



YOUNGSTOWN STATE UNIVERSITY
CENTOFANTI SCHOOL OF NURSING

Graduate Nursing Student Handbook

2022-2023

Revised 3/2023

CENTOFANTI
School of Nursing



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Introduction

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

* The information in this document is subject to change.

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.ysu.edu and <http://www.ysu.edu/academics/college-graduate-studies>

The Centofanti School 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 (HLC) (telephone: (312) 263-0456 or (800) 621-7440). The HLC is an independent corporation founded in 1895 as one of six regional institutional accreditors in the United States. Please write to info@hlcommission.org if you have any questions.

The Youngstown State University Master of Science in Nursing program is accredited by [Commission on Collegiate Nursing Education \(CCNE\)](http://www.ccn.edu). The Nurse Anesthetist option is accredited by <https://www.coacrna.org/>.

HISTORY OF THE CENTOFANTI SCHOOL OF NURSING

Youngstown State University's Centofanti School of Nursing began in 1967, with a two-year Associate Degree in Nursing (ADN) Program. The Centofanti School 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 Centofanti School 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 Centofanti School 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.

The Master of Science in Nursing program became fully accredited by the Commission on Collegiate Nursing Education (CCNE) on February 6, 2017.

In July 2020, the Ohio Department of Higher Education approved the online delivery of the Master of Science in Nursing Program for the Family Nurse Practitioner and Adult-Gerontology-Acute Care Nurse Practitioner options. The accelerated, online program launched in October 2020, phasing out the on-campus course delivery format.

On January 27, 2020, the Institutional Actions Council of the Higher Learning Commission granted approval for the Doctor of Nursing Practice. The final master's cohort for the Nurse Anesthetist option was admitted for the fall, 2020 semester and the first DNP cohort for Nurse Anesthesia was admitted for May, 2021 start date.

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 at 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

The College of Graduate Studies prepares diverse and highly skilled professionals, leaders, collaborators, and innovative thinkers through excellence in education, research, and creative works.
Development and Organization

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 programs that were to be offered. These programs gained approval from the Ohio Department of Higher Education on December 15, 1967. Preliminary accreditation was given by the Higher Learning Commission 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 serves as 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 graduate student member, and one program director from each college. Standing committees of the Graduate Council are:

- Admission and Appeals
- Curriculum
- Exceptions

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> .

College of Graduate Studies

Information can be found online and provide you guidance as a graduate student using the link below.

<https://catalog.ysu.edu/graduate/general-information/>

General Graduate School Admission Information

Admission Procedure

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

Applications who are applying to the DNP Nurse Anesthetist Program should apply and be accepted into St. Elizabeth Health Center School for Nurse Anesthetists before applying at YSU. See the School's website for more details: www.ytowncrnaschool.com

International Admissions

Information regarding international students may be viewed at <https://ysu.edu/international-programs-office/apply-now/quick-menu/international-graduate-admissions> For additional information on International Admissions contact: The International Programs Office at ipo@ysu.edu or +1-330-941-2336.

Test Information

The GRE requirements for the DNP Nurse Anesthetist Program can be found at <http://www.ytowncrnaschool.com/> .

Admission Requirements - General

NOTE: (the admission requirements for the DNP Nurse Anesthetist Program are not the same, and can be found at <http://www.ytowncrnaschool.com/>

Regular

Regular admission will be granted to students who satisfy the admission requirements for the graduate program in which they wish to enroll.

Provisional

Upon recommendation of the program director or chair, and the college dean, and subject to the approval of the dean of Graduate Studies, a student may be accepted with provisional admission if their 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 low test score(s) or low cumulative undergraduate grade point averages will be reviewed by the program director and/or chair when nine semester hours of degree-credit coursework are completed. The program director and/or chair will change the student's status from provisional to regular if the deficiencies have been met and/or the student's record justifies such a change. The advisor will report the change to the Dean of Graduate Studies on the Action on Provisional Status form.

Non-degree

*Non-degree applicants must meet all requirements for admission to the College of Graduate Studies. Status as a non-degree student is not an admission to a College of Graduate Studies degree or certificate program. Non-degree students, including those seeking a graduate certificate, must complete a non-degree application online. Non-degree students are required to pay the regular application fee.

Non-degree students are ineligible for many types of financial aid (including assistantships awarded by the College of Graduate Studies). 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 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.

Centofanti School of Nursing

*Only students who are admitted to a post-master's certificate graduate nursing program are eligible for non-degree status in the Graduate Nursing program and must adhere to the same grade policy requirements as degree-seeking graduate nursing students.

Transfer Credits

<https://catalog.ysu.edu/graduate/general-information/academic-policies-procedures/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. It is the responsibility of the student to initiate a request for the approval of transfer credits.

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

Centofanti School of Nursing: In addition to the College of Graduate Studies policies, the following policies are in place for the School of Nursing.

It is the responsibility of the student to initiate a request for the approval of transfer credits.

Workshop format courses and professional development workshops are not acceptable for transfer.

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. Credits for courses in which grades of S or CR were received will not be transferred.

The following courses may be applied for transfer credit (limit of nine semester hours)

NURS 6900 Healthcare Issues and Trends CR3

NURS 6901 Theoretical Foundations in Science & Research CR3

NURS 6902 Advanced Pathophysiology CR3

NURS 6903 Advanced Pharmacology CR3

NURS 6904 Advanced Health Assessment CR3

*All option-specific didactic and clinical/practicum courses may not be transferred from another university. All option-specific didactic and clinical/practicum courses must be taken at Youngstown State University.

Registration/Advisement

<https://ysu.edu/registrars-office/registration>

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

<https://ysu.edu/penguin-service-center/online-instructions>

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."

Time limit

Master's Degree and Graduate Certificates

All coursework, including transfer credits, offered in fulfillment of the mini-mum credit-hour requirement for the degree/certificate, 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.

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.

Centofanti School of Nursing: In addition to the College of Graduate Studies policies, the following policies are in place for the School of Nursing.

