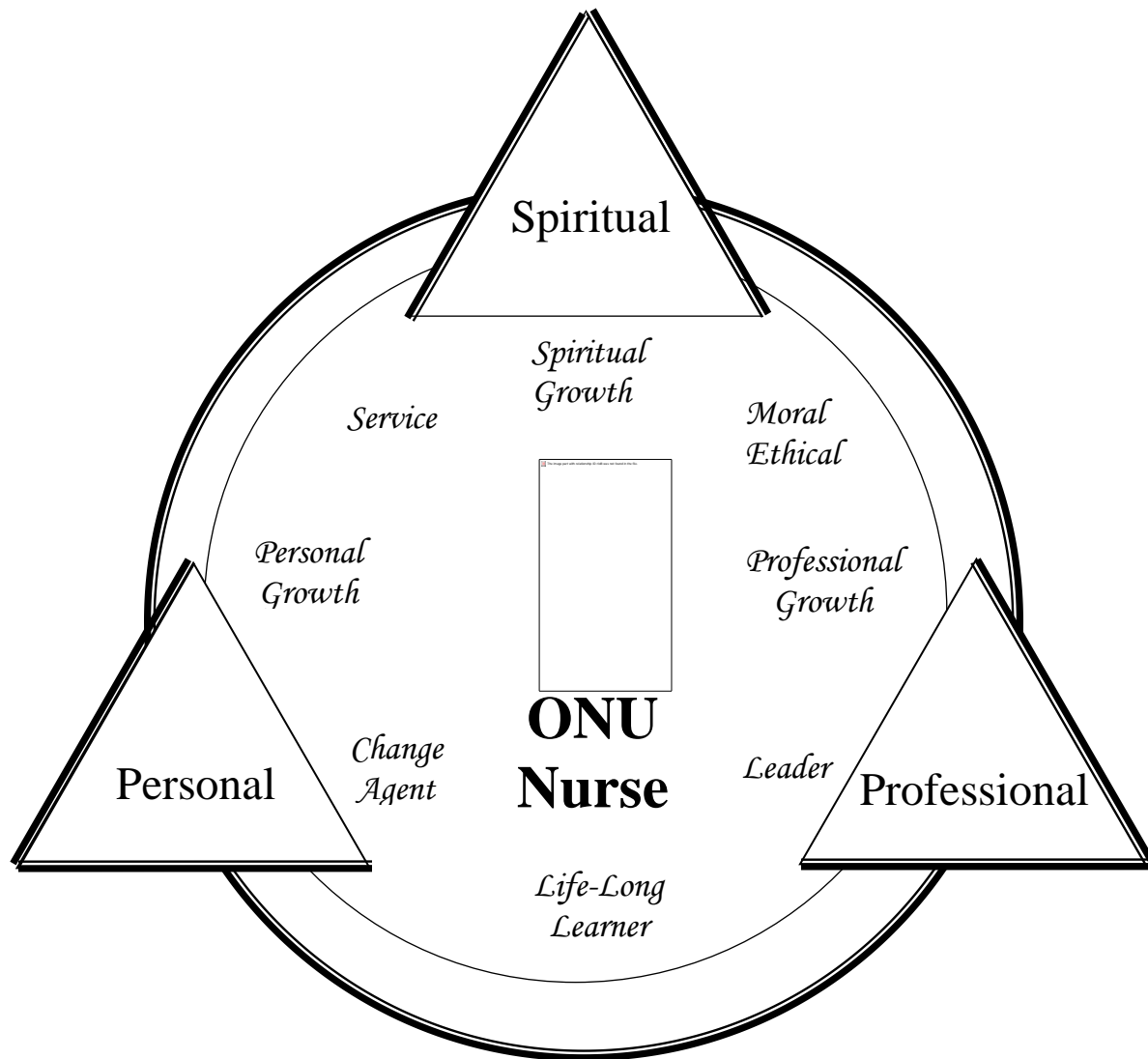# MSN STUDENT HANDBOOK

Policies and Forms for All MSN Students
These policies and forms supersede all previous policies and forms.
Courses and Practicum Hours Apply to Students Enrolled
In the MSN Degree Program May 19, 2014 or After

Spiritual

Spiritual Growth

Service

Moral Ethical

Personal Growth

Professional Growth

ONU Nurse

Change Agent

Leader

Personal

Professional

Life-Long Learner

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Olivet Nazarene University Department of Nursing
Handbook Agreement

I, the undersigned, agree to the use of my course work and/or test scores, during my academic tenure at Olivet Nazarene University, for the purpose of evaluation and research, knowing the information will be presented as aggregated data. I understand my work/scores will not be able to be identified as mine in any published results, designed to enhance the overall quality of this and other nursing programs. As a graduate student, I understand the importance of participating in research designed to improve our MSN Program.

In addition, I have reviewed *Olivet Nazarene University MSN Nursing Student Handbook,* which is available in Benner Library. I accept responsibility for knowledge of the handbook contents and agree to abide by the standards and academic policies found herein. I accept responsibility for knowledge of the handbook contents of all new versions that might be distributed throughout my program.

I understand I must complete the ONU Orientation and Learning Management System (LMS) training prior to the start of my first course, NRSG 653: Theoretical and Professional Foundations of Nursing. If I do not complete the training, I will be administratively withdrawn from the program and required to reapply.

I understand I am responsible for monitoring my ONU email and keeping my contact information up-to-date with Olivet, as this is how the Nursing Faculty and Administration will be communicating with me from this point forward, including after graduation.

I understand the requirements for my declared specialty track and its practicum are my responsibility and that it is my responsibility to obtain a practicum site with a preceptor with an MSN or doctorate, in order to comply with the requirements outlined in the MSN Student Handbook practicum guidelines in my designated track.

Print Name: _____

Signature: _____

Date: _____ (month/day/year)

History of the Nursing Program

As early as 1959, the possibility of initiating a baccalaureate nursing program was considered by Olivet Nazarene (then) College administrative members who did not find it feasible to initiate a program at that time. However, recognition of the need for nurses and the discontinuance of St. Mary's hospital diploma program in Kankakee prompted reconsideration early in 1966. At the May 1966 meeting of the Olivet Board of Trustees, approval was given for the development of a baccalaureate degree program in nursing.

Assistance in planning the program was given by the Department Chair at Northern Illinois University and a nurse coordinator of the Illinois Department of Registration and Education. By September of 1966, the first chair, Faye Riley was employed to develop and lead the newly organized Department of Nursing. The first students to enroll in the nursing program started in the fall of 1967. The Dedication program on October 1968 indicates there were 34 students continuing in the course.

Classes met in various buildings of the campus. The first Department of Nursing office was located in Reed Hall of Science. Also, the lecture hall of Reed was used for classes requiring demonstrations. Rooms of Wellman Hall as well as in a college-owned building on Marseilles Street were used for teaching other classes. Later, the office of the Department of Nursing was located in Burke Hall. A generous gift from Mr. and Mrs. Gerett M. Wisner and a federal grant made it possible to construct a free standing building dedicated for the nursing program.

Groundbreaking for the Wisner Hall for Nursing Education was in February 1970 and was first used in 1971. Wisner Hall provided four classrooms, a student lounge, a resource center with 24 carrels (each equipped with tape and viewing machines), the Evelyn Witthoff - Geraldine Chappell auditorium (respectively named for a Physician – RN missionary team to India) capable of seating 150 students, office space for 20 faculty members, and a faculty lounge. Originally the Audio-Visual Department of the college occupied a large area in Wisner Hall. That space was made available to the nursing department when the audio-visual equipment was moved to Benner Library in 1976. Other departments and offices have shared the building space through the years as well.

The building remains a beautiful testament to the faithfulness and generosity of the Wisners. Wisner has been updated with a Virtual Hospital, high fidelity simulation manikins, and 31 computer stations for study, standardized testing, and interactive learning.

The Department of Nursing was designated a Division of Nursing in the spring of 1977 by the college administration. The Division of Nursing received full approval from the National League for Nursing in 1979 with the most recent approval in 1993. The nursing program made application to the Commission for Collegiate Nursing Education (CCNE) and received

preliminary approval in 1997, and full approval in 2001. In 1990, the Division of Nursing established a non-traditional track of the program of nursing for registered nurses with an associate degree or a three-year diploma desiring the Bachelor of Science Degree in Nursing. The first class began in January, 1991.

Kappa Sigma Chapter, Sigma Theta Tau, International Nursing Honor Society was established here on May 12, 1984 through the hard work and dedication of the first Chapter President, Sue Davison, and the Executive Board Members, VP-Margaret Frogge, Treasurer-Marvina Eckert, Secretary-Brenda Johnson, and Faculty Advisors-Leann Eaton and Amy Golyshko. The Nursing Students in Action joined the National Student Nurses Association in 2008.

In October, 2000, a Master's in Nursing Program was established to prepare nurses for the advanced practice role; the first cohort of MSN students graduated in May 2003. In May 2005, the MSN program's Continuous Improvement Progress Report was approved. In November 2006, the MSN program was reviewed for accreditation by CCNE and accreditation awarded by AACN. In 2007 an expanded MSN offering was launched to include tracks in Nursing Leader/Manager, Nursing Education, and Emergency Preparedness-Disaster Response. Due to low enrollment in the Emergency Preparedness-Disaster Response Track, it was dissolved and made way for a new track. In June 2011, the Family Nurse Practitioner , and May 2013 the FNP Certificate tracks were launched. Olivet Nazarene University's nursing programs are fully accredited by the Commission on Collegiate Nursing Education.

With the 2006 restructuring of the University, the Division of Nursing became the Department of Nursing within the School of Professional Studies. However, a new restructuring was announced in May of 2014, and the Department of Nursing became the School of Nursing and Health Sciences, effective July 2014. In July 2015, with a new restructuring the School of Nursing and Health Sciences became a Department of Nursing in the School of Life and Health Sciences.

The master's degree in nursing and post-graduate APRN certificate program at Olivet Nazarene University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750***,*** Washington, DC 20001***, (202) 463-6930*** www.aacnnursing.org ***202-887-6791.***

Nursing Program Organizing Framework

Mission

The mission of the Department of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of service to God and/or humanity. In this endeavor, students integrate faith and learning as they investigate concepts inherent in personal, professional, and spiritual growth through life-long learning and leadership.

