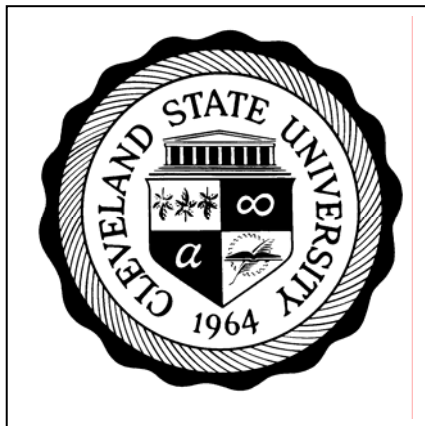


**CLEVELAND STATE UNIVERSITY**  
**COLLEGE OF EDUCATION & HUMAN SERVICES**  
**SCHOOL OF NURSING**

**MASTERS OF SCIENCE IN NURSING**  
**PROGRAM**  
**GRADUATE STUDENT HANDBOOK**



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# TABLE OF CONTENTS

Welcome .....	1
Contract Form .....	2
Accreditation Status .....	3
Core Values.....	3
Purposes of the Nursing Program .....	4
Nursing Program’s Philosophy .....	4
Terminal Objectives.....	8
Core Competencies .....	8
Curricular Map.....	10
Tracts .....	10
MSN Special Populations .....	10
MSN Clinical Nurse Leader .....	11
MSN Forensic Tract.....	12
MSN/MBA Tract .....	13
Graduate Certificate in Gerontological Studies .....	14
Graduate Certificate in School Nurse Licensure .....	15
Graduate Certificate in Education.....	16
Standard Course Policies .....	20
Exams.....	20
Assignments.....	20
Reasonable Accommodations .....	20
Academic Conduct.....	21
Probation and Dismissal Policies.....	21
Grade Dispute Procedure .....	22
Student Responsibilities and Expectations .....	23
Communication Deficiency .....	23
Professional-Evaluation Portfolio.....	24
Portfolio Evaluation Scoring Form.....	25
Scoring Rubric .....	35
Faculty Advising.....	44
Academic Calendar.....	44
Scheduling Changes.....	44
Clinical Sites .....	44
Transportation.....	44
Textbooks & Electronic Resources.....	44
Safety and Security .....	45
Emergencies, Fire Alarms and Extinguishers.....	45
Bloodborne pathogens, Health Services .....	45
Escort Service .....	46
Professional Membership .....	46
Scholarship information .....	46
Criteria for Written work .....	46

# WELCOME

## Graduate Nursing Students

Welcome to the Cleveland State University Nursing Program! This *Graduate Student Handbook* for the MSN program and the *CSU Bulletin Graduate Issue* details program specific policies and procedures and standard resources for all graduate students in the School of Nursing. The university's e-mail system also has valuable current information which you should consult regularly during the program. The University's Internet website <http://www.csuohio.edu> also provides information regarding resources, services and programs that are available to students.

Carefully read the entire *Handbook* and upon completion of this review, **sign and date** the contract form (page iv of this manual).

All completed contract forms must be returned the Nursing Office, Rhodes Tower 915 during the first week of the semester after you have been admitted to the program for you to continue with classes. Signing of the contract signifies your willingness to abide by the rules and regulations of the program. Please keep this *Handbook* in a convenient place and refer to it as necessary.

*Graduate Nursing Program  
Faculty & Staff*

Cleveland State University  
School of Nursing  
MSN Program  
Policy and Procedure  
**Contract Form**

My signature on this form indicates that I have read this *Handbook*, and that I agree to abide by the rules, regulations and guidelines regarding the Nursing Program as approved by the Nursing faculty and published in the School of Nursing, *Graduate Student Handbook*.

I understand that this signed statement is a requirement for continuation in the Nursing Program and that it will be filed in my student record.

**Please sign your name below and return this form to the Nursing office by the first week of the semester in which you are admitted and enrolled in the MSN program.**

---

Student's Name (Print)

---

Student's signature

---

Date

***P. S. Return signed form to RT 915***



## ACCREDITATION STATUS

The Cleveland State University MSN Program is approved by the Ohio Board of Regents and received accreditation from the Commission on Collegiate Nursing Education in Fall 2001.

## CORE VALUES

<b>Excellence:</b>	Participation to achieve excellence in Education, Scholarship and Practice.
<b>Integrity:</b>	Integrity and responsibility as paramount in all activities and interactions.
<b>Cooperation:</b>	Cooperation, collaboration and teamwork as integral to the success of all endeavors.
<b>Thoughtful Reflection:</b>	Thoughtful reflectiveness in all scholarly, therapeutic and personal activities and interactions.
<b>Commitment:</b>	Commitment to the ongoing needs of our stakeholders.
<b>Growth:</b>	Growth of self, individual, nursing program, university and community.
<b>Concern:</b>	Concern and respect in all relationships.

### Expectations for Admission to the Program

To be eligible for admission to the MSN program the applicant must:

- Have a BSN from a nationally accredited nursing program
- Have an undergraduate GPA of 3.0 or above on a 4.0 scale
- Have an active license as a RN in the State of Ohio.
- Have malpractice insurance
- A statistics course (may be at the undergraduate level)
- Have submitted two (2) letters of reference that address the applicant's professional work (forms for reference letters available from the School of Nursing)
- An official transcript from each college and university previously attended.
- Have been admitted into the College of Graduate Studies

To be eligible for admission to the MSN/MBA program the applicant must meet the admission requirements for both the College of Business Administration and the School of Nursing.

- Meet all requirements for admission to the MSN program
- A total of at least 950 points based on the formula: 200 times the overall undergraduate grade-point average plus the Graduate Management Admission Test (GMAT) score; or at least 1,000 points based on the formula: 200 times the upper

division grade-point average plus the GMAT score. Students scoring below the required score on the GMAT may be required to take prerequisite courses prior to admission into the program

- Have been accepted into the James A. Nash College of Business Administration for Admission
- Have completed all prerequisites needed for Admission to the School of Nursing and the James A. Nash College of Business Administration

***Additional Expectations:*** Applicants are expected to have

- Computer literacy skills; use word processing and spread sheet programs, conduct searches of the nursing and medical literature using standard databases, conduct business over e-mail with use of attachments, enter into Internet discussion groups, search the Internet for nursing and health-related information.
- Completed a recent course in statistics and be knowledgeable on – descriptive statistics, t-test, ANOVA, Regression, and chi-square and know the applicability of parametric and nonparametric statistical tests.
- Completed an undergraduate nursing course in nursing/health assessment
- Identified a population of interest to focus his/her course of study during the program.

