**SCHOOL OF NURSING
FALL 2021 – SUMMER 2022**

**Doctor of Nursing Practice (DNP)
Student Handbook**

SON website: SON Website

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:Handbook\DNP Student Handbook\SON DNP Student Handbook 2021-2022

GLOSSARY

AACN   American Association of Colleges of Nursing
ACEMAPP   Alliance for Clinical Experience Matching and Placement Program
AGNP   Adult-Gerontology Nurse Practitioner
ANA   American Nurses Association
APA   American Psychological Association
APRN   Advanced Practice Registered Nurse
ASD   Accelerated Second Degree
ATI   Assessment Technologies Institute
BLS   Basic Life Support
BSN   Bachelors of Science in Nursing
CCNE   Commission on Collegiate Nursing Education
CNP   Certified Nurse Practitioner
CNS   Clinical Nurse Specialist
COA   Council on Accreditation
CRNA   Certified Registered Nurse Anesthetist
DNP   Doctor of Nursing Practice
FNP   Family Nurse Practitioner
FOR   Faculty of Record
IRB   Institutional Review Board
MAE   Medication Administration Examination
MARC   Medication Administration Remediation Course
MSN   Master of Science in Nursing
NCLEX-RN   National Council Licensure Examination-Registered Nurse
OC   Oakland Center
OU   Oakland University
PhD   Doctor of Philosophy
POE   Petition of Exception
POS   Plan of Study
RN   Registered Nurse
RN-BSN   BSN Degree Completion Sequence for Registered Nurses
SON   School of Nursing

OAKLAND UNIVERSITY

WELCOME LETTER FROM THE DEAN

Dear Student:

Welcome to the School of Nursing! We are delighted that you have chosen the Oakland University School of Nursing. You and your classmates are a select group of well-qualified students.

Our academic programs will prepare you for advanced practice in the nursing profession. SON faculty members are experts in the content areas they teach and you will receive an outstanding nursing education.

We have developed this handbook so you will have easy access to School of Nursing policies and procedures that will guide you during your DNP education. Please feel free to meet with our academic adviser, program director/coordinator or the School of Nursing faculty for assistance with academic planning or matters outlined in this handbook.

Best wishes for a satisfying and challenging academic experience at the Oakland University School of Nursing.

Sincerely,

Judy Didion, PhD, RN
Dean and Professor

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OVERVIEW OF THE SCHOOL OF NURSING

SCHOOL OF NURSING MISSION

Approved by SON Faculty on April 24, 2014

The mission of Oakland University School of Nursing is to prepare transformational leaders committed to caring and using the best evidence in nursing practice, education and research to optimize the health of the public in a diverse ever-changing global society.

SCHOOL OF NURSING VISION

Approved by SON Faculty on April 24, 2014

The faculty and graduates of Oakland University School of Nursing will be recognized as transformational leaders, caring practitioners and scholars who optimize the health and well-being of a diverse global society.

PHILOSOPHY OF NURSING EDUCATION

Approved by the School of Nursing Faculty Assembly February 2016

The Oakland University School of Nursing Philosophy of Nursing Education is informed by insights into the empirical, aesthetic, ethical, and personal ways of knowledge that undergirds nursing as a practice discipline, the position that nursing holds in society, and the relationship that exists between the SON and OU.

Nursing's disciplinary domain has both a scientific and professional practice component. Nursing science discovers, develops, synthesizes, validates, and brings order to the theoretical and practical knowledge that informs the professional practice of nursing. Professional nursing care of individuals, families, and communities is a social mandate that carries with it the responsibility to educate nurses qualified to fulfill the professional role and uphold standards of the profession.

The faculty of the SON believe that nursing education:
- Requires innovative approaches in order to prepare professional nurses now and in the future to address the health care needs of individuals, families, and communities through patient centered nursing care, teamwork and collaboration, communication and information technology.
- Has a foundation in the arts and sciences of liberal education that is needed to ground nursing in the complexity of the human experience.
- Prepares students to recognize, understand, and work with nursing phenomena and to understand the results of these efforts in relation to human values including life, justice, personal freedom, health, and well-being.
- Prepares students to use empirical knowledge as a guide for judgment and decision making and the provision of quality and safe professional nursing practice.
- Prepares students across all curriculum levels to learn, work, and live productively in ever changing national and international societies.

The faculty of the SON also believe that:
- Students learn best when challenged by educational experiences that are salient and incorporate situations and issues related to systems-based practice.
- Diversity among faculty, students, and members of national and international societies enriches the educational experience.
- A commitment to life-long learning is essential to the professional development of nurses, the health of national and international societies, and the growth of the discipline.
- Faculty members are responsible for determining what is to be learned and how that learning can be assessed, evaluated, and enhanced.

ACCREDITATIONS

OU maintains regional accreditation with the HLC and specialized program accreditation in OU's College and professional schools.

The baccalaureate degree in nursing, master's degree in nursing, Doctor of Nursing Practice, and post-graduate APRN certificate programs at Oakland University are accredited by the Commission on Collegiate Nursing Education. (http://www.ccneaccreditation.org).

The Oakland University-Beaumont Graduate Program of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Programs (COA). The program's next review by the COA is scheduled for October 2022. Visit the http://coacrna.org website.