Philosophy

The philosophy of the Olivet Nazarene University Department of Nursing encompasses spiritual, personal, and professional concepts that include the roles of leader, change agent, life-long learning, and service guided by ethical and moral standards.

Program Outcomes

Graduates are prepared to continue in the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The goals of the MSN nursing major are to prepare graduates to:

I.   Serve God and/or humanity in advanced nursing roles and settings.
II.   Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
III. Evaluate the concepts of leadership skills and an understanding of the dynamic health care environment to create constructive change.
IV.   Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.
V.   Communicate effectively through oral and written modalities, using current and innovative technologies.

Expected Outcomes of the Graduate

The expected outcome characteristics of the MSN graduates include:

- An ethical, moral, and spiritual professional
- A life-long learner committed to personal, professional, and spiritual growth
- An individual capable of providing leadership through service to God and/or humanity in advanced nursing roles and settings
- A leader and change agent
- A scholarly writer, able to cite and reference sources correctly, using current APA standards.

Conceptual Framework of the Program

Spiritual

Spiritual Growth

Service

Moral/
Ethical

Personal
Growth

Professional
Growth

ONU Nurse

Personal

Change
Agent

Leader

Professional

Life-Long
Learner
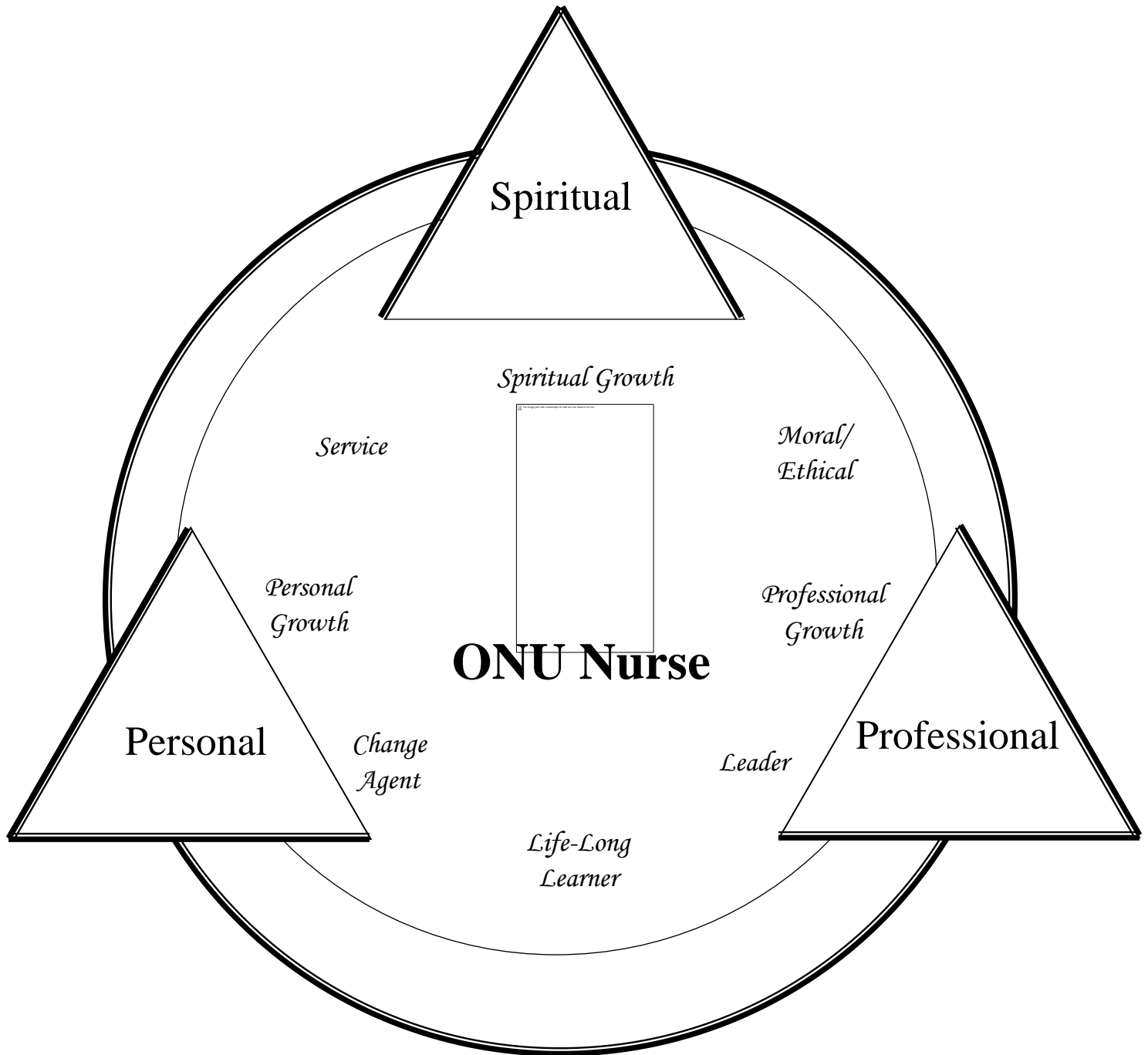
Olivet Nazarene University
Graduate Nursing Student Roles

Leader:
Nurses are responsible to prepare today for tomorrow's challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to produce change and manage transition moving nursing toward a preferred future.

Change Agent:
Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies and will ultimately produce change in nursing practice, the profession, and/or society.

Life-long Learner:
Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses embrace an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.

Professional Growth:
Nurses evaluate their personal growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.

Personal Growth:
Nurses discuss personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing world view.

Spiritual Growth:
Nurses will systematize knowledge of the Christian faith through completion of the Biblical classes offered at the University, syntheses of faith into service to God, and service to the local and global community.

Service:
Nurses choose meaningful time and dedication in service to God and/or mankind in order to meet the needs of individuals, targeted populations, and the local and global community.

Ethical:
Nurses convey a personal philosophy of nursing practice grounded in the ethical values of their faith and profession. Judgments on moral dilemmas will be based on high ethical standards and made with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.

Moral:
Nurses have the confidence to plan consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.

Correspondence of Central Themes to Program Outcomes

Central Themes	Program Outcomes
Leader: Nurses are responsible to prepare today for tomorrow's challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to create change and manage transition moving nursing toward a preferred future.	I. Serve God and/or humanity in advanced nursing roles and settings. III. Evaluate the concepts of leadership skills and an understanding of the dynamic health care environment to create constructive change. IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles. V. Communicate effectively through oral and written modalities, using current and innovative technologies.
Change Agent: Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies and will ultimately create change in nursing practice, the profession, and/or society.	II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. III. Evaluate the concepts of leadership skills and an understanding of the dynamic health care environment to create constructive change. IV. V. Communicate effectively through oral and written modalities, using current and innovative technologies.
Life-long Learner: Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses develop an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.	I. Serve God and/or humanity in advanced nursing roles and settings. II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university. III. Evaluate the concepts of leadership skills and an understanding of the dynamic health care environment to create constructive change. IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.
Professional Growth: Nurses scrutinize their professional growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.	I. Serve God and/or humanity in advanced nursing roles and settings. IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles V. Communicate effectively through oral and written modalities, using current and innovative technologies.

Central Themes	Program Outcomes	
Personal Growth: Nurses analyze their personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing world view.	II.	Integrate faith and life-long learning as they Evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
	III.	Evaluate the concepts of leadership skills and an understanding of the dynamic health care environment to create constructive change.
Spiritual Growth: Nurses will examine their knowledge of the Christian faith through completion of the Biblical classes offered at the University, synthesis of faith into service to God, and service to the local and global community.	II.	Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
	IV.	Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.
Service: Nurses generate a meaningful time and dedication in service to God and mankind in order to meet the needs of individuals, targeted populations, and the local and global community.	I.	Serve God and/or humanity in advanced nursing roles and settings.
	IV.	Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.
Ethical: Nurses apply a personal philosophy of nursing practice grounded in the ethical values of their faith and profession. Judgments on moral dilemmas will be based on high ethical standards and made with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.	II.	Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
	III.	Evaluate the concepts of leadership skills and an understanding of the dynamic health care environment to create constructive change.
Morals: Nurses have the confidence to operate consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.	II.	Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
	IV.	Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.

MSN Program Core and Specialty Track Outcomes

At the conclusion of each level, the nursing students are expected to achieve the following level objectives. Each level objective contributes to the program outcomes.

MSN CORE OUTCOMES	NRSG 653: Theoretical & Professional Foundations of Nursing	A. Reflect on the decision to embrace life-long learning and determine the level of personal, professional, and spiritual growth obtained
	NRSG 626: Moral/Ethical Decision Making	B. Reflect on the role of the master's prepared nurse in driving change through evidence -based research to facilitate quality healthcare service.
	NRSG 679/680: Evidence-Based Practice and Project Proposal Development I & II	C. Reflect on personal service virtues associated with ethical and moral leadership when confronted with advanced roles of education, leadership, and management in a changing global society.
		D. Create a ***personal leadership development plan*** that includes ONU MSN nursing student roles and declare a specialization track of: Education, Leadership/Management, or Family Nurse Practitioner.
	NRSG 627: Professional Role Development of the Advanced Practice Registered Nurse (APRN)	D. Understand the relationship between normal physiology and alterations that occur in specific systems as a result of disease processes and abnormal health conditions
	NRSG 628: Nursing Informatics	E. Understand the selection of pharmacologic agents for the management of client health problems based on client variations, the problem being managed, and cost-effectiveness.
	NRSG 629: Professional Role Development of the Nurse Educator and Nurse Leader	F. Obtain and perform comprehensive and problem-focused history and physical examinations across the lifespan.
	NRSG 673/674: Advanced Pathophysiology I & II	G. Integrate credible and relevant sources into scholarly written documents using current APA standards
	NRSG 675/676: Advanced Pharmacology I & II	
	NRSG 677/NRSG 678: Advanced Health Assessment I & II	
EDUCATION SPECIALTY TRACK OUTCOMES	NRSG 621: Teaching Roles & Strategies (60 practicum hours)	A. Demonstrate compilation of knowledge associated with the design, planning, and implementation of an educational offering.
	NRSG 622: Curriculum Design, and Assessment (60 practicum hours)	B. Reflect on the practicum experience and consider personal and professional growth.
	NRSG 624 Evaluation in Nursing Education (60 practicum hours)	C. Synthesize the role of a master's prepared nurse in education and revise personal leadership development plan.
	NRSG 651: MSN Practicum	D. Examine the core competencies underlying the role of Educator.
		E. Integrate credible and relevant sources into scholarly written documents, current APA standards.
LEADERSHIP/ MANAGEMENT SPECIALTY	NRSG 631: Nurse as a Leader & Manager of Care (60 practicum hours)	F. Demonstrate a compilation of knowledge associated with the design, planning, and implementation of a project focused on leadership and management.

