

PREFACE

This College of Nursing MS-PhD Student Handbook is designed to share information, procedures and policies specific to students enrolled in the College of Nursing. The information presented here will be helpful as you negotiate your way through your graduate studies. Our expectation is that you will use this Handbook as your first point of reference when you have questions concerning your program of study or academic policies within the college.

The primary reference for rules, policies and procedures concerning graduate education at The Ohio State University is the Graduate School Handbook published by the Graduate School. You may access it via the Graduate School web site: **www.gradsch.ohio-state.edu**. It is expected that all graduate students become familiar with the policies and rules contained in this document.

While the primary responsibility for your success lies with each of you, many individuals stand ready to assist you in your efforts. On behalf of the dean, the faculty and the staff of the College of Nursing, I wish you continued success with your academic studies.

Amy Treboni
Graduate Program Manager

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COLLEGE OF NURSING DIRECTORY

Office of the Dean

Dean	Elizabeth Lenz, PhD, RN, FAAN	292-8900
Executive Assistant	Michelle Compston	247-5026

Associate Dean for Academic Affairs

	Karen Ahijevych, PhD, RN	292-4699
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Associate Dean for Research

	Donna McCarthy, PhD, RN	292-2356
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Associate Dean for Pre-Licensure Programs

	Linda Daley, PhD, RN	292-4928
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Office of Graduate Outreach and Admissions

<u>Assistant Dean for</u>		
Student Affairs	Sandy Cody, MLS	292-4945
<u>Graduate Program</u>		
Manager	Amy Treboni, MA	247-8604
Student Data Manager	Daniel Barnes	292-8962
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Graduate Studies Committee

Chair	Linda Bernhard, PhD, RN	292-8336
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Student Representatives

- Master of Science (traditional)
- Graduate Entry Program
- PhD Program

<u>PhD Program Director</u>	Pamela Salsberry, PhD, RN	292-4907
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<u>MS Program Director</u>	Elizabeth Barker, PhD, RN, FAANP	292-5684
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Professional Misconduct Committee

Chair	Barbara Warren, PhD, RN	292-4847
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Technology Learning Complex

Director	Sherry Beckman, RN, MBA	292-4889
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Lisa Sedlock	247-2368

Information Technology

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Systems Developer	Greg Stevens	247-7672
Systems Specialists	Scott Blake	292-8199
	Byron Roush	292-6804
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President	Eric Yap, MS, MHA, RN	562-2075
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Graduate Specialty Program Directors

Adult Health and Illness	Gerene Bauldoff, PhD, RN, FCCP	292-4746
Clinical Nurse Leader	Linda Bernhard, PhD, RN	292-8336
Family Nurse Practitioner	Elizabeth Barker, PhD, RN, FAANP, BC, CHE	292-5684
Certified Nurse Midwife and Women's Health	Marsha Atkins, DNP, RN, CNM, ND	688-0394
Nursing & Health Systems Management	Barbara Polivka, PhD, RN	292-4902
Neonatal Nurse Practitioner	Deborah Steward, PhD, RN	292-4978
Pediatric Nurse Practitioner	Mary Margaret Gottesman, PhD, RN	292-4989
Psychiatric Mental Health	Jeanne Clement, EdD, RN, FAAN	292-4878

Faculty

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Theresa Back	Bonnie Kirkpatrick, MS, RN
Melissa Baker, MS, RN	Timothy Landers, MS, RN
Elizabeth Barker, PhD, RN, FAANP	Elizabeth Lenz, PhD, RN, FAAN
Gerene Bauldoff, PhD, RN	Andrea Lively, MS, APRN-BC
Sherry Beckman, MS, RN	Cynthia Long, MS, RN
Linda Bernhard, PhD, RN	Catherine Lower, MS, APRN-BC
Wendy Blakely, PhD, RN	Valerie Marburger, MS, RN
Susan Bowman Burpee, MS, RN	Mary Martin, MSN, RN
Lori Cabbage, MSN, FNP, CNM	Randee Masciola, MS, RN
Gloria Caldwell, MSN, RN	Donna McCarthy, PhD, RN
Rosemary Chaudry, PhD, MHA, RN	David McFadden, PhD
Karen Clancy, MS, RN	Rosalie McGinnis, MS, RN
Jeanne Clement, EdD, RN, FAAN	Diana McMahan
Kathryn Conrad, MS, RN	Edna Menke, PhD, RN
Sherry Cooper-Dye, MS, RN	Mary Alice Momeyer, MSN, RN
Elizabeth Corwin, PhD, RN	Christa Newtz, MS, RN
Christine Curran, PhD, RN	Jami Nininger, MS, RN
Linda Daley, PhD, RN	Muriel O'Connell, MS, RN
Paula D'Auteuil, MS, APRN-BC	Stefani O'Connor, MSN, RN
Anne Davy, MS, RN	Jason Payne, MSN, RN
Alexis Downing, MS, MPH, RN	Oralea Pittman, MS, RN, FNP
Victoria Elfrink, PhD, RN	Judy Pitts, MS, RN
Susan Ferguson MS, RN	Barbara Polivka, PhD, RN
Linnea Fletcher, MSN	Betsy Pompei, MS, RN
Jessica Frailey, MS, RN	Melissa Popovich, MS, RN
Matthew Freeman, MPH, MSN, RN	Patricia Reid, MS, RN
Diane Fugett, MS, RN	Paula Renker, PhD, RN
Mary Margaret Gottesman, PhD, RN	Lisa Rohrig, BSN

Jane Rose-March, MS, RN, CNS
Ellen Rudy, PhD, RN, FAAN
Lee Ann Ruess, MS, RN
Nancy Ryan-Wenger, PhD, RN, FAAN
Pamela Salsberry, PhD, RN
Christine Sayre, MSN, RN
Jacalyn Schaefer, MS, RN
Carolyn Schubert, MSN, RN
Belinda Seimer, MS, RN
Diane Sheets, MS, RN
Gwenneth Simmonds, MS, RN, CN
Micah Skeens, RN, MS, CPNP, CPON
Kristina Skinner, MS, RN
Laureen Smith, PhD, RN
Tara Spalla, MS, RN

Jessica Spellman, MSN, RN
Deborah Steward, PhD, RN
Kathleen Stone, PhD, RN
Ying Studebaker
Kathrynn Thompson, MS, RN
Victoria von Sadovszky, PhD, RN
Susan Voorhees-Murphy, MS, RN
Barbara Warner, MS, RN
Barbara Warren, PhD, RN
Mary Ellen Wewers, PhD
Michele Whaley, MS, RN
Ann Whitlatch, PhD, RN
Janice Wilcox, MSN, RN
Anita Zehala, MS, RN

Useful Links

College of Nursing StudentWeb Home Page (Sharepoint)

<http://studentweb.con.ohio-state.edu/default.aspx>

College of Nursing Student Affairs Home Page (Sharepoint)

<http://studentweb.con.ohio-state.edu/sites/sa/default.aspx>

Information and links concerning:

- CARMEN
- Commencement
- Deadlines
- Financial Aid
- Forms
- Graduate School
- Graduation
- Licensure/NCLEX
- Name changes
- Ohio Board of Nursing
- Petitions
- Professional Traineeships
- Registration
- Student handbooks
- University Directory

College of Nursing IT Home Page (Sharepoint)

<http://studentweb.con.ohio-state.edu/sites/it/default.aspx>

Information on CON information technology, resources, and support.

Graduate School Home Page

<http://www.gradsch.ohio-state.edu/>

Graduate School Handbook

<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf>

Graduate School Policies & Procedures

<http://www.gradsch.ohio-state.edu/Category.aspx?Category=1&itemid=1>

Graduate School Forms and Publications

<http://www.gradsch.ohio-state.edu/Category.aspx?Category=7&itemid=11>

Office of Information Technology (University)

<http://www.oit.osu.edu/>

Includes the University IT Help Desk, webmail, software downloads and system status.

Registrar/BuckeyeLink

<http://buckeyelink.osu.edu/>

Access to registration, grades, course information, statement of account, etc.)

Student Financial Aid

<http://www.sfa.osu.edu/>

MISSION, VALUES, AND PHILOSOPHY STATEMENTS

Mission

The mission of The Ohio State University College of Nursing is to enhance health through the discovery and communication of knowledge and to enhance the art and science of nursing through excellence in education, research, scholarship and service.

Values

The Ohio State University College of Nursing will carry out its mission by committing to the following:

- | | |
|----------------------|--|
| Collaboration | Collaboration is a partnership between individuals and organizations who bring diverse skills and perspectives to a task. |
| Diversity | Diversity is the acceptance and appreciation of differences in culture, thought and experience, and the integration of them into everything we do. |
| Excellence | Excellence will be achieved when the reputation of the college facilitates the recruitment and retention of high quality students, faculty and staff, and when the college is highly ranked. |
| Innovation | Innovation is the generation and discovery of new ideas and ways of doing things through creative inquiry. |
| Integrity | Integrity is the maintenance of high and consistent standards that hold up under scrutiny. |
| Respect | Respect is the acknowledgement, consideration and regard for the ideas and unique contributions of others. |

Philosophy

The philosophy of the College of Nursing reflects the faculty's beliefs about the nature of nursing and nursing education, people and their environment, and health and illness. As autonomous professionals who know and value the necessity of interdisciplinary collaboration, nurses work with other health care professionals to provide comprehensive care to individuals, families, and communities. Nursing is assessing, diagnosing, and treating human responses to actual or potential health problems and the planning, implementing, and evaluating of nursing care.¹ The practice of nursing is based on nursing science, which includes knowledge of principles that govern life processes, the patterning of human behavior, the nature of human beings, and human interaction. The health care needs of individuals, families, and communities are defined within the context of personal, cultural and ethnic values, and social systems that influence function and

¹ From *Nursing's social policy statement*, American Nurses Association, 1995.

resources. Therefore, a sound liberal and professional education is required to understand the complexity of responses. The need to improve human health and patient care is the stimulus for research into nursing practice.

Professional nurses are committed to the overall goal of health promotion, assisting persons of all ages to attain, maintain, and regain their health, and enhancing the quality of their lives. Dedicated to the care and nurturing of the sick and well in order to help them achieve maximum human functioning, nurses help people achieve and maintain a healthy state, meet their basic needs, adapt to changes in their health status, recover from illness, and die with dignity. Humanistic, ethical, and scientific principles drawn from nursing science and other fields form the theoretical base of nursing care for individuals, families, and groups. All people have the right to access to health care. Individuals, families, and communities retain responsibility for their own health and the right to make decisions regarding health care.

People are complex organisms and human behavior and biological functioning are a result of the interaction between individuals and their environment. Humans are endowed with hereditary qualities that may be influenced in temporary or permanent ways by the interaction with others and the environment. Each person possesses strengths and limitations as a result of the interaction of hereditary and environmental factors and these, in turn, create the biological and behavioral potential.

Scientific principles related to the interplay of the mind, body and spirit form the basis of our understanding of health and illness. Health is a dynamic state in which a person's developmental and behavioral potential is realized to the fullest extent possible. Illness is the alteration of normal biophysical and social-psychological mechanisms.

Educational Philosophy

The ideal climate for learning is characterized by a sense of purpose, dedication to excellence, models of exemplary scholarship, and collaborative faculty-student relationships. Optimal learning occurs when faculty and students share a defined purpose within an environment that encourages questioning, exploration, and innovation. The faculty of the College of Nursing believe that students are responsible for their own learning. Faculty are responsible for providing a learning environment that will help students reach their potential, develop appropriate professional values and behaviors, and commit themselves to life-long learning.

Teaching methods and strategies are chosen with due regard for the level of student, and increasing self-direction is expected. Faculty know and use tested principles of teaching and learning, and they are committed to continued development in the art and skill of teaching. Evaluation of student performance is an important part of the educational process and faculty use established criteria for these evaluations. Faculty help students meet their educational goals while they adhere to program requirements.

Faculty carry out the interrelated mission of the university--teaching, research, and service--and through these activities ultimately contribute to the improvement of nursing. In response to changing societal and professional trends and needs, the particular focus of these activities will change as the faculty stay at the forefront of the discipline.

THE GRADUATE STUDIES COMMITTEE

Purpose

Each academic unit which offers a graduate degree has a Graduate Studies Committee to oversee and administer the graduate programs offered by that academic unit and to serve as a liaison between the Graduate School and the graduate faculty. The Graduate Studies Committee is one of the standing committees of The Ohio State University College of Nursing.

Membership

The committee in the College of Nursing consists of nine members: the chair; five elected faculty members, at least three of whom are tenured and one of whom is certified as an advanced practice nurse; and one master's, one Graduate Entry and one PhD student. The associate dean for academic affairs, the assistant deans, the MS program director, the college secretary, and the graduate program manager serve as ex officio members of the committee.

Functions

1. Carries out specific functions required by the Graduate School and the dean of the College of Nursing (see Graduate School Handbook, Section IV.2).
2. Reviews faculty for Graduate School appointment.
3. Reviews and recommends to the faculty for approval or modification the aims, objectives, philosophy, conceptual framework, and offerings of the graduate programs.
4. Reviews and approves revisions in existing courses, changes in course content, and changes in course titles or credits, and forwards to the faculty for approval.
5. Initiates and/or reviews proposals for new courses and/or any reorganization of the curriculum, and makes recommendations to the faculty for approval.
6. Evaluates outcomes of the graduate programs.
7. Recommends to the faculty criteria consistent with the Graduate School for admissions, progression, and graduation.
8. Reviews and selects candidates for admission to the graduate program.
9. Monitors progression of students in the graduate program.
10. Acts upon student petitions for exceptions to or modifications of policies or procedures for progress in (including reinstatements) and graduation from the graduate programs.
11. Selects candidates for fellowships, grants and honors.

12. Communicates with graduate student recruiters regarding design, implementation, and outcomes of graduate student recruitment strategies.

13. Appoints one member to serve on the Professional Misconduct Committee.

Frequency of Meetings

The Graduate Studies Committee meets every other week during the academic year, with specific meeting dates arranged around the academic calendar.

Student Input

The Graduate Studies Committee is the formal channel whereby students can be involved in the policy- and decision-making of the graduate program. Students are, therefore, encouraged to familiarize themselves with the responsibilities of the Graduate Studies Committee and to provide input to this committee for its tasks. When students would like the committee to discuss policy, they may request through their representative that an item be placed on the committee's agenda for discussion.

PhD SUBCOMMITTEE

The PhD Committee is a permanent subcommittee of the Graduate Studies Committee. It reports to the Graduate Studies Committee.

Membership: (Category P faculty and students are elected to serve a two year term; staggered appointments).

Includes:

Doctoral Program Director
Graduate Studies Committee Chair
Professor (1)
Associate Professor (1)
Assistant Professor (1)
Doctoral student (1)

Functions:

1. Advises the Graduate Studies Committee regarding doctoral curriculum.
2. Monitors programmatic quality indicators.
3. Presents program evaluation to the Graduate Studies Committee annually.
4. Reviews and recommends doctoral program applicants for admission to the Graduate Studies Committee.
5. Implements and evaluates the Preliminary Examination Process, as directed by the Graduate Studies Committee.

ACCELERATED MS-PhD PROGRAM

Graduate study in the accelerated MS-PhD Program includes core teachings and philosophies from both individual programs.

Master of Science (MS) Program Description

Graduate study in nursing at the master's level prepares students for advanced nursing practice and provides the foundation for doctoral study. Study at the master's level builds upon and expands the knowledge and skills acquired in a baccalaureate degree program in nursing or the prelicensure courses of the Graduate Entry Program. The primary goal of the master's program is to prepare graduates who function in specialized roles.

Research is an integral part of the program. Students learn about the research process, theory for advanced practice, role theory and function, and ways to validate and use research findings in their practice.

Students and faculty participate in planning learning experiences that help students continue to grow as professionals. The focus of the program is on the acquisition of knowledge, values and skills used in advanced practice roles.

Characteristics of the Graduate

Graduates of the Master of Science program are prepared to:

1. Assume an advanced practice role in a selected specialty area.
2. Synthesize theory and research from nursing and related disciplines to provide advanced nursing care to individuals, families, groups and communities.
3. Evaluate nursing actions to assure quality care.
4. Utilize leadership strategies and ethical principles to promote change in health care and health policy within health care institutions and at local, regional, and/or national levels.
5. Expand nursing knowledge by identifying nursing research problems that lend themselves to empirical investigations, participate in conducting research, and promote the use of research findings.
6. Facilitate the advancement of nursing as a profession and discipline.

Thesis/Non-thesis Options*

The master's student selects, in consultation with and approval of the advisor, a program of study which shows reasonable concentration in a single area or in related academic areas. The student should make an early decision to follow the thesis or non-thesis option. The thesis option requires a research study and follows guidelines set by the Graduate School. The non-thesis option requires a comprehensive examination the quarter the student expects to graduate.

*A student in the MS-PhD Program can petition to use their PhD Candidacy Examination in place of the comprehensive examination (details of Candidacy Exam on pages 19-20).

Application to Graduate

A student must submit to the Graduate School a completed Application to Graduate form no later than the second Friday of the quarter in which graduation is expected. The application must be signed by the student, the advisor and the chair of Graduate Studies. A summary of graduation requirements can be found in the Graduate School Handbook.

PhD Program Description

The purpose of the doctoral program in nursing is to produce intellectual leaders with analytical skills who can contribute to the development of nursing science. Nursing science has as its goal the development of a body of knowledge to be used as the basis for nursing practice. Doctoral study in nursing is built upon and expands the student's knowledge acquired in baccalaureate and master's degree programs in nursing. Students bring to doctoral study unique combinations of experiences, knowledge, and capabilities that serve as the base for the development of programs of study congruent with the overall curriculum, but individualized to allow for the opportunity to gain in-depth knowledge of a particular theoretical area.

