

YOUNGSTOWN STATE UNIVERSITY



Department of  
*Nursing*

BITONTE COLLEGE OF  
HEALTH & HUMAN SERVICES

YOUNGSTOWN STATE UNIVERSITY  
DEPARTMENT OF NURSING

Graduate Nursing Student Handbook

2019-2020

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## **Introduction**

This handbook has been prepared to inform you of privileges and responsibilities inherent in being an MSN nursing student. It is our hope that this will assist you in obtaining your educational goals of a Master's in nursing degree from Youngstown State University.

Material included in this student booklet is intended to supplement the information in the *Youngstown State University College of Graduate Studies Bulletin* regarding mission, goals, student requirements and regulations, policies, grades, etc. Students are responsible for information in this handbook, *Youngstown State University College of Graduate Studies Bulletin* and *The Code of Student Rights, Responsibilities and Conduct*. All of these are accessible online via YSU's website: [www.yzu.edu](http://www.yzu.edu) and <http://www.yzu.edu/academics/college-graduate-studies>

The Department of Nursing as part of the Dominic A. and Helen M. Bitonte College of Health and Human services has always maintained the highest standards and is proud of its record of professional nurses.

## **ACCREDITATION**

Youngstown State University is accredited by the Higher Learning Commission and a member of the North Central Association. Please visit <http://www.ncahlc.org/> or call (312) 263-0456 for additional information.

The Youngstown State University Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) 655 K Street, NW, Suite 750, Washington, DC 20001, phone: (202) 887-6791 and the Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Road, NE, suite 850, Atlanta, GA 30326, phone: 404-975-5000. In addition, the Nurse Anesthetist option is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

## **HISTORY OF THE DEPARTMENT OF NURSING**

Youngstown State University's Department of Nursing began in 1967, with a two year Associate Degree in Nursing (ADN) Program. The Department of Nursing was part of the new Technical and Community College (T&CC) within the University, which had recently changed from private to a state-supported institution. The first nursing class graduated in 1969 and received an Associate in Applied Science (AAS) degrees. The program was accredited by the National League for Nursing (NLN) in 1973. The last Associate Degree class was accepted in 1987 and graduated in 1989.

In 1971, an RN-Completion Program was initiated and a Bachelor of Science in Applied Science (BSAS) with a major in nursing was awarded. With the initiation of this and other bachelor degree programs, the T&CC became the College of Applied Science and Technology (CAST). The Department of Nursing began reconstructing the completion program in 1978, and authorization was received from the Ohio Board of Regents to grant a Bachelor of Science in Nursing (BSN) degree in 1979. A grant from the Department of Health and Human Services provided supplemental funds to

develop a freestanding BSN completion program. This program graduated its first class in 1981, and received an eight-year NLN accreditation in 1982.

Following a thorough study of community nursing needs by the Mahoning Shenango Area Health Education Network (now the Eastern Ohio Area Health Education Center); the Department developed a four-year BSN Program and submitted an in-depth change of program report to the NLN in 1984. The first four-year generic BSN class graduated in 1988. The BSN program received an eight-year re-accreditation in 1990. In 1993, CAST became the College of Health and Human Services. The National League for Nursing Accrediting Commission (NLNAC), which is now the accreditation arm of NLN, reevaluated the program and granted continuing accreditation for another eight years in 1997.

Work began on development of a Master of Science in Nursing Program in 1988. In 1990, a proposal was submitted to the Ohio Board of Regents (OBOR). The program received favorable OBOR approval in 1996 and accepted its first class in September, 1997. The first MSN class graduated in the spring of 2000. This Clinical Nurse Specialist (CNS) Program in Chronic Illness Care received initial accreditation by the NLNAC in July 2001. A Nurse Anesthetist Program, in conjunction with St. Elizabeth Health Center School of Nurse Anesthetist, Incorporated was added in 2001. The charter class of 12 students was admitted in August, 2001, with 11 students graduating in August, 2003. MSN graduates are eligible to sit for certification exams to become certified Clinical Nurse Specialists (CCNS), Family Nurse Practitioners (FNP), Nurse Educator (CNE) or a Certified Registered Nurse Anesthetist (CRNA). Graduates for the CNS, FNP, and CRNA options are required to obtain a certificate of authority to practice as an advanced practice nurse in the State of Ohio.

In spring of 1998, the Ohio Board of Education approved a School Nurse Licensure program offered through the Department of Nursing in conjunction with the College of Education. The curriculum can be taken by nurses as undergraduate or graduate credit. In 2005, a third option, school nursing, was added to the MSN program.

A Nurse Education MSN and Nurse Education Certificate option was approved by NLNAC in Fall, 2010. A Family Nurse Practitioner option received NLNAC approval in fall, 2011. Permission to change the Clinical Nurse Specialist (CNS) Program in Chronic Illness to an Adult-Gerontology clinical nurse specialist focus was approved by NLNAC in Fall, 2012.

The Ohio Department of Higher Education approved the Post-masters Adult-Gerontology Acute Care Nurse Practitioner Certificate in February, 2016. In the fall of 2016, the Accreditation Commission for Accreditation in Nursing (ACEN), formerly NLNAC, board of directors accepted the substantive change report for the implementation of the Post-master's Adult Gerontology-Acute Care Nurse Practitioner certificate.

## **Youngstown State University Mission Statement**

Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

The University:

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

## **Youngstown State University Core Values**

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the University’s mission:

### **Centrality of Students**

We are a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

### **Excellence and Innovation**

We value excellence and innovation inside the classroom and out. Thus, we strive to integrate curricular and co-curricular activities; to offer outstanding academic programs; to foster intellectual inquiry, exploration, and discovery; to transcend traditional boundaries; to apply and perfect knowledge; to encourage creativity; to provide effective tools, technologies, and facilities for learning; and to excel in research and scholarly activity, including the “scholarship of teaching and learning”—an area of research that explores how individuals teach and learn.

### **Integrity/Human Dignity**

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors; believe in the dignity and worth of all people; strive to foster an appreciation of, and respect for, differences among the human race; and celebrate the diversity that enriches the University and the world.

### **Collegiality and Public Engagement**

As scholar-citizens of many extended and interconnected communities, we pledge to work collegially and cooperatively to enrich the cultural environment; establish productive partnerships; provide responsible leadership; address community and workforce needs; foster sustainability; and bring about the greater good of the collective whole—be it the University, the city of Youngstown, the state of Ohio, the region, or beyond

## **College of Graduate Studies Mission Statement**

As a state-assisted metropolitan university, the instructional mission of Youngstown State University is focused on the educational, scholarship, research, and service requirements of residents and students of northeastern Ohio and western Pennsylvania, as well as a broader region, including all of Ohio and its

surrounding states. This mission is designed to meet a variety of needs, including those in the industrial, professional, business, educational, social, and cultural areas. In support of this mission, the fundamental responsibility of the College of Graduate Studies is to make quality graduate education available to all qualified persons desiring it. Graduate study at Youngstown State University provides an integrated program of advanced study leading to discipline mastery and an understanding of related subjects. A thorough training in research skills and/or professional applications associated with the base of knowledge for each discipline is implicit in all graduate programs. Because of the very nature of graduate work itself, a more than average investment and initiative in learning, inquiry, research, and scholarship will be required on the part of candidates for an advanced degree. Thus, the College of Graduate Studies seeks to develop and maintain programs of high stature that achieve appropriate professional accreditation and attract quality students to the University.

Graduate programs that yield students who have mastered their discipline require a faculty of teacher-scholars who are active in their respective fields of study, whether they are professionally oriented or involved in more traditional scholarship, research, and creative activities. Individuals who meet these requirements constitute the graduate faculty.

The College of Graduate Studies supports the continued development of faculty scholarship and serves as the principal point of coordination for both internally- and externally-funded programs at Youngstown State University. These coordination efforts are directed at obtaining the resources necessary to mount and maintain scholarly and educational programs of excellence and, in some cases, to target specific areas for regional and/or national prominence.

## **Development and Organization**

On March 28, 1967, the Trustees of The Youngstown University authorized the president and faculty of the University to begin developing graduate programs at the master's degree level, starting in the fall of 1968. In May 1967, the Faculty Senate of The Youngstown University authorized the development of master's degree programs in various academic departments of the University. At its first meeting on August 15, 1967, the Youngstown State University Board of Trustees Established the office of the dean of the Graduate School and the general regulations governing the appointment of a graduate faculty. It also identified and authorized the initial graduate degree pro-grams that were to be offered. These programs gained approval from the Ohio Board of Regents on December 15, 1967.

Preliminary accreditation was given by the Higher Learning Commission of the North Central Association of Colleges and Schools in July 1968; continued accreditation was awarded in 1974, 1978, 1988, 1999, and 2008. The College of Graduate Studies is a member of the Council of Graduate Schools in the United States and the Midwestern Association of Graduate Schools.

The College of Graduate Studies is administered by a dean who is also a member of the Graduate Council. The elected members of the Graduate Council consist of one representative from each college's Graduate Studies Committee, one at-large member from Education, one graduate student member, and one program director from each college. Standing committees of the Graduate Council are Curriculum, Policy, Assistantships Allocation, Graduate Student Recruitment and Retention, and Graduate Student Grievance.

A coeducational institution, YSU had an enrollment of 300 students in 1930, which grew to 2,000 in the 1940s, tripled by the 1950s, reached 10,000 in the mid-sixties, and totaled more than 15,000 in 1986. As of fall 2012, enrollment stood at 13,813. The College of Graduate Studies is located in Coffelt Hall, Telephone: (330) 941-3091, Fax: (330) 941-1580, <http://www.ysu.edu/academics/college-graduate-studies>

## **General Graduate School Admission Information**

Admission to the College of Graduate Studies is granted by the dean of Graduate Studies upon recommendation of the department in which the applicant wishes to do major work. Students in combined baccalaureate/master's programs must follow standard procedures for admission to the College of Graduate Studies. Admission is required before registration in any course for graduate credit (also Youngstown State University Bulletin, Graduate Edition 2012-2014 28 see Graduate Courses for Undergraduates). The complete application for admission, including supporting materials, should be received by the Youngstown State university College of Graduate Studies, at least four weeks before the beginning of the term in which the applicant plans to register or as required by the specific program.

## **Admission Procedure**

The Application for Graduate Program Admission is available on the College of Graduate Studies website at <http://cms.ysu.edu/college-graduate-studies/college-graduate-studies>.

International Admissions: Information regarding international students may be viewed at <http://cms.ysu.edu/college-graduate-studies/international-admissions>. For additional information on International Admissions contact: Center for International Studies and Programs or contact Center for International Studies and Programs at [cisp@ysu.edu](mailto:cisp@ysu.edu) or 330-941-2336.

Students utilizing the online application are required to pay the admission fee by credit card or electronic check as part of the process.

Applicants must send one transcript from each college or university attended, except YSU, to the School of Graduate Studies and Research. Official transcripts must be sent directly from the institution to the College of Graduate Studies. Personal or unofficial transcripts issued to the student or those delivered or sent by the applicant instead of the institution will not be accepted.