TRACK OUTCOMES	NRSG 646 Healthcare: Financial and Resource Management (60 clinical practicum hours)	A. Reflect on the practicum experience and consider personal and professional growth.
	NRSG 647 Transforming Leadership in Nursing (60 clinical practicum hours)	B. Synthesize the role of a master's prepared nurse in leadership/management and revise personal leadership development plan. C. Examine the core competencies underlying the role of Leader/Manager
	NRSG 651 MSN Practicum	D. Integrates credible and relevant sources into scholarly written documents, current APA standards.
FNP SPECIALTY TRACK OUTCOMES	NRSG 667 Acute and Episodic Adult and Geriatric Therapeutics and Management (120 clinical practicum hours)	A. Obtain and perform comprehensive and problem-focused history and physical examinations across the lifespan. B. Analyze the relationship between normal physiology and alterations that occur in specific systems as a result of disease processes and abnormal health conditions.
	NRSG 668 – Women's Health – Therapeutics and Management Across the Lifespan (120 clinical practicum hours)	C. Select pharmacologic agents for the management of client health problems based on client variations, the problem being managed, and cost effectiveness.
	NRSG 669 Children's Health – Therapeutics and Management (120 clinical practicum hours)	D. Synthesize the appropriate use of diagnostic measures including laboratory, radiographic and other technologies, health promotion, disease prevention, and current care guidelines for the diagnosis and management of health care problems across the lifespan.
	NRSG 670 Chronic Adult and Geriatric Therapeutics and Management (120 clinical practicum hours)	E. Manage the health care of clients incorporating ethical, legal, cultural, economic, political, and psychosocial factors.
	NRSG 671: Complex Adult and Geriatric Therapeutics and Management (120 clinical practicum hours)	F. Examine the core competencies underlying the role of Family Nurse Practitioner (FNP). G. Integrate credible and relevant sources into scholarly written documents, current APA standards.
	NRSG 672: Complex Children's and Women's Health Therapeutics and Management (120 clinical practicum hours)	
	NRSG 665: FNP Practicum	

MSN Degree Requirements and Program Plan

   The material contained in this section is for information only and does not constitute a contract between the student and the University. At the time of printing, the information is complete and accurate to the best of our knowledge. However, the School of Graduate and Continuing Studies and the Department of Nursing reserve the right to revise information, requirements, or policies; amend rules; alter regulations; and change financial charges at any time in accordance with the best interests of the institution.
   The School of Graduate and Continuing Studies and the Department of Nursing also reserve the right to determine the number of students in each course. If an insufficient number of students enroll for a course, the School of Graduate and Continuing Studies reserves the right to cancel the course, change the time, or provide a different professor of any course.

SGCS General Admissions Requirements - ONU Catalog

General Admissions Requirements adapted for the MSN Student:

To be admitted into an SGCS program at Olivet Nazarene University, an applicant must meet the following general prerequisites:

1. Submit a completed Olivet Nazarene University application form, along with a $50 application fee. Other fees may be required by some programs. Application forms may be obtained from the School of Graduate and Continuing Studies office.
2. Demonstrate moral character consistent with attendance at a Christian university.
3. Possess ability and discipline to pursue rigorous graduate level studies.
4. For master's degree programs, submit an official transcript for the completed bachelor's degree program, as well as all transcripts for all master's-level course work.
   * Official Transcript: A transcript with the registrar's seal from the institution granting credit sent directly to the Director of Admissions and Student Services, Olivet Nazarene University, School of Graduate and Continuing Studies, One University Avenue, Bourbonnais, IL 60914-2345.

   For students who have attended foreign universities, please provide an official U.S. evaluation report from an approved evaluator service organization. The organization must be a member of NACES (National Association of Credential Evaluation Services). Please see NACES.org for approved organizations.

Admission to Master of Science in Nursing - SGCS

In addition to the General Admissions Requirements, the applicant must:

1. Submit an official transcript from a regionally accredited college or university showing an earned Bachelor of Science in Nursing degree.
2. Have attained an undergraduate grade-point average of 3.0 or better (4.0 scale) for admissions after July 2018.
3. Submit a current registered nurse licensure in a geographical jurisdiction of the United States.
4. Have successfully completed (defined as a grade of C or above) an approved undergraduate statistics course. An official transcript for same should be submitted. If

this course is not completed prior to admission, it must be completed prior to enrolling in the graduate nursing research course NRSG 679/680: Evidence-Based Practice and Project Proposal Development.

5. Submit a signed consent regarding criminal background and drug screening requirements.
6. For admissions after August 1, 2017, students submit proof of having worked at least 2,000 hours as an RN before starting the MSN Program.

Admission to Family Nurse Practitioner Certification (FNP-C) Only - SGCS

In addition to the General Admissions Requirements, the applicant must:

1. Submit an official transcript from a regionally accredited college or university showing an earned Master of Science in Nursing degree.
2. Have attained a graduate GPA of 3.0 or better (4.0 scale).
3. Submit current R.N. licensure in a geographical jurisdiction of the United States.
4. Have successfully completed (defined by Nursing Department as a grade of B- or above) within the last five years Advanced Pathophysiology, Advanced Pharmacology, Advanced Physical Health Assessment. These courses may be used as pre-requisites if transferred in or completed here at Olivet Nazarene University.
5. Submit a signed consent regarding criminal background and drug screening requirements.
6. Beginning Fall 2017, submit evidence of having worked as an RN for at least 2,000 hours prior to matriculation in the MSN program.

Learner Requirements

1. Learners must be formally admitted to the MSN program by Olivet Nazarene University officials prior to attending classes.

2. Learners must successfully complete an online Orientation and Learning Management System (LMS) training during the two weeks prior to the start of NRSG 653.

3. *Failure to complete the online orientation and training will result in automatic withdrawal* from the MSN program and one must wait for the next start date.

4. Transfer credit will only be given for 6 hours, in accordance with the SGCS Graduate Policy. Transfer credit will only be given for the following courses of the MSN Program, after review of course descriptions/syllabi for similarity to these two courses: NRSG 653: Theoretical & Professional Foundations of Nursing and NRSG 626: Moral/Ethical Decision Making.

5. The use of a personal computer is an integral component of Olivet's MSN Program. Specific technology requirements are listed on the Nursing Portal Page, found at my.olivet.edu >Menu > Academics > SGCS Academics > Nursing > MSN Core. Sharing your computer with children and other household members can make it difficult to meet course deadlines. Other helpful technology suggestions include purchasing an external webcam, microphone, and speakers.

6. Exams in the MSN Program are completed with online proctoring, which may include a small fee.

7. Olivet's School of Graduate and Continuing Studies programs are fast paced. In all such academic programs, <u>class attendance is mandatory for online components</u> throughout the program.

8. Practicum courses will be graded as Pass/Fail. Some individual assignments will receive a letter grade. In order to pass the practicum course, graded assignments must receive a B- average or higher. All practicum hours, with related documentation, must be completed as satisfactory.

9. **<u>Clinical Compliance Information/Requirements:</u>** In the curriculum for students starting on or after the following cohorts [MSN.91 (2/23/15), MSN.98 (4/13/15), FNP.92 (2/25/15), FNP.93 (2/23/15)], the General Admissions Requirement of a criminal background check, physical exam, and drug screening for FNP students has been changed to the following requirement for ALL MSN Students
    a. Olivet Practicum Compliance Requirements/Health Requirements:
       - Criminal background check
       - Drug screening
       - Physical exam by your own healthcare provider, using the ONU form – with approval for practicum activities

       Submit documentation of:
          o Annual TB test or chest x-ray report
          o Rubella, Rubeola, and Mumps with proof of immunization and titer
          o Varicella with proof of immunization and titer
          o Hepatitis B series with proof of disease/immunization and titer
          o Influenza vaccine proof
          o Copy of your AHA Healthcare provider CPR card (valid throughout your practicum)
    b. Please note that practicum sites may require more than what Olivet requires.
    c. Declination of the Hepatitis B Vaccine series: FNP students will be exposed to community diseases. Students must provide a written statement from his/her primary care provider indicating a medical reason as to why the student cannot receive the Hepatitis B Vaccine.
    d. Declination of the Annual Flu Vaccine: Students must provide a written statement from his/her primary care provider indicating a medical reason as to why the student cannot receive the Flu Vaccine.
    e. **If the drug screening is positive**, the MSN Program Director will withdraw the student from all nursing courses. Use of alcohol or illegal drugs, or misuse of prescription drugs, are strictly prohibited in the classroom, clinical, or laboratory setting.
    f. **"For Cause" Drug Screening**
       - If faculty or preceptor observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical, or laboratory

setting, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.

- If the behavior is noted in the clinical setting, the student will be removed from patient care. The student will have to submit to the agencies' and/or department's drug screening and results will be shared with the MSN Committee and Director of Nursing Programs
- If the behavior is noted on campus in either the classroom or laboratory setting the university's campus policy will be followed.
- If the result of the drug screening is negative, the student shall meet with the MSN Program Director to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, the MSN Program Director will make a decision regarding return to the clinical, classroom, and laboratory setting.
- If the drug screen is positive, the MSN Program Director will withdraw the student from the MSN program and report the results to the Illinois Department of Financial & Professional Regulation, and/or the state from which that student's RN license was obtained.
- The student will pay the costs associated with the "for cause" drug screening.
- A student's failure to comply with any aspect of the "for cause" Drug Screening Requirement will result in the student's withdrawal from the MSN Program without option for readmission.

g. **Readmission following a positive drug screening:** Positive drug screen results prohibit students from practicing in the clinical environment for six months from the drug screen date, thus the student is dis-enrolled from the nursing courses.