The focus of the PhD program in Nursing is the social determinants of health of individuals, families, and communities and their experiences of health and illness. Psychobiobehavioral and psychosocial inquiry examines interactions among mind, body, and environments with emphasis on interdisciplinary study. In addition, the College of Nursing embraces the philosophy of the "integrated scholar"-- academicians, clinicians and researchers who possess knowledge with regard to research training, grantsmanship, publications, teaching and clinical practice. Students study nursing theory and inquiry, theory from related disciplines, research designs and methods, and advanced data analysis.

The faculty strive to establish a learning environment that provides the opportunity for interchange between students and faculty that fosters individual growth, collegial relationships, and the pursuit of knowledge. Both faculty and students have a commitment to the development of nursing science through empirical work. To this end, the College of Nursing offers a PhD program requiring approximately four years of full-time study. This program is flexible in scheduling so that part-time study is possible, except for the three quarters of full-time study necessary to meet the residency requirement of the Graduate School. However, full-time study is strongly encouraged.

Characteristics of the Graduate

Graduates of the PhD program are prepared to:

1. Synthesize knowledge from nursing and other academic disciplines to develop and test theory that affects health status.
2. Conduct research that builds nursing science.
3. Communicate the results of theory development and research.
4. Promote the delivery of quality health care through assuming leadership positions in nursing practice and education.
5. Implement collaborative research projects with nurses and scholars from other disciplines.

ACCELERATED MS/PhD CURRICULUM

The curriculum consists of core courses required of all students in the master's and PhD programs. These courses provide a foundation in nursing science and research and the theoretical base for advanced nursing practice. The remainder of the curriculum is specific to the area of clinical specialization, and provides the opportunity for elective course work.

Specialties include Adult Health and Illness Nursing, Certified Nurse-Midwifery, Clinical Nurse Leader, Family Nurse Practitioner, Neonatal Nurse Practitioner, Nursing and Health Systems Management, Pediatric Nurse Practitioner, Psychiatric Mental Health Nursing, School Nurse Practitioner, and Women's Health Nurse Practitioner. In addition, dual degree programs in Nursing and Health Administration and Nursing and Public Health are available.

MASTER'S CURRICULUM

Nursing 602 Theoretical Foundations for Advanced Practice Roles in Nursing (*not required for Clinical Nurse Leader*) (3)

The study of theoretical foundations for advanced practice nursing. Prerequisites: Admission to master's program in nursing or permission of instructor

Nursing 707 Reimbursement and Cost Methods for Advanced Practice Nurses (3)

An examination of reimbursement methods for health care services and the concepts of cost analysis necessary for program development and monitoring and the management of an independent nursing practice. Prerequisites: Admission to master's program in nursing or permission of instructor; basic skill in spreadsheet development and editing

Courses which may be required in *some* specialties

Nursing 703 Pathophysiology of Altered Health States I (5)

Analysis of theories and research regarding alterations of health states across the life span, with an emphasis on pathophysiological processes. Prerequisites: Admission to master's program in nursing or permission of instructor

Nursing 704 Pathophysiology of Altered Health States II (5)

Analysis of theories and research regarding alterations of health states across the life span, with an emphasis on pathophysiological processes. Prerequisites: Nursing 703 or permission of instructor

Nursing 705 Advanced Health Assessment (5-6)

Development of advanced health assessment skills. Emphasis on the acquisition of normal and abnormal assessment data relevant to clinical reasoning in advanced nursing practice. Prerequisites: Knowledge of physical assessment and 703 or permission of instructor

Nursing 706 Pharmacology for Advanced Nursing Practice (5)

Pharmacologic management for the advanced practice nurse of well persons and patients through the life span with selected chronic diseases and acute short-term illnesses. Includes seminar time for application to practice experience. Prerequisites: Nursing 703 and enrollment in nursing graduate program or permission of instructor

Nursing 711 Theoretical Foundations of Clinical Decision-Making (4)

Advanced assessment, using a systematic process of diagnostic thinking and clinical reasoning, within a research utilization framework via symptom exemplars from nursing practice. Prerequisites: 704, co-requisite: 705

Nursing 715 Advanced Pediatric Health Assessment (5)

Development of advanced pediatric assessment skills; emphasis on acquisition of normal and abnormal assessment data relevant to clinical reasoning in advanced pediatric nursing practice. Prerequisites: 703 and knowledge of basic physical assessment or permission of instructor

Elective Graduate Courses in Nursing

Nursing 694 Clinical Management for the Healthcare Professional (3) ¹

This course will provide theories, concepts, and issues needed to provide leadership, management, and oversight for strategic, operational, clinical, and administrative aspects for healthcare setting. **Autumn**

Nursing 694 Issues in Men's Health (3)

The purpose of this course is to raise awareness of men's health issues through the life span among nursing students, university students and others. The course will focus on strategies to increase involvement of men in their health care. **Spring**

Nursing 718 Instructional Strategies in Clinical Teaching (3)

This course is designed to prepare health professionals to assume the role of clinical educator. The primary focus of this course is the examination of best pedagogical practices in the classroom, clinical and virtual learning environments. **Autumn**

Nursing 793 Individual Studies in Nursing (1-5)

Reading, conferences and minor investigation by an individual student who wishes to study a particular nursing problem intensively.

Nursing 797 Interdepartmental Seminars (1-5)

Two or more departments may collaborate in presenting seminars in subjects of mutual interest; topics to be announced.

¹ Quarter credit hours

Master's Specialty Area Coursework

Each specialization area requires courses specific to that specialty. A list of these required courses can be found on pages 23-41. The number of courses and credits varies based on area, as does the quarter(s) in which courses are offered.

PhD CURRICULUM

The PhD program has three components--a nursing science major, a cognate minor, and electives. In addition, students are required to complete a preliminary examination, a candidacy examination, and a dissertation. The nursing science component is required of all students, and comprises the foundation for the development and testing of theory about the health of human systems. Nursing courses pertain to the philosophies of nursing science, theory development and verification, qualitative and quantitative analysis in nursing science, and synthesis of theories from nursing, social, behavioral, and biological sciences.

The nursing science major includes courses in research methods and statistics. The cognate minor (15 credit hours) is taken in a discipline that is congruent with the student's research area. In addition, six credit hours of electives in nursing or another discipline are required. Finally, doctoral students are expected to attend the college's colloquium series held biweekly throughout autumn, winter and spring quarters.

Nursing Science Major

Nursing 900 Pro Seminar in Nursing (1)—taken Autumn, Winter, Spring, Years 1 and 2

Examination of current health care problems, national research priorities, issues within nursing science, and career patterns of doctorally prepared nurses. Prerequisite: PhD student in nursing or permission of instructor

Nursing 901 Theoretical Foundations of Nursing Science (5)—taken Autumn, Year 1

Study of the major philosophies of nursing science from a historical perspective, and analysis of methods for knowledge and theory development in nursing science. Prerequisites: PhD student in nursing or permission of instructor; Nursing 900 (concurrent)

Nursing 902.01* Qualitative Methods in Nursing Science (5)—taken Year 2

Study of qualitative methods used in conducting nursing research; laboratory experience will include field work, data management and analysis. Prerequisite: Nursing 901 or permission of instructor

* Several university courses may substitute, and credit hours may vary.

Nursing 904 Theory Synthesis (3)—taken Spring, Year 2

In-depth synthesis of theories and models of relevance to a program of research in nursing. Prerequisites: Nursing 917.01 or Nursing 917.02 or permission of instructor

Nursing 912 Introduction to Methods of Nursing Science (5)—taken Winter, Year 1

Survey of research methods used to describe, explain, predict, and manipulate phenomena relevant to the discipline of nursing. Emphasis is placed on the systematic development of nursing knowledge. Prerequisite: Higher level statistics course; PhD student in nursing or permission of instructor

Nursing 914 Principles of Measurement in Health Related Sciences (5)—taken Spring, Year 1

Study of measurement principles for concepts relevant to nursing science. Emphasis is on psychobiobehavioral measurement and measurement of variables for the study of health disparities. Prerequisite: Nursing 912 or permission of instructor

**Nursing 915 Psychobiobehavioral Phenomena Underlying Determinants of Health Status (5)--
taken Winter, Year 1**

Study of theoretical and analytical approaches used in psychobiobehavioral nursing research as a foundation for understanding phenomena underlying determinants of health status. Prerequisite: Nursing 901 or permission of instructor

**Nursing 916 Psychosocial Mechanisms Underlying Determinants of Health Disparities (5)--
taken Spring, Year 1**

Study of theoretical and analytical approaches used in psychosocial research as a foundation for understanding phenomena underlying determinants of health status. Prerequisite: Nursing 915 or permission of instructor

Nursing 917.01 Seminars in Determinants of Health (3-5)—taken Autumn, Year 2

Integration of the theoretical and methodological approaches in the study of psycho-bio-behavioral phenomena underlying determinants of health. Prerequisite: Nursing 916 or permission of instructor

Nursing 917.02 Seminars in Determinants of Health (3-5)—taken Autumn, Year 2

Integration of the theoretical and methodological approaches in the study of psychosocial phenomena underlying determinants of health. Prerequisite: Nursing 916 or permission of instructor

Other Courses in Nursing Science Major

Advanced statistics courses (9+ credit hours)

A series of courses should be taken in one department:

School of Public Health (Biometrics 701, 702, 703)

Department of Psychology (Psychology 826, 827, 828)

Department of Educational Policy and Leadership (EDU P&L 808, 809, 810).

Cognate Minor

Each student must have a cognate minor that consists of a minimum of 15 credit hours in another discipline. A student must have a faculty member from the cognate minor discipline on the candidacy examination committee. Some examples of the disciplines that doctoral students have chosen are anthropology, developmental psychology, exercise physiology, family and human relations, and sociology.

Nursing 793 Individual Studies in Nursing (variable credit hours)

Reading, conferences, and minor investigation by an individual student who wishes to study a particular nursing problem intensively.

Nursing 893 Individual Studies (variable credit hours)

Advanced individual studies in selected areas not otherwise offered in nursing.

Nursing 999 Research in Nursing (variable credit hours)

Research for thesis purposes only.

Electives

Each student must take a minimum of six credit hours of elective courses in nursing and/or another discipline. As a student in the accelerated MS/PhD Students are encouraged to take courses in other disciplines. Some suggested disciplines are anthropology, biological sciences, business administration, economics, education, exercise physiology, human development and family science, health administration, preventive medicine, psychology, sociology, and women's studies. The following is only a sampling of other course work; for additional information, students should check the Course Offerings Bulletin and speak with their advisor.

Allied Medicine 650 Health Care Information Systems (3)¹

Anatomy 710 Human Embryology (3)

EDU: P&L 851² College Teaching (3)

EDU: PAES 604 ³	Education for Human Sexuality (3)
EDU: PAES 605	Health Counseling (3)
HSMP 800 ⁴	Health Care Organization I (4)
HSMP 811	Legal Environment of Health Care (4)
HSMP 815	Health Services Organizational Management (4)
HSMP 840	Long-Term Care Policy (4)
HSMP 841	Long-Term Care Management (4)
HSMP 845	Managed Health Care Programs (3)
HDFS 660 ⁵	Children and Their Families Under Stress (3)
HDFS 665	Parenting (3)
HDFS 695.01	Special Topics in Child Development (3)
HDFS 695.02	Special Topics in Family Development (3)
Psychology 627	Developmental Psychobiology (4)
Psychology 836.01	Developmental Psychology: Adolescence (3)
Psychology 836.02	Developmental Psychology: Maturity and Aging (3)
Sociology 630	Medical Sociology (5)

¹ Quarter credit hours

² Education: Educational Policy and Leadership

³ Education: Physical Activity and Educational Services

⁴ Health Services Management and Policy

⁵ Human Development and Family Science

YOUR ADVISOR

It is the role of the advisor to help the student develop and complete a training plan of study to meet the student's individual needs and the requirements of the curriculum. Specifically, advisors assist with course selection, chair and coordinate the candidacy examination and dissertation committees, assist with selection of other committee members, and assist with the dissertation.

Upon admission, each student is initially assigned an advisor by the Graduate Studies Committee for academic advising purposes. At any time during the program the student is free to change to another advisor whose research interests are more congruent. If the student wishes to change advisors, the director of the doctoral program is to be notified in writing by the student.

SAMPLE TIMELINE FOR ACCELERATED MS/PhD PROGRAM**

Year One

	Autumn	Winter	Spring	Summer
Courses	Nursing 900 Nursing 901 Cognate Statistics	Nursing 900 Nursing 912 Nursing 915 Statistics	Nursing 900 Nursing 914 Nursing 916 Statistics	Nursing 602 Cognate Electives Specialty Courses
Planning	<p>Be thinking about:</p> <p><u>Research Residency</u> -who to work with -type of research</p> <p><u>Program of Study</u> -who are key people you need to meet -what is your cognate area of study -plan courses for cognate and electives</p> <p>Consider which professional meeting you may attend this academic year.</p>	<p>Should have a good idea:</p> <p>-About the research residency and know your cognate area (including courses and cognate advisor). Discuss with your CON advisor.</p> <p>Start planning (with advisor): -training program -residency objectives</p> <p>Begin determining funding opportunities with your advisor.</p>	<p>DUE by the end of the quarter:</p> <ol style="list-style-type: none"> 1. Training Plan (turn in after completing 28 credits) 2. Plan for Research Residency (submit to GSC Chair) 3. Prepare for Preliminary Examination (taken end of Spring quarter) <p>Plan to attend Midwest Nursing Research Society's (MNRS) National Conference. Due date is 4/5.</p>	<p>PRELIMINARY EXAM</p> <p>May start residency here¹.</p> <p>Consider an independent study with faculty in nursing and/or cognate area to work on: -literature reviews -theoretical framework -methods -publishing one of your papers.</p>

**Formal letter to Graduate Studies Committee Chair required for permission to disenroll for one quarter (excluding summers).

¹ The PhD residency requires that you complete three consecutive quarters of ten credit hours (or greater). This requirement must be met to receive your PhD and can begin at any point after the first 45 credit hours are earned. In many cases, PhD residency begins after passing the Preliminary Examination.

Year Two

	Autumn	Winter	Spring	Summer
Courses	Nursing 703 Nursing 900 Nursing 917 Cognate Specialty Courses	Nursing 704 Nursing 706 Nursing 900 Qualitative Research	Nursing 705 Nursing 711 Nursing 900 Nursing 904	Elective Cognate Specialty Courses
Planning	Research Residency (work with your advisor on report of accomplishment of objectives). Think about who will be on your Candidacy Exam Committee (four members). Prepare abstract for presentation at a professional meeting.	Research Residency Submit for additional funding opportunities if needed.	Research Residency Final evaluation of objectives due at end of quarter to GSC Chair. Prepare for Candidacy Exam! Talk to your committee about type of exam, date of exam, expectations, etc.	CANDIDACY EXAM

Year Three

	Autumn	Winter	Spring	Summer
Courses	Nursing 859 Nursing 707	Nursing 859	Nursing 859	Elective Cognate
Planning	Dissertation must be completed within 5 years post-Candidacy Exam			

Years Four and Five

Progression Criteria:

Dissertation must be completed within five years post-Candidacy Exam.

1. Present Dissertation Proposal.
You and your advisor will determine when you are ready to present to faculty.
2. Receive committee approval of Dissertation Proposal.
Three members _____
3. Work on Dissertation.
Must be continuously enrolled while working on dissertation. 20 credit hours of 999 required over a minimum of two quarters of study.
4. Complete Final Oral Exam.
Open to CON faculty and students for initial reportage (approximately 30 minutes), followed by closed committee meeting.
5. Graduate!

PhD PROGRAM REQUIREMENTS

1. INTEGRATED SCHOLAR PORTFOLIO

This portfolio is designed to recognize student achievements in a selected area of expertise as evidenced by the ability to conduct research, communicate information to a variety of audiences and provide service to the profession and community. The integrated scholar portfolio involves the combined efforts of the student, advisor, and all involved in the doctoral program.

OBJECTIVES

Demonstrates students' early accomplishments

Supports mentorship from faculty

Enables new doctoral graduates to meet challenges of a competitive health care and academic arena

REQUIRED ITEMS

- A curriculum vita
- Demonstrated teaching experience
Examples: presenting a workshop, providing a guest lecture, working in skills or computer lab or being a teaching assistant
- Demonstrated research experience
Example: research residency requirement
- Service to the college and profession
Examples: hosting potential students, participating in fundraising or recruitment, serving as a graduate student representative on a college or university committee
- Attendance at two research conferences

OPTIONAL ITEMS (TWO MUST BE SELECTED)

- At least two manuscripts in a publishable format, one of which must be data-based
Example: collaborative works that arise from ongoing research undertaken as part of a course or research with faculty, from work as a research assistant, or as an individual effort
- Paper or poster presentation at a scientific conference
- Manuscript in a publishable format based on the dissertation research at the time of defense
- Submission of a research grant application
Example: NRSA, Sigma Theta Tau, Presidential Fellowship, Alumni Grants for Graduate Research and Scholarships, private foundations

2. RESEARCH RESIDENCY

Each doctoral student is required to complete a minimum of three quarters of a research residence experience. The purpose of the experience is to enhance the research training of doctoral students through participation in on-going research of one or more graduate faculty members and contribution to these research projects.

The research residence requirement can be met by the student while participating in the on-going research of any graduate faculty member. A student may choose to do the entire research residence with one faculty research project or be involved with more than one project. Each quarter of the research residence the student must spend a minimum of six hours a week involved with the research

experience. A student may opt to use a Graduate Research Associate position to meet the research residence requirement. A student must enroll for a minimum of three to five credits of N893 per quarter to earn credit for the residence requirement.