Contact the COA directly at 847-655-1160 or via 222 S Prospect Ave Park Ridge, IL 60068-4001

DOCTOR OF NURSING PRACTICE PROGRAM OBJECTIVES
Approved by School of Nursing Faculty Assembly March 29, 2018

At the end of the DNP program, the DNP graduate will be able to:

DNP OUTCOME	Link to AACN DNP ESSENTIALS
Integrate scientific and theoretical knowledge from nursing and other disciplines to develop, identify, evaluate, and disseminate best practices to improve health care and health care systems	I, II, V, VI
Lead organizations and systems to enhance quality and safety to improve patient, population, and organizational outcomes.	II, III, IV, V, VII, VIII
Employ data analytic methods, information systems and technology to evaluate, integrate, and translate evidence to improve programs of care, outcomes of care and care systems.	I, II, III, IV
Lead and influence health policy to reduce health disparities, encourage cultural sensitivity and promote access to quality care while advocating for social justice and equity at the system, state, national, and international levels.	II, V, VI, VIII
Use models of interprofessional collaboration to enhance patient and population health outcomes.	I, II, IV, VI, V, VI, VII, VIII

Provide the highest level of ethical, patient-family-centered care as a scholar in nursing specialty practice.	I, III, V, VI, VII, VIII

THE ESSENTIALS OF DOCTORAL EDUCATION FOR ADVANCED NURSING PRACTICE

The Doctor of Nursing Practice program is consistent with the American Association of Colleges of Nursing (2006) Essentials of Doctoral Education for Advanced Nursing Practice (Essentials).

The eight Essentials (AACN, 2006) are:
I. Scientific Underpinnings for Practice
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
III. Clinical Scholarship and Analytical Methods for Evidenced-Based Practice
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
V. Health Care Policy for Advocacy in Health Care
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving the Nation's Health
VIII. Advance Nursing Practice

PROFESSIONAL ORGANIZATIONS

Student Representation on SON Committees
Graduate nursing students may serve on two SON Constitutional Committees: the SON Graduate Committee on Instruction (GCOI) or the SON Commencement and Honors Committee. No one who is a current OU graduate/doctoral student in the SON may serve on the GCOI as an elected faculty member.

Sigma Theta Tau International, Theta Psi Chapter-at-large
Sigma Theta Tau, **Theta Psi Chapter-at-large**, International, the Honor Society of Nursing, was chartered at OU in April 1986. Each year nursing students who are academically eligible are invited to become members. Candidates for membership are selected solely on the basis of superior scholastic achievement.

The American Association of Colleges of Nursing (AACN)
OU is a member of the AACN the national voice for baccalaureate and graduate-degree nursing education. A unique asset for the nation, AACN serves the public interest by providing standards and resources, and by fostering innovation to advance professional nursing education, research, and practice.

Michigan Council of Nurse Practitioners (MICNP)
The Michigan Council of Nurse Practitioners is as member-driven organization developed to promote a healthy Michigan through: advocating for excellence in NP practice, education and research; shaping the future of health care through advancing health policy; ensuring the ability of NPs to practice to the full extent of their education; and building a positive image of the NP role as a leader in the state and national health care community.

American Association of Nurse Anesthetists (AANA)
Founded in 1931, the AANA is the professional association representing more than 49,000 certified registered nurse anesthetists (CRNA) and student registered nurse anesthetists nationwide. The AANA promulgates education and practice standards and guidelines, and affords consultation to both private and governmental entities regarding nurse anesthetists and their practice.

Michigan Association of Nurse Anesthesia Students (MANAS)
The Michigan Association of Nurse Anesthetists (MiANA) is a statewide association representing over 2,300 CRNAs and students. MiANAS is the student chapter of MiANA. Annually, student members elect leaders from Michigan NA programs.

Michigan Council of Nurse Practitioners- Oakland University Student Chapter (MICNP OU)
The Michigan Council of Nurse Practitioners is the only NP organization in the state to represent all specialties within the nurse practitioner community. Oakland University has one of only three student-led chapters in the state of Michigan. These forward-thinking leaders were instrumental in providing the basis for both stability and growth of the organization.

Clinical Nurse Leader Association (CNLA)
The vision of the Clinical Nurse Leader Association is to improve patient outcomes through a focus on safety and quality outcomes and the implementation of evidence-based practice at the point of care.
https://cnlassociation.org/

Michigan Organization of Nurse Leaders (MONL)
The Michigan Organization for Nursing Leadership is a state organization with powerful, influential and active representatives. The organization is made up of individuals who are involved, knowledgeable and informed. Never before has healthcare been more exciting or challenging, nor has the need for creativity, innovation and leadership been more crucial. Today's nurse leaders must orchestrate change, while maintaining the essential components of patient care. This organization is the nurse leader's partner in meeting these challenges.
https://monl.org/

American Organization of Nurse Leaders AONL)
As the national professional organization of more than 10,000 nurse leaders, the American Organization for Nursing Leadership (AONL) is the voice of nursing leadership. Previously known as the American Organization for Nurse Executives (AONE), the organization changed its name in 2019 to better align with its core mission and vision.
https://www.aonl.org/

STUDENT RESOURCES

OU Website
The OU website is an important source of information for all OU students. Students should refer to the OU website for university academic resources (i.e. Office of Disability Support Services, Writing Center, Tutoring Center, Graham Health Center, etc.).