- In six months, the student withdrawn for a positive drug screening may reapply by submitting a letter requesting consideration for readmission into the MSN program to the MSN Program Director. If the readmission into the MSN program is approved, it would be effective at the start of the next cohort scheduled for the course from which the student was withdrawn. The student's readmission application will require the student to submit:

  1. Urine drug screen results to CastleBranch.
  2. Documentation from a therapist specializing in addiction behaviors indicating a status of recovery and rehabilitation related to the substance used or abused.
  3. If readmitted, the student will be subjected to random drug screening and/or to "for cause" drug screening at the student's expense for the duration of his or her studies in the MSN program.
  4. If the student has positive results on a drug screening after readmission to the MSN program, the student will be dismissed from the MSN program with no option for readmission to the program.

h. Flagged Criminal Background Checks: Practicum sites will be notified of students with flagged criminal backgrounds. It is at the discretion of the practicum sites as

to how to proceed with practicum placements. Students are to contact the State Board of Nursing upon applying for an APN licensure to determine eligibility.

i. All FNP and FNP-C students are to complete at least 720 clinical/practicum hours by the end of their specialty track. It is a requirement for graduation that all of the hours be completed "Satisfactory."

j. All MSN students in either Education or Leadership/Management tracks are to complete at least 180 practicum hours by the end of their specialty track. It is a requirement for graduation that all of the hours be completed "Satisfactory."

k. All students should obtain an Olivet Nazarene University picture ID before beginning their practicum hours (an ID may be required for your facility, too.)

l. All students should have a white lab coat to wear during their clinical practicum experiences. This is considered part of your professional attire. For FNP students, information regarding how to obtain a lab coat (with an embroidered shoulder patch for ONU) may be obtained from the Olivet Student Success Team at sgcs4help@olivet.edu or 1-877-4-OLIVET.

m. All MSN students in the Education track must complete their practicum hours with a School of Higher Education focus. This can be completed either through an ADN or a BSN program. If the School of Higher Education (community college, college, or university) has an LPN program, a potential preceptor who teaches in both the LPN and ADN program **may** be approved by the MSN Program Director.) Your preceptor must have an MSN and be a full-time nurse educator (preferably for at least three years). However, if your pain management expert nurse (hospice or pain service) does not have an MSN, special permission may be obtained for a BSN-prepared nurse to be a preceptor for the pain management practicum (30 hours). Remember all preceptors must be approved by the MSN Program Director before any hours are accrued.

n. All MSN students in the Leadership track must complete their practicum hours with a Master's prepared nurse with a focus in Leadership (preferably, your preceptor will have been in a position of leadership for at least three years.) However, if your pain management expert nurse (hospice or pain service) does not have an MSN, special permission may be obtained for a BSN-prepared nurse to be a preceptor for the pain management practicum (30 hours).

o. Practicum experiences may not take place in the same agency/unit where the MSN student is employed. You may not receive compensation for your practicum hours.

p. For NRSG 665 cohorts starting August 2018, all MSN and Post-Graduate students in the Family Nurse Practitioner track must complete their practicum hours with an Advanced Practice Registered Nurse (APRN) or a Physician (maximum of 360 practicum hours) who has at least two years of clinical experience. The clinical

experience must be in the APRN's or physician's area of certification. An APRN may be certified as a nurse midwife, clinical nurse specialist, or nurse practitioner.

10. FNP students are encouraged to attend an FNP Review Course before taking their certification exam.

11. FNP Preceptors need to be secured 4 weeks before each of the population-based practicum experiences start, with paperwork signed and approved at least 2 weeks before NRSG 667, NRSG 668, NRSG 669, and NRSG 670 start.

12. Students are expected to act professionally at all times as indicated in the Classroom Deportment – SGCS policy.

SPECIAL TECHNOLOGY REQUIREMENTS

- Access to a private laptop, desktop, or Microsoft Surface Pro (for proctoring). Tablets or Chromebooks are not sufficient. We highly recommend a Windows device.
- Processor: Intel i5 or better
- Minimum of 8 GB RAM
- Hard Drive: 160 GB or larger
- Network Card: A or AC wireless network card (5 GHz network band)
- Newest version of Chrome browser – works best with Canvas
- Microsoft Office (available free to ONU students)
- Adobe Acrobat Reader
- Printer
- Scanner
- An external digital video camera (smartphone/tablet/webcam cameras are acceptable)
- External Webcam/microphone (can be purchased from Amazon for approximately $15)
- Reliable access to high-speed internet to enable you to upload videos and online resources quickly

Graduation Requirements

1. Successful completion of the approved MSN degree program curriculum with a minimum number of 36 credit hours of graduate coursework, including the prescribed number of practicum hours.

2. A minimum cumulative grade point average of 3.0 (4.0 scale).

3. Successful completion of required practicum-related assignments and related documentation, including, but not limited to: preceptor-signed practicum log sheet(s), FNP journal, and all evaluations (preceptor, student, and faculty) should be submitted to the practicum course (NRSG 651 or NRSG 665).

4. Filing of an "Intent to Graduate" form provided by the Graduation Specialist. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.

5. Payment of all tuition and fees.

Admissions, Retention, and Progression Policy

1. Learners must demonstrate the ability to write in a format consistent with graduate-level work and professional standards (APA format).

2. Learners must maintain a 3.0 grade point average (4.0 scale) to remain in the program. A cumulative GPA of 3.0 must be maintained throughout the MSN or FNP-C program and for graduation.

3. Two policies regarding the number of C or C+ permitted in the MSN Program:
   a. For students enrolled in their first course of the MSN or FNP-C Program before **February 1, 2015**, no more than two Cs or C+s are permitted in the coursework. A third C or C+ requires a learner to repeat one of the three courses. Only ONE repeat of any course due to administrative withdrawal, withdrawal failing due to a failing grade, failure, or a third C or C+ is allowed during the program.
   b. 3b. For students enrolled in their first course of the MSN Program or Post-Graduate FNP Certificate track on or after February 1, 2015, starting in January of 2018, a student may fail a didactic or practicum course due to administrative withdrawal, withdrawal failing, failure/unsatisfactory, or earning more than one C or C+. More than one C/C+ requires a learner to repeat the course. A student can repeat two different courses (for a total of two retakes during the MSN program). Only ONE repeat of the same course is allowed during the MSN Program or Post-Graduate FNP Certificate track.

4. FNP and FNP-C students must earn no lower than a B- (83%) in the didactic and practicum portions of EACH of the FNP specialty track courses (NRSG 667, NRSG 668, NRSG 669, NRSG 670, NRSG 671, NRSG 672 and NRSG 665A, NRSG 665B, NRSG 665C, NRSG 665D, NRSG 665E, NRSG 665F). If you fail to maintain a B- average in the didactic portion of the specialty track courses, but receive a C or C+, you may be allowed to repeat that

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course to improve your grade, if this is your first C or C+. Only one repeat of <u>any</u> course is allowed throughout the entire program.

5. Only ONE repeat of any course due to administrative withdrawal, withdrawal due to a failing grade, low GPA, C or C+, or failure is allowed during the MSN program.

6. Failure to demonstrate meeting any of the above will result in student withdrawal from the program.

7. Kaltura is a FERPA- and HIPAA-compliant internet storage site for submission of videos during the MSN program. If it becomes known a student has posted a video of any portion of a physical examination done during one of the ONU courses on an internet site, other than an ONU-approved site, such as Kaltura, the student will be removed from the MSN program. This applies even if the 'client' is one of the student's family or friends, and not an actual patient.

8. Rationale: Students must have a 3.0 throughout the entire program.

9. To change tracks, a student must obtain permission from all Program Directors involved. If an MSN student changes his/her desired track, after having completed NRSG 627: Professional Role Development of the Advanced Practice Registered Nurse (APRN) or NRSG 629: Professional Role Development of the Nurse Educator and Nurse Leader/Manager for their originally chosen track, the student will be required to complete the entire course for their new track, either NRSG 627or NRSG 629.

10. If a student is unsuccessful in one of the congruent didactic courses or practicum sections, the student will need to audit the congruent course/practicum section while retaking the failed course/practicum section.

   - To audit the congruent didactic course successfully, while retaking a failed practicum section, a student must participate in the discussion board and receive a B- or higher average within the congruent didactic course
   - To audit a practicum section successfully, while retaking a failed didactic course, a student must complete at least half of the required hours for that congruent practicum section. The repeated practicum hours must receive a "Satisfactory" evaluation to be considered as a successful audit.

MSN Academic Information and Policies

Online Course Week – Start and End Dates
- Courses start on Day 1 of Week 1 at 12:01 a.m. CST
- Courses end on Day 7 of the last week of a course at 11:59 p.m. CST

The Course Week
- The course week consists of seven days: Day 1, Day 2, Day 3, etc.
- Day 1 is the first day the course begins and Day 7 is considered the last day of the week.
- Courses may begin on different days of the week for each cohort so faculty and students will need to equate Day 1 with the start date for a course.

Submission Times
- A day is comprised of the timeframe between 12:01 a.m. and 11:59 p.m.
- Any coursework (assignments, discussion questions, etc.) due on a given day must be submitted within this timeframe to be considered submitted on time.
- No course work will be accepted after Day 7 of the last week of a course. Please submit your assignments to Turnitin and check the Match Overview report, to ensure that you have not plagiarized inadvertently, which includes, but is not limited to the following:
  - Paraphrasing inadequately without changing <u>both</u> words and sentence structure
  - Quoting inaccurately or without quotation marks
  - Self-plagiarizing (students should consider their previously submitted assignments as "published" and therefore cannot use them without citation in new assignments)
  - Citing incorrectly, according to the 6th edition of the *Publication Manual of the American Psychological Association.*

Student Participation
- Courses are not to be considered independent study courses.
- Instead courses are considered to be essential shared learning communities.
- Therefore, it is imperative that students participate with substantive and timely postings to the online discussion board as outlined in the course syllabus.
- Failure to post the expected frequency and quality will result in grade reduction for the discussion.
- Students are not allowed to post ahead in any week.
- Students are required to check and utilize their Olivet email address when communicating with faculty, administration, or staff.
- Students should check the following for Guidelines/Standards for Assignments at SGCS
  - [Guidelines for Preparation of Written Assignments - SGCS](#)
  - [Written Work, Minimum Standards - SGCS](#)
  - [Oral Presentations, Minimum Standards - SGCS](#)

Faculty Participation
- Faculty members are expected to facilitate student personal, professional, and spiritual growth through guided responses on the discussion board which provide critical insight, stimulate new ideas, and/or raise awareness.
- Faculty members are required to be accessible to the student which is demonstrated through visibility and quality feedback on discussions and assignments.