The actual research residence is developed by the student and the major academic advisor. This experience may or may not be related to the student's research area of interest. The experience should build upon the prior research expertise of the student and facilitate the accomplishment of the residence goals as defined by the student and advisor.

The student is responsible for submitting a written plan (including measurable objectives) for meeting the requirement, which has been approved by the advisor, to the director of the doctoral program no later than the end of spring quarter prior to taking the preliminary examination. The student and the advisor are responsible for submitting an evaluation of the experience at the end of the research residence to the director of the doctoral program. If there are any changes in the plan, the student must notify the director of the doctoral program.

EXAMPLE:
RESEARCH RESIDENCY GOALS AND OBJECTIVES
(Please complete one form for each of three quarters)

My Research Residency will be completed under the direction of (insert faculty member's name) during the _____ quarter of year _____. The goals and objectives for my research residency are as follows:

[NOTE: The following serve as examples only and may not be appropriate for all students. Goals and objectives should be directed toward the student's area of research interest, expertise, and level of professional development.]

To review the literature in the area of _____ .

To participate in grant proposal development, including the formation of specific aims,
_____.

To assist with recruitment of _____ subjects in _____ settings.

To evaluate the instrument _____ on a sample of _____.

To participate in data entry and analysis, including the use of _____ software programs.

To prepare a manuscript for submission in a peer reviewed, professional nursing journal.

To submit a research grant proposal for funding from _____.

****Graduate School Residency Requirement**

To meet the Graduate School's requirement, you must register for at least ten credit hours a quarter for a minimum of three consecutive quarters **after** completing the first 45 credit hours of doctoral coursework.

3. TRAINING PLAN

Following the completion of 28 credit hours of study, a student must submit to the director of the doctoral program a training plan that outlines all courses (past and future) that will be completed (see the training plan guide on page 12). The plan of study must be approved by the student's Committee before taking the Candidacy Examination.

EXAMPLE: TRAINING PLAN (PLAN OF ACADEMIC STUDY)

[NOTE: The following serves as an example only. Students should list ALL courses that will be taken to fulfill PhD program requirements. Courses taken at OSU for a previous degree need not be listed. MS/PhD students should include both master's degree and PhD program course work.]

PhD: NURSING SCIENCE MAJOR

Course	Title	Completed	Grade	Credit
NURSING 900	Pro Seminar in Nursing	Autumn 2006	A	1
NURSING 901	Theoretical Foundations of Nursing Science	Autumn 2006	A-	5
NURSING 902.01	Qualitative Methods in Nursing	Spring 2007	*	5
STAT XXX	Statistics I	Autumn 2006	B	4
STAT YYY	Statistics II	Winter 2007	A	3
				Total = 18

* = to be completed

COGNATE & ELECTIVES (list cognate area)

Course	Title	Completed	Grade	Credit
PSYCH 834	Psychology of Infancy	Autumn 2006	A	3
PSYCH 835	Child Development	Winter 2007	A-	3
				Total = 6

RESEARCH RESIDENCY (three quarters)

Course	Title	Completed	Grade	Credit
NURSING 893	Independent study, Dr. _____	Spring 2007	S	2
NURSING 893	Independent study, Dr. _____	Summer 2007	S	2
				Total = 4
				Plan Total = 28

CANDIDACY EXAMINATION COMMITTEE MEMBERS:

Professor X Nursing Professor Y Nursing
Professor Z Nursing Professor A Cognate

4. PRELIMINARY EXAMINATION

The purposes of the preliminary examination are to:

- A. Provide a stimulus for independent thinking and reflection about nursing science after a year of course work;
- B. Synthesize and independently integrate across domains of knowledge, including the use of critical thinking and logical description of phenomena from multiple perspectives;
- C. Foster the development of independent scholarly written communication, including logical idea progression, clarity, summary, synthesis, and conclusions.

PROCESS

A written closed-book preliminary examination will be required of doctoral students upon completion of the first-year level course work. See checklist below and continued on the next page.

The examination will be given on the Friday of each spring quarter's final examination week. A student must petition the Graduate Studies Committee by Friday of the first week of spring quarter if she/he has a scheduling conflict due to unavoidable personal circumstances. If the petition is approved, the student must arrange with the chair of the preliminary examination committee an alternative time to take the examination within two weeks of the scheduled date. Other absences, such as those due to acute illness or family emergencies, must be communicated to and approved by the PhD Subcommittee Director and Chair of the preliminary examination committee before the examination is scheduled to begin.

The examination questions will be compiled and graded by a committee of three graduate faculty members appointed by the Graduate Studies Committee, to include one faculty member from the Graduate Studies Committee and two graduate faculty members who will serve a two-year term on a rotating basis.

The exam is intended to be completed independently by each student. The format of the examination will be determined by the examination committee. A mandatory meeting to assist with preparation for the examination will be held the second Tuesday of spring quarter with the PhD program director.

A "pass" on the examination will be considered approval by the majority of the examination committee. Students who are not successful in passing the examination will be provided with guidance in the areas needing strengthening and must retake the examination at a time to be determined before the beginning of the next autumn quarter. Failure to pass the examination the second time will result in dismissal from the doctoral program.

CHECKLIST FOR PRELIMINARY EXAMINATION

Before the preliminary examination can be taken, the following requirements must be completed/submitted:

- Complete year one of nursing science course work, including:
 - Professional Seminar in Nursing(3 quarters, N900)
 - Theoretical Foundations of Nursing Science (N901)
 - Introduction to Methods of Nursing Science (N912)
 - Principles of Measurement in Health Related Sciences (N914)
 - Psychobiobehavioral Phenomena Underlying Determinants of Health Disparities (N915)
 - Psychosocial Mechanisms Underlying Determinants of Health Disparities (N916)

- Advanced statistics (3 quarters)
- Training Plan (submitted)
- Goals and Objectives for Research Residency (submitted)

5. CANDIDACY EXAMINATION

Graduate School guidelines regarding the Candidacy Examination can be found in the Graduate School Handbook, Section II.6.9. The quarter before the student plans to take the Candidacy Examination, the student should contact the graduate program assistant in the Office of the Assistant Dean to discuss the deadlines and logistics of the examination.

The Candidacy Examination is a single, summative exam designed to evaluate the student's comprehension of the approved program of study and related areas of study, the capacity to undertake independent research, and the ability to think and express ideas clearly. The examination consists of two portions, written and oral. Sample exam questions can be viewed in the office of the Graduate Program Manager.

The Candidacy Examination Committee is composed of at least four authorized graduate faculty members, including the student's advisor, a Category P graduate faculty member who will chair and coordinate the committee. Four members of the student's Candidacy Examination Committee (advisor, two additional College of Nursing members, and a member from outside the college who represents the cognate area), who are either Category M or Category P graduate faculty members, shall prepare questions for the written portion of the examination under the direction of the advisor. The examination will stress comprehensive knowledge of the field, the cognate area of study, and the research and background knowledge associated with the dissertation.

The format of the examination is flexible, and the student may be consulted regarding the format of the examination. The advisor is responsible for submitting the format and examination questions to the doctoral program director upon completion of the examination. Regardless of the format of the Candidacy Examination, all members of the examining committee, will read all sections of the examination and will participate with the student in an oral examination over the questions and other material deemed relevant to the student's program of study.

CHECKLIST FOR CANDIDACY EXAMINATION

Eligibility for the candidacy examination includes successful completion of:

- Nursing science major course work (41-43 credit hours)
- Cognate minor course work (minimum of 15 credit hours)
- Elective course work (minimum of 6 credit hours)
- Research residency (three consecutive quarter of ten or more hours per quarter minimum)
- Training plan
- Preliminary examination

MASTER'S COMPREHENSIVE EXAMINATION OR EQUIVALENT FOR MS/PHD STUDENTS

The advisor, in conjunction with the student, will draft a plan to meet the Graduate School master's requirement of a comprehensive examination or thesis. It should be noted that the Graduate School does permit the Candidacy Examination to count as the comprehensive exam, but review of these rules and the timing of the exam should be considered. If a comprehensive examination option is chosen, this exam may be designed with the needs of the student in mind. Once a plan is drafted, the plan must be shared with, and approved by, the Graduate Studies Committee.

6. THE DISSERTATION

Each student must complete a dissertation under the direction of an advisor and two other graduate faculty members. The dissertation research involves the generation of new knowledge that will contribute to nursing science. A student must enroll for Nursing 999 for a minimum of 20 credit hours over at least two quarters.

GRADUATE SCHOOL GUIDELINES

Graduate School guidelines are available in Guidelines for Preparing Theses, Dissertations and D.M.A. Documents (Part III of the Graduate School Handbook).

COLLEGE OF NURSING GUIDELINES

- The Dissertation Committee is composed of the advisor who must be a Category P graduate faculty member and at least two other graduate faculty members who must be either Category M or P.
- The Dissertation Committee is established at a time thought appropriate by the student and the advisor.
- The student must present his or her proposed research study at a seminar for students and faculty. This should be done after completion of candidacy and prior to the meeting for final approval of the dissertation proposal. This presentation must be scheduled by the student's advisor only.
- The student is responsible for scheduling a meeting of the Dissertation Committee and distributing to all members a copy of the dissertation proposal at least seven days in advance of the meeting.
- Acceptance of the prospectus by the student's Dissertation Committee indicates agreement that it meets the standards and requirements for dissertation research which will be a scholarly contribution to nursing science. A copy of the approved prospectus should be filed with the chair of Graduate Studies.
- A draft of the entire dissertation must be given to each committee member at least three weeks prior to the final oral examination. A draft approval form must be signed by each committee member at least two weeks before the final oral examination. This form and a copy of the dissertation must be taken to the Graduate School at least two weeks before the Final Oral Examination.
- A copy of the dissertation must be distributed to each committee member as well as the Graduate School representative at least one week prior to the Final Oral Examination.

The oral defense will be open to College of Nursing faculty and students for the initial 30 minutes, followed by a closed committee meeting. This presentation must be scheduled by the student's advisor only. A student is considered to have completed the Final Oral Examination successfully when there is unanimous approval by the Final Oral Examination Committee members. Satisfactory completion of the research and the oral examination will constitute fulfillment of the dissertation requirement for the PhD degree.

CHECKLIST FOR PhD PROGRAM REQUIREMENTS

Attainment of a PhD requires successful completion of the following. This Handbook provides additional information regarding each requirement (pages 7-20). Other sources of information include the Graduate School Handbook and College of Nursing faculty, specifically major advisors.

- Nursing science major course work (41-43 credit hours)
- Cognate minor course work (minimum of 15 credit hours)
- Elective course work (minimum of 6 credit hours)
- Integrated scholar portfolio
- Research residency
- Graduate School residency (completion of 10 or more credit hours a quarter in three consecutive quarters)
- Training plan
- Preliminary examination
- Candidacy examination and candidacy examination defense
- Dissertation and dissertation defense

GRADUATION REQUIREMENTS

The requirements for awarding the PhD in Nursing include:

1. Completion of an approved program of study with a minimum cumulative point-hour ratio of 3.0 on a 4.0 scale.
2. Successful completion of the Preliminary Examination and the Candidacy Examination.
3. Completion and successful oral defense of a dissertation.
4. Completion of minimum Graduate School requirements for the PhD degree.
5. Registration for at least three graduate credit hours during the quarters when the Candidacy and Final Oral Examinations are taken and during the quarter in which graduation is expected.
6. Completion of a minimum of 135 graduate credit hours, at least 90 of which must be completed beyond the master's degree
7. Completion of the following residence requirements after the master's degree has been earned or after the first 45 hours of graduate credit have been completed:
 - a. a minimum of 45 graduate credit hours at this University
 - b. a minimum of three out of four consecutive quarters with an enrollment of at least 10 graduate credit hours per quarter at this University
 - c. a minimum of 20 graduate credit hours over a period of at least two quarters after admission to candidacy
8. Completion of Ph.D. degree requirements within five years after being admitted to candidacy

See Graduate School Handbook for complete Ph.D. Degree Graduation Requirements II.6.14

END OF QUARTER

A student who does not meet published graduation deadlines but who does complete all degree requirements by the last business day prior to the first day of classes for the following quarter may graduate the following quarter without registering or paying fees.

APPLICATION FOR GRADUATION

The quarter before the doctoral candidate expects to graduate, the candidate should contact the Graduate Records Office in Room 252 Newton Hall. The records associate will give the candidate graduation materials and discuss deadline logistics. The Application to Graduate form must be submitted to the Graduate School no later than the second Friday of the quarter in which graduation is expected.

The approved dissertation and abstract and the Final Approval form must be submitted to the Graduate School no later than one week before commencement. Payment of doctoral hood must be made no later than one week before commencement.

ADULT HEALTH AND ILLNESS NURSING

Adult Nurse Practitioner (ANP)

and / or

Clinical Nurse Specialist (CNS)

The primary goal of the Adult Health and Illness Nursing program's Adult Nurse Practitioner (ANP) and Clinical Nurse Specialist (CNS) specialties is to prepare graduates for advanced practice nursing in a variety of clinical settings ranging from private practices, clinics, hospitals and businesses to managed care organizations and governmental agencies. Graduates of the program are eligible for certification as adult nurse practitioners in primary care and/or as adult health clinical nurse specialists (CNS) depending on the courses completed.

Core Courses (see page 7 for course descriptions)

Nursing 602 **Theoretical Foundations for Advanced Practice Roles in Nursing (3)**
Nursing 707 **Reimbursement and Cost Methods for Advanced Practice Nurses (3)**
Graduate Statistics Select series of three courses from options listed on page 16

Other Required Courses (see pages 7-9 for course descriptions)

Nursing 703 **Pathophysiology of Altered Health States I (5)**
Nursing 704 **Pathophysiology of Altered Health States II (5)**
Nursing 705 **Advanced Health Assessment (5)**
Nursing 706 **Pharmacology for Advanced Nursing Practice (5)**
Nursing 711 **Theoretical Foundations of Clinical Decision-Making (4)**

Nursing 862.07 **Administration and Case Management for Clinical Nurse Specialists (3)**

Seminar focusing on the understanding and analysis of current trends, challenges, practice and research related to case management and administration by clinical nurse specialists.

Prerequisites or concurrent: Nursing 602

Nursing 859 **Advanced Practice Nursing (2-10)**

Application of theories, research findings, skills and interventions including pharmacological management for advanced practice nursing in primary, acute and chronic care. Prerequisites: All core courses and other specialty required courses or permission of instructor. Also, must meet health, CPR, and background check requirements and have a current license to practice as an RN in Ohio.

All NP students must take Nursing 859 in three consecutive quarters, as the focus of the course varies each quarter.

Students electing the ANP/CNS option will be required to complete additional clinical hours in a specialty CNS area.

CERTIFIED NURSE-MIDWIFERY

This master's specialty program prepares students for advanced practice nursing and certification as certified nurse-midwives. The curriculum has three components: core courses required of all students in the Master of Science curriculum in Nursing; courses required of all students in the specialty track; and courses specific to nurse-midwifery, including clinical courses taken over five quarters. In addition, students have the opportunity to take electives in nursing or other disciplines.

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 602	Theoretical Foundations for Advanced Practice Roles in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Other Required Courses (see page 7-9 for course descriptions)

Nursing 703	Pathophysiology of Altered Health States I (5)
Nursing 705	Advanced Health Assessment (5)
Nursing 706	Pharmacology for Advanced Nursing Practice (5)

Nursing 721	Theories, Concepts and Issues in Advanced Family Nursing (3)
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Theories, concepts and issues from nursing and related sciences relevant to the development and care of women, children and families in various states of health and illness.

Nursing 722	Advanced Reproductive Dynamics (4)
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Analysis and synthesis of principles of reproductive physiology, genetics, fetal development, menarche, pregnancy, parturition, puerperium, and menopause in relationship to advanced nursing practice in women's health care. Prerequisites: Nursing 703

Nursing 724	Conceptual Frameworks for Nurse-Midwifery Practice (3)
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Introduction to the program and theoretical foundations of nurse-midwifery: health, wellness, health behavior, health promotion, communication. Perinatal epidemiology and the nurse-midwifery management process are introduced. Prerequisites: Admission to the nurse-midwifery area of study or permission of instructor

Nursing 859 Advanced Practice Nursing (7-10 quarterly for a total of 44 credit hours)

Application of theories, research findings, skills and interventions including pharmacological management for advanced practice nursing in primary, acute and chronic care. Prerequisites: All core and required specialty courses or permission of instructor. Also, must meet health, CPR, background check and liability insurance requirements, and have a current license to practice as an RN in Ohio.

All students must take Nursing 859 as indicated.

Nurse-Midwifery I

Summer Quarter 7 credit hours

Application of theories, research findings, skills and interventions for nurse-midwifery care of women and their families, with emphasis on primary care and antepartal care.

Nurse-Midwifery II

Autumn Quarter 9 credit hours

Application of theories, research findings, skills and interventions for nurse-midwifery care of women and their families, with emphasis on well-woman care, family planning and the childbearing cycle, including the intrapartum and postpartum periods and care of the healthy neonate.

Nurse-Midwifery III

Winter Quarter 9 credit hours

Application of theories, research findings, skills and interventions for nurse-midwifery care of women and their families, with emphasis on more complex women's health problems throughout the lifespan and during childbearing.

Nurse-Midwifery IV

Spring Quarter 9 credit hours

Application of theories, research findings, skills and interventions for nurse-midwifery care of women and their families, with emphasis on complications of the antepartum, intrapartum and neonatal periods.

Nurse-Midwifery V

Summer Quarter 10 credit hours

Application of theories, research findings, skills and interventions for nurse-midwifery care of women and their families, with emphasis on full scope care, professional issues, and the sociopolitical context of nurse-midwifery care across the lifespan.