MySAIL
The OU MySail system allows students to register for classes, view their financial aid status, and set up an e-bill online payment system.

Student Name, Address, and Phone Number Changes
The SON uses student name and address information that is on file with OU. Each student is responsible for informing the OU Office ofhttps://www.oakland.edu/registrar/ the Registrar of any changes to their name, address, and/or telephone number.

Schedule of Classes
The schedule of classes is provided through the OU SAIL system and gives students times and dates for each specific course offered at Oakland University.

Academic Calendar
The academic calendar provides students a table of important dates. Students should access the academic calendar prior to each semester.

OU Email Account
Information related to courses, scholarships, health requirements, etc. are communicated to students using their OU e-mail accounts. All SON students are expected to check their OU email daily and to use their OU email accounts when communicating with SON/OU faculty, staff, administration and advising.

SON Website
The SON website is an important source of information for current nursing students.

Course Moodle Websites
Every SON course has a course-related website in Moodle.

Plan of Study
The Plan of Study (POS) is developed by the Program Director/Coordinator in conjunction with the advising office and details specific courses and other requirements you must complete in order to earn your graduate degree.

SON Faculty
Students can communicate with SON faculty via OU email, internal Moodle email, telephone, or they can meet with them in person. SON faculty are available to assist students with their questions and/or concerns regarding nursing courses, clinical experiences, course grading, professional nursing, etc.

SON Academic Advising
SON students are assigned an academic adviser who will work with them for the duration of their nursing education. SON academic advisers are available by appointment to assist students with program planning, course scheduling, petitions of exception, transfer equivalencies, etc.

Graduate Catalog
The OU Graduate Catalog includes a listing of academic programs, degree requirements, policies, and related program information.

The Graduate School
The Graduate School website is an important source of information for current graduate students.

Graham Health Center
Graham Health Center (GHC) is Oakland University's on campus health center. Services offered by Graham Health Center are available to all current students, faculty, and staff.

Kresge Library

Kresge Library is an important source of information and resources for OU students.

Financial Aid

The OU Student Financial Services office is the place to go for all information about financial aid for OU students.

SON Scholarships

A variety of SON scholarships are available to SON students. Announcements regarding the application process will be sent to all SON students via OU email.

COURSE MATERIALS

Textbooks are available through the OU Bookstore. Syllabi are available through the course Moodle website. Arrangements can be made through the OU Bookstore to mail course materials to students. Some printed materials not individually distributed are available on reserve in Kresge Library. Each student is responsible for obtaining and/or reviewing these materials, as assigned.

CURRICULUM

OVERVIEW OF THE DNP PROGRAM

The professional nursing standards and guidelines used by the SON include those delineated by the American Association of Colleges of Nursing (AACN) specifically for the DNP program titled *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) and the *Doctor of Nursing Practice: Current Issues and Clarifying Recommendations* (2015). Use of the AACN Essentials helps to guide program and curricular development, and allows the SON to ensure that academic levels of the curriculum build upon one another. The SON has continued accreditation since its inception which is evidence of the SON's compliance with professional nursing standards and guidelines used in the preparation of nursing professionals at all levels of the nursing educational spectrum. In addition, the DNP-NA program follows the standards put forth by the COA.

The DNP is a terminal degree in advanced clinical practice designed to prepare nurses to achieve higher levels of education enabling them to respond to increasing health care demands. Changing demands of this nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure safe and quality patient outcomes.

There are two DNP tracks in the SON: The DNP-NA track and the Post Masters DNP track. Both programs contain curricular content that focuses on advanced nursing theory, advanced scientific methods, advanced leadership and interprofessional collaborative skills, systems management, health policy, population health outcomes, epidemiology, informatics and advanced specialty practice.

A maximum approval of nine credits is transferable toward a graduate degree at OU (see Graduate Catalog). In the DNP programs, graduate credit will not be awarded for courses in which a grade less than B is earned. All numerical grades earned are used in computing a student's grade point average. Students who have approval of their DNP projects must complete a minimum of eight credits of NRS 8998.

DNP-NA Track

The DNP-NA program is 87 credits encompassing 36 months of full-time study. The program is jointly owned and operated by Oakland University and Beaumont Hospital. In addition to the curriculum described above, the plan of study includes rigorous courses in advanced sciences and specialty courses specific to the art and science of nurse anesthesia. An intensive clinical internship parallels the didactic curriculum and provides ongoing opportunity to apply theory to practice. The program has partnerships with over 40 different clinical sites where students have the opportunity to be placed. The majority provide clinical instruction for a wide range of anesthesia techniques and experiences across the life span. Students should refer to the DNP-NA Student handbook for further information and policies specific to the program.