## **PURPOSES OF THE NURSING PROGRAM**

Purposes of the School of Nursing are to:

1. Offer a community based undergraduate nursing curriculum that fosters health promotion/disease prevention.
2. Offer a graduate nursing curriculum that emphasizes care for population groups.
3. Provide a curriculum that builds on and integrates theories and concepts gained from course work in liberal arts, humanities, and the natural, physical, and behavioral sciences;
4. Provide opportunities for persons to acquire an undergraduate and graduate degree in nursing;
5. Provide a cadre of nurses who can function effectively in a variety of professional roles to enhance the health of clients in a multi-cultural society;
6. Prepare professional nurses for leadership positions at the local through international levels;
7. Prepare graduates to advance the science of nursing through practice, education, and research.

## **NURSING PROGRAM PHILOSOPHY**

In keeping with the University's mission statement, and missions of the College of Education and Human Services and the School of Nursing, the nursing faculty holds the following beliefs about Person, Environment, Health, Nursing, and Education:

## **Person**

A person is an integrated whole, a biophysical being who is rational, social, emotional, sexual, spiritual, and innately healthy. The person is endowed with inherent dignity and worth. A person possesses potential to discover and impart knowledge and skills to others, and to learn, grow, and change. As a rational being, a person uses mental processes to search for knowledge and truth. As a social being, a person communicates with others and assumes various roles within a family, group, and community. A person adopts values, beliefs, and attitudes which influence life experiences and quality of life. A person is able to differentiate self from others while existing in interdependent relationships in a shared environment with various sociocultural groups. A person has the capacity to form and participate in relationships as best suited to emerging needs. As an emotional being, a person is able to recognize feelings and reacts to changes in the environment. As a sexual being, a person has the capability to express intimacy. As a spiritual being, a person searches for unifying threads that give meaning and value to life. As an innately healthy being, a person seeks to understand, manage, and find meaning and purpose in life through management of adaptive energy.

Nursing care is delivered to all clients recognizing the each individual as an integrated whole. The client of nursing can be in individual, family, group or community of persons.

## **Environment**

Environment encompasses the totality of a person's life experiences. The environment is viewed as both internal and external in nature. The internal environment is within the person -- body, mind, and spirit. The external environment consists of the society with its attendant ideas, symbols, mores, values, roles, and physical surroundings. The external environment also includes the immediate physical environment as well as the global surroundings. The internal and external environments interact.

The environment is dynamic in nature; its resources are limited. The environment contributes both stressors and resources to the person. As each person attempts to maintain health, he/she must recognize his/her relationship to environment, and understand that this relationship is essential for mutual survival. Openness, respect, and support enhances the environment. Environment includes transactions and relationships between and among the person, family, significant others, places and objects. Diverse cultures in communities provides an environment for learning and practice within the fabric of the nursing profession. The health of the physical environment and the health of the ecosystem are believed to be essential for the continued health of every individual and community.

Of the various environments, the learning environment is of special concern to nurse educators. The learning environment consists of human and material resources and all interactions and experiences students have with others. A significant component of the learning environment is communication between faculty and students that helps students move toward actualizing their potential as professional nurses.

## **Health**

Health is a dynamic state that is personally and culturally defined. Health is the successful

management of tension and stress through the mobilization of resources. Levels of health are achieved, maintained, and restored through person-environment interactions, and are supported by the use of therapeutic nursing interventions. Each individual, family, group, and community has the right and responsibility to engage in preventive health activities. Access to community based settings is important for health promotion and disease prevention. Ability to plan and evaluate care for population groups is important for health planning and policy, and for documenting outcomes of nursing care.

## **Nursing**

Nursing is both an art and science. Nursing is based on the integration of knowledge of theories and concepts from the natural, behavioral and nursing sciences as well as the humanities which provide the foundation for professional nursing practice. Professional nursing practice involves the diagnosis and treatment of human responses to actual or potential health problems/ life processes and includes six essential features: provision of a caring relationship that facilitates health and healing; attention to the range of human experiences and responses to health and illness within the physical and social environments; integration of objective data with knowledge gained from an appreciation of the patient or group's subjective experience; application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking; advancement of professional nursing knowledge through scholarly inquiry; and influence on social and public policy to promote social justice (ANA, Social Policy Statement, 2<sup>nd</sup> edition, 2003, p. 5). Nursing is a profession that uses supportive, nutritive, and generative behaviors. It encompasses scientific, supportive, and nurturant behaviors which facilitate the enhancement of health of individuals, families, groups, and communities. Nursing is concerned with health and focuses on helping clients use resources to the best of their ability to cope with stressors. Nursing is an evolving profession which builds on the accomplishments of its past. Nursing is sensitive to diverse populations and incorporates the knowledge of cultural differences related to health and health care.

Professional nurses use critical thinking to meet the health needs of clients in generalist, specialist, advanced or independent practice roles. Professional nurses assume the roles of care giver, health teacher, client-advocate, counselor, coordinator, collaborator, change agent,/leader, manager, consultant, or researcher. They collaborate with interdisciplinary team members and others to provide health care. Professional nurses use research findings and/or conduct research to improve nursing. Professional nurses have a strong commitment to ethical behavior and Professional Standards of Practice, and assume responsibility, authority, and accountability for their actions. Professional nurses use primary, secondary, and tertiary preventative strategies.

Primary prevention strategies relate to those activities which promote and maintain health-- that is, health teaching, immunization, early detection, and treatment. Secondary strategies relate to activities which focus on acute and critical care and the limitation of disability. Tertiary preventive strategies relate to those activities related to rehabilitation, long term care, and care of the dying.

## **Education**

Education is a structured process leading to formalized outcomes. Education provides a person with tools contributing to personal development. Education is present and future-oriented; it is accomplished by facilitative communication, critical thinking, problem-solving, and

decision-making. Education provides a firm basis for understanding self and relationships to others and society as a whole. Nursing education contributes to the development of a personal and professional identity. Education enhances a person's ability to confront ambiguities of life and maintain a sense of coherence. Education provides the means for effecting change in a systematized, logical, goal-oriented, and direct manner. During this process of change, a person becomes able to identify and explore alternative perspectives.