Advanced Pharmacology course must be taken within 5 years preceding an APRN National Certification exam, based on individual State Boards of Nursing regulations. The Ohio Board of Nursing requires that the 45-hour Advanced Pharmacology course must be completed within 5 years of applying for Advanced Practice certification.

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

<https://nextcatalog.yosu.edu/graduate/general-information/academic-policies-procedures/academic-standards/>

*Nurse Anesthetist students: refer to St. Elizabeth Health Center School for Nurse Anesthetists, Inc. policies on academic standards specific to the Program.

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

*Nurse Anesthetist students: refer to St. Elizabeth Health Center School for Nurse Anesthetists, Inc. policies on academic standards specific to the Program.

Centofanti School of Nursing MSN/Post-Master's Grade Requirements

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 required course grade of D or F must be repeated and passed with a grade of C or better.
- 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).
- *Grades of D and F carry no graduate credit but will be used to determine the student's grade point average. 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 required course grade of D or F must be repeated and passed with a grade of C or better. Students may not advance in the program until they have taken the failed course, passed with a grade of C or better and maintain a GPA of 3.0.

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.

***Grade Policy – Graduate Nursing Option-specific courses**

In the six (6) **AGACNP courses** (NURS 7037, 7038, 7039, 7040, 7041, 7042), the student **MUST** earn a grade of B or A. If a student earns a C or lower grade in any of these courses, the course **MUST** be repeated. The student can only repeat the course once. If a grade of B or A is not earned on the second attempt, the student will not be permitted to progress in the Graduate Nursing program.

In the seven (7) **FNP courses** (NURS 7045, NURS 7046, NURS 7047, NURS 7048, NURS 7049, NURS 7050, NURS 7051), the student **MUST** earn a grade of B or A. If a student earns a C or lower grade in any of these courses, the course **MUST** be repeated. The student can only repeat the course once. If a grade of B or A is not earned on the second attempt, the student will not be permitted to progress in the Graduate Nursing program.

In the six (6) **Nursing Education courses** (NURS 7018, NURS 7019, NURS 7020, NURS 7021, NURS 7022, NURS 7023), the student **MUST** earn a grade of B or A. If a student earns a C or lower grade in any of these courses, the course **MUST** be repeated. The student can only repeat the course once. If a grade of B or A is not earned on the second attempt, the student will not be permitted to progress in the Graduate Nursing program.

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.

Family Nurse Practitioner option – completion of clinical practicum hours

To finish the required 600 practicum hours by the end of the program, it is recommended that students complete 150 hours per term/practicum course. If the student has not completed the required 600 practicum hours by the end of NURS 7051, they will receive a PR (progressing) grade for that course and will be permitted an additional 7 weeks to complete the 600 hours. If the student has not completed the required 600 practicum hours after the additional 7 weeks, their PR grade will be converted to an I (incomplete) and they will not be permitted to apply for graduation.

Academic Suspension

*Nurse Anesthetist students: refer to St. Elizabeth Health Center School for Nurse Anesthetists, Inc. policies on academic suspension specific to the Program.

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 College of Graduate Studies.

Upon completion of 9 semester hours, regularly admitted students who are “not in good standing” will be academically suspended if their semester GPA is below 3.0 for more than one semester.

Upon completion of 9 semester hours, provisionally admitted graduate students must maintain a minimum grade point average of 3.0 (on a 4.0 scale). Provisional students whose GPA falls below a 3.0 will be academically suspended.

Students who fail to pass a comprehensive exam after three attempts will be academically suspended.

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 approved by the dean of The College of Graduate Studies.

Readmission Procedures

<https://catalog.yasu.edu/graduate/general-information/academic-policies-procedures/academic-standards/>

*Nurse Anesthetist students: refer to St. Elizabeth Health Center School for Nurse Anesthetists, Inc. policies on readmission procedures specific to the Program.

- Under exceptional circumstances and with the approval of the Dean of The College of Graduate Studies, 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.
- 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 they were academically suspended.

Grading System - Grading Method & Procedures

<https://catalog.ysu.edu/graduate/general-information/academic-policies-procedures/grading/>

*Nurse Anesthetist students: refer to St. Elizabeth Health Center School for Nurse Anesthetists, Inc. policies on grading standards specific to the Program.

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 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 required course grade of D or F must be repeated and passed with a grade of C or better. Students may not advance in the program until they have taken the failed course, passed with a grade of C* or better and maintain a GPA of 3.0.

*Option-specific courses require a minimum grade of B or better.

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. If a student receives a grade of Incomplete, they are not permitted to register for the next 7-week term.

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 The College of Graduate Studies. 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.

Grade Changes

*Nurse Anesthetist students: refer to St. Elizabeth Health Center School for Nurse Anesthetists, Inc. policies on grading specific to the Program.

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 The College of Graduate Studies 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 The College of Graduate Studies. 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. This option is not applicable to Nurse Anesthesia students. 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.

The Code of Student Rights, Responsibilities, and Conduct

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

The Code is available online at the YSU website or in hard copy from the Office of Student Conduct at <https://ysu.edu/student-conduct/code-conduct>

University Policies/ Graduate Student Grievance Procedure

The Student Academic Grievance Procedure provides students with a formal channel through which complaints concerning academic matters may be heard. A student must attempt to resolve the complaint by first discussing the issue with the faculty member. If the complaint is not resolved at that level, the student should direct his or her complaint to the department chair and, if the complaint is still not resolved, then to the dean of the college.

*Nurse Anesthetist students: refer to St. Elizabeth Health Center School for Nurse Anesthetists, Inc. grievance policies specific to the Program.

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 <https://catalog.yzu.edu/graduate/general-information/academic-policies-procedures/academic-grievances/> 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.yzu.edu and follow links to Academics and Research
2. Wick Primary Care (Student Health Clinic) <https://ysu.edu/wick-primary-care-ysu>
3. Refer to *YSU College of Graduate Studies Catalog* online for additional information on student support services and locations: <http://catalog.yzu.edu/graduate/>

Commencement

<https://ysu.edu/registrars-office/graduation>

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.