CLINICAL NURSE LEADER

The primary goal of the clinical nurse leader (CNL) program is to prepare graduates to function as generalists providing and managing comprehensive client care in front-line units in hospitals. Students select acute care clinical specialties in either medical-surgical nursing, pediatric nursing, obstetric nursing, or neonatal nursing. Graduates of the program will be eligible for certification as clinical nurse leaders.

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Other Required Courses

Nursing 606 Pharmacology for Clinical Nurse Leaders (3)

Pharmacology related to acutely ill, hospitalized clients. Emphasis on pharmacotherapeutics for CNL practice in a microsystem (client group within a clinical unit). Prerequisites: Undergraduate pharmacology course or the equivalent and Nursing 703

Nursing 703 Pathophysiology of Altered Health States I (5)

Analysis of theories and research regarding alterations of health states across the life span, with an emphasis on pathophysiological processes. Prerequisites: Admission to master's program in nursing or permission of instructor

**Nursing 713 Health Promotion and Disease Prevention across the Life Span
in the Acute Care Setting (3)**

Analyze strategies to encourage change in both individual's and population's health behaviors that influence risk reduction in acute care settings. Prerequisites: Nursing 702 and Nursing 707

Nursing 733 Introduction to Clinical Nurse Leader Practice (10)

This course is designed to introduce the graduate student to the role of the Clinical Nurse Leader. There will be classroom content and clinical experiences relative to the learning of the role. Prerequisites: Nursing 606 or Nursing 633.01 and Nursing 633.02

Nursing 735 Comprehensive Health Assessment (3)

Comprehensive health assessment of acutely and chronically ill clients across the life span. Emphasis on specific skills for practice in a microsystem (client group within a clinical unit). Prerequisites: Undergraduate health assessment course or the equivalent and Nursing 703.

Nursing 833 Transition to Clinical Nurse Leader Practice (10)

This is the final course in the CNL program. Emphasis is on clinical experience and application of theoretical material learned throughout the program. Prerequisites: Nursing 733 and RN licensure

FAMILY NURSE PRACTITIONER

The Family Nurse Practitioner program prepares graduates for advanced practice nursing in a variety of clinical settings. The curriculum has three components: core courses required of all students in the Master of Science curriculum in Nursing; courses required of all students in the Family Nurse Practitioner program; and clinical courses taken over four quarters. In addition, students have the opportunity to take electives in nursing or other disciplines.

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 602	Theoretical Foundations for Advanced Practice Roles in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Other Required Courses (see pages 7-9 for course descriptions)

Nursing 703	Pathophysiology of Altered Health States I (5)
Nursing 704	Pathophysiology of Altered Health States II (5) is strongly recommended, but is not a requirement.
Nursing 705	Advanced Health Assessment (5)
Nursing 706	Pharmacology for Advanced Nursing Practice (5)
Nursing 721	Theories, Concepts, and Issues in Advanced Family Nursing (3)

Theories, concepts and issues from nursing and related sciences relevant to the development and care of women, children and families in various states of health and illness.

Nursing 859 Advanced Practice Nursing (7-10)

Application of theories, research findings, skills and interventions including pharmacological management for advanced practice nursing in primary, acute and chronic care.

Prerequisites: All core courses and other required courses or permission of instructor. Also, must meet health, CPR, and background check requirements and have a current license to practice as an RN in Ohio.

Students are expected to have a cardiology-grade stethoscope and a combination oto/ophthalmoscope prior to the beginning of this course.

All students must take Nursing 859 as indicated, as the focus of the course varies each quarter.

859 I	Summer Quarter (9)
859 II	Autumn Quarter (10)
859 III	Winter Quarter (9)
859 IV	Spring Quarter (7)

NEONATAL NURSE PRACTITIONER

This program prepares graduates for advanced practice nursing and certification as neonatal nurse practitioners (NNP).

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 602	Theoretical Foundations for Advanced Practice Roles in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Other Required Courses

The following courses must be completed prior to enrolling in Nursing 859 (with the exception of Nursing 708 which is taken concurrently with the first Nursing 859):

Nursing 708 Advanced Newborn/Infant Pharmacology (5)

Pharmacotherapeutics of high-risk neonates and infants with applications to newborn/infant physiology, and special considerations of drug therapy and advanced nursing management. Prerequisites: Nursing 727 and 728, or permission of instructor. Distance learning course.

Nursing 721 Theories, Concepts and Issues in Advanced Family Nursing (3)

Theories, concepts and issues from nursing and related sciences relevant to the development and care of women, children and families in various states of health and illness.

Nursing 727 Developmental Physiology, Pathophysiology and Pharmacology of the High-Risk Neonate I (6)

Biological basis of case management of the high-risk neonate, incorporating analysis and synthesis of principles of embryology, developmental physiology, pathophysiology, and pharmacology.

Nursing 728 Developmental Physiology, Pathophysiology and Pharmacology of the High-Risk Neonate II (6)

Biological basis of case management of the high-risk neonate, incorporating analysis and synthesis of principles of embryology, developmental physiology, pathophysiology, and pharmacology. Continuation of Nursing 727. Prerequisites: Nursing 727 or permission of instructor

Nursing 729 Advanced Health Assessment of the Neonate (4)

Development of advanced health assessment skills to comprehensively assess full-term and pre-term neonatal clients. Prerequisites: Knowledge of health assessment skills, Nursing 727 and concurrent enrollment in Nursing 728.

An advanced child development course selected from courses offered in the Department of Human Development and Family Science or the Department of Psychology. A list of approved courses is provided below. Additional information on individual courses is available from faculty advisors and from the Course Offerings Bulletin.

Nursing Course

NUR 653 Nursing Assessment of Early Parent-Child Interaction: Theory and Measurement (3)

Department of Human Development and Family Science Courses

(all courses require instructor permission to register)

HDFS 660 Children and Their Families Under Stress (3)
HDFS 663 Infant Development (3)
HDFS 665 Parenting (3)
HDFS 764 Foundations and Issues in Family Science (4)
HDFS 765 Advanced Child Development (4)
HDFS 820 Family Theory (3)
HDFS 840.01 Seminar in Adolescence: Adolescents and Their Families (3)
HDFS 840.02 Seminar in Adolescence: The Differentiation Process and the
Social Context (3)
HDFS 840.03 Seminar in Adolescence: The Individuation Process in the Context
of the Family (3)
HDFS 865 Play and Development (3)

Department of Psychology Courses

(all courses require instructor permission to register)

PSYCH 550 Psychology of Childhood (4)
PSYCH 551 Adolescence (5)
PSYCH 600 Psychology of Learning (5)
PSYCH 832 Sociomoral Development (4)
PSYCH 834 Psychology of Infancy (3)
PSYCH 835 Child Development (3)
PSYCH 836.01 Developmental Psychology: Adolescence (3)

Nursing 859 Advanced Practice Nursing (6)

Application of theories, research findings, skills and interventions including pharmacological management for advanced practice nursing in primary, acute and chronic care. Prerequisites: All core and specialty courses or permission of instructor. Also, must meet health, CPR, and background check requirements and have a current license to practice as an RN in Ohio.

All students must take Nursing 859 as indicated, as the focus of the course varies each quarter.

NURSING AND HEALTH SYSTEMS MANAGEMENT

Public Health Nursing and Nursing Administration

The Master of Science program in Nursing and Health Systems Management prepares graduates for many challenging career opportunities. Graduates meet the demands for today's health care marketplace in hospitals, clinics, public health departments, and other community-based settings. This program includes two subspecialties: Public Health/Community Health Nursing and Nursing Administration. The specific student competencies developed for these subspecialties build upon the generic competencies of the college's master's program.

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 602	Theoretical Foundations for Advanced Practice Roles in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Courses Common to Both Subspecialties

Nursing 807	Foundational Knowledge for Nursing and Health Systems Management (7) Autumn
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Study of the theoretical knowledge that provides the foundation for nursing leadership in program and health systems management across the continuum of care. Prerequisites: Admission to the Nursing and Health Systems Management specialty or permission of instructor

Nursing 808	Skills for Nursing and Health Systems Management (7) Winter
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Study of the skill sets necessary for program and health systems management across the continuum of care. Prerequisites: Nursing 807 or permission of instructor

Nursing 809	Practicum for Nursing and Health Systems Management (7) Spring
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An in-depth guided clinical experience for the application of theoretical and skill-based knowledge. Strategies and techniques for evaluation of outcomes are included. Prerequisites: Nursing 808 or permission of instructor

Students in both subspecialties should select *one* of the following five courses:

Business Administration: Management and Human Resources 660

Introduction to Human Resources Management (4)

Summer, Autumn, Winter, and Spring

Principles and practices of recruiting, selecting, developing, compensating, and utilizing effective human resources. Prerequisites: Economics 200 or equivalent

Business Administration: Management and Human Resources 806

Management and Individual Behavior (4) Winter

A focus on the manager's role in dealing with individuals and work teams. Other topics include: work design, communications, leadership and motivation.

Business Administration: Management and Human Resources 862

Seminar in Human Resource Management (4) Autumn, Spring

Special topics in selecting, developing, retaining, utilizing, and allocating human resources within complex organizations.

Allied Medicine 630D. Management Principles for Health Professionals (3) Summer

An analysis of the management process and its application to the healthcare setting.

Public Health: Health Services Management and Policy 815

Health Services Organizational Management (4) Autumn

Principles of organizational behavior and management applied to health services organizations; emphasis on professionalism, leadership, and unique problems of health care settings.

Public Policy and Management 811

Public Management and Human Relations (4) Spring

Development of management skills essential for beginning and mid-level managers and supervisors in public sector agencies.

Students in Community/Public Health Nursing subspecialty should select *one* of the following two courses:

Public Health 710 Principles of Epidemiology (4) Autumn

Introduction to the nature and scope of epidemiology; survey of basic epidemiological methods and their application to selected acute and chronic health problems.

Public Health 711 Epidemiology I (4) Winter

Principles of epidemiology with special emphasis on methods employed in current epidemiologic studies.

The following course is recommended for students in the Community/Public Health Nursing subspecialty:

Public Health 731 Principles of Environmental Health (4) Autumn

Survey of major environmental factors affecting human health, including air, water, and land pollution, occupational hazards, trace metals, chemical carcinogens, radiation, and noise.

Courses for Nursing Administration Subspecialty

Students should choose one of the following two management law courses:

Health Services Management and Policy 811

Legal Environment of Health Care (4) Autumn

Law as it affects health care, including malpractice, licensure, professional and business relationships, and legal-ethical decisions.

Business Administration: Management and Human Resources 868

Contemporary Employment Practices and the Law (4) Winter

Title VII of the 1964 Civil Rights Act, the Equal Pay Act, the Age Discrimination in Employment Act, the Civil Rights Act of 1967, and federal affirmative action program are discussed.

Students should choose one of the following two Operations Management courses:

Health Services Management and Policy 880

Operations Management for Health Service Organizations (4) Winter

Concepts and techniques for managing operations in health service organizations; emphasis on management perspective and decision making.

Business Administration: Management Sciences 630

Introduction to Operations Management: Improving Competitiveness in Organizations (4) Summer, Autumn, Winter, and Spring

Key operating issues in service and manufacturing organizations that have strategic and tactical implications.

PEDIATRIC NURSE PRACTITIONER

These master's specialty programs prepare students for advanced practice nursing and certification as nurse practitioners in pediatrics and school health. The curriculum has three components: core courses required of all students in the Master of Science curriculum in Nursing; courses required of all students in these specialty tracks; and courses specific to pediatrics or school health, including clinical courses taken over four quarters. In addition, students have the opportunity to take electives in nursing or other disciplines.

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 602	Theoretical Foundations for Advanced Practice Roles in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Other Required Courses (see pages 7-9 for course descriptions)

Nursing 703	Pathophysiology of Altered Health States I (3)
Nursing 706	Pharmacology for Advanced Nursing Practice (5)
Nursing 715	Advanced Pediatric Health Assessment (5)

Development of advanced pediatric health assessment skills; emphasis on the acquisition of normal and abnormal assessment data relevant to clinical reasoning in advanced pediatric nursing practice. Prerequisites: Nursing 703 and knowledge of basic physical assessment or permission of instructor

Nursing 721	Theories, Concepts and Issues in Advanced Family Nursing (3)
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Theories, concepts and issues from nursing and related sciences relevant to the development and care of women, children and families in various states of health and illness.

An advanced child development course selected from courses offered in the Department of Human Development and Family Science or the Department of Psychology. A list of approved courses is provided below. Additional information on individual courses is available from faculty advisors and from the Course Offerings Bulletin.

College of Nursing Course

Nursing 653	Nursing Assessment of Early Parent-Child Interaction: Theory and Measurement (3)
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Examination of theory and research relevant to nursing assessment of early parent-child interaction and its application to nursing interventions to improve child health outcomes.

Department of Human Development and Family Science Courses

(all courses require instructor permission to register)

HDFS 660	Children and Their Families Under Stress (3)
HDFS 663	Infant Development (3)
HDFS 665	Parenting (3)
HDFS 764	Foundations and Issues in Family Science (4)
HDFS 765	Advanced Child Development (4)
HDFS 820	Family Theory (3)
HDFS 840.01	Seminar in Adolescence: Adolescents and Their Families (3)
HDFS 840.02	Seminar in Adolescence: The Differentiation Process and the Social Context (3)
HDFS 840.03	Seminar in Adolescence: The Individuation Process in the Context of the Family (3)
HDFS 865	Play and Development (3)

Department of Psychology Courses

(all courses require instructor permission to register)

PSYCH 550	Psychology of Childhood (4)
PSYCH 551	Adolescence (5)
PSYCH 600	Psychology of Learning (5)
PSYCH 832	Sociomoral Development (4)
PSYCH 834	Psychology of Infancy (3)
PSYCH 835	Child Development (3)
PSYCH 836.01	Developmental Psychology: Adolescence (3)

Nursing 859 Advanced Practice Nursing (6-7)

Application of theories, research findings, skills and interventions including pharmacological management for advanced practice nursing in primary, acute and chronic care. Prerequisites: All core and specialty courses or permission of instructor. Also, must meet health, CPR, and background check requirements, and have a current license to practice as an RN in Ohio.

All students must take Nursing 859 as indicated and complete the total clinical hours within six quarters of enrollment.

I. Health Promotion and Wellness Care (6-7) Summer

Primary care of infants and children, with an emphasis on well-child care and physical and psychosocial health and well-being.

II. Management of Common Pediatric Illnesses (6-7) Autumn

Nursing management of common illnesses of children seen in primary care settings; emphasis on clinical reasoning, including assessment, differential diagnosis, treatment or referral, and follow-up.

III. Care of the Child with Behavioral and Developmental Problems (6-7) Winter

Diagnosis and management of common behavioral and developmental conditions in childhood with an emphasis on the ‘new morbidities’ and family-centered care.

IV. Chronic Childhood Illnesses (6-7) Spring

Diagnosis and management of chronic illnesses in children with emphasis on care of the child throughout the illness episode, including out-patient care, hospitalization, and home/clinic follow-up, as well as cross-setting implementation of the advanced practice role.

PSYCHIATRIC MENTAL HEALTH NURSING

The master's specialty program in Psychiatric Mental Health Nursing prepares students for advanced practice nursing with the opportunity to specialize in the care of adults, children, and adolescents with serious mental illness and with chemical dependencies. The curriculum has three components: core courses required of all students in the Master of Science curriculum in Nursing; courses required of all students in the Psychiatric Mental Health Nursing Specialty Track; and clinical courses taken over three quarters (autumn, winter, and spring). In addition, students have the opportunity to take electives in nursing or other disciplines.

Students may also pursue a dual degree program to be prepared both as a Psychiatric Mental Health Clinical Nurse Specialist and a Nurse Practitioner in another specialty area (i.e. Adult Health, Family Nurse Practitioner, Women's Health Nurse Practitioner). In addition to the courses described below, students pursuing a dual degree will take additional credits in the second specialty and at least an additional three quarters of clinical course work. The dual degree program will extend the program by at least three quarters.

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 602	Theoretical Foundations for Advanced Practice Roles in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Other Required Courses (see pages 7-9 for course descriptions)

Nursing 703	Pathophysiology of Altered Health States I (5)
Nursing 705	Advanced Health Assessment (5)
Nursing 706	Pharmacology for Advanced Nursing Practice (5)
Nursing 740	Neuroscience Principles and Concepts Relevant to Psychiatric Mental Health Nursing (3)

Neurobiological bases of brain-mind-behavior relationships in mental health and illness, including chemical dependence. Emphasis on promotion, maintenance, and restoration of central nervous system homeostasis. Prerequisites: Admission to master's program in nursing or permission of instructor

Nursing 745	Advanced Psychiatric Mental Health Nursing: Individuals and Families (3)
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Advanced clinical therapeutic nursing interventions with persons who have severe and persistent mental illness and/or chemical dependence and their families. Prerequisites: Admission to master's program in nursing or permission of instructor

Nursing 777 Group Process for the Health Professional (3)

Theoretical approaches to group work in the professions. Focus on group process, approaches to group therapy and approaches to groups in health care treatment. Prerequisites: Graduate standing or permission of instructor

Interprofessional Course

The advisor assists each student in selecting an appropriate course.

Nursing 859 Advanced Practice Nursing (8)

Application of theories, research findings, skills, and interventions including pharmacological management for advanced practice nursing in primary, acute and chronic care. All students must take N859 in three consecutive quarters. Each quarter students enroll for a **minimum of eight credit hours** and complete a minimum of 160 hours of clinical practice. Also, must meet health, CPR, and background check requirements and have a current license to practice as an RN in Ohio. Prerequisites: All core and specialty courses or permission of instructor. Also, must meet health, CPR, and background check requirements, and have a current license to practice as an RN in Ohio.