Learning is a process of change that continues throughout a person's life. Learning is self-directed inquiry. Faculty and students actively engage in learning experiences.

Teaching is a set of strategies that encourage an individual's initiative and independence of thought while facilitating ability to inquire, analyze, synthesize, correlate, and generalize.

Teaching-learning contributes to the development of professional values, attitudes, and behavior through a partnership of accountability between teacher and learner.

Faculty support students in the educational process by acknowledging that students experience a variety of stressors during the learning process. These stressors can enhance or interfere with achievement of personal and educational goals. Other factors influence mutual learning such as, interests, learning needs, attitudes, past experiences, different learning styles, cultures, and learning environments. The faculty provides opportunities to incorporate life experiences into meaningful mastery of new learning for growth of the personal and professional self.

Baccalaureate nursing education prepares the person to enter into the culture of professional nursing. During the educational process, the student is socialized to values, traditions, and obligations of the profession. This education provides knowledge and skills needed to fulfill professional roles and functions.

Baccalaureate nursing education consists of two components: liberal arts and a professional nursing major. The liberal arts component provides a foundation of knowledge from natural sciences and behavioral sciences, and humanities. This component is integrated with a professional nursing major helping students learn to use an organizing framework for professional practice.

This education provides an essential foundation for understanding a person's response to the environments, and for promoting self-understanding, personal fulfillment, and motivation for continued learning. Baccalaureate nursing education prepares a student to manage care with individuals, families, groups, and communities.

Graduate nursing education builds upon baccalaureate nursing preparation and is a foundation for doctoral study. Graduate nursing education assists a professional nurse to gain additional knowledge, skills, and specialization to apply to nursing practice. Graduate nursing education also includes two components: nursing knowledge and the knowledge of cognate disciplines to produce a graduate able to enter a multidisciplinary work group as an equal partner in planning, directing and evaluating health care.

This philosophy provides the fundamental guidelines and a value system for ordering priorities within the program and is the belief construct underlying the organizing framework of both the undergraduate and graduate curricula.

### Table 1. Terminal Objectives of the MSN Program

1. Use knowledge and skills from the natural, physical, behavioral, and nursing sciences, the humanities, multiple theories, and population-focused research to practice nursing across multiple care environments.
2. Use the nursing process and population models to provide therapeutic nursing interventions at each level of preventive care to assist population groups to achieve, maintain, or regain health.
3. Generates and uses nursing research findings in the delivery of care to aggregates
4. Participates as an equal member of a multidisciplinary health team to coordinate or manage care of populations.
5. Uses leadership and managerial skills to effect change in the delivery of health care to population groups.
6. Demonstrates responsibility and accountability, and ethical behavior when enacting the role of a Master's prepared nurse.
7. Recognize the need for lifelong learning and continued professional growth

### CORE COMPETENCIES OF THE MSN PROGRAM

Table 1. MSN Competencies for the Core Nursing Curriculum	
Competencies	Description
I. Research	Proposes, use, synthesizes and evaluate research to develop effective approaches to care for populations, communities and aggregates.
II. Policy, Organization and Financing Health Care	Provides quality cost effective care, participates and provides leadership in the design and implementation of population-focused care that maximizes human and material resources
III. Ethics	Integrates, models, values, analyzes, and defends ethical practices in population health care

Table 1. MSN Competencies for the Core Nursing Curriculum	
Competencies	Description
IV. Professional Role Development	Integrates the functions and activities of the population health nursing expert into professional practice through collaborative, consultative, interdisciplinary relationships within and among stakeholders to design models for essential and effective health care services to impact the health of populations.
V. Theoretical Foundations of Nursing Practice	Integrates and applies a wide range of theories, models and frameworks from nursing and other sciences to develop, implement, and evaluate nursing and health care provided to populations.
VI. Human Diversity and Social Issues	Demonstrates an understanding of the impact of diversity on the provision of nursing and health care and the influence of membership in subcultures on human behavior and access, acceptability, and appropriateness of care.
VII. Health Promotion and Disease Prevention	Uses epidemiological, social, and environmental data to draw inferences regarding the health status of client populations to meet the health promotion disease prevention needs.
VIII. Population Health Nursing Expert	Practices independently and interdependently to provide a broad range of health promotion and disease prevention services to populations across care environments.
IX. Lifelong Learning	Displays a commitment to excellence, professional and personal growth to meet the rapidly changing needs of the health care delivery system and the profession
X. Leadership	Models leadership behaviors, innovation and creativity to peers and other health care professionals, policy makers and consumers to improve outcomes of care for populations.

Adapted from: American Association of Colleges of Nursing. (1996). *Essentials for masters' education for advanced practice nursing*. Washington, D.C.: Author.

American Nurses Association. (1996). *Scope and standards of advanced practice registered nursing*. Washington, D. C.: Author.

## CURRICULAR MAP

The Masters program at Cleveland State University prepares students for advanced specialized practice in population health care. Population health care examines the health status of people in defined groups taking into account attributes thought to influence health such as lifestyle, ethnicity, disease, gender, age, geography, environment, and social/economic/political conditions. Students will identify a population based on interest and faculty availability. Currently students may chose from a MSN with a specialized population, a MSN with a clinical nurse leader focus, MSN with a focus in forensic nursing, or a Certificate in School Nursing, Education, and/or Gerontology