- It is reasonable for students to expect the faculty will be **online at least once per day**, except as communicated by the faculty (for example, not online on Sunday), and be reasonably accessible to students by providing contact information in their biography link.
- Students are required to check and utilize their Olivet email address when communicating. Faculty members will not use personal email addresses when communicating with students.
- Faculty members will make every attempt to return the student assignments **within 5-7 days of due date**. If the response requires additional time, the faculty should communicate this to the student.
- The returned assignment should reflect appropriate comments using the course grading rubric.
- Further, the student can expect the faculty members will provide comments that facilitate personal and professional development in the academic setting.
- Faculty members are expected to respond to questioning and student emails **within 24-48 hours except on holidays and weekends.**

 Students may receive credit for assignments in the following ways:

Discussions
- The grading for discussion activities is outlined in the course-grading rubric.
- Students are required to:
  - support their discussions with citations
  - write following APA rules, with APA formatted citations and references
  - provide a reference list at the bottom of their posting.
- Participation points are based on the Discussion Postings.
- Discussion Board posts need to be in APA format for quotes, citations, and references.
- Due to limitations with LMS, spacing (single vs. double and hanging indentation for references) will not be considered in the grading.
- **Make sure that you allow enough time for computer problems to ensure that you post on time.**

Online Discussion Criteria

Students in online courses are required to **participate in online class discussion at least three different days each week. Students are expected to read their classmates' and teachers' postings. This facilitates learning in your community of inquiry.**

 A. Initial Posts
There is an online discussion posting due by Day Three at 11:59 p.m. CST weekly. An initial post consists of a minimum 250-word written response for each question. For example, if there are three questions listed for one week's discussion assignment, your posting should be at least 750 words. The exception to this rule is for group case studies, which are done in NRSG 673/674: Advanced Pathophysiology I & II, NRSG 675/676: Advanced Pharmacology, and NRSG 677/678: Advanced Health Assessment . It is usually best to respond in order to each question, so that the instructor can easily see which part of your

posting is meant to answer each question posed. You may post as early as the first class day. Initial posts are required to include a minimum of three cited references within the posting. Three references are required whether you are answering one question or four questions. At least one reference should come from a course textbook being used in the required readings for the class. At least two references should come from outside scholarly references, not course textbooks. Use of additional scholarly references is encouraged. All references must follow proper APA citation guidelines .

B. Feedback Posts

In addition to the initial post, students are required to provide feedback to one of their peers' initial postings on a different day than they posted their initial post each week, but by the end of Day 6. Also, you are expected to respond to questions posed by the instructor. *Students must submit their initial post before writing a feedback post in response to another student's initial post.* A feedback post must include a minimum 75-word post and at least one scholarly reference. Use of additional scholarly references is encouraged. You may decide if these references come from the course textbook or a scholarly source. All references must follow proper APA citation. Post your feedback posting on or before Day 6 at 11:59 p.m. CST. Be mindful of other's need for your Feedback Post to write their own Response Post.

C. Response Posts

Respond to a peer that posted feedback to your initial post on or before Day 7 at 11:59 p.m. CST. The response post must include a minimum 75-word post and at least one scholarly reference. Use of additional scholarly references is encouraged. You may select if these references come from the course textbook or a scholarly source. All references must follow proper APA citation.

All three postings each week should provide colleagues with reflective thoughts, personal experiences, and/or resourceson the topic.

Failure to post within the given week will result in the student having an unexcused absence..

Discussion Requirements and Rubric

Up to 1 point may be deducted for APA and/or grammar.

5 Points (Exemplary)
- Discussion postings and responses must meet the requirements of the online discussion criteria.
- Discussion postings and responses significantly contribute to the quality of interaction by providing rich and relevant examples, applicable research support, discerning ideas, and/or stimulating thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.
- Discussion postings and responses demonstrate an in-depth understanding of concepts and issues presented in the course, (e. g., insightful interpretations or analyses, accurate

and perceptive parallels, and well-supported opinions), and are well supported, when appropriate, by pertinent research.

- Discussion postings and responses provide evidence that the student has read and considered a sampling of colleagues' postings and synthesized key comments and ideas, as applicable.

4 Points (Proficient)

- Discussion postings and responses are responsive to the requirements of the online discussion criteria Discussion postings and responses contribute to the quality of interaction by providing examples, research support when appropriate, ideas, and/or thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.
- Discussion postings and responses demonstrate some depth of understanding of the issues and show that the student has absorbed the general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion postings and responses provide evidence that the student has considered at least some colleagues' postings and synthesized some key comments and ideas, as applicable.

3 Points (Sufficient)

- Discussion postings and responses are posted by the due date but are not always responsive to the requirements of the discussion instructions or do not meet the required length requirements.
- Discussion postings and responses do little to contribute to the quality of interaction or to stimulate thinking and learning.
- Discussion postings and responses demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and, while generally accurate, display some omissions and/or errors.
- Discussion postings and responses do not provide evidence that the student has considered at least some colleagues' postings or synthesized at least some key comments and ideas, as applicable.

2 or Less Points (Developing)

- Discussion postings and responses are posted past the late deadline, defined as 11:59 p.m. on the due date, do not meet the required length requirements, and/or do not address the requirements of the Discussion instructions.
- Discussion postings and responses do not contribute to the quality of interaction or stimulate thinking and learning.
- Discussion postings and responses do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and/or errors.
- Discussion postings and responses do not provide evidence that the student has read or considered colleagues' postings, as applicable.

Assignments

Points will be awarded for assignments guided by a grading rubric in each course. The course syllabus and classroom online links are available for accessing the grading rubric in every course. Students should use the rubric as a method of ensuring the objectives of the assignment are met. Faculty will include the rubric on graded assignments with comments and rationale for points awarded. If the student has significant life issues (this does not include vacations/honeymoons/work schedules, etc.) that impede completion of assignments in a timely manner, they must contact the Instructor for that course 24 hours **prior** to the due date to make other arrangements.

APA Guidance - Benner Library

Olivet Nazarene University requires that all written work of students adheres to 6th edition APA formatting.

Attendance Policy - SGCS

It is the responsibility of the student to attend all scheduled class sessions in all on ground and online classes. In emergency circumstances, a student may be permitted to miss a class session under the following terms:

- The student must seek approval from the instructor prior to the missed class. Failure to contact the instructor prior to the missed class will result in zero points for all assignments due that week. It is the professor's decision whether to grant an excused absence or not.
- The student must make arrangements with the instructor to complete all assignments and make up work if assigned by instructor.

Failure to follow this policy may result in an F for the course.

To be considered present in online classes, the student must log in and post at least one substantive forum post or assignment per week. No points will be given for late work or missed discussion postings.

Late Work Policy – Nursing

Late work is highly discouraged; however, in the event you choose to submit an assignment past the due date and time (illness, work, etc.), 10% per day will be deducted from your assignment grade. After the third day the assignment grade is zero. All pass/fail assignments will receive a zero one day after the due date. All work must be completed by the last course day at 11:59 p.m. CST, even if it is too late to receive credit towards the course.

MSN Examination Policy

Request for an excused absence MUST occur by voice mail or email directly to the course instructor before the end of the exam window. A student who fails to take a scheduled examination without prior notification will receive a grade of zero for the examination.

Any computer difficulties while taking the exam should be reported immediately to ONU IT, Canvas, online proctoring company, and your course instructor.

Remember that exams are an individual effort. There should no discussion about questions to students who have not taken the exam. Discussing test questions can jeopardize test integrity and is a form of academic dishonesty.

- Students must: 1) be alone in their chosen testing room, with the door shut; 2) have a clear desk and surrounding area; 3) be connected to a power source; 4) remove phones, headphones, and dual monitors from the room; 5) remain in their seat at all times; 6) refrain from all talking; 7) ensure external webcam, speakers, and microphone remain on and at the original setting throughout the test and that the proctor is able to see you for the duration of the test; 8) Proctor must be able to see your eyes for the duration of the test. You must keep your eyes on your monitor at all times – no looking around the room.

Any and all violations will be submitted as an academic integrity violation and subject to appropriate sanctions as outlined in the SGCS Academic Integrity policy.

Code of Conduct

Discussion forums are vital for effective online learning experiences. Students are expected to project a scholastic demeanor and to interact by posting responses to class activities. Be aware, however, that online discussions remove the visual and verbal cues of language, requiring even greater clarity in your writing and further attention to how your writing may be misread and/or misunderstood. There is also a sense of false anonymity present with online writing/discussions, and this can lead to the temptation to say something you would never say in a face-to-face discussion. Students, at all times, are expected to be respectful of their peers, the institution, its facilities, and its personnel. **Discussions in the classrooms and online are totally independent of the work environment. Discussion should remain in the correct arena.** Demeaning comments, inappropriate, inflammatory, derogatory language, and/or ethnic, racial, or gender-based comments, suggestions or undercurrents will not be tolerated.

[Academic Integrity - SGCS](#)
Please find the SGCS policy on Academic Integrity and Due Process Policy at this site.

Ethics/Plagiarism
Preparation for a professional career as an MSN prepared nurse, includes responsibility and accountability for one's work and decisions. Assignments are expected to reflect the effort and thoughts of the individual student, except as indicated by the use of proper documentation. Failure to properly credit the work of another will result in a grade of zero (0) for the assignment. Plagiarism is defined as use of intellectual material produced by another person without acknowledging the source. There should be no more than 25% matching when work is submitted through the correct process (Turnitin) to check for plagiarism. However, although 25% is a rough guideline, it does not mean the student doesn't have any plagiarism within the assignment. The Turnitin report must be accessed and checked for plagiarism or inadvertent plagiarism. For example:

- Wholesale copying of passages from works of others into an assignment, paper, posting, or thesis without acknowledgement.

- Using the views, opinions, or insights of another without acknowledgement.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.
- Paraphrasing inadequately – without changing the words and sentence structure from the original source.
- Faculty will monitor for evidence of plagiarism. All work must be submitted through the correct process (Turnitin) to be assessed for evidence of plagiarism.
- Self-plagiarism is the use of the learner's work from a previous class and is highly discouraged. Should the learner's previous work be used, it must be cited as such.