WOMEN'S HEALTH NURSE PRACTITIONER

This master's specialty program prepares students for advanced practice nursing and certification as women's health nurse practitioners. The curriculum has three components: core courses required of all students in the Master of Science curriculum in Nursing; courses required of all students in the specialty track; and courses specific to women's health, including clinical courses taken over four quarters. In addition, students have the opportunity to take electives in nursing or other disciplines.

Core Courses (see pages 7-9 for course descriptions)

Nursing 601	Scientific Thought in Nursing (3)
Nursing 602	Theoretical Foundations for Advanced Practice Roles in Nursing (3)
Nursing 603	Nursing within the American Health Care System (3)
Nursing 702	Research for Evidence Based Clinical Practice (4)
Nursing 707	Reimbursement and Cost Methods for Advanced Practice Nurses (3)
Graduate statistics	Select series of three courses from options listed on page 16

Other Required Courses (see page 7-9 for course descriptions)

Nursing 703	Pathophysiology of Altered Health States I (5)
Nursing 705	Advanced Health Assessment (5)
Nursing 706	Pharmacology for Advanced Nursing Practice (5)

Nursing 721	Theories, Concepts and Issues in Advanced Family Nursing (3)
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Theories, concepts and issues from nursing and related sciences relevant to the development and care of women, children and families in various states of health and illness.

Nursing 722	Advanced Reproductive Dynamics (4)
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Analysis and synthesis of principles of reproductive physiology, genetics, fetal development, menarche, pregnancy, parturition, puerperium, and menopause in relationship to advanced nursing practice in women's health care. Prerequisites: Nursing 703

Nursing 859	Advanced Practice Nursing (7-8 quarterly for a total of 31 credit hours)
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Application of theories, research findings, skills, and interventions including pharmacological management for advanced practice nursing in primary, acute and chronic care. Prerequisites: All core and specialty courses or permission of instructor. Also, must meet health, CPR, and background check requirements and have a current license to practice as an RN in Ohio. Prerequisites: All core and specialty courses or permission of instructor. Also, must meet health, CPR, and background check requirements, and have a current license to practice as an RN in Ohio.

Nursing 859 includes the 600 precepted clinical hours required for certification as a Women's Health Nurse Practitioner.

All students must take Nursing 859 as indicated.

Women's Health I (7)

Summer Quarter

Application of theories, research findings, skills and interventions in the care of women, with focus on primary care.

Women's Health II (8)

Autumn Quarter

Application of theories, research findings, skills and interventions for advanced practice nursing in the care of women, with emphasis on well-woman care, family planning and the childbearing cycle.

Women's Health III (8)

Winter Quarter

Application of theories, research findings, skills and interventions for advanced practice nursing in the care of women with emphasis on more complex women's health problems throughout the lifespan and during childbearing.

Women's Health IV (8)

Spring Quarter

Application of theories, research findings, skills and interventions for advanced practice nursing in the care of women with emphasis on complications of pregnancy and the sociopolitical context of women's health care across the lifespan for women's health nurse practitioners.

ACADEMIC POLICIES FOR GRADUATE STUDENTS

Academic Standards

To be in good standing in the Graduate School, a student must maintain a cumulative point-hour ratio (CPHR) of 3.0 or better in all graduate credit courses and must maintain reasonable progress toward graduate program requirements. The Graduate School rules concerning probation and dismissal apply to students:

- a) Whose CPHR drops below a 3.0 (see Graduate School Handbook, sections II.4.1 to II.4.5), or
- b) Are determined to not be making reasonable progress toward graduate program requirements (see Graduate School Handbook, sections II.4.6 to II.4.9). Reasonable progress is defined below.

In addition, the College of Nursing stipulates that:

- c) A grade of C+ or below in a required course in the nursing graduate program will not contribute to credit for graduation.

Any student receiving a C+ or below shall be reviewed for progression by the Graduate Studies Committee (GSC). A student who earns a grade of C+ or below in a required course will be issued a lack of *progression warning* stipulating that:

- i. The student is required to repeat the course earning a grade of B- or better,
- ii. Earning a second grade of C+ or below in a required course may result in dismissal from the program.
- iii. All course prerequisites must be met in order to progress in the program. The student may not take a subsequent course if they received a C+ or below in a course which is a listed prerequisite.

Progression in the Program

A student is making reasonable progress in the program if he or she receives a B- or better in all required courses and the student's overall GPA is 3.0 or above. All course prerequisites must be met in order to progress in the program (e.g., Clinical courses must be taken in consecutive order; the previous clinical course is a prerequisite for the next consecutive clinical course). Many of the required courses in the College of Nursing are only offered once per year. If it becomes necessary for a student to repeat a course, this may require waiting a full year before the course can be repeated.

A student in the master's program is expected to complete a minimum of one course during autumn, winter, and spring quarters. A student in the doctoral program is expected to complete a minimum of one course each of the four quarters. Students who require an exception to these expectations may request a leave of absence by petition submitted to the chair of Graduate Studies.

Grade Changes

A change of grade is made only when an error has been discovered in the evaluation or recording of a grade. In no case will a grade be revised in accordance with criteria other than those applied to all students in the class (e.g., extra credits cannot be granted to one student but not offered to all in the class). Action to change a grade must be initiated before the end of the second succeeding quarter. For more information, see rule 3335-8-23 <http://trustees.osu.edu/rules8/ru8-22-231.html>.

Grade Grievance Procedures

If a student believes that a procedural error in grading was made, the student should meet with the instructor. If the instructor does not agree that a procedural error was made, the student may request a review by the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs shall respond to the student no later than thirty days after the student has requested a review. Upon receipt of the Associate Dean of Academic Affairs's response, if the issue is not resolved to the satisfaction of the student, the student may within two weeks request in writing, by duplicate submission to the Dean and the Associate Dean of Academic Affairs, review by a college faculty committee appointed by the Associate Dean of Academic Affairs. The Hearing Committee will report and make recommendations to the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs will send a written letter to the student notifying him/her of the Hearing Committee's decision. For more information see rule 3335-8-23 <http://trustees.osu.edu/rules8/ru8-22-231.html>.

Other Grievances

Other student grievances (see grade grievance procedure above) should be discussed with the student's instructor, advisor, the graduate student representative to the Graduate Studies Committee, or the Graduate Studies Committee Chair. The student's concern may be forwarded to the Graduate Studies Committee. If the problem remains unresolved, the student may discuss the problem with the Assistance Dean for Prelicensure Studies or the Associate Dean of Academic Affairs. In instances when local processes do not lead to the resolution of a grievance, the Graduate School is available to offer advice, and in certain situations, to provide a formal hearing and adjudication. The Graduate School is specifically authorized by the rules of the Graduate Faculty to review grievances related to graduate examinations and Graduate Associate appointments. Graduate Student Grievance Review Guidelines are provided in Appendix C in the University's Graduate School Handbook. In accordance with University policy, complaints of harassment and allegations of scholarly misconduct are directed to the appropriate offices authorized to address them.

Code of Student Conduct and Academic Integrity

While enrolled at The Ohio State University, graduate students are expected to abide by the Code of Student Conduct (see http://studentaffairs.osu.edu/resource_csc.asp). This Code prohibits certain types of student behavior such as inflicting emotional or bodily harm, dishonest conduct, failure to comply with University officials, and academic misconduct. Cases of alleged academic misconduct are adjudicated through a formal hearing process by the Committee on Academic Misconduct (COAM), a standing committee of the University Senate.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." The Ohio State University's *Code of Student Conduct* (Section 3335-23-01) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct. While many people associate academic misconduct with "cheating," academic misconduct actually includes a wider scope of student behaviors. Examples of academic misconduct include (but are not limited to):

- Violation of course rules;
- Violation of program regulations;
- Knowingly providing or receiving information during a course exam or program assignment;
- Possession and/or use of unauthorized materials during a course exam or program assignment;
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor;
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted;
- Submitting plagiarized work for a course/program assignment;
- Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results;
- Serving as or asking another student to serve as a substitute (a 'ringer') while taking an exam;
- Alteration of grades in an effort to change earned credit or a grade;
- Alteration and/or unauthorized use of University forms or records.

If a faculty member suspects that a student has committed academic misconduct, s/he is obligated by University Rules to report his/her suspicions to the Committee on Academic Misconduct. If COAM determines a student has violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), sanctions for the misconduct could include a failing grade and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in a course, please contact the Chair of the Graduate Studies Committee. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)
- *Ten Suggestions for Preserving Academic Integrity* (oaa.osu.edu/coam/ten-suggestions.html)
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Cell Phone and E-transmission Policy

The use of cell phones is prohibited during class/seminar/clinical with the exception of break times. Students who need to have a cell phone on for emergency purposes should discuss the issue with the designated faculty course head. Students found in violation of this policy should be aware that faculty have the option of lowering the course grade and/or reporting the violation to the academic/professional misconduct committee chair. Taking pictures of the College of Nursing/College of Nursing property, clinical sites, and patients using ANY device are prohibited without the written consent of the institution and all parties involved.

Please be aware that electronic transmission of data related to patient specific identifiers and student to student health information obtained in physical assessment labs with student identifiers is a violation of HIPAA.

Length of Program

A student must complete the requirements of the master's program within five years from the first quarter of enrollment. Completion of Ph.D. degree requirements must occur within five years after being admitted to candidacy.

A student may petition for an extension of the five-year time period. A student must submit with the petition the plans for completion of the requirements and a letter of support from the advisor. The petition should be submitted to the chair of the Graduate Studies Committee.

Reactivation

A student who has not been enrolled for eight consecutive quarters may petition to reactivate a program of study. This petition should be submitted in writing to the Graduate Studies Committee. The petition must include the rationale for wanting to reactivate and tentative plans for completing the program of study.

Petition Policies

Students may petition the Graduate Studies Committee for an exception to standard curriculum requirements and policies with the signature of his/her advisor. All student petitions must be submitted by the student at least two full weeks prior to the Graduate Studies Committee meeting. Within one week following the meeting, the student will be notified by the Graduate Records Office that a hardcopy of the committee's decision is available for pick-up in room 252. Students are encouraged to speak to their advisor regarding curriculum plan changes and/or considerations that may arise following the committee's decision.

If there is not satisfaction with the outcome of the Committee's decision regarding the petition, the student should discuss the matter with his/her faculty advisor or the Graduate Studies Committee Chair. If the student is able to provide additional information that may have bearing on the committee's decision, the student may appeal the original decision and resubmit the petition with the inclusion of the additional information. Following a second review, the Graduate Studies Committee will render a decision that is final.

The Graduate Studies Committee has developed procedures for the following requests:

- Request for transfer credit
- Request for course waiver
- Request to transfer specialty track
- Request for leave of absence
- Request for out-of-state clinical placements

Petition Submission Guidelines

- Petition forms (including specific directions) are available in the Student Affairs area of the StudentWeb sharepoint at <http://studentweb.con.ohio-state.edu/sites/sa/default.aspx>
- Petition submission. All student petitions must be submitted by the student at least 2 full weeks prior to the Graduate Studies Committee (GSC) meeting. The list of dates for the GSC meetings are also available at the website listed above. Any petitions submitted after this submission deadline will be placed on the agenda of the *following* GSC meeting.
- Student notification. Within 1 week following the GSC meeting, the student will be notified by the *Graduate Records Office* that a hardcopy of the Graduate Studies Committee decision is available for pick-up in Rm 252. Students are encouraged to speak to their advisor regarding curriculum plan changes and/or other considerations that may arise following the GSC decision.
- Faculty notification. A hard copy of the petition decision will be sent by the *Graduate Records Office* to the student's advisor (or Specialty Program Director if a new advisor must be assigned) as a prompt to update curriculum plans and/or perform any other advising related functions.
- Record keeping A hard copy of the petition and all supporting documentation will be placed in the student's file.
- Appeal. Student's are permitted 1 appeal. Decisions rendered by the Graduate Studies Committee following a second review are final.

Copies of each of the petition forms follow. If you wish to make such a request, please follow the directions on the appropriate form.

The Ohio State University College of Nursing Graduate Program

Request to Transfer/Add (circle one) Specialty Within the Graduate Program

Students may request a transfer of specialty or add a specialty. The request requires review by the College of Nursing graduate faculty members in the “new” specialty track. Track recommendations must be approved by the Graduate Studies Committee. Students must be in good standing to initiate such a request.

The process is detailed below:

1. Request the transfer/add in a formal cover letter addressed to the Graduate Studies Committee Chair. In the letter, identify the current specialty area and the requested change/addition of specialty.
2. Enclose a revised personal statement detailing the reasons for the change and a new set of professional goals reflecting the requested specialty area.
3. Enclose your current plan of study, list courses completed, and earned grade.
4. This form should also be completed and accompany your request.

Two copies of ALL materials **should be submitted to Graduate Records in Room 252 Newton Hall** at least two quarters prior to anticipated enrollment in any clinical course.

Name _____

Current Track and Advisor _____

Current Advisor Signature: _____

“New” requested track _____

Date _____

Office Use Only	
Approve __	Disapprove __
New track advisor _____	
GSC approval _____	
Graduate Studies Committee Chair	
Date _____	
Notify: student, former SPD, former advisor, future SPD, Records Office	

**The Ohio State University
College of Nursing Graduate Program**

Request to Waive a Course in the Graduate Program

Please note: The Graduate Studies Committee will not accept undergraduate coursework in place of required graduate courses.

To request a course waiver, please provide the following:

1. This form (including student's name, course # to be waived, and advisor's name/signature).
2. A cover letter detailing relevant information when applicable:
 - a. Course(s) title and number which you are requesting to have waived
 - b. Course(s) title, description and number related to the requested "waived" course
 - c. Institution from which the course(s) was taken.
 - d. Earned grade(s)
 - e. Other pertinent prior experiences related to the course content
 - f. Explanation of how your prior experiences/coursework meet each of the objectives of the current course in CON program
 - g. Credit Hours (please indicate if the hours are quarter or semester)
3. Course syllabus

Three copies of ALL materials **should be submitted to Graduate Records in Room 252 Newton Hall**

Course Number _____ **Advisor Name** _____

Advisor Signature* _____
*A curriculum plan must be on file for the student.

Advisor recommendation:

- Petition recommended** **Petition not recommended**

Student name _____

The Ohio State University College of Nursing Graduate Program

**Request to Transfer a Course Into the CON Graduate Program
(The Ohio State University Graduate School form entitled *Request for Transfer of Graduate Credit* should be included with this petition.)**

Transfer Credit is governed by the rules of The Ohio State University Graduate School, found in the Graduate School Handbook, Sections II.3.2.3. Graduate credit earned at another university may be transferred to this university. The following conditions must be satisfied in order to transfer graduate credit:

1. The graduate credit was earned as a graduate student at an accredited university; and,
2. The student earned at least a grade of "B" or satisfactory in each course for which credit is to be transferred; and,
3. The Graduate Studies Committee approves the transfer.

Please note the following Graduate School requirement: Credits should be transferred at the time the student is admitted but no later than the end of the second quarter of enrollment in the Graduate School.

To have a transfer request reviewed for a decision by the Graduate Studies Committee, the following must be received:

- A. This form including student's name, advisor's name and the course number to be waived
- B. A cover letter detailing the following information:
 - Course title and number
 - Course description.
 - Institution from which the course was taken.
 - Earned grade

Also, is this course to count for a required course in your program? If so, what course? How does this course (the transferring course) meet the objectives of the current course in CON program? Credit Hours (please indicate if the hours are quarter or semester)

- C. Previously completed course syllabus

Three copies of ALL Materials should be submitted to Graduate Records in Room 252 Newton

OSU Course Number _____ Advisor _____

Faculty Advisor Signature _____

Student name _____

	Office Use Only	
Approved		Not Approved
X _____		_____
Graduate Studies Committee Chair		Date
Grad School Approval Date _____		

The Ohio State University College of Nursing Graduate Program

Request for Leave of Absence (LOA) From the Program of Study

A student who needs a LOA must notify his or her advisor *and* the Graduate Studies Committee (Chair). The Ohio State University Graduate School student status is automatically deactivated if students have not registered for classes during the preceding two years. Also, taking an LOA may alter the availability of clinical placement sites.

To have Request for Leave of Absence reviewed, the Graduate Studies Committee Chair must be in receipt of this form (with student's name, advisor, advisor's signature and effective dates of LOA) and a letter detailing the following information:

- Earned grade(s) to-date, listed on an Advising Report
- How many more credit hours do you need to satisfy your degree requirements?
- Course title(s) and course number that must be revised in your program of study.
- How will your proposed program of study meet your degree objectives? And when do you propose to graduate?

ALL Materials should be submitted to Graduate Records in Room 252 Newton Hall at least one month prior to the desired decision.

Student Name _____

Advisor _____

Advisor Signature _____

Last quarter of enrollment _____

Returning quarter _____

Office Use Only

Date _____

Graduate Studies Chair _____

The Ohio State University College of Nursing Graduate Program

**Petition Process Regarding Out-of-State Clinical Placement for
N.859 Clinical Experiences**

Students who request an out-of-state clinical placement for the Nursing 859 Advanced Practice Practicum must submit a written request to the College of Nursing Graduate Studies Committee for approval. This request should be received *prior* to beginning any clinical work out of state. Only students who are making reasonable progress as defined in the progression guidelines as described in the College of Nursing Graduate Handbook will be considered for this clinical placement petition. (See page 69 of the Graduate Student Handbook for criteria for out-of-state clinical placements.)

This request must include:

- A rationale for the placement in a formal letter addressed to Graduate Studies; and
- A supporting letter from the academic advisor that first, states the specialty track approval; also, describes, in detail, the supervisory arrangements.

The student must identify potential preceptors or clinical sites meeting NONPF (National Organization of Nurse Practitioner Faculty) criteria in the proposed geographical area. This information should be submitted to the student's advisor as part of the process.

Submit complete petition documents to the Graduate Program Manager, Amy Treboni.

During regularly scheduled meetings, the Graduate Studies Committee will review these documents and make final decisions.