Applications for admission cannot be reviewed until official transcripts of all previous college or university work are received. The applicant must see that the transcripts reach the College of Graduate Studies at the earliest possible date. The applicant should provide all the information requested in the first submission of materials. Omission of information on the application form will necessitate requests for additional information and therefore delay processing of the application. International applicants should also see the International Student Admission section for additional requirements. As soon as possible after receipt of all application materials, the graduate dean will notify the student of the action taken on the application and, if the student is admitted, will provide information on registration procedures.

## **Test Information**

In certain master's programs, test results must be submitted as part of the admission procedure. The Graduate Record Examination and Graduate Management Admission Test are available at Sylvan Learning Center locations. Arrangements for taking the Miller Analogies Test on campus may be made directly with the Testing Office in Room 3101, Beeghly College of Education.

## **Admission Requirements - General**

Minimum requirements for admission to the College of Graduate Studies are the following:

- A bachelor's degree from a college or university certified by a regional accrediting agency approved by the U.S. Department of Education.
- Cumulative grade-point average in undergraduate work of at least 2.7 on a 4.0 scale (some programs require higher GPAs).
- Satisfactory preparation for the graduate program in which the student wishes to enroll as specified by the department of the major.
- A test of written/spoken English, which the University reserves the right to request, of any entering graduate student whose primary language is not English.
- Degree-seeking students having an undergraduate GPA below 2.7 must present a satisfactory score on the general test of the Graduate Record Exam, the Miller Analogies Test, or graduate level subject-specific exam as specified by the department of the major.
- The applicant is reminded to check specific admission requirements of the program in which he/she wishes to enroll to determine whether there are any additional requirements.
- Some programs require three letters of recommendation.

## **Types of Admission**

### **Regular**

Regular admission will be granted to students who satisfy the admission requirements for the master's program in which they wish to enroll. Other categories are available as noted.

### **Provisional**

Upon recommendation of the program director or chair, and the college dean, and subject to the approval of the dean of Graduate Studies and Research, a student may be accepted with provisional admission if his or her undergraduate record shows slight deficiencies compared to the admission requirements of the program to which the student seeks entrance. Students who are admitted with provisional status because of undergraduate course deficiencies will be required to make up the deficiencies by taking the appropriate undergraduate courses. Students admitted in provisional status may have no more than 9 s.h. of undergraduate course deficiencies. Students who are admitted with provisional status because of low test score(s) or low undergraduate grade point averages will be reviewed by the program director and/or chair when justifies such a change. The advisor will report the change to the dean of Graduate Studies and Research on the Action on Provisional Status form.

## Non-degree

Non-degree status provides an opportunity for individuals who hold a baccalaureate or higher degree to enroll in graduate classes for professional or personal development, personal enrichment, or to explore the possibility of entering a graduate degree program without completion of the regular graduate admission process. Departments may require prior approval for non-degree student registration in departmental courses.

Non-degree applicants must meet all requirements for admission to the College of Graduate Studies (minimum GPA of 2.7 at the undergraduate level, baccalaureate degree, and submission of all academic transcripts). Status as a non-degree student is not an admission to a College of Graduate Studies degree or certificate program. Non-degree students not seeking a graduate certificate must complete a non-degree application for graduate studies that indicates their academic area of choice. Non-degree students are required to pay the regular application fee. If non-degree students subsequently decide to seek admission to a graduate program, no further application fees will be assessed, but all required credentials must be submitted. Non-degree students are ineligible for any financial aid (including assistantships awarded by the School of Graduate Studies and Research). Non-degree students may seek advisement from the chairperson or program director in the academic area in which they have been permitted to take courses. Students may only complete nine semester hours as non-degree seeking students. A maximum of nine semester hours taken as a non-degree student may be applied toward a degree program if accepted by the department in which the student wishes to earn a degree and if the department's recommendation is approved by the dean of Graduate Studies and Research. This transfer limit may not be appealed. Any additional coursework beyond nine semester hours in non-degree status will not carry credit toward a graduate degree. However, all graduate courses taken as part of a graduate certificate may be counted toward a degree program, if the student is subsequently accepted into the program and the certificate courses are applicable.

Students enrolled in certificate programs may not deviate from the courses required for the certificate. If they do, the additional courses will not carry credit toward a graduate degree. Non-degree students who are enrolled in or who complete certificate programs and subsequently decide to enroll in a graduate degree program must meet all admission criteria for the program in which admission is sought.

### NOTE:

Students who need to take more than nine semester hours in non-degree status (for licensure, certification, or to earn a graduate certificate, etc.), may reapply to the College of Graduate Studies for up to an additional nine semester hours in non-degree status.

## Transient

Transient admission may be granted to a degree-seeking student who attends any accredited graduate school and who submits a Graduate Transient Student form, signed by the dean of the student's home graduate school, showing that he or she is a graduate student in good standing. The form to be used in such cases may be secured from the YSU College of Graduate Studies office. Under some circumstances, transient admission may be renewed for a second semester, but the graduate deans of both universities must approve the renewal. If a transient student later

wishes to become a regular graduate student, he or she must be admitted to a degree program by following the usual admission procedures. An admitted transient student must meet all prerequisite requirements for any course taken at Youngstown State University.

### International Student Admission

International applicants must complete an application for admission and provide all materials required at least four months prior to the semester they wish to be considered for admission. In addition to the regular admission requirements, the following must also be submitted:

An original or certified copy of the degree earned and all course and examination records, including grades received, beyond the secondary school level. All original documents must be provided in the official language of the country from which they come. If English is not the official language, English translations must also be provided. If the post-secondary institution maintains all records in English, but English is not the official language of the country, the institution must provide written verification that this is the case on official letterhead.

A minimum score of 550 on the paper-based, 213 on the computer-based, or 79-80 on the internet-based (iBT) Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service (ETS) by graduates of foreign universities who are nonnative English speakers. (Scores over two years old by the beginning of the term applicants wish to enter are not acceptable.) The College of Graduate Studies will accept the academic version of the IELTS (International English Language Testing System) as an alternative to the TOEFL exam for international students. (A score of 6.5 on the IELTS test equates to a 550 on the TOEFL.) Proficiency may also be demonstrated by a minimum score of 77 on the Michigan English Language Assessment Battery (MELAB) administered by the English Language Institute, Ann Arbor, Michigan, or a letter of certification from the Youngstown State University English Language Institute stating that the applicant has completed the program of study and is proficient in English at a level appropriate to pursue a graduate degree and present an English language thesis if one is necessary as a degree requirement. Prior to full admission to graduate study, students may be tested and placed in special English classes, if necessary, to ensure an adequate level of English proficiency. (Note: Evidence of proficiency is waived for applicants educated in English-speaking countries as defined in the YSU Undergraduate Bulletin or for applicants holding U.S. Legal Permanent Residence for one year.) English is not the official language of the country; the institution must provide written verification that this is the case on official letterhead. (Note: Documents from the following countries must be mailed directly to the university from the institution via regular postal service: Canada, Ghana, Nigeria, Puerto Rico, and Sierra Leone.)

- For F-1 or J-1 Visa certification: evidence of financial support and sponsorship during the period of study at YSU, including documents of verification.
- YSU enrolls students in accordance with the policy of the United States Bureau of Citizenship and Immigration Services.

### Transfer Credits

Transfer hours from an accredited institution will be considered for acceptance at the time of application/acceptance to the College of Graduate Studies. After admission to a program of study, a

student who wishes to attend another university to complete coursework toward a YSU graduate degree must complete the Request for Transient Status form available from the Office of Graduate Studies and Research in order to transfer credits to a YSU degree. Every transfer course must either replace a required course of the program or, if not a direct replacement, integrate satisfactorily into the student's program. While transfer of a course might generate excess hours, such hours may not count toward degree requirements unless they replace a complete course in the program.

An accredited institution is one that is approved or accredited by the appropriate regional accrediting agency (e.g., North Central Association of Colleges and Schools) for graduate-level work.

Credits for courses in which grades of S or CR were received will not be transferred. The number of transfer credits to be accepted in each case will be determined by the graduate dean upon evaluation and recommendation by the department of the student's major. It is the responsibility of the student to initiate a request for the approval of transfer credits. Transfer hours are not included in the calculation of the student's cumulative grade point average.

In general, workshop format courses are not acceptable for transfer. Professional development workshops are not acceptable. However, if the workshop fulfills the following requirements, credit may be considered for transfer to Youngstown State University:

- The workshop must be taught as part of a master's degree curriculum of the university at which the course was taken.
- The workshop should consist of a minimum of 12.5 contact hours per semester hour.
- The workshop must include exposure to the disciplinary research literature appropriate to the course.
- The workshop must include the opportunity for outside work, such as term or research papers or other major assignments appropriate to a graduate course.
- Credits for courses in which grades of S or CR were received will not be transferred.

## **Master's Degree**

Up to nine semester hours (12 quarter hours) of graduate work completed at other accredited institutions may be applied toward a master's degree at YSU, provided the student earned a grade of A or B in such courses

### **Registration:**

### **Advisement**

Before initial registration, the student would be well advised to consult with the faculty member in charge of the program to which the student has been admitted or with an assigned advisor for advice in developing a program of study that leads to the desired degree. The ultimate responsibility for selection of graduate courses, based upon the requirements of the student's program as set forth in the Bulletin, remains with the student. Continued consultation with the advisor is encouraged. Because of the nature of certain programs, an advisor may require consultation before each registration.

## **Registration Procedure**

All Youngstown State University class registration takes place online through the YSU/PENGUIN Portal (<https://ysu.edu/penguin-portal>). Registration day and time are determined by the student classification and hours completed. Registration dates and appointment times for current students are available on the YSU PENGUN Portal.

Registration requires that the student agrees to pay all tuition and fees associated with the registration. Failure to withdraw does not release the student from his or her financial obligation incurred by registration. All significant dates are listed on the Registrar's website and on the YSU PENGUIN Portal announcements for each specific semester.

## **Change of Registration**

Students may change their registration up to the last day to add a class. All dates are available on the YSU PENGUIN Portal.

Withdrawal from a course must be accomplished through the online registration system. Failure to attend class or notification to an instructor is insufficient. A grade of F will be recorded unless a student officially withdraws.

## **Complete Withdrawal of Registration**

The student who wishes to withdraw from all classes in a particular semester must also process this through the YSU/PENGUIN Portal (<https://ysu.edu/penguin-portal>). If a student withdraws from all classes during the first two weeks of the semester, the academic record will contain the statement, "Student completely withdrew during the first two weeks of the semester."

### **Cross-Registration of Courses among Northeast Ohio Public Universities**

Under specific circumstances, a graduate student may take one or more graduate courses at Cleveland State University, Kent State University, The University of Akron, NEOMED, Ohio University, or Youngstown State University without registering as a transient student at the university delivering instruction. The course should contribute to the student's program of study and be unavailable when needed to complete the student's program at the student's home institution. The student must be in good standing (GPA > 3.0) and be within the time limits for completion of the program. The graduate program unit at the student's home institution will establish a graduate special topics or independent study course identification capable of being tagged by the home university with a title that will correspond to the course title at the host university and with the initials of that university (i.e., CSU, KSU, or UA). Registration for such a course is controlled by the home department and will be permitted only upon receipt of the Approval for Acceptance of Course Work at Northeast Ohio Public Universities form, which is available on the graduate school's website: [www.ysu.edu/gradschool](http://www.ysu.edu/gradschool). Any department that has no established special topics or independent study course may not participate in this cross-registration program.