Grading Guidelines, Graduate Programs - SGCS

Definitions of various letter grades are given for graduate programs in SGCS. However, the Nursing Grading System is slightly different from the SGCS Grading System. **Please use the correct nursing evaluation procedure and grading system.**

Nursing Evaluation Procedure and Grading System

95 – 100	A	Passing scores	
92 – 94.9	A-		
89 – 91.9	B+		
86 – 88.9	B		
83 – 85.9	B-		
80 – 82.9	C+	Non-passing scores for FNP specialty track courses both	
77 – 79.9	C	didactic and practicum (NRSG667/668/669/670/671/ 672/665A, B, C, D, E, and F)	
74 – 76.9	C-	Non-passing scores for all MSN courses	
71 – 73.9	D+		
68 – 70.9	D		
65 – 67.9	D-		

Incomplete Grades

Students may be given an incomplete for a course at the discretion of the course instructor and the approval of the MSN Program Director. Normally this is granted for a period of no more than one week beyond the official last day of the course. Incompletes may not go beyond 30 days after the official last day of the course; this includes NRSG 651 and NRSG 665, the practicum courses. If a student goes beyond 30 days, he/she will need to re-enroll in the course, and may incur additional costs. No opportunity is offered to make up any missing discussion postings. Points for discussion activities are provided according to the program discussion rubric found in the MSN Student Handbook.

Grade Appeals, Academic Policy Appeals, & Grievance Procedures

The university, beginning in the Fall of 2016, has adopted new Grade Appeals, Academic Policy Appeals, and Grievance Procedures. The full document with each procedure can be located in the University Catalog. The following are definitions of each new procedure:

Grade Appeal - SGCS

An appeal of a grade occurs at the conclusion of a course and is based on a student's belief that their final grade is incorrect. Students may not appeal grades for individual assignments while a course is in progress, but should contact the instructor if they believe a grade for any assignment is incorrect.

Academic Policy Appeals

Students have the right to petition for exceptions to any academic policy. The Academic Standards Committee is chaired by the University Registrar and includes four faculty appointed by the Steering Committee and two students appointed by the Associated Student Council. Most requests for exception are institutional in nature such as requests to overload, requests for substitutions, and similar items. The committee's responsibility is to balance the academic integrity of the institution with legitimate hardships students face. All requests for exceptions to institutional policy are made in writing at the Office of the Registrar.

In some cases, departments have internal policies unique to their programs. Students may request an exception to those policies through whatever internal process is in place in that department. If those requests are not approved, students may appeal to the Academic Standards Committee. In reviewing such cases it is essential to have faculty from the department involved in making decisions about exceptions; it is also necessary to have faculty from outside the department to ensure consistency across the university and to prevent conflicts of interest.

Grievance Procedure - SGCS

Students may file a grievance when they believe their student rights, as outlined in written university policy, were violated or there was a lack of due process as defined by university policy. Students must file their grievance within 30 calendar days of the alleged incident. If the concern is regarding a final grade, the student should follow the grade appeal process. If the student is requesting an exception, they should follow the process for exceptions to departmental policy. If the student is alleging sexual discrimination or harassment, they should file an incident report with the Title IX coordinator.

Disability Support Services

It is the policy of Olivet Nazarene University to accommodate students with disabilities in accordance with federal and state laws. SGCS students with documented disabilities should contact the accommodations support coordinator. Please send inquiries to sgcsaccommodations@olivet.edu.

Nursing Department Procedure

Grade appeals and Grievances will follow the university policy from the beginning. Academic policy appeals will start with the Nursing Department through our own informal process:

If a student wishes to appeal a nursing policy, the informal process is the first mechanism for resolution. This process involves documented conferences progressing sequentially between:

1. The student(s) and involved instructor

2. Shared meeting with the respective Assistant Program Director, MSN program director and the director of nursing programs

The informal process should be initiated by the student no later than 10 school* days after the policy was applied to the student. (See the MSN Program Director for forms. If a satisfactory conclusion is not attained by the completion of step 2 of the informal process, the student may then initiate the formal process by appealing to the Academic Standards Committee as outlined in the Academic Policy Appeals procedure.

*School days are regular business days when the university is in session and excludes holidays, weekends, and breaks.

Health and Well-Being

At Olivet Nazarene University we recognize that the demands of graduate school can be experienced as an added pressure and this may evoke a heightened sensitivity to stressors. When this occurs, students are encouraged to tap into their available resources such as mental health providers, primary care providers, employee assistance programs, and the clergy. Your health and well-being are important to us. If you require a Leave of Absence for health reasons (physical or emotional), you should contact the Student Success Team at SGCS4help@olivet.edu or call 877-465-4838.

Additional Policies

Please check the Appendix for other nursing department policies, particularly those related to Practicums. Please consult the SGCS Catalog for more SGCS policies, such as financial policies and other student policies, which can be accessed at The Olivet Nazarene Catalog – School of Graduate and Continuing Studies

The Department of Nursing follows the SGCS policies, for MSN students, unless otherwise specified in this MSN Student Handbook.

Benchmark Assignments

Throughout the MSN program we recommend students keep benchmark assignments. This is not an assignment that will be turned in, but it will be beneficial to students when interviewing for jobs if they are able to show the quality of work they are able to produce. We suggest students make the recommended changes to the designated benchmark assignments and save them to a CD or flash drive for creating a personal portfolio of benchmark assignments.

MSN Benchmarks Assignments 2018-2019

Course	Benchmarks
NRSG 626: Moral/Ethical Decision Making	The Change Agent/Policy Change Plan
NRSG 628: Nursing Informatics	Creation/Production of a Video
NRSG 680: Evidence-Based Research & Proposal Development II	Evidence-Based Research Proposal
NRSG 674: Advanced Pathophysiology II	Community Disease Portfolio – Second Half
NRSG 676: Advanced Pharmacology II	Pharmacotherapy Literature Review
NRSG 678: Advanced Health Assessment II	Video of Physical Exam Demonstration, Documentation, & Problem List: Elder Adult
NRSG 627: Professional Role Development of the Advanced Practice Registered Nurse (APRN)	APRN-FNP Practice Paper
NRSG 629 :Professional Role Development of the Nurse Educator and Nurse Leader/Manager	Practicum Plan
NRSG 621: Teaching Role & Strategies	Personal Philosophy of Teaching
NRSG 624: Evaluation in Nursing Education	Evaluated Lesson Plan & Table
NRSG 631: Nurse as a Leader & Manger of Care	Organization and Communication Pattern Analysis
NRSG 647: Transforming Leadership in Nursing	Personal Philosophy of Executive Leadership
NRSG 668: Women's Health – Therapeutics and Management	The Women's Health Status Research Paper
NRSG 669: Children's Health – Therapeutics and Management	Clinical Practice Scenario – Cultural Differences
NRSG 670: Chronic Adult and Geriatric Therapeutics and Management	Chronic Disease Paper
NRSG 651C: MSN Practicum	Consultant to the Governor on Legal Issues Relating to Pain Management
NRSG 665D: FNP Practicum	SOAP Note (Final SOAP Note, Due W7, D7)

MSN Outcome Characteristics Matched to Courses 2018-2019

Ethical – NRSG 626, NRSG 680, NRSG 668, NRSG 669, NRSG 670
Morals – NRSG 626, NRSG 680, NRSG 668, NRSG 669, NRSG 670
Spiritual Growth – all courses have this component
Life-Long Learner – NRSG 627, NRSG 629, NRSG 628, NRSG 676, NRSG 668, NRSG 669, NRSG 670
Personal/Professional Growth – NRSG 627, NRSG 629, NRSG 621, NRSG 624, NRSG 647, NRSG 665, NRSG 651, NRSG 668, NRSG 669, NRSG 670
Leader – NRSG 627, NRSG 629, NRSG 631, NRSG 647, NRSG 651, NRSG 668, NRSG 669, NRSG 670
Change Agent – NRSG 626, NRSG 674, NRSG 631, NRSG 647, NRSG 667, NRSG 668, NRSG 669, NRSG 670
Service – NRSG 678, NRSG 651, NRSG 665

MSN Nursing Course Descriptions

MSN Core Courses

NRSG 679: Evidence-Based Practice and Project Proposal Development I. 2 hours.
This course provides an opportunity to examine the foundation for best practice, evidence-based nursing practice. An overview of qualitative and quantitative methodology, analysis of literature, research process, and data analysis will be presented. Strategies for devising research are explored and applied through an evidence-based practice (EBP) research proposal.

NRSG 680: Evidence-Based Practice and Project Proposal Development II. 2 hours.
This course provides an opportunity to examine the foundation for best practice, evidence-based nursing practice. An overview of qualitative and quantitative methodology, analysis of literature, research process, and data analysis will be presented. Strategies for devising research are explored and applied through an evidence-based practice (EBP) research proposal. Prerequisite(s): NRSG 679.

NRSG 627: Leadership and Advanced Practice in Nursing Role Development. 3 hours.
This course examines advanced practice nursing concepts, such as professional role development and practice, leadership, healthcare delivery systems, interdisciplinary collaboration, healthcare policy, finance, education and personal obligation. The course builds on knowledge from moral and ethical decision-making theories and evidence-based practice. Opportunities are offered to examine Christian philosophical views of leadership, change theory, barriers to change, and effective leadership strategies. Students will define their role, as it applies to their practicum and future practice, as an APRN. Prerequisite(s): NRSG 626, NRSG 653, NRSG 673/NRSG 674 or MSN degree including NRSG 673/NRSG 674, NRSG 675/NRSG 676, NRSG 677/NRSG 678 (or equivalent).

NRSG 629: Professional Role Development of the Nurse Educator and Nurse Leader/Manager. 3 hours.
This course examines concepts of professional role development as a Nurse Educator in undergraduate nursing education or a Nurse Leader/Manager. These concepts include professional practice, assessment, teaching and learning strategies, evaluation, healthcare delivery systems, interdisciplinary collaboration, healthcare policy, finance, and personal obligation. The course builds on knowledge from moral and ethical decision-making theories and evidence-based practice. Opportunities to examine Christian philosophical views of leadership, change theory, barriers to change, and effective leadership strategies are explored. Students will define their role, including competencies, as they apply to the MSN practicum and future practice. Prerequisite(s): NRSG 626, NRSG 653; NRSG 673/NRSG 674 or NRSG 679/NRSG 680 (need to be done with first 16 weeks).