Post-Masters DNP Track

The OU SON Post-Masters DNP program offers two and three-year plans of study. All Post-Masters DNP students must complete a minimum of 38 credits of approved coursework, of which a minimum of 24 credits must be taken at OU. The Post-Masters DNP degree requires that graduates have a minimum of 1,000 post-baccalaureate practice hours. Students who enter the Post Masters DNP program with a master's degree may receive credit for up to 640 practice hours from their program, contingent upon verification from their program administrator. The DNP program provides a minimum of 700 practice hours that are built into the curriculum. Applicants to the Post-Masters DNP, who do not have enough practice hours to transfer in to meet the minimum 1,000 hours required for graduation will have their plan of study determined on an individual basis.

COMPONENTS OF DNP CURRICULUM

The foundation courses focus on advanced theory, health care policy, leadership within systems, and informatics. The research sequence includes statistics, population health, theory and translating research for evidence-based practice, advanced scientific methods for evidence-based practice, and the DNP Final project. In addition, students who are enrolled in a BSN to DNP APRN program will be required to take specialty courses. For example, the BSN to DNP NA specialty courses prepare APRNs with a specialization in nurse anesthesia. The foundation and research sequence courses provide an opportunity for students to earn up to 700 practice hours that count toward the required 1000 hours of practice in the DNP program.

ACCOUNTABILITY FOR PRACTICE HOURS

Programs must demonstrate/validate that graduates have attained all the DNP Essentials outcomes (see Appendix A). All students must complete sufficient time in supervised practice hours to integrate and demonstrate the new skills and knowledge needed to achieve the *DNP Essential* outcomes. This expectation applies to all DNP students, including those focusing on organizational and executive leadership, health policy, and all direct care roles. Students who have completed more than 1,000 practice hours in their master's program will need to complete additional hours in the DNP program to demonstrate the expected outcomes delineated in the *DNP Essentials* and their ability to integrate their new learning into practice. DNP students may be employed in settings or positions that appear to overlap with some of the outcomes delineated in the DNP Essentials. Practice experiences should have well defined learning objectives and provide experiences over and above the individual's job responsibilities or activities.

Students will complete a minimum of 50 practice hours in each of the following courses: NRS 8221, NRS 8231, NRS 8241, and NRS 8681. In addition, NRS 8998 accounts for a minimum of 500 practice hours.

PRACTICE HOUR EXPERIENCES

DNP programs prepare graduates for the highest level of nursing practice and demonstrate synthesis and application of all *DNP Essentials*. Practice experiences should prepare the DNP student with the outcomes delineated in the *DNP Essentials*. Given the intense practice focus for DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity.

Practice experiences should be designed to help students achieve specific learning objectives related to all of the *DNP Essentials*, role outcomes, and application of theory and the translation of evidence into practice. Faculty, in conjunction with the student, will develop learning objectives for the practice experience(s), and evaluate student learning and achievement of outcomes. Practice experiences for the DNP student can include direct and indirect care practices in healthcare settings or related environments that broaden the experiences of the student. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments.

Opportunities for inter- and intra-professional collaboration with other health professions are needed to prepare the graduate with the leadership, communication, and team capabilities that are critical to advanced nursing practice. Examples of settings and areas of practice that could be considered to provide a broad array of opportunities for practice experiences include health systems, community organizations, policy projects, long term or urgent care facilities, schools, prisons, and health departments.

DNP program practice experiences are designed to provide:
- Systematic opportunities for feedback and reflection.
- In-depth work/mentorship with experts in nursing, as well as other disciplines.
- Opportunities for meaningful student engagement within practice environments.
- Opportunities for building and assimilating knowledge for advanced nursing practice at a high level of complexity.
- Opportunities for further application, synthesis, and expansion of learning.
- Experience in the context of advanced nursing practice within which the final DNP Project is completed.
- Opportunities for integrating and synthesizing all of the *DNP Essentials* and role requirements necessary to demonstrate achievement of defined outcomes in an area of advanced nursing practice.

MENTORING FOR PM DNP

Mentoring involves an ongoing process of learning, dialogue and query. Prior to admission, applicants provide a written statement that identifies objectives, goals, and research interests. Every effort is made to match the student with faculty research mentors whose research interests are similar to those of the student. Early on in the program the student will be assigned a faculty mentor to acclimate them to the DNP program. The Faculty/DNP Student Mentor Partnership Agreement will be signed by the student, the mentoring faculty, and the PM DNP Program Coordinator (Appendix A).

MENTORING FOR DNP-NA DNP STUDENTS

Students enrolled in the DNP- NA program will be assigned a faculty mentor once they have presented their DNP scholarly project idea to the DNP-NA Faculty. This usually happens during the summer of Year I. Once the project idea has been presented, the DNP-NA Faculty mentor will be assigned. The student and mentor will complete Appendix A: DNP PROJECT AREA OF INTEREST AND TEAM APPROVAL FORM which can be found in the DNP Project handbook.

RESEARCH SEQUENCE AND GUIDELINES FOR DNP PROJECT

The AACN *DNP Essentials* (2006) recognizes the need for a final scholarly project that demonstrates clinical scholarship. The *DNP Essentials* clarifies the scope of the final scholarly project, the level of implementation, the impact on system/practice outcomes, the extent of collaborative efforts, the expected dissemination of findings, and the degree of faculty mentorship/oversight. It is important that the translation of knowledge into the practice setting by way of the final scholarly project be guided by criteria to ensure consistency of learning. Students can refer to the DNP Project Handbook, which can be found on the SON website.