## **Time limit**

Master's Degree. All coursework, including transfer credits, offered in fulfillment of the minimum credit-hour requirement for the degree, all comprehensive exams, and thesis (if required) must have been taken within the six-year period immediately preceding the date on which the last requirement is completed.

Doctoral Degree. All post-master's coursework, including transfer credit, must be taken within an 11-year period. Matriculation to Doctoral Candidacy. Doctoral students shall be granted a six-year period to successfully complete the general examination and acquire candidacy status.

Doctoral Candidacy to Final Dissertation Copy. Doctoral candidates will have five years from the acquisition of candidacy status to file the final dissertation copy. Failure to meet this time frame will result in cancellation of the candidacy. With the approval of the dissertation advisor and the College Graduate Studies Committee, the student may take a supplemental general examination to reacquire candidacy. If the student passes the supplemental general examination, he or she is readmitted to candidacy and must complete the dissertation within two years. The supplemental general examination may be repeated once.

In special cases, with appropriate justification by the student, the dean of Graduate Studies and Research may grant an extension of the coursework time limit upon the written request of the chair or program director of the department of the master's or doctoral study.

### **Full-Time Status**

Full-time students carry nine or more semester hours for credit. Graduate students who complete less than nine hours per semester may lose eligibility for federal financial aid as a full-time student.

### **Academic Standards**

A cumulative grade point average of at least 3.0 (on a 4.0 scale) is required for graduation. All graduate courses taken at YSU are included in the grade point average calculation (see Grading System for grades less than C). Good academic standing for graduate students is a cumulative grade point average of at least 3.0 (on a 4.0 scale) for all graduate credit courses taken at YSU.

Satisfactory Academic Progress. Satisfactory academic progress at the graduate level is maintained by satisfying the following criteria:

- A degree-seeking graduate student must maintain a minimum grade point average of 3.0 (on a 4.0 scale). Any course grade of D or F must be repeated and passed with a grade of A or B.
- A degree-seeking graduate student must successfully meet the requirements, including the time requirement, of all comprehensive examinations of the degree program.
- A degree-seeking graduate student must complete with a passing grade any thesis requirements (or the equivalent) of the degree program.
- A non-degree graduate student must maintain a minimum grade point average of 3.0 (on a 4.0 scale).

For degree programs requiring up to 39 semester hours for completion, a student may count no more than six semester hours of coursework with a grade of C toward the minimum graduation hour requirements. For students in programs requiring 40 semester hours or more for completion, no more

than nine semester hours of coursework with a grade of C may count toward the minimum graduation hour requirement.

## **Academic Suspension**

A graduate student who is not maintaining satisfactory academic progress as determined by the graduate academic program director or department chairperson and graduate dean may be excluded from registration and dropped from the program in which he or she is enrolled. Such action constitutes academic dismissal from the School of Graduate Studies and Research.

- The cumulative grade point average is below the minimum after two semesters during which the student registered “not in good standing”;
- The student fails to pass a comprehensive exam after three tries.

A provisionally admitted graduate student must maintain a minimum grade point average of 3.0 (on a 4.0 scale). A provisional student whose GPA falls below a 3.0 will immediately be dismissed.

Any student in non-degree status whose cumulative grade point average drops below the minimum (3.0) will be prohibited from enrolling in further graduate coursework.

Registration for any session or continuous registration during a full summer counts as one semester for these purposes. A graduate program may utilize additional academic standards to determine satisfactory academic progress and/or standards for academic suspension; however, such standards must be distributed in writing to all graduate students in the program and must be filed and approved by the dean of Graduate Studies and Research.

## **Readmission Procedures**

- Under exceptional circumstances and with the approval of the Dean of Graduate Studies and Research, a program may readmit a suspended student. In such cases, the normal six-year limitation on coursework shall be applied.
- Graduate students suspended for failing to maintain satisfactory academic progress may appeal their suspensions within one year in writing to the Graduate Council. The decision of the Council is final.
- After a period of one year, a graduate student who has been suspended for academic reasons may reapply to the College of Graduate Studies in order to begin a new degree program or to pursue studies in non-degree status. A readmitted graduate student is not permitted to register for any courses offered by the program from which he or she was academically suspended.

## **Grading System**

The following grading system is used in reporting a final evaluation of the work of graduate students in courses or thesis research: A, B, C, D, and F. The grade point equivalents are 4, 3, 2, 1, and 0, respectively. A graduate student may not elect to take a course under the credit/no credit option.

Grades of D and F carry no graduate credit but will be used to determine the student's grade point average. Failure will normally be indicated by a D; a grade of F indicates that the student has not achieved even a minimum grasp of the essentials of the course. A grade of F can also result from failure to withdraw officially from a course (see Change of Registration and Reduction/Refund of Fee Charges Upon Withdrawal). A student has the privilege of repeating a course once, but the repetition is treated merely as another course, along with the first, in calculating the student's grade point average. Any course grade of D or F must be repeated and passed with a grade of A or B.

On petition by the student and concurrence of the advisor and program director, the dean of Graduate Studies and Research may approve for exclusion from the calculation of the student's grade point average courses that do not apply to the current degree program. In no case may courses be excluded from calculation of the grade point average once a graduate degree has been conferred.

Graduate workshops are graded on an S/U (satisfactory/unsatisfactory) basis.

An incomplete grade of I may be given to a student who has been doing satisfactory work in a course but, for reasons beyond the control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A letter grade may not be changed to an 'I' (Incomplete) after the term has ended and grades have been recorded. A written explanation of the reason for the 'I' must be forwarded by the instructor to the Office of Records for inclusion in the student's permanent record, with copies to the student and department chairperson. For fall term courses, the final date to complete an I will be March 1 of the following term; for spring term courses, September 1; for all summer term courses, October 1. With approval by the instructor and the dean of the college where the course is taught, the completion date may be extended. Courses not completed by the appropriate date will be converted to an F.

A grade of W represents a withdrawal properly processed at any time from the end of the full-refund period through the last day to withdraw with a W (as published in the Academic Calendar for each semester). Withdrawal after the designated date (or an improper withdrawal) is recorded as F. Withdrawal thereafter (or improperly done, at any time) is recorded as F. If the grade resulted from circumstances over which the student had no control, the student may petition the dean of the College of Graduate Studies for a late withdrawal. Any grade of F assigned because of absence may be reviewed upon petition to the dean of Graduate Studies and Research. Where withdrawals change the student's status from full-time to part-time, the student immediately forfeits any privileges contingent upon full-time status, and all interested parties will be notified by the appropriate university officials.

In the case of thesis work, independent study, and other courses where research or scholarship is still in progress at the time grades are to be reported, a PR may be reported in place of a conventional grade. The PR grade is intended to indicate that it is the nature of the scholarship rather than the student's ability to complete the work that is preventing the issuance of a conventional grade. A PR grade must be converted to a regular grade prior to graduation. However, a PR grade can remain on the student's permanent record if the course is not needed. A PR grade in and of itself will not prevent a student from graduating.

AU signifies that the student was enrolled in the class as an auditor.

## **Grade Changes**

Applications for grade changes may be secured from the Office of Records, must be completed by the instructor, and must contain the signature of the dean of Graduate Studies and Research unless the change is from incomplete (I) or progress (PR). All grade changes must be submitted to the Office of Records by the dean or instructor; they will not be accepted from the student. In no case may a grade be changed for the purpose of changing the grade point average of the completed degree after a student has received a graduate degree.

## **Intra-university Transfer (Change of Curriculum)**

A student must request in writing a transfer from one graduate program to another. A transfer is not complete until an advisor in the program to which the student is transferring has been appointed and has accepted the student as an advisee, and when the change has been reported to and approved by the dean of Graduate Studies and Research. In such cases of transfer, courses taken in the original curriculum that also apply toward the degree in the new curriculum will be accepted. The student's academic record and grade point average will reflect all graduate courses taken.

## **Auditing Courses**

A graduate student may register for and attend any course as an auditor. An auditor is not held responsible for the regular classwork, class attendance, and preparation of assignments and receives no credit for the course. The student pays the regular tuition as well as any other applicable fees for the course(s) audited. Assistantships and scholarships do not cover audited courses. Audit courses are carried in a student's load only for fee purposes. A student who has registered for a course for audit may not change that status to credit after the last day to add a class. An AU may be given only to a student who has begun a course as an auditor or who has changed status to that of auditor on or before the last day to add a class.

A graduate program may utilize additional academic standards to determine satisfactory academic progress and/or standards for academic suspension; however, such standards must be distributed in writing to all graduate students in the program and must be filed and approved by the dean of Graduate Studies and Research.

## **The Code of Student Rights, Responsibilities, and Conduct**

Youngstown State University is an academic community dedicated to the advancement of learning and development of its students. The University supports the right of all students to be treated with respect and dignity so they can pursue their academic goals in a positive learning community. In support of this goal, the University is committed to a campus environment that values all individuals and groups, and to non-discrimination and equal opportunity for all persons without regard to sex, race, religion, color, age, national origin, sexual orientation, handicap/disability, or identification as a disabled and/or

Vietnam era veteran. The University is also committed to the principles of affirmative action and acts in accordance with state and federal laws.

As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the University's purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the University and is held responsible for compliance with them. Furthermore, all members of the University community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the University.

The policies and regulations as outlined in The Code of Student Rights, Responsibilities, and Conduct (hereafter referred to as The Code) have been established to ensure a positive educational experience for every student. As such, The Code serves as an official University document that outlines conditions and regulations considered essential to the effective functioning of the University.

The student conduct process at Youngstown State University adheres to procedural due process and is intended to be part of the educational process at the University. This student conduct process provides a forum for the impartial and expedient resolution of misconduct in the University community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the University's commitment to developing integrity, respect, and responsibility among all students. The Code is available online at the YSU website or in hard copy from the Office of Student Life.

## **University Policies/ Graduate Student Grievance Procedure**

The Graduate Student Grievance Procedure provides the graduate students at YSU with a formal channel through which complaints concerning academic matters may be heard. It creates a system whereby the student may receive assistance in pressing a claim within the organization of the University.

Informal discussions between persons directly involved in a grievance are essential in the early stages of a dispute and should be encouraged at all stages. An equitable solution to the problem should be sought before the respective persons directly involved in the case have assumed official or public positions that might tend to polarize the dispute and make resolution more difficult. If a problem still exists after discussion, the student should bring the complaint to the attention of the Graduate Program Director and Department Chair. If the problem remains unresolved, the student should bring the complaint to the College of Graduate Studies. Please refer to the *YSU College of Graduate Studies Catalog* at <http://catalog.yzu.edu/graduate/university-policies/> for information regarding the grievance procedure.

## **Scholarships**

Youngstown State University makes funds available to provide scholarships and grants-in-aid to eligible graduate students. An application must be submitted for each semester for which a scholarship or grant-in-aid is sought. Applications for a given semester are accepted during the first through the tenth day of classes (Monday through Friday) of the preceding semester. Decisions will be based on

completed YSU graduate hours and YSU graduate GPA. Applications received after the deadline will not be considered. Minimum grade point averages, application deadlines, award levels, and eligibility criteria are subject to change without notice. Detailed information on scholarships and grants-in-aid is available at the School of Graduate Studies and Research.