Policies are subject to change and may be viewed at <https://ysu.edu/academics/college-graduate-studies>.

Youngstown State University Centofanti School of Nursing Mission Statement

The Centofanti School of Nursing supports the missions of Youngstown State University and the Bitonte College of Health and Human Services. The Centofanti School of Nursing provides high quality baccalaureate and graduate nursing programs that are responsive to the health care needs of society. The Centofanti School 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 four specialty options that build on a baccalaureate nursing foundation. Students choose a specialization in advanced practice nursing or nursing education. Advanced nurse practice options include Adult-Gerontology-Acute Care Nurse Practitioner or Family Nurse Practitioner. 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. The Doctor of Nursing Practice program offers a specialty in nurse anesthesia.

Youngstown State University Centofanti School 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.

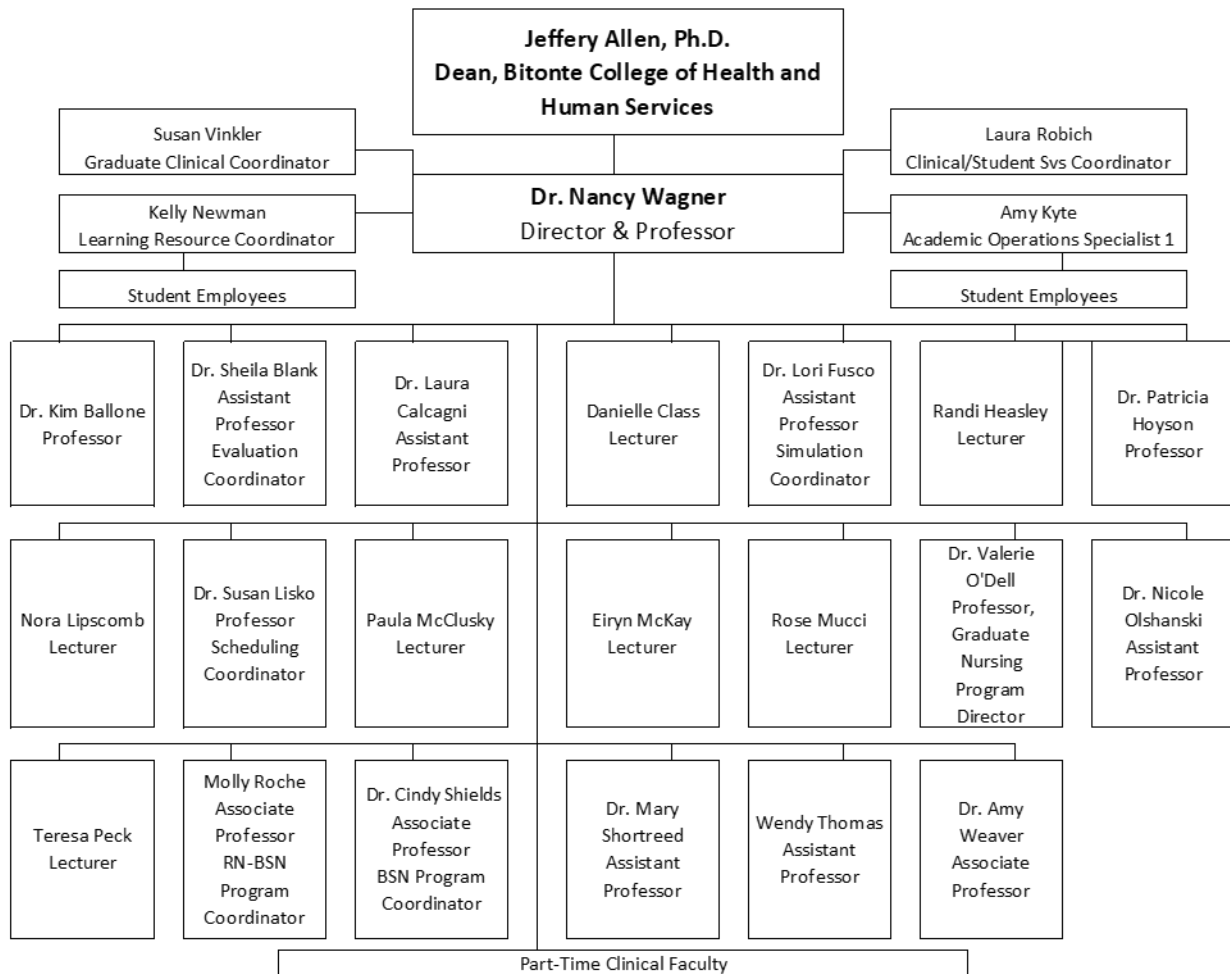
Nursing is a caring profession that exists to meet society's healthcare needs by assisting individuals, families, groups, and communities to identify and achieve their health goals throughout the life cycle. Nursing is an art that creatively uses knowledge from the sciences and humanities to plan and 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 10.5

CENTOFANTI SCHOOL OF NURSING ORGANIZATIONAL CHART



Updated 8/2022

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.

Nursing 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 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.

Non-degree 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.

DNP Student Learning Outcomes

The YSU DNP Program Outcomes are reflective of the Essentials of Doctoral Education for Advanced Practice Nursing

1. Synthesize knowledge derived from a strong scientific foundation in order to demonstrate expertise in advanced nursing practice.
2. Analyze and translate research and data to support evidence-based practice.
3. Lead interprofessional collaboration to enhance and improve population health outcomes.
4. Utilize information systems and technology to improve health care.
5. Develop, influence, or implement health care policies.

DNP 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.

Organizing framework for the Nurse Anesthetist option follows:

The Doctor of Nursing Practice in Nurse Anesthesia is a 36-month cooperative program between Youngstown State University and St. Elizabeth Health Center School for Nurse Anesthetists, Inc. All courses are taught by YSU Graduate Faculty and Faculty from the anesthesia school. Bon Secours-Mercy Health Partners supports the program by providing clinical and other resources at St. Elizabeth Youngstown Hospital, St. Elizabeth Boardman Hospital, St. Joseph Warren Hospital, The Surgery Center Howland, and Akron Children's of the Mahoning Valley.