### Master of Science in Nursing Degree (MSN) (38 credits - minimum)

<b>ADVANCED NURSING KNOWLEDGE:</b>	<b>NURSING PRACTICE - POPULATION HEALTH**</b>	<b>FOCUS AREA</b>
14 credits	19 credits	5 credits minimum
<b>Courses:</b>	<b>Courses:</b>	<b>Courses:</b>
<b>NUR 500</b> <i>Role Development</i> - 1 credit	<b>NUR 505</b> <i>Demography/Epidemiology</i> - 3 credits	Specialized Populations
<b>NUR 501</b> <i>Population Health</i> - 3 credits	<b>NUR 604</b> <i>Nursing of Populations I</i> - physiological, pharmacological and environmental interventions in population health - 4 credits	Clinical Nurse Leader
<b>NUR 502</b> <i>Nursing Theory</i> - 3 credits	<b>NUR 605</b> <i>Nursing of Populations II</i> - psychosocial, behavioral and education interventions in population health - 4 credits	Gerontology
<b>NUR 503</b> <i>Nursing Research Methods I</i> - 3 credits	<b>NUR 606</b> <i>Practicum in Population Health Care</i> - 4 credits (lab) per University policy	Business Administration (MBA)
<b>NUR 601</b> <i>Nursing Research Methods II</i> - 3 credits	<b>NUR 607</b> <i>Role Development</i> - 1 credit	School Health Nursing
<b>NUR 602</b> <i>Health Care Policy and Politics for Nursing</i> - 2 credits		Education
<b>NUR 603</b> <i>Health Care Financing for Nursing Practice</i> - 2 credits		Independent Study
		Forensic Nursing

### **MSN: Specialized Population**

The MSN program is designed to prepare graduates with advanced skills in the care of populations (aggregates). The graduate will have in-depth skills in population assessment, demography, epidemiology, data analysis, evaluation research, survey research, data projections, cost-benefit analysis, and the ability to apply nursing theory, population theory, ethics, cultural

awareness, and political strategies to design, implement, and evaluate population health programs. The program enables nurses to practice with populations across care settings.

*Cognate or Area of Concentration (Identifying a Population)*

Students may choose their area of concentration according to interest and faculty availability. The population selected must be approved by the student's faculty advisor or the Program Director.

*Program of Study*

A minimum of 38 credit hours of study is required. Courses include:

- NUR 500 Professional Role Development – Course examines the emerging nursing role in population health necessary for practice in the current health care delivery system.
- NUR 501 Introduction to Population Health Nursing – Courses addresses the philosophy and framework for population care (care of aggregates).
- NUR 502 Theory Development in Nursing – Course sets the foundation for using theory as a framework in graduate-level nursing practice
- NUR 503 Nursing Research I – Course explores the research process and focuses on critical analysis of scientific knowledge related to clinical problems.
- NUR 505 Epidemiology and Demography – Course focuses on assessment of population groups with emphasis on epidemiology and demography.
- NUR 601 Nursing Research II – Course focuses on methods of implementing research findings to solve identified clinical problems and developing research questions.
- NUR 602 Health Care Policy - Course presents models of health care policy to understand behavior of complex health care, social organizations, or subcultures.
- NUR 603 Health Care Finance – Course focuses on economics, reimbursement, budget planning, business planning, and marketing in relation to nursing services.
- NUR 604 Nursing of Populations I – Course examines physiological, pharmacological, environmental, and demographic factors that frame nursing interventions at a population level. Course has clinical component.
- NUR 605 Nursing of Populations II – Course examines psychosocial, behavioral, educational, cultural, political, and ethical factors that frame nursing interventions at a population level. Course has clinical component.
- NUR 606 Practicum in Population Health – Capstone course where students plan, execute, and evaluate nursing practice within the context of the practice setting. Course has clinical component
- NUR 607 Professional Role Development II – Culminating seminar that focuses on the role of the population health nursing expert.

**MSN: Clinical Nurse Leader**

The Clinical Nurse Leader program is designed to meet the Assumptions developed by the American Association of Colleges of Nursing (AACN). The program prepares nurses to be leaders in the health care delivery system across all settings in which health care is delivered. Courses will prepare students to design, implement, and evaluate client care by coordinating,

delegating and supervising the care provided by the health care team.

\*Note: The CNL role is not one of administration but rather a provider and manager of care to individuals or cohorts within a unit or healthcare setting

#### Ten Assumptions for Preparing Clinical Nurse Leaders (AACN, 2004)

- Practice is at the Microsystems level
- Client care outcomes are the measure of quality practice
- Practice guidelines are based on evidence
- Client-centered practice is intra-and interdisciplinary
- Information will maximize self-care and client decision-making
- Nursing assessment is the basis for theory and knowledge development
- Good fiscal stewardship is a condition of quality care
- Social justice is an essential nursing value
- Communication technology will facilitate the continuity and comprehensiveness of care
- The CNL must assume guardianship for the nursing profession

#### *Program of Study*

Students will follow the same course of study as the MSN: Specialized Population. Students will focus on the ten assumptions of the CNL role in courses which include a clinical component (NUR 604, NUR 605, NUR 606) and will be placed with preceptors from practice partners, such as Fairview Hospital, involved in the development of the CNL role.

#### **MSN: Forensic Tract**

Forensic nursing is the application of the science and art of nursing to both criminal and civil investigations and legal matters. Forensic nurses provide care to victims/perpetrators of trauma and/or death due to criminal acts or traumatic events. In this program students will acquire the in-depth knowledge and skill that interfaces nursing with the law, forensic science, law enforcement, mental health, and the health care and judicial systems.

#### *Program of Study*

The program is structured so that students will receive the core courses in the MSN: Specialized Population major. This allows the student to gain a strong foundation in population health as well as theory and research. In addition the students will be required to take courses specifically related to the population of victims/perpetrators of crime, violence or traumatic events.

Advanced Nursing Knowledge Courses  
NUR 500 Professional Role Development  
NUR 502 Theory Development in Nursing  
NUR 503 Nursing Research I  
NUR 601 Nursing Research II  
NUR 602 Health Care Policy

Population Health Courses

NUR 501 Introduction to Population Health Nursing  
NUR 607 Professional Role Development  
Ethics Elective

*Area of Concentration – Forensics*

- NUR 511 Introduction to Forensic Nursing – Course provides an overview of the stress framework and crisis response training to develop a theoretical framework for guiding forensic nursing practice.
- NUR 512 Strategies for Population Health Assessment in Forensic Nursing – Course focuses on the physical, psychological and legal assessment performed to develop, implement, and evaluate nursing care strategies; identify, collect and preserve evidence; and document injuries.
- NUR 617 The Legal System – Course prepares nurses to interface with the legal system
- NUR 614 Nursing of Populations I (Forensics) - Course examines physiological, pharmacological, environmental, demographic and educational factors that frame forensic nursing interventions.
- NUR 615 Nursing of Populations II (Forensics) - Course focuses on the application of forensic principles learned in NUR 614 to the assessment and health care strategies of specific subpopulations (Sexual assault, domestic violence, abuse & neglect, assault, motor vehicle trauma, care of the perpetrator).