## **Support Services**

Students have access to a wide variety of academic and non-academic support services on campus. These services include, but are not limited to, Ombudsperson, Center for Student Progress, Disability Services, Counseling Center, International Studies and Programs, and the Student Health Clinic. For more detailed information about services available to students, refer to any of the following:

1. YSU website at [www.ysu.edu](http://www.ysu.edu) and follow links to Academics and Research
2. Student Health Clinic at [www.ysu.edu](http://www.ysu.edu) <http://cms.ysu.edu/administrative-offices/student-health/student-health>
3. Refer to *YSU College of Graduate Studies Catalog* online for additional information on student support services and locations: <http://catalog.ysu.edu/graduate/>

## **Commencement**

The Intention to Apply for Graduation form, the Application for Graduation form, and the Cap and Gown form must be filed before 5 p.m. on the third Friday of the semester in which the student intends to graduate. Submission of the graduation application is the student's responsibility. Late applications will be accepted through the last day to withdraw from a class with a grade of W in the Office of Student Accounts and University Receivables but will require a late application fee payment. A copy of the Intention to Apply for Graduation form will be sent to the student's major department. There are three graduation ceremonies each year: fall commencement at the end of the first semester in December, spring commencement at the end of the second semester in May, and summer commencement at the end of the summer session in August. Please refer to the "Special Purpose Fees and Service Charges" list as well as the section titled "Other Fees" for information about the graduation fee.

## **Youngstown State University Department of Nursing Mission Statement**

The Department of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Department of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Department of Nursing values high standards of professional ethics; cultural, racial and ethnic diversity; and student-faculty relations that foster excellence in teaching, learning, scholarship and public service.

The purpose of the undergraduate program is to prepare nurses at the baccalaureate level. The program offers a four year generic track for new or transfer students and a completion track for registered nurses with a diploma or associate degree. The curriculum provides a broad base in general education and a

strong nursing foundation. The program prepares nurses to function as generalists with professional and technological competence in a variety of settings.

The purpose of the graduate program is to prepare nurses for advanced practice. The program provides a strong graduate nursing education in five specialty options that build on a baccalaureate nursing foundation. Students choose a specialization in advanced practice nursing, nursing education or school nursing. Advanced nurse practice options include: Adult-Gerontology-Clinical Nurse Specialist, Family Nurse Practitioner and Nurse Anesthesia. The core curriculum centers on professional nursing issues, nursing science, and research methods for building nursing knowledge. The program prepares nurses to implement essential characteristics and core competencies for nursing practice in the selected specialty area.

## **Youngstown State University Department of Nursing Philosophy Statement**

The following is the Department's beliefs about humanity, environment, health, professional nursing practice and learning. The human being is an interwoven unity influenced by cultural, biological, psychosocial and spiritual elements. Human functioning is a unique integration of these elements. Humans possess motivation, creativity, intellect and individual perceptions when functioning and interacting with the world around them. The individual should be considered an integrated whole that is unique and deserves respect.

The human being and environment form an integrated system. The environment that influences human function consists of internal and external components that affect individuals, families, groups and communities. The environment includes economic, political, social, spiritual and physical surroundings. Human beings can creatively change components of the environment that may increase their ability to achieve a desired level of human functioning.

The individual and society share the responsibility for one's health. Health is a state of wholeness or integrity of individuals. Health is a result of diverse cultural, biological, psychosocial, spiritual and environmental elements that exist on a continuum across the life span. Health demands are met by assisting individuals to participate in activities necessary to meet optimal health outcomes.

Nursing is a caring profession that exists to meet society's healthcare needs by assisting individuals, families, groups, and communities to identify and achieve their health goals throughout the life cycle. Nursing is an art that creatively uses knowledge from the sciences and humanities to plan and provide therapeutic interventions to meet the unique healthcare needs of society. Nursing is an evolving science that synthesizes concepts and theories through research and critical inquiry to develop an understanding of human responses to health needs. Nursing process is the basis of professional practice. Nursing assumes leadership roles in healthcare, legislation and public service to identify and implement changes in the delivery of healthcare.

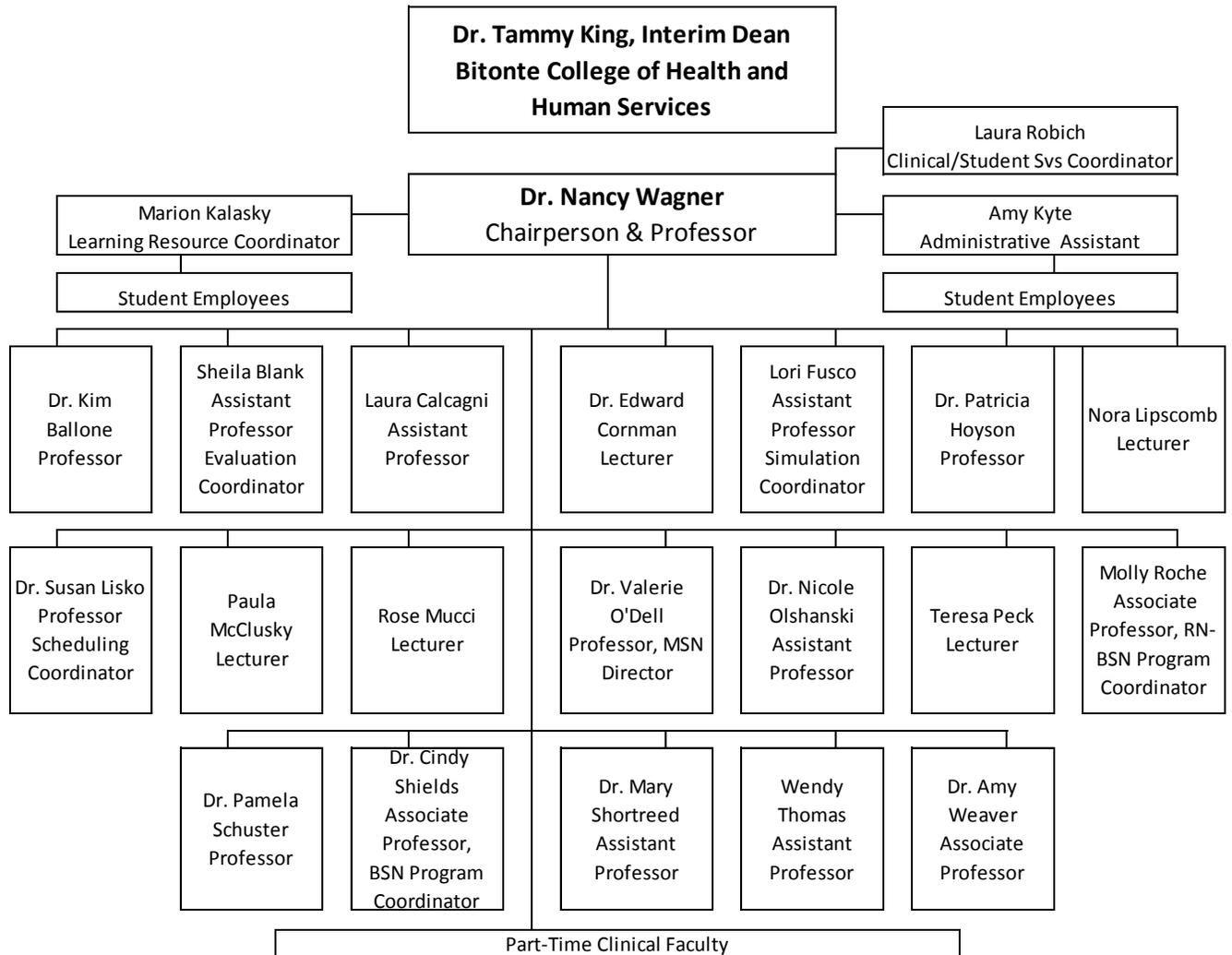
Learning in the undergraduate and graduate nursing education programs is a continuous process involving cognitive, affective and psychomotor skills. Personal growth and self-discovery in the learning process are enhanced in an environment that encourages collegial relationships that stimulate

a curious examination of the world. The results of the educational experience are the development of communication processes, critical thinking, analytic inquiry, creativity and professional judgment that prepares the student for future challenges in nursing practice.

Faculty serves as motivators and facilitators of learning. Faculty seeks to inspire an appreciation and desire in each student for new knowledge and life-long learning. Graduates of undergraduate and graduate programs will be an integral part of the continued development of our profession. The graduates will participate in endeavors to discover new knowledge and methods to meet the health needs of all individuals.

Philosophy Statement Revised 10.05

## DEPARTMENT OF NURSING ORGANIZATIONAL CHART



updated June, 2019

### MSN General Student Learning Outcomes

**All graduates of the Master of Science in Nursing program are prepared to:**

- Synthesize theory and research from nursing and related disciplines for advanced nursing roles.
- Utilize leadership strategies to influence health and health care and to promote the nursing profession in the advanced nursing role.
- Expand the knowledge of nursing practice by identifying nursing research problems and contributing to research investigations.
- Integrate assessment of own learning in developing a lifelong pattern of scholarly inquiry.

## **SOCIAL MEDIA POLICY**

Social media can benefit the learning experience of students. However, this media must be used appropriately with confidentiality and privacy maintained at all times. See appendix A for complete Social Media Policy.

## **MSN Specialty Option Outcomes**

### **Family Nurse Practitioner Outcomes:**

- Provide primary care to families and persons of all ages within the Health Care Delivery System.
- Incorporate a variety of theories from nursing and related fields into nursing practitioner role.
- Analyze social issues related to the Health Care Delivery systems and Advanced Nursing Practice.

### **Nurse Education Outcomes:**

- Practice in advanced nurse educator roles within Academic, Health Care Delivery and Community settings.
- Incorporate a variety of theories from nursing and related fields into nursing practice and education roles.
- Analyze social issues related to the Health Care Delivery systems and Nursing Education.

### **Adult Gerontology-Acute Care Nurse Practitioner Certificate Outcomes:**

- Provide direct acute care to the adult and older adult population within the Health Care Delivery System.
- Incorporate a variety of theories from nursing and related fields into the acute care nurse practitioner role.
- Analyze social issues related to the Health Care Delivery systems and Advanced Nursing Practice.

### **School Nurse License certificate Outcomes:**

- Work in the clinical practice specialty of school health using advanced practice roles.
- Incorporate a variety of theories from nursing and related fields into nursing practice and management roles.
- Analyze social issues related to the Health Care Delivery System and Advanced Nursing Practice.

## **Nurse Anesthetist Outcomes:**

- Administer anesthesia in a variety of practice settings to patients needing anesthesia care.
- Utilize advanced practice nursing roles within the Health Care Delivery System.

The Master of Science in Nursing in Nurse Anesthesia is a cooperative program between Youngstown State University and St. Elizabeth Health Center School for Nurse Anesthetists, Inc. All courses are taught by YSU Graduate Faculty. Humility of Mary Health Partners supports the program by providing clinical and other resources at St. Elizabeth Health Center.