Students gain experience in the use of many anesthetic agents and techniques and are supervised by Certified Registered Nurse Anesthetists (CRNAs) and Staff. Upon successful completion of the degree program, graduates are eligible to sit for the National Certification Exam by the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA). Once certified, CRNAs must apply for licensure as an Advanced Practice Registered Nurse in the State of Ohio or abide by the laws of the state in which they intend to practice.

Acceptance into the YSU Doctor of Nursing Practice 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:

Patricia Kostelnak, DNAP, APRN-CRNA
Program Administrator
St. Elizabeth Health Center
School for Nurse Anesthetists, Inc.
(330) 480-3444
kostelnak@belpark.net

DNP – Nurse Anesthesia Option – (97 semester hours)

| | | |
|-----------|---|--------|
| NURS 8900 | Pharmacology for Nurse Anesthetists I | 3 s.h. |
| NURS 8903 | Professional Role of Nurse Anesthesia Practice | 1 s.h. |
| NURS 8904 | Chemistry, Biochemistry & Physics for Nurse Anesthetists | 3 s.h. |
| NURS 8910 | Introduction to Clinical Anesthesia | 2 s.h. |
| NURS 8902 | Healthcare Biostatistics | 3 s.h. |
| NURS 8905 | Clinical Practicum I | 1 s.h. |
| NURS 8901 | Anatomy, Physiology & Pathophysiology for Nurse Anesthetists I | 3 s.h. |
| NURS 8906 | Pharmacology for Nurse Anesthetists II | 3 s.h. |
| NURS 8908 | Advanced Health Assessment | 3 s.h. |
| NURS 8913 | Principles of Anesthesia I | 3 s.h. |
| NURS 8911 | Clinical Practicum II | 1 s.h. |
| NURS 8907 | Anatomy, Physiology & Pathophysiology for Nurse Anesthetists II | 3 s.h. |
| NURS 8912 | Principles & Practice of Nurse Anesthesia | 3 s.h. |
| NURS 8915 | Principles of Anesthesia II | 3 s.h. |
| NURS 8917 | Evidence Based Practice I | 3 s.h. |
| NURS 8914 | Clinical Practicum III | 3 s.h. |
| NURS 8919 | Principles of Anesthesia III | 3 s.h. |
| NURS 8921 | Evidence Based Practice II | 3 s.h. |
| NURS 8918 | Clinical Practicum IV | 3 s.h. |
| NURS 8923 | Principles of Anesthesia IV | 3 s.h. |
| NURS 8927 | DNP Project I | 3 s.h. |
| NURS 8924 | Epidemiology | 2 s.h. |
| NURS 8922 | Clinical Practicum V | 3 s.h. |
| NURS 8928 | Healthcare Finance & Practice Management | 2 s.h. |
| NURS 8931 | DNP Project II | 3 s.h. |
| NURS 8925 | Clinical Practicum VI | 4 s.h. |
| NURS 8926 | Principles of Anesthesia V | 3 s.h. |
| NURS 8920 | Ultrasound & Radiology | 2 s.h. |
| NURS 8929 | Clinical Practicum VII | 4 s.h. |
| NURS 8916 | Healthcare Policy | 3 s.h. |
| NURS 8930 | Ethics in Advanced Nursing Practice | 2 s.h. |
| NURS 8933 | Clinical Practicum VIII | 4 s.h. |
| NURS 8934 | Leadership & Collaboration for the DNP Nurse Anesthetist | 2 s.h. |
| NURS 8936 | Anesthesia Synthesis: Comprehensive Review | 2 s.h. |
| NURS 8932 | Teaching, Curriculum & Evaluation Seminar | 1 s.h. |
| NURS 8935 | Clinical Practicum IX | 4 s.h. |

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 nurse practitioner and nursing education students, and include AACN Graduate Core Curriculum Content:

| | |
|---|------|
| NURS 6900 Healthcare Issues & Trends | 3 CR |
| NURS 6901 Theoretical Foundations in Science & Research | 3 CR |
| NURS 6902 Advanced Pathophysiology | 3 CR |
| NURS 6903 Advanced Pharmacology | 3 CR |
| NURS 6904 Advanced Health Assessment | 3 CR |
| NURS 7005 Research Practicum | 3 CR |

Non-core courses taken by FNP and AG-ACNP options

| | |
|---|------|
| NURS 7003 Role Development in Advanced Practice | 3 CR |
| NURS 6917 Differential Diagnosis | 3 CR |
| NURS 6918 Advanced Diagnostics & Technologies | 3 CR |

Organizing framework for the Nursing Education option

The model for Nurse Educator practice was developed by the 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 (2020) Core competencies for nurse educators with task statements. National League for Nursing)

Nursing Education Option - (15 credit hours)

| | | |
|-----------|---------------------------------|------|
| NURS 7018 | Nursing Curriculum Design | 3 CR |
| NURS 7019 | Nursing Instructional Methods | 3 CR |
| NURS 7020 | Evaluation in Nursing Education | 3 CR |
| NURS 7021 | Nurse Educator Role | 3 CR |
| NURS 7022 | Nurse Educator Practicum 1 | 1 CR |
| NURS 7023 | Nurse Educator Practicum 2 | 2 CR |

Nursing Education Post-Master’s Certificate Program

The Nursing Education Post-Master’s Certificate program at Youngstown State University is designed to prepare the 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 post-master’s certificate in nursing education 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 Nursing Education Certificate

Required Courses (15 credit hours): Four classes & practicums

| | | |
|-----------|---------------------------------|------|
| NURS 7018 | Nursing Curriculum Design | 3 CR |
| NURS 7019 | Nursing Instructional Methods | 3 CR |
| NURS 7020 | Evaluation in Nursing Education | 3 CR |
| NURS 7021 | Nurse Educator Role | 3 CR |
| NURS 7022 | Nurse Educator Practicum 1 | 1 CR |
| NURS 7023 | Nurse Educator Practicum 2 | 2 CR |