Advisor Signature _____

Office Use Only
Complete documents including preceptor contacts? _____
Graduate Studies Committee approval _____ Graduate Studies Committee Chair
Date _____

Criteria for Out-of-State Clinical Placement of Students

Out of state clinical placements must meet the following criteria:

1. Placement of a student in an out-of-state site may be arranged:
 - (a) to enable the student to develop his/her practice network in a geographic area of particular interest, or,
 - (b) because the experience required for completion of the student's program is not available in Ohio.
2. Out-of-state placement generally will not be assigned in the first quarter of placement, but that will depend on the need for the placement as determined by the specialty program faculty group.
3. The program director and the specialty program faculty will determine (using past performance and interview as necessary) that the student is adequately prepared to function in a remote area. The student must be in good academic standing.
4. Regular communication with preceptors via visit, written communication or teleconference is essential and will be established and documented on a regular basis by the specialty program faculty.
5. As with any precepted experience, the student may not begin clinical placement until the student is in compliance with clinical requirements and until a formal contract is established **prior** to the beginning of the experience. This contract will be arranged in consultation with the specialty program faculty and the Preceptor Coordinator. The formalization of the contract is a lengthy process (can take as much as 1 year) so the initiation of the contract should be started as soon as possible after the preceptor/site is identified.
6. The requirements for out-of-state preceptors is the same as for in-state preceptors. These criteria include:
 - a. Meeting the preceptor requirements of the national specialty certification organization
 - b. Active in clinical practice
 - c. The practice or agency must generate enough cases to provide a rich learning experience for the student
 - d. Experience must meet accreditation requirements of the program's accreditation agency (e.g. if the American College of Nurse Midwives has additional requirements that supersede those stated above, those requirements must be met before the experience is negotiated).
7. All out-of-state preceptors must be interviewed by the program director to assure the practice/agency meets the requirements of the College of Nursing
8. No monetary remuneration will be negotiated for the preceptor's contribution to the educational experience for the student.

YOUR FACULTY ADVISOR

Academic advising is an interactive process whose aim is to develop a plan that helps the student move smoothly through the academic endeavor s/he has chosen. This process works best when both parties (the advisor and the advisee) partner to achieve a mutually agreed upon outcome. Both parties have areas of accountability to assure that this process proceeds in a smooth and beneficial manner. Below are listed some elements of the responsibility the student has in the process:

1. Contact your advisor first.

The student must contact the advisor of record immediately after acceptance of admission in order to develop the course plan.

2. Contact your advisor at least once per quarter to discuss your progress.

Additionally, the student should contact the advisor at any time during the quarter to inform him/her of any proposed changes in the course plan that the student wishes to make to assure that the overall plan is still sound and meets progression requirements.

3. Contact the advisor if there are academic or other life issues that interfere with successful completion of a course or courses.

Although dialogue with the course instructors is essential, it is also essential that the student's advisor be informed of any problems. Often, the advisor can help to plan strategies, give suggestions about appropriate petitions, and be a sounding board to recognize consequences of actions the student might think about implementing,

4. Discuss decisions to change specialty programs, take a leave of absence, waive a course, or other decisions that affect completion of an academic program.

Advisors recognize that goals, objectives and commitments may change. Your advisor is the first line academic official with whom these changes should be discussed. Procedures, consequences, and suggestions for appropriate strategies are resources that advisors may use to help. The advisee usually is the one who initiates these discussions.

5. Discuss decisions about thesis, comprehensive examination procedural clarification, thesis committee member selection and other projects.

The advisor can often serve as the first line for recommendations for decisions about a thesis option or comprehensive exam option. The advisor is the person who can make initial and informed suggestions about the best people to have on the student's committee should the thesis option be selected. In most cases, the advisor would serve as the student's committee chair.

6. Request, as needed, the advisor to serve as a professional reference after graduation.

The advisor is a person who, in most cases, has known the student since the beginning of the student's program. Advisors are often the best persons to complete a professional reference when the new graduate is applying for a position or entry into an advanced or terminal degree program.

NON-ACADEMIC POLICIES FOR GRADUATE STUDENTS

College of Nursing Non-Smoking and Tobacco Free Policy

To protect the health and safety of our faculty, staff, students, and guests, the College of Nursing joined The Ohio State University Medical Center and became smoking and tobacco free July 10, 2006. This means that smoking or use of other tobacco products will be prohibited inside the building, outside the building, or in the loading dock and parking areas. This policy is in line with the College of Nursing's mission and values.

Where can I smoke?

You are permitted to smoke in any other area outside of the College or Medical Center grounds that is designated as a smoking area or permissible by law. The Medical Center, Health Sciences Colleges contiguous to the Medical Center including Fry, Newton, Parks and Postle halls, as well as all Biological Sciences buildings (Aronoff Lab, Biological Sciences Building, Biological Sciences Greenhouse, General Biology Annex, Jennings Hall, and Riffe Building) are now tobacco-free. The ban on all smoking and tobacco products will be observed in all indoor and outdoor areas and parking areas on the main medical center campus, University Hospital East, all other OSU Medical Center properties, and the buildings listed above. Signage will notify individuals where they can or cannot smoke or use tobacco products.

What is considered a tobacco product and therefore prohibited?

Tobacco products include, but are not limited to cigarettes, cigars, chewing tobacco and pipe smoking.

How will the new policy be enforced?

The College of Nursing will encourage faculty, staff, and students to take the lead in helping to make the College a healthy environment by being courteous and informing others of the tobacco-free policy. Corrective action will be taken with employees who do not follow this policy. Students who are not employees will be referred to the Office of Student Judicial Affairs.

Are there resources to help students with smoking cessation?

All students, faculty, and staff are encouraged to refrain from smoking and using tobacco products while attending classes, working or visiting the College of Nursing and the Medical Center.

The OSU James Cancer Hospital provides smoking cessation opportunities through the Kick-It program. Go to www.jamesline.com or call 1-800-293-5066 for more information.

The OSU College of Dentistry Tobacco Cessation Clinic is located at 305 West 12th Avenue. More information is available by calling 614-292-1140 or at

http://dent.osu.edu/outreach/Tobacco_Cessation.htm.

Students can contact the Ohio Tobacco Quit Line at 1-800-QUIT-NOW. Programs are also available online at www.quitnet.com.

The Student Wellness Center has quit kits that can be picked up in B130 in the Recreation and Physical Activity Center (RPAC) with a valid BuckID.

MyStudentBody.com also has a resource for successful smoking cessation. Go to www.mystudentbody.com and use the school code "Buckeyes" to enter the site.

The university's revised non-smoking policy (Policy #7.20) can be viewed online at: <http://hr.osu.edu/policy/policy720.pdf>. Contact Human Resources: 293-4988 or 292-2800.

Food and Drink in the Technical Learning Complex and Computer Lab Policy

Eating and drinking in the rooms of the Technical Learning Complex (TLC), or clinical education lab, are prohibited.

The TLC is being updated at a cost of over \$1.5 million to create a setting that simulates the clinical environment as closely as possible. Food and drink are not permitted on hospital units except in designated areas (break rooms or lounges). To have food or drink on the clinical unit otherwise is an OSHA violation resulting in fines and violates a Joint Commission requirement. Just as food and drink are strictly prohibited in science laboratories on campus and universally as a matter of Federal and state good laboratory practices and as an accreditation/certification requirement, it is appropriate that the College of Nursing adhere to the same standards for our clinical education lab.

Designated eating areas include the student lounge on the second floor, the basement canteen, and the newly redecorated lobby. Please use care when eating in the lobby to keep this area as nice as possible for others.

The following guidelines apply to eating and drinking in the computer lab (220 Newton Hall) and the computer classroom (260):

- Snacks are permitted.
- Beverages are permitted in covered, preferably spill-resistant, containers.
- Be considerate of others and avoid messy or smelly foods. Hot foods or fast foods are discouraged.
- “Group/party foods” are not appropriate (pizzas, cakes, etc.).
- Food deliveries will be turned away.
- Properly dispose of leftovers, empty containers and wrappers.

PROFESSIONAL STANDARDS

The American Nurses Association (ANA) and the National Student Nurses Association provide guidance regarding what constitutes professional conduct in documents such as the ANA Code for Nurses, the ANA Standards of Clinical Nursing Practice, and the Student Nurse Association Code of Academic and Clinical Professional Conduct. Nursing students are responsible for conducting themselves in accordance with these professional standards. Professional conduct is manifest by behaviors that embody the values of Nursing including integrity, regard for self and others, respect, and responsibility. Professional *misconduct* includes activities that undermine the values of Nursing. Professional standards augment the behavioral expectations for all students at The Ohio State University as stated in the University Code of Student Conduct. The professional standards to which students are expected to adhere include the following adapted from the Student Nurse Association Code of Academic and Clinical Professional Conduct, the rules promulgated from the law regulating the practice of nursing (Ohio Board of Nursing), and The Ohio State University College of Nursing Professional Standards.

Students in the College of Nursing are expected to:

- Treat others with respect in all areas of the clinical and academic setting.
- Facilitate an environment in the classroom and clinical setting that promotes learning and allows faculty to educate nursing students.
- Comply with the directives of a college official.
- Comply with requirements in course syllabi and the College of Nursing policies as outlined in the current College of Nursing Handbook.
- Comply with the Code of Student Conduct.
- Arrive punctually and prepared for clinical and other academic experiences or inform appropriate individuals in a timely fashion if unable to attend.
- Refrain from performing any technique or procedure, including medication administration, for which they are unprepared by education or experience and/or without faculty or preceptor approval.
- Accurately identify and represent self as a nursing student in all professional and clinical settings.
- Communicate academic and clinical information in a truthful, timely and accurate manner.
- Abstain from the use of alcoholic beverages, illicit substances and/or any substance that may impair judgment while in the academic and clinical setting.
- Identify variables in own health state that would impair clinical performance and arrange for substitute clinical experiences as needed.

- Accept the moral, ethical and legal responsibility for own actions.
- Maintain patient/client confidentiality in all written, verbal and non-verbal communication.
- Serve all patient/clients impartially and accept no personal compensation from those entrusted to their care.
- Strive for excellence by maintaining and promoting integrity, truthfulness and honor in all aspects of academic and clinical responsibilities.
- Uphold school policies and regulations related to academic and clinical performance.
- Refrain from any deliberate action or omission of care in the clinical setting that creates risk of injury to the client, self, or others.
- Refrain from any deliberate action in the academic setting that creates risk of injury to self or others.
- Provide care for the client in a timely, compassionate, and professional manner.
- Promptly report known violations of any professional standard by other nursing students to a College of Nursing official.

Students in the College of Nursing are also expected to follow the Ohio Board of Nursing requirements (4732-5-12(J)) as outlined below.

- (1) A nurse shall report and document nursing assessments or observations, the care provided by the nurse for the client, and the clients response to that care;
- (2) A nurse shall accurately and timely report to the appropriate practitioner errors in or deviations from the prescribed regimen of care;
- (3) A nurse shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice;
- (4) A nurse shall implement measures to promote a safe environment for each client;
- (5) A nurse shall delineate, establish, and maintain professional boundaries with each client;
- (6) At all times when a nurse is providing direct nursing care to a client the nurse shall:
 - (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - (b) Treat each client with courtesy, respect, and with full recognition of dignity and individuality
- (7) A nurse shall not:
 - (a) Engage in behavior that causes or may cause physical, verbal, mental or emotional abuse to a client; or
 - (b) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental or emotional abuse;
- (8) A nurse shall not misappropriate a client's property or:
 - (a) Engage in behavior to seek or obtain personal gain at the client's expense;
 - (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain

personal gain at the client's expense;

- (c) Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
- (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.

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

(9) A nurse shall not:

- (a) Engage in sexual conduct with a client;
- (b) Engage in conduct that may reasonably be interpreted as sexual;
- (c) Engage in any verbal behavior that is seductive or sexually demeaning to a client; or
- (d) Engage in verbal behavior that may reasonably be interpreted as seductive or sexually demeaning to a client.

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

The College of Nursing Professional Misconduct Committee (PMC) conducts hearings in accordance with the procedures outlined in the Undergraduate or Graduate College of Nursing Handbook for suspected incidences of professional misconduct by nurses enrolled in the College of Nursing. The committee is comprised of the chair, representatives from Undergraduate and Graduate Studies committees, clinical instructors, and nursing nurses. Nurses who are suspected and accused of committing professional misconduct are subject to a hearing in the College of Nursing according to the following procedure.

PROCEDURE FOR ALLEGED MISCONDUCT

All College of Nursing personnel are obligated to report suspected incidences of professional misconduct to the chair of the Professional Misconduct Committee (PMC). The following will apply for cases of alleged violation of the professional standards of the College of Nursing.

Following is a description of the process for reporting an alleged professional misconduct.

- Any person (including students) may report an incident of professional misconduct to any faculty member.
- If the allegation is made by a student, the initial report, along with a witness statement from the student making the allegation, is submitted by the faculty member receiving the report to a college official who forwards a written description of the alleged incident to the chair of the PMC promptly. College official is defined as faculty, staff, clinical instructor, teaching associate, or college administrator.
- If a college official observes an alleged professional misconduct, the college official forwards a written description of the alleged incident to the chair of PMC promptly after the allegation comes to his/her attention.
- Upon receipt of the written report of an alleged incident, the PMC chair will notify the student in writing about receipt of the written allegation.

- Within 30 days of receiving notification of the alleged incident, the PMC chair or her/his designee will investigate the alleged incident to determine if the incident meets the criteria for professional misconduct. The PMC chair may consult with others to determine if there are other sites of adjudication in addition to the College of Nursing. If the adjudication body is not the PMC, then the university procedures outlined in the Student Code will be followed. However, behavior may constitute both professional and academic misconduct and thus, could be adjudicated in more than one place.
- If the PMC chair determines that the severity of the alleged incident does not merit a hearing for professional misconduct but does represent behavior that is not in accordance with College of Nursing policies or professional standards, the PMC chair will meet with the student to issue an informal admonition. An informal admonition is not considered a disciplinary sanction, but may be considered in any future hearings. Following the issuance of an informal admonition, the student can request a hearing of the incident. A written request for a hearing must be filed with the PMC chair within 5 working days of the student's receipt of the informal admonition.
- If the PMC chair determines that there is probable cause to believe professional misconduct has occurred he/she submits a report of the incident to the appropriate associate dean for informational purposes and initiates the hearing procedure. The PMC chair will also give the accused student prompt written notice of the allegation.

Hearing Procedure

After the PMC chair has notified the student(s) involved of the specific charges of alleged professional misconduct, the chair will:

- Inform the student(s) of the procedures for the hearing process.
- Make all materials received pertaining to the incident available to the student(s).
- Notify the student(s) of the hearing date at least seven (7) days in advance of the hearing. The student may request a continuance for just cause.
- Appoint a hearing panel from among the members of the standing Professional Misconduct Committee within 14 days of notifying the student of the disposition of the allegation. The panel will consist of one representative from both Undergraduate and Graduate Studies committees or an appropriate alternate, two students at the level of the student who is charged with misconduct, and one clinical instructor or clinical faculty, all of whom can hear the case without prejudice. The PMC chair serves as chair of this panel. The PMC chair and college secretary serve as ex-officio members without vote. If the PMC chair cannot hear the case without prejudice, then the PMC chair will appoint an alternate panel chair.
- Instruct the hearing panel that all hearing proceedings are confidential.
- Make a tape recording of the hearing.

The student against whom the alleged incident is charged is initially presumed to be “not in violation” of the professional standards of the College of Nursing. Those present at the hearing include individuals directly involved in the alleged incident and witnesses requested by the PMC chair or the accused student. The accused student may have a person present to provide advice and/or support. The advisor may only counsel the student and may not actively participate in the hearing. If a student reported the incident to a college official, the official making the report will be present in the hearing.

During the hearing, both student(s) and college official (person forwarding the allegation) will be given the opportunity to describe the alleged incident without interruption. Following their presentations, panel members will ask questions of all parties until they are satisfied that their understanding of the incident is clear. After the information has been gathered and clarified, the college official and the student(s) leave the hearing room so the panel can go into closed (untaped) session to discuss the evidence and render a decision. An outcome of “in violation” is based on the greater weight of the evidence. An outcome of “not in violation” is reported to the Office of Judicial Affairs.

- The proceedings are kept confidential and not shared with anyone outside of the committee except the dean when the student is found in violation.

Sanctions

If found in violation, the letter from the Office of Judicial Affairs is opened by the College Secretary to determine if there have been previous violations. The committee then determines the sanction based on current and previous findings. The range of sanctions imposed by the College of Nursing hearing panel is the same as used by other university adjudicatory bodies. Sanctions are listed below. Educational sanctions can accompany any of the listed sanctions. These sanctions follow Faculty Rule 3335-29.

- Formal Reprimand
- Disciplinary probation
- Disenrollment from the College of Nursing for a specified term
- Other sanctions

Appeal

The student has the right to appeal the decision made by the hearing panel. Appeals must be filed with the appeals officer (college dean) within 14 days of the date on the sanction letter. Appeals are based on any of the following:

- Procedural error
- Finding of “in violation” not supported by the greater weight of the evidence
- Substantial new evidence not available at the time of the hearing
- Sanction grossly disproportionate to the violation

The dean will review all pertinent materials. After reviewing the materials, the dean may uphold the original sanction, dismiss the original sanction, impose a lesser sanction, or order a new hearing. The dean’s disposition is final.

Notification

The student(s) and the college official(s) reporting the incident are notified in writing of the panel's decision within seven days following the hearing.

If the student is found in violation, the PMC chair notifies the dean of the hearing and the panel's decision.

Records

All records pertaining to the incident are given to the College of Nursing secretary at the end of the hearing. These records are confidential and retained for five years in a file separate from the student's record.