Students gain experience in the use of many anesthetic agents and techniques and are supervised by Certified Registered Nurse Anesthetists (CRNAs) and Staff Anesthesiologists from Bel-Park Anesthesia Associates, Inc. Upon successful completion of the degree program, graduates are eligible to sit for the National Certification Exam by the Council on Certification of Nurse Anesthetists. Once certified, CRNAs must apply for a Certificate of Authority to practice as an Advanced Practice Nurse in the State of Ohio or abide by the laws of the state in which they intend to practice.

## **AACN Organizing Framework for the Core Courses in the MSN Program**

The curriculum provides for attainment of knowledge and skill sets in current advanced practice nursing (APRN) which includes APRN practice, nursing theory, research, community concepts, health care policy, finance health care delivery, critical thinking, communication, professional role development, therapeutic interventions, and current trends in health care.

The American Association of Colleges of Nursing (AACN) document the *Essentials of Master's Education in Nursing*, provides the framework for the Graduate Core Curriculum Content (AACN, 2011). The AACN Graduate Core Curriculum Content includes the following areas:

1. Background for Practice from Sciences & Humanities
2. Organization & Systems Leadership
3. Quality Improvement & Safety
4. Translating & Integrating Scholarship
5. Informatics & Healthcare Technologies
6. Health Policy & Advocacy
7. Inter-professional Collaboration for Improving Patient & Population Health Outcomes
8. Master's-Level Nursing Practice

Courses in the graduate core are taken by all students, and include AACN Graduate Core Curriculum Content:

NURS 6900 Professional Issues in Nursing	3 s.h.
NURS 6901 Nursing Science and Research I	3 s.h.
NURS 6902 Advanced Pathophysiology	3 s.h.

NURS 6906 Advanced Statistics	3 s.h.
NURS 7002 Nursing Science and Research II	3 s.h.
NURS 7005 Research Practicum	2 s.h.

**Organizing framework for the Nurse Anesthetist option follows:**

The Nurse Anesthetist option is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The Master of Science in Nursing in Nurse Anesthesia is a cooperative program between Youngstown State University and St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

All courses are taught by YSU Graduate Faculty. Mercy Health Partners supports the program by providing clinical and other resources at St. Elizabeth Health Center. Students gain experience in the use of many anesthetic agents and techniques and are supervised by Certified Registered Nurse Anesthetists (CRNAs) and Staff Anesthesiologists from Bel-Park Anesthesia Associates, Inc.

Upon successful completion of the degree program, graduates are eligible to sit for the National Certification Exam by the Council on Certification of Nurse Anesthetists. Once certified, CRNAs must apply for a Certificate of Authority to practice as an Advanced Practice Nurse in the State of Ohio or abide by the laws of the state in which they intend to practice.

Acceptance into the YSU Master of Science in Nursing Program is contingent upon acceptance into the St. Elizabeth Health Center School for Nurse Anesthetists, Inc. For further additional admission information specific to the Nurse Anesthetist option please contact:

Beverly A. Rodgers, DNAP, CRNA  
 Program Administrator  
 St. Elizabeth Health Center  
 School for Nurse Anesthetists, Inc.  
 (330) 480-3444  
 brodgers@belpark.net

**Nurse Anesthetist Option – (34 semester hours)**

NURS 6909	Anesthesia Principles 1	2 s.h.
NURS 6910	Professional Aspects of Nurse Anesthesia	3 s.h.
NURS 6911	Pharmacology I	3 s.h.
NURS 6912	Pharmacology II	3 s.h.
NURS 6913	Chemistry and Medical Physics in Anesthesia Practice	3 s.h.
NURS 6914	Human Anatomy, Physiology, and Pathophysiology I	3 s.h.
NURS 6916	Anesthesia Principles II	3 s.h.
NURS 7010	Human Anatomy, Physiology, and Pathophysiology II	3 s.h.
NURS 7011	Anesthesia Principles III	5 s.h.
NURS 7012	Anesthesia Principles IV	6 s.h.

## Organizing framework for the Nurse Education option

The model for Nurse Educator practice was developed by National League for Nursing. This model provides the framework and core essentials for Nurse Educator practice.

### Nurse Education Core Competencies:

1. Facilitate Learning
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship
8. Function within the Educational Environment

(Adapted from NLN (2005) Core competencies for nurse educators with task statements. National League for Nursing)

### Nurse Education Option - (24 semester hours)

NURS 6903	Advanced Pharmacology	3 s.h.
NURS 6904	Advanced Health Assessment	3 s.h.
NURS 7018	Nursing Curriculum Design	3 s.h.
NURS 7019	Nursing Instructional Methods	3 s.h.
NURS 7020	Evaluation in Nursing Education	3 s.h.
NURS 7021	Nurse Educator Role	4 s.h.
NURS 7022	Nursing Educator Role Practicum	2 s.h.

Cognates: Education Technology \* CHOOSE ONE 3 s.h.

\*TCED 6905 Digital Teaching & Learning **OR**

TCED 6936 Curric, Assess, & Instr to Improve Learning

### The Nurse Education Certificate Program

The Nurse Education Certificate program at Youngstown State University is designed to prepare the post-master's prepared nurse with opportunities to further their education, and develop and refine new skills that will enhance their professional development as nurse educators. The certificate nurse educator program is not a degree program. This program is designed to enhance the professional development of registered nurses by providing education and training that prepares them for nurse educator roles and teaching positions in academic and service settings. At the completion of this certificate program, the student will be eligible to sit for the National League for Nursing Certified Nurse Educator examination

## **Post-master's Nurse Education Certificate**

Required Courses (15 s.h.): Four classes & practicum

NURS 7018 Nursing Curriculum Design	3 s.h.
NURS 7019 Nursing Instructional Methods	3 s.h.
NURS 7020 Evaluation in Nursing Education	3 s.h.
NURS 7021 Nurse Educator Role	4 s.h.
NURS 7022 Nursing Educator Role Practicum	2 s.h.

## **Organizing framework for the Family Nurse Practitioner Option**

The model for Family Nurse Practitioner practice was developed by The National Organization of Nurse Practitioner Faculties (NONPF) and US Department of Health and Human Services Health Resources and Services Administration Bureau of Health Professions Division of Nursing (Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health, April 2002) (Nurse Practitioner Core Competencies, 2012 National Organization of Nurse Practitioner Faculties (NONPF)).

### **Nurse Practitioner Core Competencies**

1. Scientific Foundation Competencies
2. Quality Competencies
3. Practice Inquiry Competencies
4. Technology & Information Literacy Competencies
5. Policy Competencies
6. Health Delivery System Competencies
7. Ethics Competencies
8. Independent Practice Competencies

### **Family Nurse Practitioner Competencies**

These are entry level competencies for the family nurse practitioner that supplements the core competencies for all nurse practitioners. The population in primary care family practice includes newborns, infants, children, adolescents, adults, pregnant and postpartum women, and older adults. The focus of care is the family unit, as well as the individuals belonging to the family, however the family chooses to define itself. The family nurse practitioner is a specialist in family nursing, in the context of community, with broad knowledge and experience with people of all ages. Family nurse practitioners demonstrate a commitment to family-centered care. Family nurse practitioners practice primarily in ambulatory care settings. Upon graduation or entry into practice, the family nurse practitioner should demonstrate competence in the categories:

1. HEALTH PROMOTION, HEALTH PROTECTION, DISEASE PREVENTION, AND TREATMENT

The family nurse practitioner is a provider of direct health care services. Within this role, the family nurse practitioner synthesizes theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states. These competencies incorporate the health promotion, health protection, disease prevention, and treatment focus of family nurse practitioner practice.

## 2. NURSE PRACTITIONER-PATIENT RELATIONSHIP

Competencies in this area demonstrate the personal, collegial, and collaborative approach which enhances the family nurse practitioner's effectiveness of patient care. The competencies speak to the critical importance of interpersonal transactions as they relate to therapeutic patient outcomes.

## 3. TEACHING-COACHING FUNCTION

These competencies describe the family nurse practitioner's ability to impart knowledge and associated psycho-motor skills to patients. The coaching function involves the skills of interpreting and individualizing therapies through the activities of advocacy, modeling, and tutoring.

## 4. PROFESSIONAL ROLE

These competencies describe the varied role of the family nurse practitioner, specifically related to advancing the profession and enhancing direct care and management. The family nurse practitioner demonstrates a commitment to the implementation, preservation, and evolution of the family nurse practitioner role. As well, the family nurse practitioner implements critical thinking and builds collaborative, interdisciplinary relationships to provide optimal care to the patient.

## 5. MANAGING AND NEGOTIATING HEALTH CARE DELIVERY SYSTEMS

These competencies describe the family nurse practitioner's role in handling situations successfully to achieve improved health outcomes for patient, communities, and systems through overseeing and directing the delivery of clinical services within an integrated system of health care.

## 6. MONITORING AND ENSURING THE QUALITY OF HEALTH CARE PRACTICE

These competencies describe the family nurse practitioner's role in ensuring quality of care through consultation, collaboration, continuing education, certification, and evaluation. The monitoring function of the role is also addressed relative to monitoring one's own practice as well as engaging in interdisciplinary peer and systems review. Covered in the core competencies.

## 7. CULTURAL COMPETENCE

These competencies describe the family nurse practitioner's role in providing culturally competent care, delivering patient care with respect to cultural and spiritual beliefs, and making health care resources available to patients from diverse cultures. Covered in the core competencies.

(Taken from: Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health, April 2002. US Department of Health and Human Services Health Resources and Services Administration Bureau of Health Professions Division of Nursing)

### **Family Nurse Practitioner Option – (26 semester hours)**

NURS 6903 Advanced Pharmacology	3 s.h.
NURS 6904 Advanced Health Assessment	3 s.h.
NURS 7024 Family & Women's Health	3 s.h.
NURS 7024 Family & Women's Health Practicum	2 s.h.
NURS 7026 Infant Child Adolescent Health	3 s.h.
NURS 7027 Infant Child Adolescent Practicum	2 s.h.
NURS 7028 Adult Health	3 s.h.
NURS 7029 Adult Health Practicum	2 s.h.
NURS 7003 Role Development	3 s.h.
NURS 7004 Role Development Practicum	2 s.h.

### **Organizing framework for the Adult Gerontology-Acute Care Nurse Practitioner Post Master's Certificate (AG-ACNP) Option**

The Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Competencies reflect the work of a national Expert Panel, representing the array of both adult and gerontology nurse practitioners in acute care, education, practice, and certification. In collaboration with colleagues from the Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties (NONPF), the American Association of Colleges of Nursing (AACN) facilitated the process to develop these consensus-based competencies, including the work of the national Expert Panel and the external validation process. The adult gerontology population-focused competencies build on the NP Core Competencies (NONPF, 2006). The Domains of NP Practice (NONPF, 2006) provide the framework for the adult-gerontology acute care NP competencies.