PROCESS FOR CHANGING DNP PROJECT CHAIR

Underlying Philosophy
DNP students self-select their DNP Project Faculty Chair and are responsible for doing the interviewing or investigatory work to ensure to the extent possible that they are compatible with the person they select. There are instances however, when a student and/or faculty member conclude that continuing to work together is not productive. When a DNP student and/or Faculty Chair make the decision to request a change in the Faculty Chair, the following procedure must be followed:

If the **Faculty Chair** wants to be released from the DNP Project:
1. The Faculty Chair must first make an appointment and meet with the DNP student to discuss the relationship. If the issue(s) are unresolved after meeting with the student, then the Faculty Chair needs to meet with the Program Director/Coordinator to discuss why continuing to work with the student is no longer feasible and provide feedback on the progress made by the student thus far.
2. An agreement to separate from a DNP student must be made with the Program Director/Coordinator, Faculty Chair, and DNP student. Documentation of the separation will be placed in the DNP student's academic file.
3. Once the decision to separate has been approved, it is the DNP student's responsibility to find a new Faculty Chair for their DNP project. The new Faculty Chair must have the required academic credentials/faculty rank as described in the student handbook and must be approved by the Program Director/Coordinator. Documentation regarding who will be the new Faculty Chair will be placed in the DNP student's academic file.
4. The outgoing Faculty Chair must write a detailed account of the progress that has been made on the project up to the date of the Faculty Chair's resignation. This document must be submitted to the DNP student and the newly appointed Faculty Chair, and a paper copy placed in the DNP student's academic file.
5. The new faculty Chair will send correspondence to the Program Director/Coordinator and SON Graduate Program Director, giving the exact date they will assume the duties of Faculty Chair.

If the **DNP Student** wants to change the Faculty Chair of their/DNP Project:

1. The DNP student must meet with the Faculty Chair to discuss the reasons why they is requesting to change their Faculty Chair.
2. If the Faculty Chair and DNP student are unable to come to an agreement and the DNP student still wants to change their Faculty Chair, then the DNP student must next meet with the Program Director/Coordinator.
3. If the Program Director/Coordinator concludes that the differences cannot be resolved, an agreement will be made between the Program Director/Coordinator, Faculty Chair and the DNP student. Then the process for selecting a new Faculty Chair may begin. Documentation of the separation will be placed in the DNP student's academic file.
4. The DNP student is responsible for finding a new Faculty Chair who must have the required academic credential/faculty rank as described in the DNP student handbook.
5. The DNP student may keep their current committee member(s), however a new "DNP Project Committee" form must be completely filled out after a new Faculty Chair has been chosen and submitted to the Program Director/Coordinator and the SON Graduate Program Director.
6. Once a new Faculty Chair has been selected and approved, the form will be placed in the DNP student's academic file.
7. The DNP student is responsible for informing the new Faculty Chair of the work that they has done to date on the DNP Project.

ACADEMIC PROGRAM POLICIES

CORE PERFORMANCE STANDARDS

SON Undergraduate students must be able to demonstrate all of the Core Performance Standards while a student.

Any student who believes they may need assistance meeting the Core Performance Standards should contact the OU Office of Disability Support Services (DSS), 103A North Foundation Hall, (248) 370-3266 or DSS@oakland.edu.

Critical Thinking	Inductive/deductive reasoning sufficient for clinical judgment and decision-making.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, spiritual and intellectual backgrounds.
Emotional Stability	Emotional stability sufficient to assume responsibility/accountability for actions.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care. The student must be able to perform basic life support; provide physical assistance to patients including repositioning, transfers and ambulation.
Mobility	Physical abilities sufficient to move from place to place and maneuver in small places. Students must have the ability to stand for extended periods of time.
Visual	Visual ability sufficient to provide safe and effective nursing care.
Hearing	Auditory ability sufficient to provide safe and effective nursing care.
Tactile	Tactile ability sufficient for assessment and implementation of care.
Health	Characteristics that would not compromise health and safety of clients.

STUDENT EXPECTATIONS

The *American Nurses' Association (ANA) Scope & Standards of Practice (4th ed.)* provide the foundation for the expectations for all admitted undergraduate and graduate nursing students. The Standards identify areas of professional performance that are expected of every nurse. As part of the nursing student's development, it is imperative that each student demonstrate this professional conduct in all health care, academic and other settings. Each Standard is followed by competencies for the registered nurse and additional competences for the graduate-level prepared specialty nurse and the APRN.

A violation of the ANA Scope & Standards of Practice, the ANA Code of Ethics (see below), the University's Student Code of Conduct, and/or unprofessional/unsafe behavior in any university, class, lab, clinical setting or public setting (including without limitation online/social media), may result in discipline up to and including suspension or dismissal from the SON and/or the University.

For further information, refer to the ANA (2015) position statement on Incivility, Bullying, and Workplace Violence at Violence, Incivility, and Bullying.