*Students must validate core courses taken in prior MSN program

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 psychomotor 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 – (30 credit hours)

Non-Core Courses taken by FNP & AG-ACNP students:

| | |
|---|------|
| NURS 7003 Role Development in Advanced Practice | 3 CR |
| NURS 6917 Differential Diagnosis | 3 CR |
| NURS 6918 Advanced Diagnostics & Technologies | 3 CR |

Option-specific courses taken by FNP students:

| | |
|---|------|
| NURS 7045 Family Nurse Practitioner 1 | 3 CR |
| NURS 7046 Family Nurse Practitioner 2 | 3 CR |
| NURS 7047 Family Nurse Practitioner 3 | 3 CR |
| NURS 7048 Family Nurse Practitioner 1 Practicum | 3 CR |
| NURS 7049 Family Nurse Practitioner 2 Practicum | 3 CR |
| NURS 7050 Family Nurse Practitioner 3 Practicum | 3 CR |
| NURS 7051 Family Nurse Practitioner 4 Practicum | 3 CR |

Post-Master's Family Nurse Practitioner Certificate

| | |
|---|------|
| NURS 7003 Role Development in Advanced Practice | 3 CR |
| NURS 7045 Family Nurse Practitioner 1 | 3 CR |
| NURS 7046 Family Nurse Practitioner 2 | 3 CR |
| NURS 7047 Family Nurse Practitioner 3 | 3 CR |
| NURS 7048 Family Nurse Practitioner 1 Practicum | 3 CR |
| NURS 7049 Family Nurse Practitioner 2 Practicum | 3 CR |
| NURS 7050 Family Nurse Practitioner 3 Practicum | 3 CR |
| NURS 7051 Family Nurse Practitioner 4 Practicum | 3 CR |

*Students must validate core courses taken in prior MSN program

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.)

Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Option (27 credit hours)

Non-Core Courses taken by FNP & AG-ACNP students:

NURS 7003 Role Development in Advanced Practice

3 CR

| | |
|---|------|
| NURS 6917 Differential Diagnosis | 3 CR |
| NURS 6918 Advanced Diagnostics & Technologies | 3 CR |

Option-specific courses taken by AG-ACNP students:

| | |
|--|------|
| NURS 7037 Adult Gerontology – Acute Care I | 3 CR |
| NURS 7039 Adult Gerontology – Acute Care II | 3 CR |
| NURS 7041 Adult Gerontology – Acute Care III | 3 CR |
| NURS 7038 Adult Gerontology – Acute Care I Practicum | 3 CR |
| NURS 7040 Adult Gerontology – Acute Care II Practicum | 3 CR |
| NURS 7042 Adult Gerontology – Acute Care III Practicum | 3 CR |

Post-Master’s Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Certificate

| | |
|--|------|
| NURS 7003 Role Development in Advanced Practice | 3 CR |
| NURS 7037 Adult Gerontology – Acute Care I | 3 CR |
| NURS 7039 Adult Gerontology – Acute Care II | 3 CR |
| NURS 7041 Adult Gerontology – Acute Care III | 3 CR |
| NURS 7038 Adult Gerontology – Acute Care I Practicum | 3 CR |
| NURS 7040 Adult Gerontology – Acute Care II Practicum | 3 CR |
| NURS 7042 Adult Gerontology – Acute Care III Practicum | 3 CR |

*Students must validate core courses taken in prior MSN program

Organizing framework for the non-degree School Nurse License Option

***The Graduate Nursing Program is no longer accepting applications for the School Nurse License certificate.**

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 / Post-Master's NURSING ADMISSION REQUIREMENTS

Family Nurse Practitioner option

Official transcripts from all institutions previously attended

BSN degree with 3.0 undergraduate GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

Minimum 1 year of recent practice as a registered nurse by admission start date

Complete graduate admissions application and pay \$45 non-refundable application fee

1. BSN degree from an accredited program
2. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
3. Minimum 1 year of *recent practice as a registered nurse by admission start date

4. Official transcripts from all colleges/universities attended
5. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Admission Requirements – FNP Post-Master’s Certificate

Official transcripts from all institutions previously attended

MSN degree with 3.0 undergraduate GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

Minimum 1 year of recent practice as a registered nurse by admission start date

Complete graduate admissions application and pay \$45 non-refundable application fee

1. MSN degree from an accredited program
2. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
3. Minimum 1 year of recent practice as a registered nurse by admission start date
4. Official transcripts from all colleges/universities attended
5. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Admission Requirements – FNP Adv Placement Post-Master’s Certificate

Official transcripts from all institutions previously attended

MSN-Nurse Practitioner degree with 3.0 GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

Minimum 1 year of *recent practice as a registered nurse by admission start date

Complete graduate admissions application and pay \$45 non-refundable application fee

1. MSN - NP degree from an accredited program
2. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
3. Minimum 1 year of *recent practice as a registered nurse by admission start date
4. Official transcripts from all colleges/universities attended
5. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Adult Gerontology-Acute Care Nurse Practitioner option

Admission Requirements – AG-ACNP MSN

Official transcripts from all institutions previously attended

BSN degree with 3.0 undergraduate GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

1 year of recent critical care experience

1. Complete graduate admissions application and pay \$45 non-refundable application fee
2. BSN degree from an accredited program
3. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
4. Minimum 1 year of *recent practice as a registered nurse by admission start date
5. Minimum 1 year of recent critical care experience is required (this can include emergency room, ICU, or intermediate acute care experience) prior to registering for the first specialty course
6. Official transcripts from all colleges/universities attended
7. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually
- Current ACLS certification required prior to the start of clinicals

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Admission Requirements – AG-ACNP Post-Master’s Certificate

Official transcripts from all institutions previously attended

MSN degree with 3.0 undergraduate GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