Evaluation

The PMC chair will prepare an annual report of hearing actions that is submitted to the dean.

STUDENT POLICY REGARDING IMPAIRED PRACTICE INVOLVING SUBSTANCE ABUSE

Overview

Substance abuse is a universal health problem affecting all segments of society, including the profession of Nursing. According to the American Association of Colleges of Nursing (1999) and the Substance Abuse and Mental Health Services Administration (1997), college students are one of the segments of the population at highest risk for substance use and abuse problems. Students' use and abuse of substances not only compromises their educational process but also their ability to provide patient care.

The College of Nursing has the responsibility to educate students who will be responsible professional, knowledgeable nurses who provide quality health care. Students with impaired practice involving substance abuse are incapable of providing this care. Therefore, it is imperative that students with impaired practice be identified and referred for evaluation and treatment of their substance use/abuse problems. Specific criteria for identification of a student with impaired practice are listed in the identification and documentation section of this policy. The purpose of this policy is to establish a process to facilitate the identification and management of nursing student substance abuse problems within the College of Nursing. The policy was developed based upon the recommendations and guidelines from AACN, SAMHSA, and The Ohio State University Student Health Services.

Identification and Documentation of Student With Impaired Practice

Faculty in the College of Nursing have a professional and ethical responsibility for the identification, documentation and referral of students who are suspected of having an impaired practice to the Professional Misconduct Committee. Confidentiality for every student is to be maintained throughout the entire process. Identification of a student with possible impaired practice is based on a pattern of observed and/or objective behaviors that may indicate substance use and/or abuse. This pattern of behaviors includes the violation of professional standards policy, alcohol on the breath, cognitive impairment, slurred speech, motor incapacity, absenteeism, tardiness, and inconsistent performance.

Specific information based on behaviors arising from impaired practice must be documented in the student's academic and/or clinical record. Faculty involved in the identification of a possible substance use/abuse problem must initially meet with the student. A subsequent meeting will then occur between the student, faculty involved in the identification of the problem, and a member of the Professional Misconduct Committee. After this meeting, it is the responsibility of the Professional Misconduct Committee to review written materials regarding a student who is suspected and/or identified as having an impaired practice.

The committee is also responsible for any additional or continued action necessary for each student case. In addition, this committee has the responsibility for the referral of a student who is identified as having impaired practice to The Ohio State University Student Health Services for evaluation, intervention, and treatment of their substance use and/or abuse problems. Any student who is identified and verified as having a substance use/abuse problem will not be allowed in any clinical area

as long as the use/abuse continues. Finally, this committee also has the responsibility to determine whether the re-entry of the student into clinical and/or academic settings can occur.

Evaluation of Student Progress

A student may be granted re-entrance into the clinical area, one time only, upon completion of his or her treatment programs as defined in accordance with The Ohio State University Student Health Services. The Undergraduate Studies and/or Graduate Studies Committee is responsible for the review and maintenance of documentation of all materials regarding re-entry of any student into clinical and/or academic areas. Any student who is identified as having impaired practice more than once will be disenrolled from the College of Nursing. Re-admission to the College of Nursing will be determined using standard re-enrollment procedures.

POLICY AND GUIDELINES FOR THE PREVENTION AND MANAGEMENT OF INFECTIOUS DISEASES

Introduction

During the performance of clinical practice or research activities, students may have contact with patients or research participants with infectious diseases. This contact may place the student at risk for exposure to an infectious agent and may result in an infectious disease being transmitted to others. This policy has been established to address The Ohio State University, College of Nursing's concern for protecting students and those with whom they care from the risk of infectious diseases. The policy is in accordance recommendations of the American Association of Colleges of Nursing (AACN) and recognizes individual rights, voluntary testing, and the confidentiality of test results of students and those for whom they care. The document is organized in relation to: (1) Prevention, (2) Responsibilities of the student in the care of infected patients, and (3) Post-exposure safety measures.

Prevention

Students can be reasonably protected from the risk of contracting and transmitting an infectious disease in the course of nursing practice with appropriate education, skills training, and immunizations.

Education

Students will receive printed materials and oral instruction on potential infectious hazards, risk behaviors, and preventive measures as part of prerequisite clinical and laboratory preparation. Faculty are responsible for ensuring that the curriculum is in accordance with the current guidelines of the Centers for Disease Control (CDC). In addition, students are expected to have the necessary basic science content (anatomy/physiology of the immune system), pathophysiology, epidemiology, and standard precaution information necessary to provide safe care to patients and protection for themselves.

Vaccinations and Testing

- Mandatory Vaccination/Testing

Undergraduate and Graduate students must meet The Ohio State University College of Nursing *Health Requirements* prerequisite to contact with a clinical setting. See Master's Student Handbook, p. 63.

[NOTE: Students who are pregnant or think they are pregnant should report their condition to the nurse in Preventive Medicine at the Student Health Clinic. Some health requirements may be waived for pregnant students or for individual students whose situations may warrant such action. In general, pregnant women should be advised to avoid live vaccines and to avoid becoming pregnant within 28 days of having received one (no harm to the fetus has been reported from the accidental administration of these vaccines during pregnancy) http://www.cdc.gov/nip/publications/preg_guide.htm].

- Discretionary Vaccination/Testing

INFLUENZA: Influenza vaccination is strongly recommended to all undergraduate and graduate students annually.

MENINGOCOCCAL MENINGITIS: College freshmen, particularly those who live in dormitories, are at a small increased risk for meningococcal disease relative to other persons their age. Vaccination with the currently available quadrivalent meningococcal polysaccharide vaccine will decrease the risk for meningococcal disease among such persons. Vaccination does not eliminate risk because a) the vaccine confers no protection against serogroup B disease and b) although the vaccine is highly effective against serogroups C, Y, W-135, and A, efficacy is <100%. The risk for meningococcal disease among college students is low; therefore, vaccination of all college students, all freshmen, or only freshmen who live in dormitories or residence halls is not recommended, but is available to students who desire to reduce their risk.

HEPATITIS A VIRUS (HAV): The risk of acquiring HAV is considered low in Ohio. Hepatitis A vaccination is not required of nursing students, but recommended to students traveling to areas where hepatitis A is prevalent (primarily west coast and developing countries). Groups at greatest risk for HAV are travelers, children ages 5-14, injecting and noninjecting drug users, persons who have clotting factors disorders, MSM (men who have sex with men), persons working with primates, and persons who have liver disease.

HIV TESTING: Nursing students who are at risk for HIV and who have a desire to be tested can avail themselves of testing and pre and post testing counseling through the Columbus Health Department or The Ohio State University Student Health Services.

SMALLPOX: Routine smallpox vaccination is currently only recommended for persons who are designated by the appropriate federal, state, and local bioterrorism and public health authorities to conduct investigation and follow-up of initial smallpox cases that might necessitate direct patient contact (CDC, 2003). Additionally, vaccination is recommended to persons responsible for administering smallpox vaccine in a pre-event smallpox vaccination program.

ANTHRAX: Routine Anthrax vaccination is currently only recommended by the CDC for military personnel.

Adherence to Standard Precautions

Students are expected to understand and strictly adhere to *Standard Precaution* guidelines and infection control practices as established by the CDC and the Occupational Safety and Health Administration (OSHA) to reduce the risk of contact, droplet and airborne transmission of pathogenic microorganisms.

Responsibilities of the student in the care of infected patients

Nurses are front-line providers of health care, and the delivery of nursing care is not without safety hazards. All nursing personnel are professionally and ethically obligated to provide client/patient care with compassion and respect for human dignity and the uniqueness of the persons for whom they care, unrestricted by considerations of social and economic status, personal attributes, or the nature of health problems (ANA, 2001). Students who follow the recommendations developed by the Centers for

Disease Control have minimal danger of contracting any infection in the course of their clinical practice/research activities.

Refusal to care for an infected patient is contrary to the ethics of the nursing profession. Students who express apprehension or concern over personal safety and health because of a clinical assignment that brings him/her in contact with individuals who are at risk for or who are infected with an infectious disease will be counseled by his/her clinical instructor and directed to specific information concerning the pathogenic organism and recommended precautions. Students who refuse to care for an infected individual because of the belief that it will place him/her at risk of exposure, when reasonable risk cannot be demonstrated (e.g., the student is immunosuppressed), will be advised that such action is not in accordance with satisfactory clinical performance. Such cases will be handled as individual instances in which students have not met the course requirements. Career counseling may be recommended to determine if the student should continue a career in nursing. Students who are pregnant will be considered on a case to case basis with consideration of CDC and institutional policy.

When caring for persons with infectious diseases, students and faculty are expected to understand and follow current HIPAA rules of privacy and confidentiality.

Post-exposure safety measures

Management of Student Exposed to Pathogenic Microorganisms

Any incident that exposes a student or a patient to the risk of a pathogenic microorganism by needle puncture or contact with secretions/body fluids while in the clinical setting should be reported to the student's clinical instructor and clinical nursing supervisor (preceptor and/or charge nurse) immediately. Specific agency/institution procedures for such contact should be adhered to. Immediate actions should include:

- Wash needlesticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Immediately seek medical treatment.

Treatment areas at the OSU Medical Center include: *Employee Health* (293-8146), *Occupational Medicine* (257-3559), or, after hours and on weekends and holidays, *Emergency Department* (293-8333). Any questions should be directed to the Ohio State University Environmental Health and Safety Office (292-1284).

Management of Student who is a Source of Pathogenic Organism

Students have an ethical duty to be aware of their immunity status or chronic infectious disease (e.g., Hepatitis B, HIV) status to ensure they do not place others at risk of infection. Students who know they are infected are encouraged to voluntarily inform the Academic Associate Dean in the college who will refer the students to the Office of Disability Services for modifications or accommodations in clinical education. Such modifications will be made on a case by case basis considering compliance with CDC recommendations and University policy.

It is the desire of the College of Nursing to prevent discrimination against students who may have an infectious disease. Qualified individuals cannot and will not be denied admission to the nursing program solely on the basis of his/her infectious disease status. Screening of potential candidates or inquiry into infectious disease status should not be part of the student application processes.

References

American Association of Colleges of Nursing Web site: www.aacn.nche.edu/Publications/positions/hivhepb.htm.

American Nurses Association (2001). Code of Ethics for Nurses. Washington, D.C.: American Nurses Publishing. Web site: www.nursingworld.org/ethics/code/ethicscode150.htm.

Centers for Disease Control (CDC) Web site: www.cdc.gov/niosh/topics/bbp/.

United States Department of Health and Human Services. Office for Civil Rights Web site: www.hhs.gov/ocr/hipaa/.

Occupational Safety and Health Administration Web site: www.osha.gov/SLTC/bloodbornepathogens/index.html.

Ohio State University Environmental Health and Safety Office Web site: www.physfac.ohio-state.edu/zaphir/ohs/index.htm.

*** Note:** This policy is based on currently available information. It will be updated as new information is forthcoming from the Centers for Disease Control (CDC). In the absence of new CDC directives, the policy will be reviewed annually in accordance with the University Infection Control guidelines/requirements. Policy review will be initiated by the Assistant Dean and approved by the faculty of the College of Nursing. A copy of the policy will be included in student handbooks given to entering students. It is the responsibility of faculty members and students to familiarize themselves with this policy.

LAST REVIEW/REVISION DATE: June, 2003

REQUIREMENTS FOR CLINICAL COURSES

Health Requirements

Health requirements are necessary for students for the protection of their own health as well as for that of the patients and clients for whom they will be caring in the nursing program. The health requirements in place for students are requirements set by the health care agencies where students are assigned for clinical study. As agency health requirements change, health requirements for students enrolled in the College of Nursing may also change. Some health requirements require a YEARLY update and it is the student's responsibility to assure that the tests are completed and the report submitted to Nancy Hill at the Wilce Student Health Center, as indicated below.

If health requirements are not met, students will not be permitted to engage in clinical course work.

The health requirements include:

1. Diphtheria/tetanus immunization within the past ten years;
2. Verification of immune status or vaccine administration for the following infectious diseases:
 - a. Hepatitis B
 - b. Mumps
 - c. Rubella
 - d. Rubeola
 - e. Varicella
3. Annual PPD after initial two-step PPD. If there is a history of a positive PPD, then a chest X-ray is required.

Students who are pregnant or think they are pregnant should report their condition to the nurse in Preventive Medicine at the Student Health Center in order to update their record. Some health requirements may be waived for pregnant students or for individual students whose situations may warrant such action.

All health records are retained at the Student Health Center. Students who meet their health requirements somewhere other than the Student Health Center need to have their record of meeting these health requirements forwarded to:

Nancy Hill, RN
Preventive Medicine
Wilce Student Health Center
1875 Millikin Road
Columbus, OH 43210

Criminal Background Check

Students are required by state law to complete a criminal background check. Students will be fingerprinted before they begin their initial clinical experience for the purpose of identifying those who may have a criminal record. Students with a criminal record may be denied the ability to participate in clinical study based on agency and College of Nursing policies. Additional information will be provided prior to student enrollment in Nursing 859.

Mandatory Drug Screening

All students enrolled in a clinical course will be required to provide a sample for a urine drug screen. This is a requirement among agencies that accept our students for clinical experience. The College of Nursing has contracted with a laboratory to come to the college to provide the service. No other previous drug screen results will be accepted. Students who have not completed a drug screen will NOT be permitted in any clinical setting. All course heads will be notified of students who are non-compliant. Students will be responsible for the cost of subsequent screening for just cause.

Insurance

All students are required to have professional liability insurance in the minimum amount of \$1,000,000/occurrence and \$3,000,000/aggregate. The College of Nursing purchases, on behalf of students, a policy which provides this coverage for students while they are engaged in clinical course work. Students pay a fee every autumn quarter for this coverage (autumn 2007 cost = \$16/student). (Please note that nurse-midwifery students in their final four quarters of N859 are not covered by this policy.) In addition, the College of Nursing requires that all students carry health insurance through a family, employment, or student policy comparable to The Ohio State University Student Health Insurance Plan. Verification must be completed on the Registrar's web site at the time of course registration.

Cardio-Pulmonary Resuscitation (CPR) Certification

Students need to be certified in CPR before they can participate in clinical course work. The only certifications that are acceptable are:

- * American Heart Association, BLS for the Healthcare Provider (good for two years)
- * American Red Cross, CPR for the Professional Rescuer (good for one year)

HIPAA Training Policy

Every student in the College of Nursing is required to complete training regarding the Health Insurance Portability and Accountability Act, including viewing a training videotape and passage of a post-test, prior to any clinical experience.

Identification Badges

The Security Office of The Ohio State University Hospitals issues identification badges to all its faculty, staff and students. The identification badge is to be worn in all clinical areas as well as other designated areas in the College of Nursing and the Health Center; failure to wear the identification badge may result in being denied access to these areas. This identification badge does not replace the university identification card which needs to be used to access university services and facilities. Validation stickers will be issued upon initial receipt of the identification badge and annually thereafter. All identification badges are the property of The Ohio State University. A form to secure an identification badge can be obtained from the Office of Student Affairs.

Appropriate Clinical Attire

It is expected that you present yourself for clinical experiences in professional clinical attire. For most clinical experiences, a clean, ironed lab coat or jacket with the OSU patch is appropriate. The wearing of multiple rings (wedding rings and engagement rings and/or an appropriate class ring or equivalent are fine), fake nails, extreme hair styles, large jewelry (including nose rings, lip rings or other evident body piercing jewelry), perfume or strong after shave are not acceptable for clinical sites. A strong suggestion is to stand in front of the mirror and raise your hands over your head. If your abdomen is exposed by this movement, the outfit isn't appropriate. When you are consulting with your preceptor to arrange clinical hours, ask about the expected dress code for the office. If you are male and the male preceptor wears a tie, you should plan to wear one as well. It is important to present yourself and the College of Nursing in the best possible light.

Clinical Absence

Clinical course syllabi specify the procedure students need to follow regarding any clinical absence.

Incident Policy

ILLNESS

In the event a student becomes ill during his or her clinical study, the instructional staff member shall refer the student to the Student Health Center or the student's private physician for treatment. If the student's condition is one that warrants treatment in an Emergency Department, the instructional staff member, or designee, shall assist the student to the Emergency Department. All medical costs for treatment are the responsibility of the student. If necessary, an incident report shall be filed following the policy of the institution. The student may also need to contact their academic advisor if the illness necessitates a change in the student's current quarter course attendance or future quarter enrollment.

NEEDLE STICK OR RELATED INJURY

If a student sustains a needle stick or related injury, this incident shall be reported immediately to appropriate agency personnel and to the physician who is responsible for the Preventive Medicine Program at the Student Health Center. The student should be referred for follow-up to Student Health Services, Preventive Medicine Department. The instructional staff member and student should complete any incident report forms required by the agency and inform the Office of

the Associate Dean for Academic Affairs in the College of Nursing. Any follow-up testing and treatment expenses that are incurred are the responsibility of the student.

NURSING 859 CLINICAL REQUIREMENTS

Nursing 859 requirements vary by site. You will be instructed of the requirements prior to your N859 experiences. Students must be up to date on compliance for all requirements before starting clinical.

This form is provided as a checklist for student use.

Student Name _____ Date _____

Immunization	Date	Date	Date
Hepatitis B	___/___/___	___/___/___	___/___/___
MMR or	___/___/___	___/___/___	
Measles	___/___/___	___/___/___	
Mumps	___/___/___	___/___/___	
Rubella	___/___/___		
Td booster	___/___/___		
Varicella	___/___/___		
TB Test Type _____	___/___/___ Result _____		

CPR Certification Expiration Date ___/___/___

Ohio RN Licensure Number: _____ Expiration Date: _____

Malpractice Insurance (Minimum of \$1,000,000/occurrence AND \$3,000,000/aggregate)
(Nurse-midwifery students in their final four quarters of N859 must provide their own malpractice insurance coverage.)