NRSG 673: Advanced Pathophysiology I. 2 hours.
Advanced Pathophysiology I is the first course of two, focusing on advanced pathophysiology. This is the start of a three-part series which provides the scientific foundation for advanced nursing. This course focuses on the etiology, manifestations, and consequences of human pathological processes across the lifespan via an in-depth examination of genetics, risk, prevention, pathogenesis, morphology, and health impact. Case studies explore clinical presentation, diagnostic evaluation, and the process of team collaborative decision making in recognizing the appropriate treatment in primary care.

NRSG 674: Advanced Pathophysiology II. 2 hours.
Advanced Pathophysiology II is the second course of two, focusing on advanced pathophysiology. This is the start of a three-part series which provides the scientific foundation for advanced nursing. This course focuses on the etiology, manifestations, and consequences of human pathological processes across the lifespan via an in-depth examination of genetics, risk, prevention, pathogenesis, morphology, and health impact. Case studies explore clinical presentation, diagnostic evaluation, and the process of team collaborative decision making in recognizing the appropriate treatment in primary care. Prerequisite(s): NRSG 673.

NRSG 675: Advanced Pharmacology I. 2 hours.
This course integrates the knowledge of pathophysiology with the pharmacodynamics, pharmacokinetics, therapeutics, physiological considerations, adverse reactions, contraindications, interactions, compliance concerns, and other issues that pertain to the use of pharmacological interventions in advanced nursing. Case studies explore the process for selecting effective, safe, and cost-efficient pharmacologic or integrative regimens in primary care. Prerequisite(s): NRSG 673, NRSG 674.

NRSG 676: Advanced Pharmacology II. 2 hours.
This course integrates the knowledge of pathophysiology with the pharmacodynamics, pharmacokinetics, therapeutics, physiological considerations, adverse reactions, contraindications, interactions, compliance concerns, and other issues that pertain to the use of pharmacological interventions in advanced nursing. Case studies explore the process for selecting effective, safe, and cost-efficient pharmacologic or integrative regimens in primary care. Prerequisite(s): NRSG 673, NRSG 674, NRSG 675.

NRSG 677: Advanced Health Assessment I. 2 hours.
This course builds on pathophysiological and pharmacological principles, and expands knowledge and skills of physical examination and psychosocial, spiritual, risk, and functional assessment for advanced nursing. A systematic process for health screening, diagnostic reasoning, and the triangulation of laboratory, radiographic, and other data in the identification of health problems are included. Case studies explore the process and documentation of health assessment in primary care. Prerequisite(s): NRSG 673, NRSG 674, NRSG 675, NRSG 676.

NRSG 678: Advanced Health Assessment II. 2 hours.
This course builds on pathophysiological and pharmacological principles, and expands knowledge and skills of physical examination and psychosocial, spiritual, risk, and functional assessment for advanced nursing. A systematic process for health screening, diagnostic reasoning, and the triangulation of laboratory, radiographic, and other data in the identification of health problems are included. Case studies explore the process and documentation of health assessment in primary care. Prerequisite(s): NRSG 673, NRSG 674, NRSG 675, NRSG 676, NRSG 677.

Education Specialty Track

NRSG 621: Teaching Roles and Strategies. 3 hours.
Teaching as a profession is explored along with the role of an educator, the learning process, and teachers as leaders, mentors, and role models. Educational philosophy is examined including student centered learning. Students will examine factors that influence learning, explore critical topics in education, accreditation, educational organizations, funding, cultural diversity, and gender sensitivity. Students will begin to determine a personal teaching philosophy and determine appropriateness of various teaching strategies. Course requirement includes a 60-hour practicum experience with approved preceptor. Prerequisite(s): NRSG 627

NRSG 622: Curriculum Design and Assessment. 3 hours.
This course will prepare the student to design curriculum and evaluate its effectiveness. Students will design, implement, and assess outcomes through a mini curriculum project. The student will consider their personal educational philosophy when determining ways to engage learners and assess learning outcomes. Various methods of course delivery are considered including distance delivery, online modalities, and emerging trends in education. Course requirement includes 60-hour practicum experience with approved preceptor. Prerequisite(s): NRSG 621.

NRSG 624: Evaluation in Nursing Education. 3 hours.
The student will integrate, apply, and evaluate the principles and concepts relative to a graduate level nurse educator. The students will build on their plans to design, implement, and evaluate a teaching component related to their specializations and practice settings. Students will critically reflect on their knowledge and revise their personal development plan. Course requirement includes a 60-hour practicum experience with approved preceptor. Pre-requisite: NRSG 622

NRSG 651: MSN Practicum. 3 hours.
The practicum proposal will be submitted during the first didactic course of the practicum experience, NRSG 627. Experiences and previous coursework can be used as the foundation for the 150 -hour practicum project, with a self-selected approved preceptor, where students apply the knowledge gained in the didactic courses of the specialty tracks. In addition, advanced pain management pathophysiology, assessment of pain and related symptoms, and pharmacological and non-pharmacological treatment of pain guide discussions and assignments in each section of this course, designed to give graduate students in nursing advanced knowledge of pain management. The knowledge in this course may be used for clinical practice which emphasizes a multimodal analgesic approach. Various lectures by pain management experts, scholarly internet sources, websites of pain management societies, scholarly publications, classic and recent pain management research, as well as the core curriculum for the Advanced Pain Management Certification will be utilized. A 30-hour practical clinical experience in a pain management clinic, with a self-selected approved preceptor, allows the student to assess, evaluate, and apply the knowledge gained in this course. In total the student completes 180 hours during this practicum course. This practicum is divided into three sections, corresponding with the didactic courses in the Education Track (NRSG 621, NRSG 622, and NRSG 624) and Leadership/Management Track (NRSG 631, NRSG 646, and NRSG 647), which are taken congruently with this course. Each section of this course is 1 credit hour, for a total of 3 credit hours.

Leadership/Management Specialty Track

NRSG 631: Nurse as a Leader and Manager of Care. 3 hours.
This course will examine various models of organizational, managerial, and leadership theory. The student will review mid-level and senior managerial and leadership roles within a health care organization. The student will consider trends in nursing and health care as a means to predict Practice change. Theories on change, leadership, concepts of power, and empowerment will be examined as they relate to administrative roles. Students will clarify personal values as they relate to leadership attributes and determine their role in improving quality of nursing services. Course requirement includes a 60-hour practicum experience with approved preceptor. Pre-requisite: NRSG 627

NRSG 646: Healthcare: Financial and Resource Management. 3 hours.
In this course the student will integrate the concepts of leader, manager, and change agent as they relate to the health care environment. Consideration is given to mission, strategic planning, finance, systems analysis, and forecasting. Responsible management of human, fiscal, and physical resources is examined in the complexity of the health care organization. Strategies to ensure a quality workplace, staff support, and retention are discussed. Course requirement includes a 60-hour practicum experience with approved preceptor. Pre-requisite: NRSG 631

NRSG 647: Transforming Leadership in Nursing. 3 hours.
This course provides the opportunity for participants to integrate and apply previously learned principles and concepts relative to a graduate level manager and leader. The student will critically reflect on their knowledge and submit a business plan specific for the practicum site. Course requirement includes a 60-hour practicum experience with approved preceptor. Pre-requisite: NRSG 646

NRSG 651: MSN Practicum. 3 hours.
The practicum proposal will be submitted during the first didactic course of the practicum experience, NRSG 627. Experiences and previous coursework can be used as the foundation for the 150 -hour practicum project, with a self-selected approved preceptor, where students apply the knowledge gained in the didactic courses of the specialty tracks. In addition, advanced pain management pathophysiology, assessment of pain and related symptoms, and pharmacological and non-pharmacological treatment of pain guide discussions and assignments in each section of this course, designed to give graduate students in nursing advanced knowledge of pain management. The knowledge in this course may be used for clinical practice which emphasizes a multimodal analgesic approach. Various lectures by pain management experts, scholarly internet sources, websites of pain management societies, scholarly publications, classic and recent pain management research, as well as the core curriculum for the Advanced Pain Management Certification will be utilized. A 30-hour practical clinical experience in a pain management clinic, with a self-selected approved preceptor, allows the student to assess, evaluate, and apply the knowledge gained in this course. In total the student completes 180 hours during this practicum course. This practicum is divided into three sections, corresponding with the didactic courses in the Education Track (NRSG 621, NRSG 622, and NRSG 624) and Leadership/Management Track (NRSG 631, NRSG 646, and NRSG 647), which are taken congruently with this course. Each section of this course is 1 credit hour, for a total of 3 credit hours. Prerequisite(s): All Core courses, or MSN degree and NRSG 629.

Family Nurse Practitioner Specialty Track

NRSG 667: Acute and Episodic Adult and Geriatric Therapeutics and Management. 2 hours.
This course presents a theoretical and evidence-based approach to the diagnosis and management of acute and episodic health problems for advanced practice nursing. The course emphasizes the appropriate use of diagnostic measures including laboratory, radiographic, and other technologies, health promotion, disease prevention, and current care guidelines. A clinical practicum (180 hours) provides the opportunity for the diagnosis and management of common acute and episodic health problems in the primary care of adults and geriatric patients. Taken congruently with the first section of NRSG 665 with approved preceptor. Pre-requisite: NRSG 627

NRSG 668: Women's Health Therapeutics and Management across the Lifespan.2 hours.
This course presents a theoretical and evidence-based approach to the diagnosis and management of women's reproductive, acute, episodic, and chronic health problems for advanced practice nursing. The course emphasizes the appropriate use of diagnostic measures including laboratory, radiographic, and other technologies, health promotion, disease prevention, and current care guidelines. A clinical practicum (180 hours) provides the opportunity for the diagnosis and management of women's reproductive, acute, episodic, and chronic health problems in primary care across the lifespan. Taken congruently with the second section of NRSG 665 with approved preceptor.