**Track in Nursing Education**

The Track in Nursing Education provides nurses in the MSN: Specialized Populations program to acquire skills needed for the education and clinical supervision of student nurses. The program allows students to identify their area of concentration to be both a clinical area and with student nurses. Students will be required to complete the core content for the MSN: Specialized Populations program and courses in the area of concentration to qualify for the track in nursing education:

*Program of Study: Track in Nursing Education*

*Core Courses*

NUR 501	Intro Population Health	3
NUR 502	Nursing Theory	3
NUR 503	Nursing Research I	3
NUR 505	Epidemiology	3
NUR 601	Nursing Research II	3
NUR 602	Health Care Policy	2
NUR 604	Nursing of Populations I	3
NUR 605	Nursing of Populations II	3

*Area of Concentration – Nursing Education*

NUR 520	Curriculum Develop. .	3
ETE 565	Technology in Classroom	4
NUR 626	Practicum/Nsg. Ed	4
NUR 627	Issues & Trends	3

*Area of Concentration: Nursing Education*

- NUR 520 – Curriculum Development in Nursing: Course facilitates the application of nursing and educational theories, concepts, and models to facilitate advanced critical thinking in the area of curriculum planning, design, development, implementation and evaluation in nursing educational programs.
- ETE 565 – Technology in the Classroom: Provides an overview and hands-on experience with major instructional uses of technology in the classroom; familiarizes students with current research in the area; and builds a moderate level of competence and confidence in designing instructional applications of technology.
- NUR 626 – Practicum in Nursing Education: Course enables the student to experience the roles of nurse educator through teaching practicum experiences with a nurse educator. The competencies and expectations of the teaching role are explored relative to the instructional and learning processes, student-teacher relations, ethics, accountability, responsibility and student evaluation.
- NUR 627 – Issues and Trends in Nursing Education: Courses focuses on current trends and issues regarding nursing education. The topics include role of nursing faculty as teacher, scholar, and citizen, professionalism, macrosociocultural factors influencing nursing education and career development

**MSN/MBA**

The MSN/MBA program is designed to prepare nurses for careers in management and administration. This unique program offers graduates advanced knowledge, competencies, and skills in nursing of populations and a foundation for their growth into competent business managers. The graduate will have in-depth skills in demography, epidemiology, data analysis, evaluation research, survey research, data projections, cost-benefit analysis and the ability to apply nursing theory, business theory, ethics, cultural awareness and political strategies to design, implement, manage, and evaluate health programs, departments, and facilities.

**Program of Study**

Students must meet all admission, course, and exit requirements for the Master of Science in Nursing and the Master of Business Administration. A sample course sequence is as follows:

**Semester 1:**

ACT 501	Financial Accounting
ECN 503	Economic Concepts
MLR 501	Mgt & Organizational Behavior
NUR 500	Professional Role Development
NUR 503	Nursing Research

**Semester 2:**

MKT 501	Marketing Theory & Practice
HCA 640	Health Care Law
NUR 502	Nursing Theory
NUR 602	Health Care Policy

**Semester 3**

FIN 501 Financial Management  
 GAD 515 Communication for Managers  
 OMS 511 Operations Management  
 NUR 601 Nursing Research II

**Semester 4**

HCA 601 Health Care Finance  
 MKT 601 Marketing Management  
 ACT 600 Managerial Accounting  
 NUR 605 Nursing of Populations

**Semester 5**

MBA 602 International Business  
 MLR 601 HR Management & Labor Relations  
 NUR 505 Epidemiology & Demography  
 NUR 606 Nursing Practicum

**Semester 6**

MBA 600 Team Dynamics  
 MBA 603 Mgt of Innovation & Technology  
 NUR 598 Ethics Elective  
 NUR 606 Nursing Practicum continued

\*The MSN/MBA is offered as a dual degree with the MBA program accepting nine hours of core MSN courses as elective credit and the MSN Program accepting 10 hours of core MBA courses as elective credit. The program is accredited by AACBS International, the Association to Advance Collegiate Schools of Business and the CCNE, the Commission on Collegiate Nursing Education.

**Graduate Certificate in Gerontological Studies**

The Graduate Certificate in Gerontological Studies is designed to assist students in developing careers in fields that provide services for the growing population of older people. Courses are offered in three specializations:

1. Clinical/interventive roles – designed primarily for students in health fields such as nursing, occupational therapy, physical therapy, and other professional fields such as clinical psychology, speech and hearing and social work
2. Gerontological policy/program development – intended to assist students with administrative and program development interests
3. Academic/applied research – designed for students planning to seek advanced degrees or to do applied research in community agencies serving older individuals

*Admission*

Degree-seeking graduate students who hold Regular admission status may be admitted to the certificate program. With program permission, Non-Degree graduate students may enroll in the courses but they cannot earn a University graduate certificate.

*Program of Study*

All students must complete a minimum of three specified courses plus an internship, research project, or practice course for a total of 13 to 15 credits.

1. Academic/Applied research Specialization
  - PSY 549 Aging and Mental Health Issues
  - SOC 516 Sociology of Aging
  - SOC 661 Aging and the Life Course

2. Clinical/Interventive Specialization
  - HCA 650 Long-term Care
  - PSY 549 Aging and Mental Health Issues
  - SWK 680 Aging and Social Work Practice
3. Gerontological Policy/Program Development Specialization
  - HCA 650 Long-term Care
  - SOC 516 Sociology of Aging
  - SOC 661 Aging and the Life Course
  - SWK 680 Aging and Social Work Practice
  - NUR Health & Older Persons

### **Graduate Certificate in School Nurse Licensure**

The certificate program in School Nurse Licensure is offered through the Department of Health, Physical Education, Recreation, and Dance and is based on the National School Nurse Roles and Standards. Completion of the program leads to Ohio Licensure for school nurses.