ANA CODE OF ETHICS FOR NURSES

The ANA *Code of Ethics for Nurses with Interpretive Statements* is the definitive framework for ethical analysis and decision-making for RNs across all practice levels, roles and settings. The code of ethics is expected to be upheld by all nursing students at all times and includes, without limitation, the following:

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

MEDIA POLICY

Divulging confidential patient and/or family information of any kind without authorization, including without limitation in-person, via telephone and/or via any electronic media (e.g., e-mail, text, social media, or any other electronic communications of any kind), violates the applicable ethical, professional and legal standards, and may result in discipline up to and including suspension or dismissal from the SON and/or the University. See additional information from the ANA and National Council of State Boards of Nursing regarding the Use of Social Media.

In addition, the use of any language or materials, including without limitation in-person, via telephone and/or via any electronic media (e.g., e-mail, text, social media, or any other electronic communications of any kind), may also result in discipline up to and including suspension or dismissal from the SON and/or the University if it:

- Contains illegal content;
- Violates any University or SON policy or any provision of this handbook;
- Constitutes fighting words, obscenity, defamation, invasion of privacy, harassment, threats, intimidation or discrimination on a basis prohibited by federal or state law;
- Has the effect or likelihood of inciting imminent unlawful action;
- Conveys an imminent threat of physical harm to specific individuals, including without limitation in-person, via telephone and/or electronic communications, the internet and/or any other social media.

OU JUDICIAL PROCESS

All members of Oakland University's academic community are expected to practice and uphold standards of academic integrity. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students office and adhere to the student judicial system.

OU FORMAL COMPLAINT/INCIDENT REPORT PROCESS

Students, faculty, staff, parents, and others are strongly encouraged to report behaviors that they feel are concerning, worrisome, or threatening (no matter how small or insignificant that may seem). The link to submit a formal complaint or report an incident of concern can be found at the OU Dean of Students website. Imminent threats should immediately be reported to the Oakland University Police Department (OUPD).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA (1974) is a federal law designed to protect the privacy of educational records and to establish the rights of students to inspect, review, and restrict access to their education records. A full copy of the OU FERPA policy is available on the OU website. All SON policies and practices governing the collection, maintenance, review, and release of student education records are based on the principles of confidentiality and the student's right to privacy, consistent with FERPA.

INDEPENDENT STUDY OPTION

Independent study (NRS 5991 - 1 to 12 credits) is available to students with consent of the FOR and the Associate Dean. Options include, but are not limited to:
1. Independent study of a nursing issue, exploration of a topic or trend in practice.
2. Participation in a preceptorship experience (includes clinical experience in a health care agency under the supervision of a faculty member).
3. Nursing Laboratory assistantship.
4. Advanced exploration of a topic in nursing administration or practice.

PETITION OF EXCEPTION TO AN ACADEMIC POLICY OR REQUIREMENT

Graduate academic policies and requirements have been formulated by the Graduate Council and the University Senate with the goal of ensuring academic quality. It is the responsibility of each graduate student to be familiar with the information published in the Graduate Catalog and to know and observe all policies, requirements and procedures related to their graduate program. The OU Graduate Catalog contains official information about degree programs, policies, procedures, and resources. The OU Graduate Catalog may be found on the Graduate School website.

Graduate academic policies and requirements are to be equitably and uniformly enforced. Circumstances occasionally occur that warrant individual consideration. A graduate student, who believes that there are compelling reasons for a specific policy or requirement to be waived or modified, should submit a written petition.

Decisions regarding petitions are made by the Graduate Committee on Instruction of the OU SON and the Graduate School. Please work with your Academic Adviser if you believe you should be submitting a petition of exception.

COURSE WAIVER/SUBSTITUTION FOR A GRADUATE PROGRAM REQUIREMENT

Students admitted to a graduate program are expected to complete the program requirements according to the OU Graduate Catalog. On occasion, a required course in a graduate program may not be available or may no longer be offered due to program changes. With advanced approval from the Program Director/Coordinator and the Graduate School, a student may request a course requirement be waived and another OU course substituted.

When there is just cause for the substitution, a student must submit a Course Waiver/Substitution Request form. Please work with your Academic Adviser if you believe you should submit a course waiver/substitution petition.

WITHDRAWAL POLICY

A student who wants to withdraw from nursing courses or the SON must notify their SON Academic Adviser and Program Director. Please work with your Program Director/Coordinator and Academic Adviser if you would like to withdraw from a course or the School of Nursing.

LEAVE OF ABSENCE POLICY

SON graduate students may go "on-leave" for up to one year (a total of no more than 12 months). Prior to going on-leave, the student is required to meet with their SON academic adviser and program director/coordinator and complete the SON Leave of Absence form. If the situation allows, an amended POS will be generated. Returning to SON coursework is contingent upon space availability. The following requirements must be satisfied by all students who wish to return from on-leave status:
https://www.oakland.edu/grad/current-graduate-students/forms/
*NA students should refer to the NA Student Handbook

APPLY TO GRADUATE

Students must apply for graduation. To complete the application, visit Apply for Graduation. Students who do not apply to graduate will experience a delay with degree conferral.