### **Organizing framework for the Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)**

The Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Competencies reflect the work of a national Expert Panel, representing the array of both adult and gerontology nurse practitioners in acute care, education, practice, and certification. In collaboration with colleagues from the Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties (NONPF), the American Association of Colleges of Nursing (AACN) facilitated the process to develop these consensus-based competencies, including the work of the national Expert

Panel and the external validation process. The adult gerontology population-focused competencies build on the NP Core Competencies (NONPF, 2006). The Domains of NP Practice (NONPF, 2006) provide the framework for the adult-gerontology acute care NP competencies.

## **Nurse Practitioner Core Competencies**

1. Scientific Foundation Competencies
2. Quality Competencies
3. Practice Inquiry Competencies
4. Technology & Information Literacy Competencies
5. Policy Competencies
6. Health Delivery System Competencies
7. Ethics Competencies
8. Independent Practice Competencies

## **ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER COMPETENCIES**

These are entry-level competencies for all adult-gerontology acute care nurse practitioners. These adult-gerontology population-focused competencies build on the graduate and APRN core competencies, and NP core competencies. The patient population of the Adult-Gerontology Acute Care NP practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Preparation of the graduate with the entry-level competencies delineated in this document, unless otherwise specified, includes preparation across the entire adult-older adult age spectrum. The focus of the adult-gerontology acute care NP is to provide patient-centered, quality care to the adult and older adult population. The adult-gerontology acute care NP applies evidence in practice designed to improve quality of care and health outcomes. The adult-gerontology acute care NP competencies are delineated below.

## **Adult-Gerontology Acute Care Nurse Practitioner Competencies**

1. Health Promotion, Health Protection, Disease Prevention, and Treatment
2. Nurse-Practitioner Patient Relationship
3. Teaching-Coaching Function
4. Professional Role
5. Managing and Negotiating Healthcare Delivery Systems
6. Monitoring and Ensuring the Quality of Healthcare Practice

These are entry-level competencies for all adult-gerontology acute care nurse practitioners. These adult-gerontology population-focused competencies build on the graduate and APRN core competencies, and NP core competencies. The patient population of the adult-gerontology acute care NP practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults). Preparation of the graduate with the entry-level competencies delineated in this document, unless otherwise specified, includes preparation across the entire adult-older adult age spectrum. The focus of the adult-gerontology acute care NP is to provide patient-centered, quality care to the adult and older adult population. The adult-gerontology acute care NP applies evidence in practice designed to improve quality of care and health outcomes.

Upon graduation or entry into practice, the adult-gerontology acute care nurse practitioner should demonstrate competence in the following categories:

### 1. HEALTH PROMOTION, HEALTH PROTECTION, DISEASE PREVENTION, AND TREATMENT

These competencies describe the role of the adult-gerontology acute care NP in terms of assessing the individual's health status, including assessment of the health promotion, health protection, and disease prevention needs of the acute, critical, and chronically ill or injured patient. Activities include risk stratification, disease specific screening activities, diagnosis, treatment and follow-up of acute illness, and appropriate referral to specialty care.

### 2. NURSE PRACTITIONER-PATIENT RELATIONSHIP

Competencies in this area demonstrate the nurse practitioner-patient collaborative approach, which enhances the adult-gerontology acute care NP's effectiveness of care. The competencies speak to the critical importance of the interpersonal transaction as it relates to therapeutic patient outcomes considering the cognitive, developmental, physical, mental, and behavioral health status of the patient across the adult lifespan.

### 3. TEACHING-COACHING FUNCTION

These competencies describe the adult-gerontology acute care NP's ability to impart knowledge and associated psychomotor and coping skills to individuals, family, and other caregivers. The coaching function involves the skills of interpreting and individualizing therapies through the activities of advocacy, modeling and teaching.

### 4. PROFESSIONAL ROLE

These competencies describe the varied role of the adult-gerontology acute care NP, specifically related to advancing the profession and enhancing direct care and management. The adult-gerontology acute care NP demonstrates a commitment to the implementation, and evolution of the adult-gerontology acute care NP role. As well, the adult-gerontology acute care NP implements clinical reasoning and builds collaborative intra- and inter-professional relationships to provide optimal care to patients with complex acute, critical and chronic illness. The adult-gerontology acute care NP advocates on behalf of the patient population and the profession through active participation in the health policy process.

### 5. MANAGING AND NEGOTIATING HEALTHCARE DELIVERY SYSTEMS

These competencies describe the adult-gerontology acute care NP role in achieving improved health outcomes for individuals, communities, and systems by overseeing and directing the delivery of clinical services within an integrated system of health care. In addition, the adult gerontology acute care NP addresses the development and implementation of system policies affecting services.

### 6. MONITORING AND ENSURING THE QUALITY OF HEALTHCARE PRACTICE

These competencies describe the adult-gerontology acute care NP role in ensuring quality of care through consultation, collaboration, continuing education, certification, and evaluation. The monitoring function of the role is also addressed relative to examining and improving one's own practice as well as engaging in interdisciplinary peer and colleague review.

(Adult-Gerontology Acute Care nurse Practitioner Competencies, February, 2012. American Association of Colleges of Nursing.)

### **Post-master's Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Option (26 semester hours)**

NURS 6903 Advanced Pharmacology	3 s.h.
NURS 6904 Advanced Health Assessment	3 s.h.
NURS 7037 Adult Gerontology – Acute Care I	3 s.h.
NURS 7038 Adult Gerontology – Acute Care I Practicum	2 s.h.
NURS 7039 Adult Gerontology – Acute Care II	3 s.h.
NURS 7040 Adult Gerontology – Acute Care II Practicum	2 s.h.
NURS 7041 Adult Gerontology – Acute Care III	3 s.h.
NURS 7042 Adult Gerontology – Acute Care III Practicum	2 s.h.

### **Organizing framework for the School Nurse License Option**

The model for School Nurse practice was developed by the American Nurse Association and the National Association of School Nurses. This model provides the framework and core essentials for School Nurse practice. (American Nurses Association and National Association of School Nurses (2011) Scope and standards of practice school nursing .2nd Ed. American Nurses Association, Silver Spring, Maryland)

### **School Nurse Core Competencies:**

1. Assessment: The school nurse collects comprehensive data pertinent to the healthcare consumer's health and/or the situation.
2. Diagnosis: The school nurse analyzes the assessment data to determine the diagnoses or issues.
3. Outcomes Identification: The school nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.
4. Planning: The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.
5. Implementation: The school nurse implements the identified plan: Coordination of care. The school nurse coordinates care delivery.
  - i. Health teaching & health promotion:
  - ii. The school nurse employs strategies to promote health and a safe environment, especially regarding health education.
  - iii. Consultation plan, enhance the abilities of others, and effect change.
6. Evaluation: The school nurse evaluates progress toward attainment of outcomes.

7. Ethics: The school nurse practices ethically.
8. Education: The school nurse attains knowledge and competence that reflect current nursing practice.
9. Evidence-based Practice & Research: The school nurse integrates evidence and research findings into nursing practice.
10. Quality of Practice: The school nurse contributes to quality nursing practice
11. Communication: The school nurse communicates effectively in a variety of formats in all areas of nursing practice.
12. Leadership: The school nurse demonstrates leadership in the professional practice setting and the profession.
13. Collaboration: The school nurse collaborates with the healthcare consumer, family, and others in the conduct of nursing practice.
14. Professional Practice Evaluation: The school nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
15. Resource Utilization: The school nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.
16. Environmental Health: The school nurse practices in an environmentally safe and healthy manner.
17. Program Management: The school nurse manages school health services.

### **School Nurse License Non-Degree (15-17 semester hours)**

SPED 6900 Issues, Trends & Foundations in Spec Ed	3 s.h.
NURS 6907 Health Assessment of School Children	3 s.h.
NURS 7014 Health Management in Schools	3 s.h.
NURS 7016 School Nurse Role Development	3 s.h.
NURS 7017 School Nurse Role Practicum	3-5 s.h.

### **AACN Graduate-Level QSEN Competencies Knowledge Concepts**

The curriculum knowledge framework provided to all MSN students incorporates and includes QSEN knowledge concepts developed by American Association of Colleges of Nursing QSEN Education Consortium (2012). This framework provides graduate-level quality and safety competencies that are relevant to the existing standards for all graduate nursing education.

### **Graduate-Level QSEN Knowledge Competencies**

#### **Quality Knowledge**

1. Describe strategies for improving outcomes at all points of care
2. Describe nationally accepted quality measures and benchmarks in the practice setting
3. Evaluate the relevance of quality indicators and their associated measurement strategies
4. Explain variance and its common causes in patient care process and outcomes including costs
5. Analyze ethical issues associated with continuous quality improvement

6. Analyze the impact of context such as access, cost, environment, workforce, team functioning, or community engagement on improvement efforts
7. Understand principles of change management
8. Evaluate the effect of planned change on outcomes
9. Analyze the impact of linking payment to quality improvement
10. Describe the intent and outcomes of public reporting

### **Safety Knowledge**

1. Analyze factors that create a culture of safety and a “just culture”
2. Identify best practices that promote patient, community, and provider safety in the practice setting
3. Analyze human factors safety design principles as well as commonly used unsafe practices (e.g., work-arounds, risky behavior, and hazardous abbreviations)
4. Identify effective strategies to promote a high reliability organization
5. Describe evidence-based practices in responding to errors and good catches
6. Identify process used to analyze causes of error and allocation of responsibility and accountability (e.g., root cause analysis and failure mode effects analysis)
7. Summarize methods to identify and prevent verbal, physical and psychological harm to patients and staff
8. Analyze potential and actual impact of national patient safety resources, initiatives and regulations on systems and practice

### **Teamwork and Collaboration Knowledge**

1. Analyze self and other team members strengths, limitations, and values
2. Understand the roles and scope of practice of each inter-professional team member including patients, in order to work effectively to provide the highest level of care possible
3. Analyze the impact of team-based practice
4. Analyze strategies for identifying and managing overlap in team member roles and accountabilities
5. Analyze strategies that influence the ability to initiate and sustain effective partnerships with member of nursing and inter-professional teams
6. Analyze impact of cultural diversity on team functioning
7. Analyze differences in communication style and preferences among patients and families, nurses, and other members of the health team
8. Describe strategies to integrate patients/families as primary members of the healthcare team
9. Describe strategies to engage patients, families and communities in health promoting activities and behaviors
10. Describe appropriate handoff communication practices

11. Analyze authority gradients and their influence on teamwork and patient safety
12. Identify system barriers and facilitators of effective team function
13. Examine strategies for improving systems to support team functioning

### **Patient-Centered Care Knowledge**

1. Analyze multiple dimensions of patient-centered care including patient/family/community preferences and values, as well as social, cultural, psychological, and spiritual contexts
2. Analyze the factors that create barriers to patient-centered care
3. Synthesize critical information about health literacy based on diversity of patient population
4. Analyze the effectiveness of methods to engage specific patients as partners in their health care
5. Analyze patient-centered care in the context of care coordination, patient education, physical comfort, emotional support, and care transitions
6. Analyze ethical and legal implications of patient-centered care
7. Describe the limits and boundaries of patient-centered care
8. Analyze concepts related to conflictual decision making by patients
9. Analyze personal attitudes, values, and beliefs related to patient-centered care
10. Analyze strategies that empower patients or families in all aspects of the health care process
11. Analyze features of physical facilities that support or pose barriers to patient-centered care