NRSG 669: Children's Health Therapeutics and Management. 2 hours.
This course presents a theoretical and evidence-based approach to the diagnosis and management of children's acute, episodic, developmental, and chronic health problems for advanced practice nursing. The course emphasizes the appropriate use of diagnostic measures including laboratory, radiographic and other technologies, health promotion, disease prevention, and current care guidelines. A clinical practicum (180 hours) provides the opportunity for the diagnosis and management of children's acute, episodic, developmental, and chronic health problems in primary care. Course requirement includes a 180-hour practicum experience with approved preceptor. Taken congruently with the third section of NRSG 665 with approved preceptor

NRSG 670: Chronic Adult and Geriatric Therapeutics and Management. 2 hours.
This course presents a theoretical and evidence-based approach to the diagnosis and management of chronic health problems for advanced practice nursing. The course emphasizes the appropriate use of diagnostic measures including laboratory, radiographic and other technologies, health promotion, disease prevention, and current care guidelines. A clinical practicum (180 hours) provides the opportunity for the diagnosis and management of common chronic health problems in the primary care of adults and geriatric patients. Course requirement includes a 180-hour practicum experience with approved preceptor. Taken congruently with the fourth section of NRSG 665 with approved preceptor.

NRSG 671: Complex Adult and Geriatric Therapeutics. 2 hours.
This course presents a theoretical and evidence-based approach to the diagnosis and management of common complex health issues of adults and geriatrics for advanced practice nursing. The course emphasizes the appropriate use of diagnostic measures including laboratory, radiographic and other technologies, health promotion, disease prevention, and current evidence-based guidelines. A practicum (120 hours) provides the opportunity for the diagnosis and management of common complex health problems in the family primary care of adult and geriatric patients. Course requirement includes a 120-hour practicum experience with an approved preceptor. Taken congruently with the fifth section of NRSG 665 with an approved preceptor. Prerequisite(s): NRSG 667, NRSG 670.

NRSG 672: Complex Children's and Women's Health Therapeutics and Management. 2 hours.
This course presents a theoretical and evidence-based approach to the diagnosis and management of common complex health issues in women and children for advanced practice nursing. The course emphasizes the appropriate use of diagnostic measures including laboratory, radiographic and other technologies, health promotion, disease prevention, and current evidence-based guidelines. A practicum (120 hours) provides the opportunity for the diagnosis and management of common complex health issues in the family primary care of children and women patients. Course requirement includes a 120-hour practicum experience with an approved preceptor. Taken congruently with the sixth section of NRSG 665 with an approved preceptor. Prerequisite(s): NRSG 668, NRSG 669.

NRSG 665: FNP Practicum: 12 hours
This experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and communities. Emphasis is placed on health promotion, disease prevention, and clinical management of clients with common acute and chronic illness. The students will fulfill 720 total clinical hours in their practicum. This practicum is divided into four sections, corresponding with the didactic courses in the FNP track (NRSG 667, NRSG 668, NRSG 669, and NRSG 670). Self-selected preceptors are approved consistent with each didactic course's population focus.

NRSG 685: FNP Immersion Experience. 0 hours.

This elective course is organized to offer a hands-on experience for FNP students to acquire new knowledge on medically managing chief complaints and practice advanced nursing skills commonly encountered among patients across the life span in primary-care health care settings. The purpose is to create a safe environment that introduces the FNP student to their approaching practicum experience while engaging with their classmates. The immersion week will focus on evidenced-based experiential learning that will ensure high-quality patient outcomes under the supervision of the NP faculty members. There will be an emphasis on the transition into the FNP role as an ethical leader and the impact that the student has on the organization as a whole. The immersion experience should take place during, or as close as possible to, the first didactic and congruent practicum course. FNP students will receive credit for 45-direct practicum hours applied toward their 120-practicum hours in the first practicum course (or the one closest to when the elective is taken). Prerequisite(s): NRSG 627 and NRSG 677. Corequisite(s): NRSG 678. GR

APPENDIX

PRIVACY AND CONFIDENTIALITY UNDER THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1995 (HIPAA)

To ensure your written course assignments comply with the 1996, *Health Insurance Portability and Accountability Act*, please never name:

- Your employer
- A patient
- A co-worker

Breaking a HIPAA privacy rule may jeopardize the clinical affiliation agreement between ONU and the health care institution and may result in the student's removal from the clinical site and/or nursing program. Criminal penalties for wrongful disclosure can include not only large fines but also prison time. The criminal penalties increase as the seriousness of the offense increases. These penalties can be as high as fines of $250,000 or prison sentences of up to 10 years. A modification to HIPAA is the HITECH (Health Information Technology) Act.

To be eligible for American Recovery and Reinvestment Act (2009) funding, healthcare facilities must prove they are HIPAA compliant. The HITECH Act defines and enforces compliance standards, rules, and penalties related to the electronic exchange of the electronic medical or health record (EMR, EHR) programs and Patient Health Information (PHI). In gross summary, HITECH requires:

1. Enforced HIPAA compliance —willful neglect may result in up to a fine of $250,000 for a single violation and repeated violations may be fined up to $1.5 million. Anyone can initiate a complaint regarding non-compliance.

2. Access to EHR — all health records must be available as an EHR and/or shared (by patient permission) as an encrypted PHI (ePHI) record.

3. Accountability of Business Associates — health care business associates and providers must ALL adhere to privacy/security requirements or EVERYONE is culpable (Compliance Compatibility Security Rule).

4. Notification of Data Breach — it is mandatory to notify a patient of a data breach of any unsecured information, meaning that it was shared with a business associate using an unencrypted format or without patient permission.

5. Additional Requirements — HITECH defines additional requirements to address patient privacy in electronic marketing and accounting practices.

For the latest information regarding HIPAA, go to
http://www.edocscan.com/hitech-act-hipaa-compliance-regulations

Benner Library

Benner Library makes numerous resources available for nursing students. In addition to a full complement of nursing books, Benner provides a substantial number of nursing periodicals, both in print and in electronic format. Nursing students have access to several health-related online article databases, which include *CINAHL, Medline, and Health Source: Nursing, PsycInfo, PsycArticles,* and *ERIC*. Articles not available in full text may be ordered through Benner's Interlibrary Loan service. Selected videos, such as the Bates Visual Guide, including Bates' Physical Examination Videos and OSCE (Objective Structured Clinical Examinations) Clinical Skills Videos are available on the Nursing webpage in Benner Library.

Benner Library designates one librarian as the "Librarian for Nursing Students." This librarian can assist the nursing student in finding needed references/sources. Contact the librarian via email, sgcslibrary@olivet.edu, or phone, 815-928-5418. The Library Nursing Orientation directs the student into three exercises, which will assist the student in learning about Benner Library and obtaining needed sources. This orientation can be found on the Nursing Subject Guide, see http://library.olivet.edu-->Subject Guides→Nursing→Class Guides.

The nursing home page can be accessed at http://library.olivet.edu/subject-guides/nursing/index.php

For help with APA, see: http:/library.olivet.edu→Help→APA. The *APA Style guide to Electronic Resources* is clickable, taking one directly to the correct reference for any given resource.

Should other library resources be needed, Olivet students can request materials from any other library in CARLI, a consortium of 76 Illinois academic libraries. In addition, ONU nursing students have access to libraries at many of the clinical agencies.

Access Benner Library's home page at http://library.olivet.edu for the most current information about the library's resources and services, including specific information for off-campus students. For additional assistance, contact the Interlibrary Loan Department at (815) 928-5439 or the Reference Desk at (815) 939-5355, or ill@olivet.edu.

UpToDate® for FNP students and faculty members
UpToDate®, an evidence-based, physician-authored clinical decision support resource.

Access & Contact Information:

- Simply access UpToDate from our network: http://library.olivet.edu>Subject Guides>Nursing>UpToDate
- You do not need an additional login. You only need your Olivet User name and Password.
- However, you may register for a User name and Password for additional benefits such as mobile apps, remote access, and free CMES, if you wish. Click the log-in/register link in the top right corner and complete the registration field

To cite from UpToDate® use this format:

Marion, D.W. (2016). Diaphragmatic pacing. In T.W. Post (Ed.), *UpToDate*. Retrieved from http://www.uptodate.com

You will only replace author, date, and article title. The rest of the citation is standard.

Program Evaluation

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment illustrates program effectiveness to the faculty and larger community. The achievement of program outcomes is determined by multiple assessments, and the student's evaluation of course learning. Outcomes are analyzed and the aggregate data is used to develop, maintain, and revise the curriculum.

To support quality improvement, students and faculty are asked to complete course and program evaluations sincerely, thoroughly, and honestly. The Nursing Department Faculty is committed to ensure building best practice educational experiences for ONU's MSN program. This assurance is based on quality feedback from students, faculty, and community of interest.

Kappa Sigma Chapter

Kappa Sigma Chapter of Sigma Theta Tau International invites MSN students with a grade point average of at least 3.5, who demonstrate academic excellence, potential for leadership, and a desire to advance the profession of nursing to apply for membership. Invitations are extended from the chapter faculty counselors in the spring. Fifty percent of courses must be completed before MSN students are eligible.

"ANA's *Code of Ethics for Nurses with Interpretive Statements* is the promise that nurses are doing their best to provide care for their patients and their communities and are supporting each other in the process so that all nurses can fulfill their ethical and professional obligations. It is important tool that can be used now as leverage to a better future for nurses, patients and health care. This Code is a reflection of the proud ethical heritage of nursing, a guide for all nurses now and into the future" (ANA, 2015, para 6).

http://www.dphu.org/uploads/attachements/books/books_5520_0.pdf

"The nine provisions of the 2001 code have been retained with some minor revisions that amplify their inclusivity of nursing's roles, settings, and concerns. . . . The first three provisions describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty; the final three address aspects of duties beyond individual patient encounters" (ANA, 2015, p. xiii).

http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.* Silver Spring, MD: American Nurses Publishing.

Additional Resources for Ethics:

Lachman, V. D., Swanson, E. O., Winland-Brown, J. (2015). The new 'code of ethics for nurses with interpretive statements' (2015): Practical clinical application, Part II. *Medsurg Nursing, 24*(5), 268-271. Retrieved from: http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/The-New-Code-of-Ethics-for-Nurses-Part-II.pdf

Winland-Brown, J. Lachman, V. D. Swanson, E. O. (2015). The new 'code of ethics for nurses with interpretive statements' (2015): Practical clinical application, Part I. *Medsurg Nursing, 24*(4), 268-271. Retrieved from: http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-2015-Part-1.pdf

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Chaplain, School of Graduate and Continuing Studies, Rev. David Brock   815-928-5514
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Student Success Team   1-877-4-OLIVET
sgcs4help@olivet.edu

Benner Library Assistance/Research, Pam Greenlee   815-928-5439
pgreenle@olivet.edu