CONTINUOUS ENROLLMENT POLICY FOR DNP PROJECT

The continuous enrollment policy for doctoral students requires continuous registration of graduate students for at least one credit hour, each semester in the academic year to maintain an active graduate student status. This is required for the fall and winter semesters only, until all degree requirements are met and the final project is submitted and approved by the Graduate School.
The continuous enrollment policy can also be met by registration in a graduate level course relevant to the student's academic program. Should circumstances arise that may cause an interruption in graduate study, the student must apply for a Leave of Absence.

Doctoral students who do not maintain continuous enrollment and have NOT been granted an official leave of absence, are subject to termination from the program, based on recommendation of the department and approval by the Academic Dean.

*NA students should refer to the NA Student Handbook.

POLICIES AND PROCEDURES FOR PROGRESSION, RETENTION, AND DISMISSAL IN THE SON GRADUATE PROGRAM
Approved by the School of Nursing FA on April 23, 2020

MINIMUM REQUIREMENTS FOR CONTINUING IN THE GRADUATE PROGRAMS OF THE SCHOOL OF NURSING

Once admitted to the School of Nursing (SON), graduate nursing students are required to earn a minimum grade of B or higher in each course. In courses graded satisfactory/unsatisfactory progress, students are required to earn a course grade of "satisfactory progress" (SP) to progress in their program. SON courses may be repeated only one time. Students enrolled in the BSN-DNP Nurse Anesthesia program should refer to the OU-Beaumont Graduate Program of Nurse Anesthesia Student Handbook for information related to grading, probation, progression, and dismissal.

SON graduate students who do not meet these standards will be placed on probation with conditions imposed for retention in the program or they may be dismissed from the program.

Probation: An OU SON graduate student will be placed on probation if the student receives one (1) nursing course grade below a B or a grade of Unsatisfactory progress (NP). Students, who withdraw from

a course after receiving a failing midterm grade, will be counseled. Students who withdraw from a course more than once may be placed on probation or recommended for dismissal from the program. Upon written receipt of notification of placement on probation, the student will also be notified of the conditions necessary for him/her to continue in the graduate nursing program by the Associate Dean with a copy of the notice placed in the student's file.

An independent study course or a competency exam cannot be used as a substitute for a failed course. The student must also develop a written plan for success in meeting the conditions of probation and a copy will be placed in the student's file.

Dismissal: A graduate student will be dismissed from the SON if he/she:
1. receives a grade below B in more than one (1) nursing course;
2. receives a grade of Unsatisfactory progress (NP) in more than one (1) course;
3. withdraws from more than one course after having received a failing midterm grade;
4. fails to fulfill the conditions of probation; or
5. exhibits unsafe, unethical or unprofessional behavior in any academic or clinical setting

*Note that a grade less than B or NP are both failing grades and thus receiving either consecutively will be considered grounds for dismissal.

RESOLUTION OF AN ISSUE WITH THE EVALUATION/GRADING PROCESS

Faculty are expected to evaluate student work according to academic standards. It is faculty prerogative to assign student grades utilizing his/her academic/professional judgment. The only person who can change a grade is the faculty member who initially assigns the grade. Grades cannot be grieved, only the process by which they were assigned.

If an OU SON student believes he/she has been graded in an arbitrary or capricious manner, or not afforded due process, he/she may discuss the issue with the faculty who assigned the grade. Capricious grading is defined as the following:
1. The assignment of a grade to a particular student on the basis of something other than performance in the course.
2. The assignment of a grade based on a substantial departure from the instructor's stated criteria as described in the course syllabus.

In order to attempt a resolution of the grading issue, the student must first meet in person with the faculty who assigned the grade. If the issue remains unresolved after meeting with the faculty who assigned the grade, the student may choose to meet with the Faculty of Record (FOR) for the course. If the student chooses not to meet with the course FOR, the grading issue is considered resolved and no further action is taken. If the student meets with the course FOR, and the issue is unresolved the student may request a Grievance Hearing.

GRIEVANCE PROCEDURE

Grievance Process Step 1: Initial Notification of Intent to File a Grievance

The Grievance procedure is to be initiated by the student within two business days of receipt of grade. Receipt of grade is defined as when grades are available for student viewing on the Oakland University SAIL system. It is the student's responsibility to check their grades. In the case of partial semester courses, receipt of grade is defined as when the grade is reported to the student by the faculty member. A grievant's statement must be submitted in writing by the student through OU email to all of the following simultaneously; the faculty who assigned the grade, the course Faculty of Record, and the Associate Dean.

Grievant's Statement
The *Grievant's Statement* must include the course name and number, the student's name, and faculty member(s) involved, and a summary stating the specific policies, procedures, or due process violated. Further, the statement must include the specific actions upon which the violations are based and what actions were taken to resolve them. The *Grievant's Statement* must be kept to one typewritten page. Supplementary materials relevant to the complaint may be attached to support the grievance. The student assumes the burden of proof in the grievance procedure. A student who initiates the grievance process may continue with his/her *Plan of Study* assuming all prerequisites have been met until the process is resolved. Student Grievance Form

Faculty Advocate
The student may request a School of Nursing faculty member act as an advocate to assist with understanding the grievance process and procedure. At the student's request the School of Nursing faculty member, acting as an advocate, may attend the Grievance Hearing meeting. The faculty advocate may make a statement on behalf of the student before the panel makes its final decision.