#### *Admission Requirements*

- Current Ohio RN license
- Bachelor's Degree from an approved College or University

#### *Program of Study*

<p><b>Comprehensive School Health Program</b>          HED 560 - Comprehensive School Health          NUR 550 -Legal Issues in School Nursing</p>	<p><b>Meets Standards 5 &amp; 6</b></p>
<p><b>Comprehensive School Health Education Delivery</b>          HED 561 - Methods and Materials in Health Education</p>	<p><b>Meets Standards 4 &amp; 8</b></p>
<p><b>Children with Special Needs and School Assessment</b>          NUR 530 - Assessment of the School Age Child;          Children with Special Needs          NUR 532 - Assessment of the School Age Child/Lab</p>	<p><b>Meets Standards 1, 2, 3, 4, 6</b></p>
<p><b>Community Health Collaboration</b>          HED 551 - Organization and Administration of Community Health Programs</p>	<p><b>Meets Standards 1, 3, 7, 9</b></p>
<p><b>Research</b>          NUR 360 - Nursing Research</p>	<p><b>Meets Standards 9 &amp; 10</b></p>
<p><b>Practicum for School Nurses</b>          HPR 679-681 Practicum          *Clinical and field based experiences, including a practicum of at least 10 weeks, is required to ensure proficiency in performing the duties of a school nurse.</p>	<p><b>Meets Standards 1 – 10</b></p>

Number of hours required is dependant on years of full time experience.

## **Graduate Certificate Program in Nursing Education**

### **Introduction**

The graduate certificate program in nursing education allows nurses with existing baccalaureate or master's degrees in nursing to acquire the skills and competencies needed for the teaching and clinical supervision of nursing students. The program is designed to prepare graduates to be clinical faculty members in schools of nursing or staff development instructors in health care or related facilities. The program concentrates on curriculum design and development, instructional design, use of technology in the classroom, clinical teaching, faculty and student roles, and the supervision and evaluation of student nurses in clinical areas.

### **Admission Information**

Students must hold either a baccalaureate or master's degree in nursing and have a current license to practice nursing in Ohio. Applicants must meet the graduate certificate admission requirements detailed in the Admissions section of this Catalog. Application materials should be submitted to the Graduate Admissions Office

### **Certificate Requirements**

Individuals who successfully complete the following 14 hours in nursing education coursework and practicum experiences with a grade of B or better are eligible to receive the Graduate Certificate in Nursing Education granted by the University.

#### **Certificate in Nursing Education (14 credit hours)**

NUR 520	Curriculum Development in Nursing (three credits)
NUR 626	Practicum in Nursing Education (four credits)
NUR 627	Issues and Trends in Nursing Education (three credits)
ETE 565	Technology in the Classroom (four credits)

See the Master of Science in Nursing in Nursing and College of Education and Human Services section of this Catalog for course descriptions.



**PART TIME STUDENTS (4 year sequence)**

<b>Year 1</b>	<b>Year 3</b>
<i>FALL</i> NUR 500 Role Development I (1 credit) NUR 501 Introduction to Population Health (2 credits)	<i>FALL</i> NUR 601 Nursing Research II (2 credits) Elective
<i>SPRING</i> NUR 502 Theory Development in Nsg (3 credits)	<i>SPRING</i> NUR 602 Health Care Policy (2 credits) NUR 603 Health Care Finance (2 credits)
<b>Year 2</b>	<b>Year 4</b>
<i>FALL</i> NUR 503 Nursing Research (3 credits)	<i>FALL</i> NUR 604 Nursing of Populations I (4 credits) NUR 605 Nursing of Populations II (4 credits)
<i>SPRING</i> NUR 504 Framework for Population Care (3 credits) NUR 505 Demography/Epidemiology * (3 credits)	<i>SPRING</i> NUR 606 Practicum in Population Health (3 credits) NUR 607 Role Development (1 credit)
<i>SUMMER</i> Elective	

## Forensic Tract Part Time Course Sequence

<i>Fall Semester Year One</i>				<i>Spring Semester Year One</i>			
NUR	500	Role Development	1	NUR	502	Theory	3
NUR	511	Intro Forensics	2	NUR	501	Intro Pop Health	3
			Total				Total
			3				6
<i>Fall Semester Year Two</i>				<i>Spring Semester Year Two</i>			
NUR	503	Research I	3	NUR	614	Nsg Pop (Forensics) I	4
NUR	512	Assessment in Forensics	3				Total
			Total				4
			6				
<i>Fall Semester Year Three</i>				<i>Spring Semester Year Three</i>			
NUR	615	Nsg of Pop (Forensic) II	4	NUR	602	Health Care Policy	2
			Total	NUR	617	Law	4
			4				Total
							6
<i>Fall Semester Year Four</i>				<i>Spring Semester Year Four</i>			
NUR	601	Research II	3	NUR	616	Practicum Forensic	3
Elective (Ethics)			2	NUR	607	Role Development II	1
			Total				Total
			5				4

## STANDARD COURSE POLICIES

**Exams:** Make-up exams will be given only at the discretion of and with prior approval of the instructor. If you are ill and will miss an exam, you must call the instructor prior to the scheduled examination time. Exams missed due to illness require a written physician's excuse prior to make-up. An unexcused missed exam will receive a grade of zero.

**Assignments:** All assignments must be turned in on time to receive full credit. Once an assignment is submitted it will be graded and returned to the student; it will not be returned for rewriting. Course instructors are available to meet with students to provide feedback. Students are welcomed to seek input from the instructor during the process of doing the assignment as needed.

Assignments that are submitted after the deadline, late, unless approved by the instructor, may have up to one letter grade per day late deducted. Assignments turned in late due to illness require a written physician's excuse. An unexcused late assignment will not be accepted and a zero grade will be assigned.

**Reasonable Accommodations:** It is the responsibility of all students requiring an accommodation to inform the instructor of their disability during the first week of the semester.

A written letter must accompany this from the Handicap / Disability Services Office, indicating the appropriate intervention determined. No accommodation can be expected if this procedure is not followed.

## ACADEMIC CONDUCT

**Academic Misconduct:** Academic misconduct is considered a serious professional behavior violation. The student may receive a professional development citation and/or deductions/failure in grading, as outlined in the CSU Student Handbook and the current CSU Bulletin Graduate Issue.