1 year of recent critical care experience

1. Complete graduate admissions application and pay \$45 non-refundable application fee
2. MSN degree from an accredited program
3. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
4. Minimum 1 year of *recent practice as a registered nurse by admission start date
5. Minimum 1 year of recent critical care experience is required (this can include emergency room, ICU, or intermediate acute care experience) prior to registering for the first specialty course
6. Official transcripts from all colleges/universities attended
7. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually
- Current ACLS certification required prior to the start of clinicals

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Admission Requirements – AG-ACNP Adv Placement Post-Master’s Certificate

Official transcripts from all institutions previously attended

MSN – Nurse Practitioner degree with 3.0 GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

1 year of recent critical care experience

1. Complete graduate admissions application and pay \$45 non-refundable application fee
2. MSN-NP degree from an accredited program
3. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
4. Minimum 1 year of *recent practice as a registered nurse by admission start date
5. Minimum 1 year of critical care experience is required (this can include emergency room, ICU, or intermediate acute care experience) prior to registering for the first specialty course
6. Official transcripts from all colleges/universities attended
7. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually
- Current ACLS certification required prior to the start of clinicals

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Nursing Education option

Admission Requirements – Nursing Education MSN

Official transcripts from all institutions previously attended

BSN degree with 3.0 undergraduate GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

Minimum 1 year of recent practice as a registered nurse by admission start date

Complete graduate admissions application and pay \$45 non-refundable application fee

1. BSN degree from an accredited program
2. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
3. Minimum 1 year of *recent practice as a registered nurse by admission start date
4. Official transcripts from all colleges/universities attended

5. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Admission Requirements – Nursing Education - Post-Master’s Certificate

Official transcripts from all institutions previously attended

MSN degree with 3.0 GPA

Valid, current unencumbered RN license in the state you will complete practicum hours

Minimum 1 year of recent practice as a registered nurse by admission start date

Complete graduate admissions application and pay \$45 non-refundable application fee

1. MSN degree from an accredited program
2. Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale) and verification of work experience
3. Minimum 1 year of *recent practice as a registered nurse by admission start date
4. Official transcripts from all colleges/universities attended
5. Verification of a current, unencumbered RN license and expiration date in the state in which the student is licensed and practices and will be completing practicum hours

Clinical Hours and Experience

Applicants will complete a Supplemental Employment Verification form as part of the application process. This is used to verify *recent clinical hours and experience.

*Recent clinical experience is defined as clinical RN work experience within 3 years of first practicum course.

- Current BLS certification, immunizations, drug screen and criminal background checks are maintained while in the program annually

The YSU online nursing programs must meet the standards of the state(s) in which authority is approved to provide education and may only admit students from those states. Online nursing students must complete the program in the state of Ohio, Pennsylvania, West Virginia, or Michigan.

Nurse Anesthetist option

Apply to YSU after acceptance from St. Elizabeth Health Center School for Nurse Anesthetists, Inc.

The following are requirements for application to the School for Nurse Anesthetists:

- Applicants must have a Baccalaureate degree in nursing from an institution of higher education that is fully accredited by the appropriate regional accrediting agency and accredited by the Accreditation Commission for Education in Nursing (ACEN) and/or Commission on Collegiate Nursing Education (CCNE).
- At the time of application, a minimum of one (1) year experience (two preferred) as a registered nurse in adult critical care within the last three (3) years. Critical care experience must be obtained within the United States, its territories, or a U.S. military hospital outside of the United States. Examples of critical care units may include but are not limited to Surgical Intensive Care, Cardiothoracic Intensive Care, Coronary Intensive Care, and Medical Intensive Care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.
- The applicant must have a current, valid, unrestricted license as a registered nurse in the United States.
- Minimum undergraduate cumulative GPA (calculated from all undergraduate work) of 3.0. If cumulative GPA is less than 3.5, the GRE is required. GRE scores must be submitted by application deadline (a scheduled date to take the test is not acceptable). Please allow sufficient time for taking the test and having it scored and released to you.
- Minimum cumulative GPA of 3.0 in all undergraduate science courses.
- Successful completion of an undergraduate statistics course with a grade of B or higher.
- Current American Heart Association Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS), if you are accepted, Pediatric Advanced Life Support (PALS) is required prior to starting the program.
- CCRN required by application deadline (a scheduled date to take the test is not acceptable). Copy of your certificate is required.

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 Centofanti School of Nursing. Failure to meet these requirements will prohibit student registration and participation in nursing courses.

Students must provide proof of all requirements to CastleBranch at **least 30 days prior to first clinical Practicum and by July 1 for Nurse Anesthetist students.**

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 through the Nursing Department-approved company.

- **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 at least 30 days prior to first clinical Practicum.** (Please see Table below for a list of all requirements).

*date is subject to change

- **Drug Screening**

Drug screening is required at **least 30 days prior to first clinical Practicum and every year thereafter.** Students should obtain drug screening through CastleBranch 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 CastleBranch Services.

**Centofanti School of Nursing – Graduate Nursing Program
Health Requirements, CPR, Drug Screen, and Criminal Background Check**

| Requirement | Must provide documentation of: | Comments |
|--|---|--|
| 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 six months prior to practicum. | Due 30 Days prior to Practicum |
| Measles, Mumps, Rubella (MMR) Immunity | Positive Titer for measles, mumps, and rubella virus or proof of two current vaccines within the last 10 years. | Waived if student born before 1957. Due 30 Days prior to Practicum |
| Varicella (Chicken pox) Immunity | Positive Varicella Titer or proof of two current vaccines within the last 10 years. | Due 30 Days prior to Practicum |
| Hepatitis B Immunity | Positive Hepatitis B Surface Antibody (HBs AB) Titer or proof of 3 current vaccines within the last 10 years. | Due 30 Days prior to Practicum |