Grievance Process Step 2: Preparation for Grievance Hearing

Submission of any supporting documentation for the grievance must be submitted to the Associate Dean's office within two business days. The student's file with all materials associated with the grievance will be held in the Associate Dean's office for review by members of the *Grievance Panel*.

Grievance Process Step 3: Grievance Hearing

The *Grievance Panel* will convene on the third assigned grievance day. The *Grievance Panel* will review all materials submitted by the grievant and faculty. The Panel will meet separately with the grievant and the faculty involved with the grievance.

Grievance Panel Statement
The *Grievance Panel* will submit a written one-page recommendation regarding the student's grievance to the Dean within two business days after completion of the hearings. The written recommendation will include the course name and number, the student and faculty member(s) involved, and a summary of the evidence and the policies and procedures upon which the Panel based its recommendation. Supplementary materials relevant to the recommendation may be attached.

Final Grievance Recommendation
The Dean shall act upon the *Grievance Panel's* recommendation within 24 clock hours of receipt of the materials. The decision of the Dean is final. The student will be notified of the Dean's decision in writing via the student's OU email and by Certified Mail. Faculty involved in the grievance will be notified of the Dean's decision by OU email.

Withdrawal of Grievance
A student initiating the grievance procedure may withdraw the grievance at any time by writing the Associate Dean via OU email.

PROCEDURE TO APPEAL A DISMISSAL FROM A SON GRADUATE PROGRAM

The appeal procedure for academic dismissal is a closed, internal proceeding. As such, there is no institutional attorney or other representation at a hearing. The decision to reinstate a student will be made in the sole or absolute discretion of Graduate Study and the Dean of Graduate Education.

In general, reinstatement may be granted in cases where either the intent of the procedure was not followed or where there are additional, extenuating circumstances that affected the student's performance that were unknown at the time of the initial recommendation to Graduate Study.

Step 1
Following receipt of a letter of dismissal from Oakland University Graduate School, the student has three months to appeal the dismissal. If the student wishes to appeal, the student must write a letter to the Dean of Oakland University Graduate School, with a corresponding copy to the chair of the relevant graduate program or department. The appeal must cite an appropriate cause for consideration of the appeal, providing information on the reason(s) for reinstatement and substantial evidence or extenuating circumstances in support of reinstatement. Disagreements over evaluation of academic quality or the decision of a graduate program unit to remove a student from an internship, practicum, clinical site, or service-learning placement must be appealed within the academic graduate program.

Step 2
Within thirty (30) calendar days of receipt of a student's appeal, the Dean of Oakland University Graduate School will seek written input from the Chair or Program Coordinator of the relevant graduate program or department. The graduate program or department has fourteen (14) calendar days to send written input to the Dean of Oakland University Graduate School. The Dean of Oakland University Graduate School will review the case, based upon the appeal and written input from the graduate program and/or department.

The Dean of Oakland University Graduate School may either 1) uphold the dismissal status or 2) reverse the decision of the graduate program and/or department.

If the Dean of Oakland University Graduate School is satisfied that there is no valued basis for reinstatement and that the proceedings regarding the student have met the stated procedure and requirements, the appeal for reinstatement will be denied. If there is a reason to overturn the dismissal, the student will be reinstated on academic probation until such time as the student meets all academic requirements and standards or is returned to good academic standing.

The decision of the Dean of Oakland University Graduate School is final.

REVERSAL OF DEPARTMENT DECISION TO DISMISS

Should the Dean of Oakland University Graduate School find that the graduate program unit or department did not follow proper procedures, or unprofessional conduct is a concern, which might have affected the graduate program decision of dismissal, the appeal may be subject to reversal.

In such a case or in any other case deemed appropriate by the Dean of Oakland University Graduate School, advice from the Graduate Council Subcommittee on Academic Graduate Conduct may be sought at the discretion of the Dean of Oakland University Graduate School.

Following the investigation or advice from the Graduate Council Subcommittee on Academic Graduate Conduct and the final review by the Dean of Oakland University Graduate School, the result will be conveyed in writing to the student, the graduate program unit and the dean of the respective College or School.

SCHOOL OF NURSING

GRADE CONVERSION SCALE

Approved by the SON Faculty Assembly on March 30, 2017

PERCENTAGE	GPA
95.00-100.00	A
90.00-94.99	A-
85.00-89.99	B+
80.00-84.99	B
75.00-79.99	B-
70.00-74.99	C+
65.00-69.99	C
60.00-64.99	C-
55.00-59.99	D+
50.00-54.99	D
0.00-49.99	F

FACULTY/PM-DNP STUDENT MENTOR PARTNERSHIP AGREEMENT

This agreement indicates my consent to work with _____ and provide advice and consultation on academics, research, and guide development toward the DNP project.

MENTOR RESPONSIBILITIES:

- Provide information and guidance regarding the student's plan of study
- Provide advice regarding professional development by identifying conferences and/or other professional meetings that the student can attend with/or without their mentor
- Provide information on professional organizations

We have discussed the process by which we will work together. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, is as follows:

2. Provide regular feedback to each other and evaluate progress.

Mentor's Signature_____Date_____

Mentee's Signature _____Date_____

Program Coordinators Signature_____ Date_____