### **Evidence-based practice Knowledge**

1. Demonstrate knowledge of health research methods and processes
2. Describe evidence-based practice to include the components of research evidence, clinical expertise, and patient/family/community values
3. Identify efficient and effective search strategies to locate reliable sources of evidence
4. Identify principles that comprise the critical appraisal of research evidence
5. Summarize current evidence regarding major diagnostic and treatment actions within the practice specialty and healthcare delivery system
6. Determine evidence gaps within the practice specialty and healthcare delivery system
7. Identify strategies to address gaps in evidence based guidelines
8. Develop knowledge that can lead the translation of research into evidence-based practice
9. Analyze how the strength of available evidence influences care-(assessment, diagnosis, treatment, and evaluation)
10. Evaluate organizational cultures and structures that promote evidence-based practice
11. Understand the need to define critical questions related to practice and healthcare system delivery

### **Informatics Knowledge**

1. Analyze systems theory and design as applied to health informatics

2. Evaluate benefits and limitations of common information systems strategies to improve safety and quality
3. Evaluate the strengths and weaknesses of information systems in practice
4. Know the current regulatory requirements for information systems use
5. Identify the critical and useful electronic data needed to provide high quality, efficient care through effective decision support (clinical, financial and administrative outcomes)
6. Evaluate benefits and limitations of different health information technologies and their impact on safety and quality
7. Understand how technology can be used to engage and empower patients as partners in managing their own care
8. Describe and critique taxonomic and terminology systems used in national efforts to enhance interoperability of information systems and knowledge management systems

Reference: American Association of Colleges of Nursing QSEN Education Consortium (2012). *Graduate-Level QSEN competencies knowledge, skills and attitudes*. American Association of Colleges of Nursing.

## **MSN NURSING ADMISSION REQUIREMENTS**

All nursing applicants must meet the following requirements:

- Regular admission requires a cumulative undergraduate grade–point average of at least 3.0 (on a 4.0 scale)
- Satisfactory completion of undergraduate courses in health assessment, statistics, and research methods
- Hold a BSN degree from an accredited program
- Current Registered Nurse license and a minimum of one year professional work experience by date of application.
- Current CPR certification, current immunizations, drug screening and criminal background checks are to be maintained while in the program;
- All Nurse Anesthetist applicants must submit an official report of Graduate Record Examination (General Test) scores completed within the past five years.
- Applicants with a cumulative grade point average of less than 3.0 (on a 4.0 scale) must submit an official report of Graduate Record Examination (General Test) scores completed within the past five years.
- Successful/satisfactory interview is required for all applicants meeting minimum requirements.

- Students not meeting regular admission requirements may be provisionally admitted. See the Graduate Bulletin under Provisional Admission. Applicants must submit the following items to the College of Graduate Studies, <https://catalog.yzu.edu/graduate/admission/>
- Official transcripts for each college or institution of higher learning attended (other than YSU)
- Three satisfactory Recommendation Reference Forms: one each from a faculty member, an employer, and a colleague
- Letter of intent (300 words maximum) stating one's professional career goals and how graduate education in nursing will help fulfill said goals
- Resume or curriculum vita (including education, work and/or research experience, publications, certifications, licenses, grants, professional affiliations, awards, honors, presentations, and/or courses taught)

\*Application Deadlines (including all required materials)

**February 1<sup>st</sup> (Cohort-based beginning each fall)**

Family Nurse Practitioner  
 Post-master's Family Nurse Practitioner  
 Adult Gerontology Acute Care Nurse Practitioner  
 Nurse Education  
 School Nurse Certificate

**October 1<sup>st</sup> (Cohort-based beginning each spring)**

Post-master's Adult Gerontology Acute Care Nurse Practitioner  
 Post-master's Nurse Education

**Immunization and Fingerprinting Requirements**

For continuation or progression through the Graduate Nursing Program, students are responsible for meeting the immunization, cardiopulmonary resuscitation (CPR), (and ACLS for AG-ACNP students and ACLS & PALS for Nurse Anesthetist students) and fingerprinting requirements as set forth by the Department of Nursing. Failure to meet these requirements will prohibit student registration and participation in nursing courses.

Students must provide proof of all requirements to Corporate Screening Services before the first scheduled day of Practicum.

The tuberculin (Mantoux) skin test is required annually. Upon admission, two-step testing (1-3 weeks apart) is required, then one TB test is required annually thereafter. If the test is positive, follow up care with a TB clinic or private physician is recommended. Documentation of treatment from a health agency is required. If a student has received BCG immunization, an initial chest x-ray is required in lieu of the tuberculin test.

CPR (and \*ACLS for AG-ACNP students and \*ACLS & \*PALS for Nurse Anesthetist students) certification must be current throughout the Graduate Nursing Program.

Fingerprinting for a BCI & FBI criminal background check is required annually. These checks will be completed through Corporate Screening Services.

- **Immunization**

All students accepted into the Graduate Nursing Program are required to provide appropriate documentation for TB testing, Hepatitis B, MMR, TDaP, Influenza and Varicella. **All health requirements must be met by October 1<sup>st</sup>.** (Please see Table below for a list of all requirements).

- **Drug Screening**

Drug screening is required by November 1<sup>st</sup> and every year thereafter. Students should obtain drug screening through Corporate Screening Services. See appendix B for complete Drug Screen Policy.

- **Photocopy of valid YSU ID**

- **Fingerprinting**

a. Fingerprinting for Ohio Bureau of Criminal Identification and Investigation (BCI&I) and Federal Bureau of Investigation (FBI) criminal records check must be completed through Corporate Screening Services.

**Youngstown State University  
Department of Nursing - BSN Program  
Health Requirements, CPR, Drug Screen and Criminal Background Check**

<b>Requirement</b>	<b>Must provide documentation of:</b>	<b>Comments</b>
History and Physical Exam	Exam by Primary Health Care Provider or Student Health Service on the Department's History and Physical form dated no earlier than <b>six months</b> prior to admission.	<b>Due by October 1</b>
Measles, Mumps, Rubella (MMR) Immunity	<b>Positive</b> Titer for measles, mumps, and rubella virus	Waived if student born before 1957. <b>Due by October 1</b>
Varicella (Chicken pox) Immunity	<b>Positive</b> Varicella Titer Required	<b>Due by October 1</b>
Hepatitis B Immunity	<b>Positive</b> Hepatitis B surface Antibody (HBs AB) Titer. <b>**If titer is negative, follow three shot series: Shot #1 – upon negative titer Shot #2 – one month after shot #1 Shot #3 – six months after shot #2 Re-titer 4-8 weeks after shot #3</b>	<b>Due by October 1</b>
TDap	TDap (Tetanus, Diphtheria, and Pertussis) Vaccine is required one time.	<b>Due by October 1</b> Needs updated every 10 years.
Influenza	Seasonal Flu Vaccine	<b>Due by October 1 AND</b> every year thereafter.
TB test (Also called Mantoux or PPD test) <b>OR</b> T-Spot	Negative TB test If <u>positive</u> , follow-up with a health care provider and a negative chest x-ray result is required <b>annually</b> .	<b>Due by October 1</b>  <b>OR</b> T-Spot-Negative
Drug Screening	Negative Drug Screen	<b>Due by October 1</b> <b>AND</b> every year thereafter.
Criminal Background Check	Fingerprinting for BCI & FBI	<b>Due by October 1</b> <b>AND</b> every year thereafter.
CPR *ACLS for N. Anesth & ACNP *PALS for N. Anesth	American Heart Association Certification for <b>Health Care Provider</b> . This includes adult, child, infant and AED training.	<b>Due by October 1</b> Required on admission and must be renewed every two years.

**\*\*If your Hepatitis B titer is negative, the series must be restarted by October 1**

Revised 7/2019 vmodell

## **American Nurses Credentialing Center Certifications**

Areas of Nurse Practitioner Certification Offered by the American Nurses Credentialing Center (ANCC) in 2017:

### **Nurse Practitioner Certifications**

- Adult-Gerontology Acute Care NP
- Adult-Gerontology Primary Care NP
- Family NP
- Gerontological NP
- Pediatric Primary Care NP
- Psychiatric–Mental Health NP
- Emergency NP

Retrieved 2019 from: <https://www.nursingworld.org/ancc/>

## **MSN Graduate Student Participation in Organizations and Committees**

- Youngstown State University, XI Chapter Sigma Theta Tau International
- Phi Kappa Phi
- American Association of Nurse Anesthetists, Associate Members
- Ohio Association of Advanced Practice Nurses
- Student Representative to the MSN Graduate Faculty Committee
- MSN Students serve on various Sigma Theta Tau Committees

## **Sigma Theta Tau International Honor Society of Nursing**

Sigma Theta Tau is the only international honor society for nursing. This organization is a member of the Association of College Honor Societies.

A Nursing Honor Society was initiated in 1990 at YSU in order to meet requirements to establish a local chapter to Sigma Theta Tau. Under the direction of Diane McDougal, interested faculty and students diligently followed Sigma Theta Tau guidelines to structure this organization, develop bylaws, and select members to achieve its purpose.

Sigma Theta Tau approved the establishment of Youngstown State University's Xi Chapter and the first chapter induction occurred in June 1994. Sigma Theta Tau, the initials of the Greek words Storga, Tharos, Tima, which mean Love, Courage, and Honor, has as its purpose the following:

1. To recognize the achievement of superior quality scholarship,
2. To recognize the development of leadership qualities,
3. To foster high professional standards,
4. To encourage and support research in nursing, and
5. To strengthen individual commitment to the ideals and purposes of the profession.

Students, both baccalaureate and graduate, may be inducted into the organization after meeting specific criteria as defined by Sigma Theta Tau and after having demonstrated superior academic

performance and leadership potential. Recognition of distinguished members of the nursing profession as well as community leaders who have contributed to nursing are also eligible for membership. Invitations are issued by STTI each academic year.

## **Ohio Association of Advanced Practice Nurses (OAAPN)**

### History

In the 1980s, leading Ohio nurses worked to revise and update the Nurse Practice Act. The subsequent 1988 changes left many unresolved issues for Ohio's Advanced Practice Nurses (APNs). In March 1990, the Ohio Coalition of Nurses with the Specialty Certification (OCNSC) was formed. This group actively sought title recognition and scope of practice for each APN specialty. These were defined with the passage of SB 154 in 1996. With the new law in place, the membership of OCNSC voted to change their name to the Ohio Association of Advanced Practice Nurses (OAAPN). In 1999, the OAAPN was instrumental in the passage of H.B. 241 which allows qualified APNs to have limited prescriptive authority and finally brings Ohio closer to APN practice as seen in other states. An important obstacle remains. The OAAPN legislative priority continues to be securing mandatory reimbursement for Ohio APNs.

### Advance Practice Nurses

Advance Practice Nurses (APNs) include Certified Nurse Midwives (CNMs), Certified Registered Nurse Practitioners (CRNPs), Clinical Nurse Specialists (CNSs), and Certified Registered Nurse Anesthetists (CRNAs). All of these APNs practice in Ohio yet have encountered many barriers to their practice. Undue restrictions often keep APNs from providing the full scope of services that they are trained to offer.