## PROBATION AND DISMISSAL POLICIES

**Probation:** Probation or Probationary Status in the Nursing Program informs the student that he/she is in noncompliance with the academic and/or professional behavior standards within the Program. A student will not be graduated from the Nursing Program while on probation. A student will be placed on probation by the Nursing Program, and be notified in writing if:

-- The current semester grade point average falls below the required 2.80. Within one week after receiving the probation notice, the student will initiate consultation with the Program Director to analyze the reasons for academic difficulties and to develop an appropriate action plan. Students placed on probationary status resulting from a semester GPA of less than 2.8 will not be permitted to proceed with clinical courses. If the academic probation occurs before taking the practicum, the student will not be permitted to proceed with practicum course until an assigned course has been completed and the student earns a grade of at least a "B" in that course.

Pending removal of the probationary status, the student will arrange with the nursing advisor for initiation/resumption of the nursing courses concurrent with the standard programmatic schedule though the sequence will be delayed and the student may not necessarily be permitted to graduate with his/her class. The Graduate Program Director will retain final authority concerning scheduling and designation of clinical placements. Probationary status will be removed when the student receives at least a 2.8 (programmatic) grade point average in the term following the probationary term and achieves a cumulative 2.8 (programmatic) grade point average no later than the second term following the probationary term.

### **Dismissal from the Graduate School as defined in the Graduate Bulletin:**

1. One grade of F, or
2. Two grades of less than B, or
3. Two grades of NS (not satisfactory)

**Mandatory Dismissal by the Graduate College:**

1. A second grade of F, or
2. Accumulation of a total of nine credit hours of less than B grades and a cumulative grade point average below 3.0.

**Dismissal from the MSN Program:**

1. A term grade point average below a 2.8 for two consecutive terms.
2. Inappropriate professional behavior that is inconsistent with the ANA Code of Ethics, the policies of the College of Graduate Studies, the School of Nursing *Graduate Student Handbook*, or the Ohio Nurse Practice Act. Failure to correct inappropriate professional behavior or a second citation within the probationary period is grounds for dismissal from the program.
3. A combination of academic and professional behavioral probation at any time during the professional program is grounds for dismissal from the program. Anyone dismissed may reapply according to the guidelines in the Graduate Bulletin. Readmission will be determined on an individual basis, considering the reason for dismissal and the availability of space in subsequent classes.

Students may appeal any probation or dismissal decision rendered by the Nursing Program faculty. The appeal process should be initiated through consultation with the Graduate Program Director. The Program Director will counsel students through the appeal process established by the university. These processes are fully described in the *Graduate Bulletin* and the *Student Handbook*.

**Dismissal from the Nursing Program does not always mean dismissal from Cleveland State University. However, dismissal from the Graduate College always means dismissal from the nursing program.**

**GRADE DISPUTE PROCEDURE**

As stated in the Graduate Bulletin, in disputing a course grade, the burden is on the student to demonstrate that an error has occurred or that a non-uniform standard has been applied in the assignment of the course grade.

If the student feels that an instructor's assignment of a course grade is improper, the student should discuss the matter with the instructor within 45 days following completion of the semester in which the course was taken.

If resolution does not result from this meeting, the student should promptly write to the Nursing Graduate Program Director stating the nature of the dispute and its justification. The Program Director will provide the instructor with a copy of the student's statement and any additional documents submitted. The instructor should promptly respond in writing, and a copy will be provided to the student. Further statements and documentation may be collected by the Program Director if necessary.

Once the written record is complete, the Program Director will meet with the student and

instructor in a three-way conference to try to resolve the dispute. Any student not satisfied with the outcome of this meeting may continue the dispute by petitioning the Graduate College Grade Dispute Committee. In such cases the Program Director should promptly transmit all documents, including the Program Director's recommendation concerning the dispute, to the Graduate College Grade Dispute Committee. The procedure then followed by this committee is outlined fully in the Graduate Bulletin.

## **STUDENT RESPONSIBILITIES AND EXPECTATIONS**

### **Student Responsibilities:**

1. Attend all laboratory sessions and clinical experiences. If you must be absent, please inform the instructor prior to the absence. Recognize that your unscheduled absence may affect the learning experiences of your classmates.
2. Recognize that it is your responsibility to determine your attendance at lecture.
3. Be courteous and respectful of guest lecturers; they are often donating their time to come to Cleveland State to speak to you.
4. Recognize that it is your responsibility to obtain any materials missed if you do not attend a lecture, laboratory, and clinical session.
5. Complete assigned readings prior to class/clinical session and come to class prepared to utilize material during the session.
6. Inform the instructor if a condition occurs during the semester such as pregnancy or an injury or illness that may affect classroom, laboratory or clinical performance/activities. In this situation, the instructor must be notified at the first classroom, or clinical session where this condition may be of concern. The student and/or instructor will then determine the appropriate intervention.
7. Be attired properly for all clinical experiences. The attire for clinical courses will be specified in the syllabus.

### **Student Expectations:**

1. Actively participate in classroom/clinical discussions and activities.
2. Contribute to the education of self and others through collaboration, trust and collegiality.
3. Appreciate and accept others' differences with respect to their backgrounds, learning styles, abilities and interests.
4. Be honest and open about your own strengths and learning needs.
5. Have the desire and ability to develop your intellectual curiosity and enjoy a sense of discovery and exploration.

## **COMMUNICATION DEFICIENCY**

The University requires all non-native English speakers to demonstrate proof of language proficiency. For those who do not meet these criteria, please refer to the specific requirements found in the Graduate Bulletin.

## THE PROFESSIONAL-EVALUATION PORTFOLIO

Each student is required to develop a professional-evaluation portfolio that will be used for formative and summative evaluation of the student's progress in meeting the expected competencies for graduate study in nursing. Each student will receive a handout detailing the portfolio development process.

**What is a professional portfolio?** “An organized, goal-driven documentation of growth and achieved competence in the complex role as” (Melograno, 1998) a masters' prepared population health nursing expert. It is a collection of documents that record and describe your classroom and professional accomplishments on your journey to become an expert in population health nursing.

Your portfolio should be designed to address the competencies of the MSN program in Table 1. These competencies are derived from the American Nurses Association and the American Association of Colleges of Nursing standards and competencies for Masters prepared nurses. These competencies flow from the terminal objectives of the program.

### **Formative Evaluation**

Required portfolio items are to be submitted to the course instructor at the times identified in your course syllabus. Review your working portfolio with your advisor whenever necessary or course faculty as necessary.

### **Summative**

The completed portfolio is to be submitted to your advisor for summative evaluation at the end of Role Development II course (NUR 607). Faculty will complete a Summative Evaluation Scoring Form and assign a grade for the completed portfolio.