| | | |
|---|--|---|
| Tdap | Tdap (Tetanus, Diphtheria, and Pertussis) Vaccine is required one time within the last 10 years. | Due 30 Days prior to Practicum Needs updated every 10 years. |
| Influenza or exemption form | Seasonal Flu Vaccine | Due 30 Days prior to Practicum AND <u>every year thereafter.</u> |
| TB test (Also called Mantoux or PPD test) OR 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 annually . | Due 30 Days prior to Practicum AND <u>every year thereafter</u> |
| Drug Screening – 10 Panel Only - No other will be accepted | Negative Drug Screen | Due 30 Days prior to Practicum AND <u>every year thereafter.</u> |
| Criminal Background Check | Fingerprinting for BCI & FBI *Depending on your specific state, you will be required to submit a clear background check which will vary from state to state. | Due 30 Days prior to Practicum AND <u>every year thereafter.</u> |
| BLS for All Students ACLS for Nurse Anesthesia & ACNP PALS for Nurse Anesthesia | American Heart Association Certification for Health Care Provider . This includes adult, child, infant and AED training. | Due 30 Days prior to Practicum Required on admission and must be <u>renewed every two years.</u> |
| COVID Vaccine/Booster or exemption form | Requirement will follow individual practicum site's policy | Refer to your specific practicum site. |

* All requirements are expected to be completed at least 30 days prior to your first clinical practicum course and maintained annually thereafter.

** All requirements for Nurse Anesthetist students are due by July 1 and maintained annually thereafter.

Revised 2/2023 vmodell

Dress Code/Name Badges

It is expected that all students will arrive at their clinical site appropriately dressed and groomed in professional attire. Before working with a preceptor, ask about the expected dress code for the clinical site and adhere to that policy if it is more conservative. It is also expected that students are dressed and groomed professionally when presenting assignments in class, such as advanced health assessments. See Appendix D for complete Dress Code Policy.

Roles & Responsibilities: Graduate NP Student, Practicum Preceptor & Clinical Faculty

Limit Work Hours

- Students are expected to limit work hours in order to accommodate required practicum hours.

Role & Responsibilities of the Graduate Nurse Practitioner Student

- Understand and practice within the scope of advanced practice nursing as regulated by the Nurse Practice Act in the state where the practicum experiences will be completed.
- Negotiate learning goals and objectives for the practicum experience.
- Assure appropriate number of practicum hours in all FNP patient/clinical areas
- Assure site and preceptor contracts are in place before beginning the practicum experience.
- Establish a schedule to meet clinical hour requirements.
- Discuss individual learning goals with the preceptor on an ongoing basis.
- Maintain a collegial and professional relationship with preceptor, practicum site, and faculty.
- Assume responsibility for individual learning needs through assessment of individual strengths and limitations.
- Notify preceptor and your practicum faculty immediately if unable to attend a scheduled practicum day for any reason.
- Communicate to the preceptor and practicum faculty immediately about any problems that may arise during the practicum experience.
- Participate in the practicum evaluation process through communication with your preceptor and practicum faculty.

Role & Responsibilities of the Practicum Preceptor

- Sign the *Preceptor – Student Contract* form
- Complete the *Preceptor Criteria* form and provide verification of professional licensure and certifications.
- Provide guidance to the NP student, serve as a professional role model, and demonstrate clinical expertise in the area of practice.
- Select and oversee appropriate experiences to meet the student’s course objectives and practicum expectations.
- Assess the student’s knowledge, skills, and performance on an ongoing basis, providing timely and formative feedback.
- Notify the designated practicum faculty of any problems related to the student's behavior or performance.
- Provide the student with evaluative feedback of clinical performance using the designated *Midterm and Final Evaluation* forms.
- Verify and sign for student clinical hours on the *Practicum Log*.

Role & Responsibilities of the Clinical Faculty

- The faculty, in collaboration with the preceptor, will arrange the practicum experience to optimize the student's personal and professional development.

- Identify practicum objectives with the student and preceptor.
- Maintain periodic communication with preceptor and student to discuss progress in meeting learning goals, provide feedback and address any problems or concerns.
- Address and assist in resolving potential/actual problems and concerns identified by preceptors and/or students.
- Schedule a minimum of one virtual site visit to evaluate the student's clinical competency.
- Evaluate the student's clinical competency and attainment of the clinical learning objectives using feedback provided by the preceptor, student, practicum journals, documentation, clinical logs and midterm and final evaluation feedback.

Graduate Nursing Program Curriculum

Please note that you must follow the full- or part-time curriculum plan that is sent to you in your admission email.

- **If you do not follow the degree plan as outlined**, you may reach a point where a course may not be offered during a specific term which will cause you to step out of the program.
- **If you fail, drop, or need to skip a class**; this will alter your course progression.
- **If you fail, drop, or need to skip a class; you are required to contact the Graduate Nursing Program Director** so that we can provide you with a new degree plan to optimize your progression.
- **If you fail, drop, or need to skip a class**; you may be required to purchase newer editions of your current textbooks.

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 Graduate Nursing 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

To promote the professional development of APRNs, each year the Ohio Association of Advanced Practice Nurses (OAAPN) awards up to four \$1,500 scholarships for students in an approved entry level program leading to APRN licensure as well as one \$2,000 DNP scholarship. These awards are presented during the Annual Statewide Conference in October.

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/>

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Appendix A

**Youngstown State University
Centofanti School 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
Centofanti School 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 Centofanti School 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 Graduate Nursing program. In addition, a practicum facility or the Centofanti School 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 Centofanti School of Nursing students. All students admitted to the Graduate Nursing 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 Graduate Nursing 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 Graduate Nursing 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 CastleBranch Services and the screening must be completed two months prior to the first practicum and every year while in the nursing program.
*Nurse Anesthetist students must have drug screening completed by July 1 and 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 Graduate Nursing 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 from 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 Graduate Nursing 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 and 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.

Appendix C
Youngstown State University
Centofanti School of Nursing

NURSING STUDENT COVID-19 POLICY

The growing prevalence of COVID-19 in the community increases the risk of exposure to an infected person without identified symptoms. The use of eye protection (goggles, face shield) in addition to universal masking is required in all clinical settings to further reduce the risk of exposure.

- If SARS-CoV-2 infection is not suspected in a patient presenting for care (based on symptom and exposure history), health care personnel (HCP) should follow Standard Precautions).