_____ Yes _____ No

Fingerprint/Background Check Completed _____ Yes _____ No

Drug Screening Completed _____ Yes _____ No

OSU Student Identification Badge _____ Yes _____ No

Health insurance verified on Registrar's Web site _____ Yes _____ No

RESOURCES AVAILABLE TO MS-PhD STUDENTS

PhD Student Room

Room 082A Newton Hall has been designated for use by doctoral students. The room is equipped with desks, telephone, computers and printer. This room is shared by all doctoral students, so space is not assigned, but used on an as-needed basis. Doctoral students are also free to use the second floor and third floor lounge areas. The telephone number of room 082A is 292-8211.

Computing Resources

The Nursing Computer Lab, located in room 220 Newton Hall, is provided for the use of nursing students to complete nursing-related tasks. Resources available in the computer lab include CD-ROMs on a variety of topics, instructional programs, and a clinical reference library. Access to the Internet and the World Wide Web is also available.

Students may wish to review the university's "Policy on Responsible Use of University Computing Resources" at www.oit.ohio-state.edu/responsible.html. This policy states in part:

"As a part of the physical and social learning infrastructure, The Ohio State University acquires, develops, and maintains computers, computer systems, and networks. These computing resources are intended for university-related purposes, including direct and indirect support of the university's instruction, research, and service missions; of university administrative functions; of student and campus life activities; and of the free exchange of ideas among members of the university community and between the university community and the wider local, national, and world communities.

The rights of academic freedom and freedom of expression apply to the use of university computing resources. So, too, however, do the responsibilities and limitations associated with those rights. The use of university computing resources, like the use of any other university-provided resource and like any other university-related activity, is subject to the normal requirements of legal and ethical behavior within the university community. Thus, legitimate use of a computer, computer system, or network does not extend to whatever is technically possible. Although some limitations are built into computer operating systems and networks, those limitations are not the sole restrictions on what is permissible. Users must abide by all applicable restrictions, whether or not they are built into the operating system or network and whether or not they can be circumvented by technical means."

Modification, deletion, or copying of installed software is prohibited as is the installation of new software unless approved by computing personnel. All work should be saved to students' diskettes which are available for purchase at the OSU Bookstore. Food, beverages, and chewing gum are not permitted in the lab. Students who do not obey Computer Lab rules and regulations are subject to charges of professional misconduct.

Computing support personnel are available for questions relating to the use of software specific to the College of Nursing. Questions concerning common word processing, spreadsheet, and database packages should be directed to the Microcomputer Consulting Office of University Technology Services at 292-2919. Questions concerning statistical software (SAS) should be directed to Statistical Consulting at 292-0408. Public microcomputer sites, maintained by University Technology Services,

are available for personal computing needs. Contact University Technology Services at 292-4843 for locations and hours.

University Student E-mail Policy

The Ohio State University, recognizing the increasing need for electronic communication with students, has established email as an official means of communication with students. An official Ohio State University (OSU) email address is issued to each student upon admission to Ohio State, or upon initial enrollment, whichever occurs first. Students are responsible for activating their email account by going to the OIT web site at www.oit.osu.edu.

The university will routinely send official communications to the university email address.

Since email has been adopted as a primary mechanism for sending official communications to students at OSU, students must check email regularly in order to read important messages and notifications. Certain communications may be time-sensitive. Failure to read official university communications sent to the students' official OSU email addresses does not absolve students from knowing and complying with the content of those official communications. Students must also ensure that there is sufficient space in their e-mail postboxes to allow for email to be delivered and received.

Students who choose to have their email forwarded to a private email address outside the official university network address will be doing so at their own risk. The university is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any third-party email address. Any such problems will not absolve students of their responsibility to know and comply with the content of official communications sent to students' official Ohio State University email addresses.

All use of email will be consistent with other Ohio State University policies including the Policy on Abuse of Computers and Networks.

Has your name changed? Go to <http://www.oit.osu.edu/>. This site authorizes you to create a new OSU Internet Username following a name change. It requires that you already have an OSU Internet Username and password. Your new OSU Internet Username will be your (new) name.n. Your password will not change.

Under Quick Links....

Click on 'Account Management'

Under 'OSU Internet Username'

select 'Rename Account'

CONnections

During the academic year, the Office of Student Affairs posts to student email accounts a monthly newsletter to help students stay informed about academic issues, activities occurring in the college, and career opportunities. Students may submit items for inclusion in CONnections. Printed copies of CONnections are posted on bulletin boards throughout Newton Hall and are available in the Office of Student Affairs.

Locker Assignments

There are a limited number of lockers available to students in the basement of Newton Hall. They are assigned on a first-come, first-served basis. Please contact the Office of Student Affairs for a locker assignment. Students are responsible for providing their own lock; all items and the lock must be removed from lockers by the end of spring quarter of each year. Items kept in lockers must be limited to non-perishable items that are in compliance with The Ohio State University's Code of Student Conduct.

APPENDIX

Guidelines for the Review and Investigation of Allegations of Scholarly Misconduct by Graduate Students

I. Introduction

A. Purpose

1. These guidelines are used by the Graduate School when reviewing and investigating allegations of scholarly misconduct made against a person while a graduate student. They are to be used in conjunction with guidelines published by a funding agency if the allegations involve research sponsored by that agency.
2. These guidelines are intended to
 - a. establish and insure a fair and complete process through which to adjudicate allegations of scholarly misconduct;
 - b. insure, as far as possible, that a graduate student's career is not jeopardized when allegations of scholarly misconduct cannot be substantiated;
 - c. protect those making allegations against repercussions when the allegations are made in good faith;
 - d. maintain confidentiality of all involved parties to the maximum extent permitted by law;
 - e. comply with requirements of extramural funding agencies, such as the Public Health Service and the National Science Foundation.

B. Definitions

1. "Scholarly misconduct" is not the same as "academic misconduct." They are differentiated chiefly by the context in which each occurs.
 - a. Graduate students, as professional apprentices, are expected to uphold the standards of scholarship, research and creative activity of the academic community. Scholarly misconduct is the deviation from these standards and is generally understood to include but not be limited to intentional falsification, fabrication, plagiarism, or other practices that seriously depart from those that are commonly accepted within the relevant scholarly community for proposing, conducting, reviewing, or reporting research. The context for scholarly misconduct by graduate students is understood to include but not be limited to dissertation research, thesis research, research pursued under a fellowship, employment as a Graduate Research Associate, and research funded through any grant. It does not include honest error or honest differences in interpretation or judgment about data or its meaning.

- b. “Academic misconduct” is generally understood as: cheating in courses or examinations, plagiarism, violation of course rules, and in the altering of course grades within the context of classroom and course work activities. The context for academic misconduct by graduate students is understood to include but not be limited to taking classes as a student and completing the written sections of both the Comprehensive Masters Examination and the Candidacy Examination for the Ph.D.
2. The process described in these guidelines envisions three stages: a review by the Dean of the Graduate School, an inquiry by the Policy and Standards Committee of the Council on Research and Graduate Studies, and a formal investigation with determination of sanctions by an ad hoc Committee of Investigation.
3. Throughout this document reference is made to the graduate student. This will be taken as equivalent to the person or persons under investigation for scholarly misconduct. It may refer to both current and former graduate students.
4. A case may involve allegations against more than one graduate student. In such a case, it may be practical to apply the process in parallel, with some sharing of interview and hearing events. Decisions are nevertheless to be made with respect to individuals as such and not as a class.
5. Reference is made in this document to the necessity for avoiding a conflict of interest or its appearance on the part of those involved in deciding the matter on all stages. Possible conflicts of interest include co-authorship of a work within the recent past with any individuals involved with the alleged misconduct, or a professional or personal relationship with the accused beyond that of mere acquaintance. Such a relationship might be that of current or former student or mentor, direct supervisor or subordinate, or marriage, among others. If such a relationship is present, the individual should excuse himself or herself from any investigative or decisional role in the case.

C. Oversight Authority

1. Allegations of scholarly misconduct made against graduate students will be governed by this document. Allegations of academic misconduct made against graduate students will be governed by the rules of the Committee on Academic Misconduct (3335-31-02).
2. In those cases not fitting the definitions and practical interests above, and where there is a question of jurisdiction, the Dean of the Graduate School and the Chairperson of the Committee on Academic Misconduct shall consult to determine the appropriate body to hear the case. In cases of jurisdictional disagreement, the Policy and Standards Committee shall be consulted for an opinion. The final decision will be made by the Dean of the Graduate School.
3. Violation of governmental regulations dealing with the conduct of research may be, but is not necessarily, classified as scholarly misconduct; allegations involving such regulations will be referred to the Vice President for Research. The Office of Research will consult with the Dean of the Graduate School regarding the disposition of these allegations.

D. Records

1. The written records of the Deans Review, the Committee of Inquiry, and the Committee of Investigation shall be kept safely and securely in the Graduate School for at least three years.

E. Deadlines

1. Each stage of the process is associated with a deadline for the protection of the student. In the event that a deadline cannot be met, an interim progress report and request for extension will be submitted in writing to the Dean of the Graduate School.

II. Process of Review, Inquiry and Investigation Concerning Scholarly Misconduct

A. Stage One: Dean's Review

1. Upon receipt of information indicating the possibility of scholarly misconduct by a graduate student, the Dean of the Graduate School shall immediately initiate a review. The dean or one or more persons designated by the dean may conduct the review.
2. The reviewer will inform the graduate student in writing that an allegation of scholarly misconduct has been made against that student.
3. At the point of their first involvement in the process, all parties shall receive copies of these guidelines.
4. Once the review has begun, the case will proceed until a decision is reached regarding the allegation of misconduct, even if the graduate student has left the university.
5. The review will determine if the allegation is 1) substantial, 2) made in good faith, 3) fits the definition of scholarly misconduct, and 4) involves only graduate students.
 - a. The reviewer may interview the graduate student, the advisor, and the individual(s) raising the allegations, among others.
 - b. The Dean of the Graduate School may take interim administrative action to protect the health and safety of others, to preserve research data, or to protect the interests of The Ohio State University.
6. Normally within 10 days, the reviewer, when not the Dean of the Graduate School, will make a written report to the dean. The dean shall communicate in writing the findings of the review to the graduate student and to any individual bringing an allegation.

The review may 1) find that there was insufficient evidence of scholarly misconduct and recommend the closing of the case; 2) find that the alleged misconduct is more appropriately handled by the Committee on Academic Misconduct is more appropriately

handled by the Committee on Academic Misconduct or the Office of Research; or 3) find that further inquiry is warranted and refer the matter to the Committee of Inquiry.

B. Stage Two: The Committee of Inquiry

1. The Policy and Standards Committee of the Council of Research and Graduate Study shall serve as the Committee of Inquiry. Policy and Standards may refer the matter to a subcommittee, which shall have at least three members, one of whom is a graduate student. If a conflict of interest may exist, an alternate shall be chosen from among the members and alternative members of the Council of Research and Graduate Studies.
 - a. The committee of Inquiry shall receive and review the report completed in the stage-one review. The Committee of Inquiry may hold interviews and gather additional evidence.
 - b. The Committee of Inquiry shall submit a written report to the Dean of the Graduate School within 30 days of receipt of the review. The report of the Committee of Inquiry shall recommend to the Dean of the Graduate School 1) that there was insufficient evidence of scholarly misconduct and advise the dean to close the case, or 2) that the alleged misconduct is more appropriately handled by the Committee on Academic Misconduct or the Office of Research, or 3) that scholarly misconduct may have occurred.
 - (1) If the Committee of Inquiry finds that scholarly misconduct by persons other than a graduate student may have occurred, the Dean of the Graduate School shall notify the appropriate university officials, in writing, of the findings of the Committee of Inquiry.
 - (2) If the Committee of Inquiry finds that scholarly misconduct by a graduate student may have occurred, the Dean of the Graduate School shall form a Committee of Investigation to investigate the allegations and render a decision.
 - (3) If it appears that an extramural funding agency was involved, the Committee of Inquiry shall notify the Vice President for Research that an investigation is to be conducted. All contact with extramural funding agencies shall be handled by the Office of Research

C. Stage Three: The Committee of Investigation

1. The Committee of Investigation consists of 6 persons appointed by the Dean of the Graduate School. They shall take care to avoid a conflict of interest or its appearance. If the accused or another individual involved in the case perceives a conflict of interest, that individual may raise an objection to the appointment. The Dean of the Graduate School makes the final decision in such a case. Members of the Policy and Standards Committee shall not serve on the Committee of Investigation. The membership of the Committee of

Investigation may be altered to conform to guidelines of an extramural funding agency. If an extramural funding agency is not involved, the committee shall consist of:

- a. one member of the Senate Committee on Academic Freedom and Responsibility,
 - b. one member of the Research and Graduate Council,
 - c. one member of the Council of Graduate Students, and either
 - d. three disinterested members of the graduate faculty who are expert in an area relevant to the case, or
 - e. two disinterested members of the graduate faculty and one disinterested person who is not a member of the The Ohio State University each of whom is expert in the area relevant to the case.
2. The dean shall designate one member to serve as chairperson of the committee.
 3. The Committee of Investigation shall review and evaluate the information obtained during the first two stages of this process, and may gather additional evidence.
 - a. The Committee of Investigation shall
 - (1) decide the case after a formal hearing,
 - (2) forward a written report of its conclusions and a summary of the investigation process to the Dean of the Graduate School within 60 days after the appointment of the committee, and
 - (3) recommend appropriate sanctions if it determines that the graduate student committed scholarly misconduct.
 - b. The Dean of the Graduate School shall review the report of the Committee of Investigation and impose the appropriate sanction based upon the recommendation of the committee. The dean shall notify the individual bringing the allegation, the graduate student, the advisor, the relevant chairperson of the graduate studies committee, all committee members associated with the case, and others as necessary regarding the disposition of the case.
 - (1) "Others" will not include funding agencies, but may include professional licensing boards, editors of journals and the like.
 - (2) In the event that an extramural funding agency was involved, the Dean of the Graduate School shall notify the Vice President for Research of the disposition of the case, so that the funding agency may be so advised by the Vice President for Research.

D. Appeals

1. Within 10 days of notification of the outcome of the case, the graduate student may file a written appeal of the decision of the Committee of Investigation to the Dean of the Graduate School.
2. Grounds for appeal are limited to failure to follow appropriate procedures in the review and investigation processes, evidence of an arbitrary or capricious decision, or new information having come to light that was not available before or during the hearing.
3. The decision of the Dean of the Graduate School is final.

E. Allegations Made in Bad Faith

1. If at any time in this process it is determined that the allegation of scholarly misconduct was not made in good faith, appropriate disciplinary action against the person generating the allegation may be recommended to the Dean of the Graduate School.

III. Procedures for Conducting the Stage-Three Investigation

A. Establishment of the hearing

1. The purpose of the formal hearing is to provide the graduate student with the opportunity to respond directly to the allegation of scholarly misconduct.
2. At least two weeks prior to the hearing, the Chairperson of the Committee of Investigation shall send a letter to the committee members, the graduate student, and the person(s) making the allegation; the letter shall detail the nature of the allegation and establish the time, location, and expected duration of the hearing. The various reports and written records made to this point will also be provided to the accused.
3. Additional persons who may attend the hearing include the resource personnel from the Graduate School and counsel, including legal counsel representing the accused, and relevant witnesses. Notice must be given to the Graduate School at least one week in advance of the hearing if the accused is to be accompanied by legal counsel or is to invite witnesses to appear.

B. Conduct of the hearing

1. At the beginning of the hearing, the chairperson shall review the charges and evidence presented, and outline the procedures to be followed.
2. The chairperson shall allocate a specific amount of time for the statement of the case of the accused.
3. The members of the Committee of Investigation shall be present during the entire testimony portion of the hearing.

4. The accused is expected to be present to hear and participate in the entire testimony portion of the hearing.
5. Involvement of counsel in the hearing is controlled by the chairperson, and shall normally be limited to the advising of the party.
6. The testimony presented at the hearing shall be recorded on audio tape. Any party to the case may request a copy of the tape.
7. Committee members may ask questions to obtain the full understanding of the case.
8. At the conclusion of the testimony, all persons attending the hearing are excused, except for the Committee of Investigation and Graduate School personnel.

C. Committee decision and action

1. The decision of the Committee of Investigation is reached in closed session with only the committee members and relevant university and Graduate School personnel present.
2. All members of the committee shall vote on the outcome. The Graduate School personnel may participate in the discussion but do not vote.
3. The Committee shall decide on the basis of a simple majority vote whether:
 - a. the graduate student committed scholarly misconduct; or
 - b. the allegations of scholarly misconduct were not substantiated; or
 - c. The allegations of scholarly misconduct were not substantiated, but errors in scholarship were discovered.
4. If the graduate student committed scholarly misconduct, the committee shall recommend appropriate sanctions. Possible sanctions are:
 - a. Warning. The student is given a warning letter detailing the nature of the violation. A copy of the letter is sent to the advisor and to the chairperson of the students graduate studies committee.
 - b. Suspension. The student is separated from the university for a period not to exceed three full academic quarters. The student is eligible for re-enrollment after the expiration of the term.
 - c. Dismissal. The student is separated from the university for four full quarters or more. Re-enrollment of the student at the university after dismissal requires formal petition for reinstatement.

- d. Rescission. If the graduate student has already been awarded the degree, it may be withdrawn from the university.
 - e. Other sanctions. The Committee of Investigation may recommend other sanctions, such as research assignments, counseling, or additional course work, as appropriate to the offense and the circumstances of the particular case.
5. If the committee discovers errors in scholarship, appropriate remediation may be recommended.
 6. The Chairperson of the Committee of Investigation shall file a written report to the Dean of the Graduate School detailing the committee's findings and recommendations.