### Mission Statement

In order to assure that Ohioans have access to cost effective, high quality care provided by Advanced Practice Nurses, the mission of this Association is to:

- Promote Advanced Practice Nursing
- Support Professional Development
- Participate in the Implementation and Monitoring of Legislation
- Attain Fair and Equitable Reimbursement for Advanced Practice Nurses
- Foster Collegial and Collaborative Relationships with Other Health Care Providers
- Promote Affordable, Accessible, and Quality Healthcare for all Ohioans

### OAAPN Scholarship Program

In order to promote the professional development of APNs, will give four \$1000.00 scholarships per year. Scholarships will be awarded at the Annual Statewide Meeting in November.

The Criteria for selection will be:

- Currently enrolled in a master's program in the State of Ohio, leading to a degree as an APN or in a post master's certificate program. Currently holds a GPA of at least 3.2.

- Membership in OAAPN is considered in the selection process but is not mandatory.
- Service to OAAPN is considered by the committee but is not mandatory.
- Will assume a position as an APN in the State of Ohio for at least one year after graduation. Is available to attend the Awards Ceremony.
- Completion of the OAAPN scholarship application form.

### Membership Benefits and Options

Members enjoy the political updates, professional contacts and other practice information shared in the regular newsletters, regional meetings and annual statewide meeting. Continuing Education programs on APN practice and clinical issues are offered at these meetings. Membership fees also help support a professional lobbyist who monitors current legislative proposals which could impact APN practice.

### Membership Levels Are:

1. Regular Membership: Open to all CNSs, CRNAs, CNMs or CNPs. Faculty of education programs that prepare individuals for these roles are also eligible. Full voting privileges.
2. Student Membership: Open to all registered nurses enrolled in program preparing them for certification as a CNS, CRNA, CNM or CNP. No voting privileges.
3. Retired Membership: Open to all CNSs, CRNAs, CNMs or CNPs. Full voting privileges.
4. Affiliate Membership: Open to all agency, employer or organization that promotes the autonomous practice of APNs. No voting privileges.

For addition information please contact: Ohio Association of Advanced Practice Nurses  
 PMB #255, 14761 Pearl Road, Cleveland, Ohio 44136 P: Toll Free (866)-668-3839 F: (866)-529-6822, <http://oaapn.org/>

## Nursing Department Graduate Faculty Directory

### Cushwa Hall

Faculty Name	Phone	Room	E-mail
Dr. Kimberly Ballone	330-941-1799	3108	<a href="mailto:kaserroka@ysu.edu">kaserroka@ysu.edu</a>
Dr. Patricia Hoyson	330-941-1448	3110	<a href="mailto:plhoyson@ysu.edu">plhoyson@ysu.edu</a>
Dr. Patricia Kostelnak	330-480-3444		<a href="mailto:kostelnak@belpark.net">kostelnak@belpark.net</a>
Dr. Susan Lisko	330-941-2175	3136	<a href="mailto:salisko@ysu.edu">salisko@ysu.edu</a>
Dr. Valerie O'Dell (MSN Program Director)	330-941-2177	3132	<a href="mailto:vmodell@ysu.edu">vmodell@ysu.edu</a>
Dr. Beverly Rodgers	330-480-3444		<a href="mailto:brodgers@belpark.net">brodgers@belpark.net</a>
Dr. Pamela Schuster	330-941-1796	3058	<a href="mailto:paschuster@ysu.edu">paschuster@ysu.edu</a>
Dr. John Underwood	330-480-3444		<a href="mailto:underwood@belpark.net">underwood@belpark.net</a>
Dr. Nancy Wagner (Chairperson)	330-941-1449	2324	<a href="mailto:nhwagner@ysu.edu">nhwagner@ysu.edu</a>
Dr. Amy Weaver	330-941-2328	3114	<a href="mailto:aweaver@ysu.edu">aweaver@ysu.edu</a>
 <b>Professor Emerita</b>			
Dr. Louise Aurilio			<a href="mailto:laaurilio@ysu.edu">laaurilio@ysu.edu</a>
Dr. Patricia McCarthy			<a href="mailto:pamccarthy@ysu.edu">pamccarthy@ysu.edu</a>
Dr. Nancy Mosca			<a href="mailto:nwmosca@ysu.edu">nwmosca@ysu.edu</a>
Dr. Jennie Wood			<a href="mailto:jmwood@ysu.edu">jmwood@ysu.edu</a>
 <b>Learning Resource Coordinator</b>			
Ms. Marion Kalasky		330-941-3296	<a href="mailto:mlkalasky@ysu.edu">mlkalasky@ysu.edu</a>
 <b>Nursing Department Administrative Assistant</b>			
Ms. Amy Kyte		330-941-7209	<a href="mailto:ajkyte@ysu.edu">ajkyte@ysu.edu</a>
 <b>Clinical and Student Services Coordinator</b>			
Laura Robich		330-941-2179	<a href="mailto:lkrobich@ysu.edu">lkrobich@ysu.edu</a>

## Appendix A

Youngstown State University  
Department of Nursing

### SOCIAL MEDIA POLICY

Social media can benefit the learning experience of students. However, this media must be used appropriately with confidentiality and privacy maintained at all times.

No personal phone calls or texting are permitted while in patient areas or in the classroom. If an emergency arises during class, the student is asked to leave the room to respond to the phone call or text.

Clinical resources (e.g. Drug Handbook, Lab values) may be accessed on a cell phone or PDA during clinical. Permission to use these resources must be obtained from faculty and the clinical facility. If these resources are on a cell phone, it is expected that the cell phone will be silenced. Use of computers (PDAs, Notebooks, iPads, etc.) in the classroom are restricted to note taking and classroom activities. Other use is distracting to fellow students and those in close proximity.

No pictures or videotaping may be taken of faculty or fellow students without their consent.

No pictures or videotaping may be taken of patients/patient families.

Students are expected to abide by the following guidelines, “How to Avoid Disclosing Confidential Patient Information”, developed for nurses by the National Council of State Boards of Nursing:\*

With awareness and caution, nurses [nursing students] can avoid inadvertently disclosing confidential or private information about patients. The following guidelines are intended to minimize the risks of using social media:

- **Nurses [nursing students] must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.**
- **Nurses [nursing students] are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses [nursing students] are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.**
- **Nurses [nursing students] must not share, post or otherwise disseminate any information or images about a patient or information gained in the nurse/patient relationship with anyone unless there is a patient-care-related need to disclose the information or other legal obligations to do so.**
- **Nurses [nursing students] must not identify patients by name, or post or publish information that may lead to the identification of a patient. Limiting access to posting through privacy settings is not sufficient to ensure privacy.**

- **Nurses [nursing students] must not refer to patients in a disparaging manner, even if the patient is not identified.**
- **Nurses [nursing students] must not take photos or videos of patients on personal devices, including cell phones. Nurses [nursing students] should follow employer [clinical facility] policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.**
- **Nurses [nursing students] must maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse [nursing student] has an obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse [nursing student] does not permit the nurse [nursing student] to engage in a personal relationship with the patient. Nurses [nursing students] must consult employer [clinical facility] policies or an appropriate leader within the organization for guidance regarding work related postings.**
- **Nurses [nursing students] must promptly report any identified breach of confidentiality or privacy.**
- **Nurses [nursing students] must be aware of and comply with employer [university/clinical facility] policies regarding use of employer-owned computers, cameras and other electronic devices, and use of personal devices in the workplace.**
- **Nurses [nursing students] must not post content or otherwise speak on behalf of the employer [university] unless authorized to do so and must follow all applicable policies of the employer [university].**

\*Reprinted with the permission of the National Council of State Boards of Nursing  
*A Nurse's Guide to the Use of Social Media*  
 National Council of State Boards of Nursing; Chicago, IL 60601  
 How to Avoid Disclosing Confidential Patient Information, pp.12-13

Violation of this policy will result in removal from the course and associated practicum.

## Appendix B

Youngstown State University  
Department of Nursing

### GRADUATE NURSING STUDENT DRUG SCREENING POLICY

**Purpose:** To provide a safe working environment, area hospitals and other institutions are requiring individuals who provide care to patients to undergo drug testing. For this reason, students in the Department of Nursing will undergo similar testing to meet the criteria of clinical/practicum agencies. Therefore, passing a drug screen test prior to engaging in a practicum course is a requirement for all students in the MSN program. In addition, a practicum facility or the Department of Nursing may require a student to submit and pass random drug screening analysis in order to remain at a practicum facility.

**Policy:** This policy applies to all Youngstown State University Department of Nursing students. All students admitted to the MSN program are required to complete practicum coursework at a hospital, clinic, or other healthcare provider facility in order to complete their degree requirements. The purpose of this policy is to notify students in the MSN program that all students in the program must submit to a drug screen as stated in this policy and test negative before engaging in clinical activity associated with the program. Any student who engages in conduct prohibited by this policy, tests positive for drugs, or who does not comply with any notice, request, or procedure provided for herein, shall be withdrawn from all practicum and associated courses, and may be dismissed from the MSN program.

1. Student progression in the nursing program is contingent upon the student passing a drug screen.
  - a. **A drug screening result indicating dilution of the sample will require a repeat drug test. Any additional cost will be the responsibility of the student.**
  - b. **A drug screen urine sample from the student indicating an abnormal temperature will require another sample provided on the same day as the original urine sample. If the student elects to leave the drug screen site without providing an adequate sample, the sample will be handled as a “refusal to comply with the drug screen policy” and will be grounds for dismissal from the program.**
2. The student is responsible for the cost of the drug screening. The drug screen will be obtained through Corporate Screening Services and the screening must be completed by the first Monday in November of every year while in the nursing program.
3. Failure or refusal to comply with this drug screening policy will be grounds for dismissal from the program. Any attempt to delay, hinder or tamper with any testing will be considered a refusal to comply with this policy. In addition, failure or refusal to comply with any aspect of this drug screening policy may be reported to the YSU

Office of Student Conduct for possibly disciplinary action in accordance with the University's Student Code of Conduct.

4. In the event of a positive drug screening result indicating use of an illegal drug or controlled substance without a legal prescription, the student will be withdrawn from all practicum courses. And may be dismissed from the MSN program.
5. Students may be permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans while on duty. This must be documented on the physical form on file in the nursing office. However, when such prescribed or over-the-counter medications affect clinical judgement, the student's safety or the safety of others, the student may be removed from practicum activities. The Master of Science in Nursing (MSN) Committee may be consulted to determine if the student is capable of continuing to participate in academic and practicum programs.
6. If at any time faculty or an administrator suspects a student is impaired due to drug or alcohol use while in the practicum, classroom, or campus areas, the student will be removed from the area and may be required to undergo immediate testing for drug and alcohol use at the student's expense. Impaired students will not be permitted to drive and must bear the cost of transportation. The student will be suspended from **all** practicum activities until the investigation into the situation is complete. Absence from practicums will interfere with progression of the course.
7. Referrals for evaluation and counseling for drug and/or alcohol use will be a part of a plan for a student with a positive screening or incident related to drug or alcohol use.
8. Random drug testing can be implemented at any time without notice.

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