Students are also required to:

Wear eye protection (e.g., goggles or a face shield that covers the front and sides of the face) in addition to their face mask to ensure the eyes, nose, and mouth are all protected from exposure to respiratory secretions during patient care encounters.

- Protective eyewear (e.g., safety glasses, trauma glasses) with gaps between glasses and the face likely do not protect eyes from all splashes and sprays.
- Remove eye protection after leaving the patient room or care area.
- Reusable eye protection must be cleaned and disinfected prior to re-use.
- Respirators with exhalation valves are not recommended for source control and should not be used during surgical procedures as unfiltered exhaled breath would compromise the sterile field.

Reference:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html>

COVID-19 policy Revised July 2020

Appendix D

**Youngstown State University
Centofanti School of Nursing**

DRESS CODE/NAME BADGE POLICY

The following dress code guidelines are reflective of agency policies. As guests in practicum agencies, students are expected to convey dignity and respect through their dress and behavior.

A YSU graduate student nurse identification badge is required to be worn with the lab coat and street clothes when in a practicum experience.

Clinical agency identification badges may be required by the individual clinical agency. Both the individual clinical agency ID badge, if required, and the YSU graduate student nurse badge must be worn for all practicum experiences.

Jewelry: A plain wedding band and one small stud earring in each ear are the only jewelry that may be worn with the uniform. No other body piercing jewelry is permitted.

Body art and body piercing jewelry other than earrings may not be visible. Tongue bars, brow, or nose jewelry may not be worn during practicum experiences.

Nails are to be short in length and well-groomed. Unchipped clear or pale shades of nail polish may be worn. Artificial nails are not allowed during practicum experiences for safety reasons.

Male and female student's hair must be worn in a style that is neat, well groomed, and off the collar. Long hair must be pulled away from the face with a headband or ponytail holder similar to the hair color. Plain barrettes or hair clips are also acceptable.

Hair is to be of a natural color. Unnatural hair colors (i.e., blue, purple, green, pink) are not acceptable.

Male students must be clean-shaven or maintain a beard style that reflects a neat, well-groomed appearance.

Make-up should be conservative and reflect a professional appearance. Perfume or cologne is not permitted.

All visible tattoos must be covered.

Use of all tobacco products are prohibited during clinical practicum hours.

YSU graduate nursing students must also follow the clinical site policies, even if those policies are stricter or more specifically delineated than the policies stated above.

Appendix E

Youngstown State University
Centofanti School of Nursing

GRADUATE NURSING STUDENT ESSENTIAL FUNCTIONS/ABILITIES FOR ADMISSION AND PROGRESSION

Certain functional abilities are essential for the nursing student to deliver safe, effective nursing care. These abilities are essential because they constitute core components of nursing practice, and there is a high probability that negative consequences will result for patient/clients under the care of nurses who fail to demonstrate these abilities. Essential functions/abilities are listed below, but this list is not meant to be exhaustive.

| | |
|---|---|
| Visual Ability | Acute visual skills necessary to detect signs and symptoms, body language of patient, color of wounds and drainage, and possible infections anywhere. Interpret written word accurately and read small characters or numbers on a syringe or medication package. |
| Hearing Ability | Auditory ability sufficient for observation and assessment necessary for nursing care. Examples include ability to hear monitor alarms, emergency alarms, auscultatory sounds, and cries for help. |
| Tactile Ability | Sense of touch sufficient to perform physical assessment without an intermediary. Examples include sensitivity to heat, cold, pain, pressure, and ability to collect assessment data through palpation and percussion. |
| Motor Abilities Fine motor Gross motor | Gross and fine motor abilities including physical ability, coordination, and dexterity sufficient for providing safe and effective nursing care without an intermediary. Ability to execute motor activities in a confined space reasonably required to provide physical care and to provide emergency treatment to patients. Examples include administering intravenous, subcutaneous, enteral, medications; venipuncture; using sterile technique to insert urinary catheter; calibrating or using equipment; applying and removing protective equipment; and performing CPR. |
| Mobility | Physical ability, flexibility, and endurance to stand for prolonged periods of time, move from room to room (up to 8-12 hours), |

respond quickly to an emergency and perform cardiopulmonary resuscitation.

Ability to lift loads in excess of twenty-five pounds with appropriate lifting technique. Assist patients in transferring, ambulating, and/or move equipment without injury to self or others.

Cognitive Ability

Critical Thinking

Critical thinking ability sufficient for problem-solving and clinical judgment. Identify cause-effect relationships in clinical situations and develop nursing care plans.

Clinical Judgment

Assess risks and provide for patient safety. Consider multiple priorities and make effective decisions quickly.

Mental Alertness

Constant mental awareness necessary to be attentive to the patient's clinical condition and the environment in which the nurse is functioning in at all times to: work with potential hazards (blood borne pathogens and tuberculosis), follow standard precautions to prevent exposures, provide patient care safely and effectively in environment with excessive auditory and visual stimuli (e.g. an intensive care or emergency department with audible and visual alarms).

Comprehension

Comprehend and process instructions readily. Engage in written and oral directives related to patient care, focusing, and remembering information given by faculty to assimilate and apply to patient care. Perform math calculations.

Communication Ability

Verbal

Communicate effectively in interactions with others verbally, nonverbally and in written form.

Nonverbal

Examples include effective reading and writing skills for patient communication, patient education, record keeping, and professional healthcare team interaction.

Behavioral Ability

Emotional

Function Under

Stress

Behavior demonstrating the emotional health required for full use of intellectual abilities; exercising good judgment; completing responsibilities promptly; developing a mature, sensitive, and effective relationships with patients and families; adapting to changing environments; and function effectively under stress.

Interpersonal Ability

Social

Emotional

Cultural

Intellectual

Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

The graduate nursing student must understand the essential functions/abilities listed above and verify that they have the cognitive, behavioral, and sensory motor capabilities that enable them to meet these requirements.

Failure to be able to meet all of the requirements to perform essential functions will prevent the student from gaining entrance or progressing in the graduate nursing program.