Cleveland State University  
 School of Nursing  
 Master of Science in Nursing  
**Portfolio Evaluation Scoring Form**

**Student Name:** \_\_\_\_\_ **Date Accepted into Program:** \_\_\_\_\_

**Score: 4 (Exemplary) 3 (Acceptable) 2 (Not Yet Acceptable) 1 (Unacceptable) 0 (No Attempt to Meet Objective)**

Criteria	4	3	2	1	0	Comments
<b>Overall Organization</b>						
Follows directions						
Creativity						
Layout						
Visual Appeal						
Introduction of Appropriate Artifacts						

<b>Phase 1 Objective: Knowledge</b> Demonstrates a knowledge base in nursing practice, theory, stress, disease of adaptation, population theory, and in the ability to seek out evidence applicable to population focused care						
Critically evaluates Nursing's metaparadigm in relation to nursing theories						
Critically evaluates theoretical knowledge from nursing and related theories to determine their utility in population health nursing practice						
Examines nursing research studies to identify and validate the use of nursing models, frameworks and theories						
Analyze how the perspective of nursing theoretical framework/models can form nursing's contribution to an interdisciplinary team						
Examines the contribution of nursing's theoretical framework/models and related theories in assuring quality of care						

Analyze the utility of nursing theories and frameworks in making ethical decisions, establishing policy, and allocating resources that influence the care						
Articulate a personal philosophy of population health nursing which emerges from an understanding of self, health, environment, and the theoretical foundation of the discipline of nursing						

<b>Phase 1 Objective: Nursing Process:</b> Uses population models and the nursing process to enhance the assessment and planning phase of the nursing process						
Compares and contrasts selected models and frameworks used in population health						
Designs a plan to illustrate how population health nursing experts can contribute to health of the community						
Examines the spectrum of research methods and strategies that are applicable to population health nursing						
Explores multidisciplinary approaches to the care of populations and nursing's unique contributions to that area of practice						
Evaluates the utility of population frameworks to identify, predict, control, and evaluate outcomes in relation to quality indicators in relation to quality of care						
Examines the ethics involved in population health including concepts of access, availability, applicability, appropriateness						
Able to use the precede-proceed model to assess population of choice						

<b>Phase 1 Objective: Research</b> Synthesizes published research literature on a population health topic. Able to write a research proposal to investigate a question related to a specific population group						
Explore the contributions of theory to the development of nursing research findings that facilitate nursing's ability to describe, predict						

and control phenomenon						
Uses appropriate technology to identify important sets of empirical literature and databases and determine their relevance to nursing practice						
Formulate researchable nursing problems that address needs of populations based on the evidence resulting from critique of nursing and related research studies and design a proposal to study the problem						
Works with others to promote collaborative efforts in all phases of the research process						
Demonstrates the ability to interpret research findings and propose applicability of findings to nursing						
Analyze the adequacy of population data to inform nursing practice in population health nursing						
Articulate personal philosophy of the importance of research in supporting nursing practice and complementing one's own practice						

<b>Phase 1 Objective: Interdisciplinary Relationships</b> Identifies the roles a population health nurse expert may take in relation to those from other disciplines in the practice of population health nursing						
Discusses theoretical approaches to role development and role socialization for practice in population health						
Analyzes and debates the factors contributing to the evolution of nursing roles and functions in contemporary nursing theory						
Explores the literature to critique and proposes the essential competencies for expert practice at the population level						
Compares and contrasts the scope of practice in traditional advanced practice roles and emerging roles in population health						
Expresses willingness to assume to role of						

advocate and change agent for populations within the health care system by monitoring changes that are occurring through internal and external forces and make appropriate changes in order to improve health care outcomes						
Proposes the essential competencies, beliefs, values and attitudes appropriate to nursing practice role(s) designed to meet the health needs of populations						
Recognize the ambiguities and challenges inherent in creating a new role in the current nursing culture and debate unstated assumptions, hypotheses, explanations						

<b>Phase 1 Objective: Leadership</b> Identifies leadership techniques and managerial skills that could be used to effect changes in the delivery of health care to populations						
Evaluates the philosophical and theoretical underpinnings of current health care policies and financing practices						
Utilizes population assessment models to evaluate the effects of financial decisions and public policy on population groups						
Explores the impact of data sources influencing financial and policy decisions in health care						
Explores collaborative models used by the private and public sector, health care administrators, managed care executives, legislators and others to make decisions supportive of population health						
Evaluates the effect of financial decisions on quality improvement and quality care						
Evaluates the effect of financial and policy decisions regarding resource allocation for nursing services at the organizational level, team, and population level						
Formulates a personal philosophy of health						

care incorporating sound financial management and policies that will ensure delivery of quality cost-effective health care services to populations						
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<b>Phase 1 Objective: Accountability</b>						
Demonstrates responsible, accountable, and ethical behavior in the classroom						
Demonstrates responsible, accountable, and ethical behavior in the preparation of learning assignments						

<b>Phase 1 Objective: Life-Long Learning</b>						
Recognizes the need for life long learning and continued professional growth						

**TOTAL SCORE FOR PHASE 1** \_\_\_\_\_

**ADVISOR/DIRECTOR'S SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

<b>Phase 2 Objective: Knowledge</b> Uses knowledge and skill from the natural, physical, behavioral, and nursing sciences, the humanities, stress and disease of adaptation, multiple theories and population-focused research to practice nursing across multiple care environments						
Utilizes appropriate nursing theories and population models to plan population-based care, focusing on demographic, physiological, pharmacological, and environmental factors impacting the health of populations						
Utilizes appropriate nursing theories and population models to plan population-based care focusing on psycho-social, behavioral, cultural, educational, political, and ethical factors impacting the health of populations						
<b>Phase 2 Objective: Nursing Process</b> Uses the nursing process and population models to provide therapeutic interventions at each level of preventive care to assist populations to achieve, maintain, or regain health						
Organizes and provide nursing services to populations according to established standards and population models						
Enacts the role of collaborator, and consultant with the multi-disciplinary health team, community members, and other stakeholders as a beginning population health nursing expert to design, implement, and evaluate the outcomes and efficacy of interventions targeted to enhance the health of populations						
Documents, critiques, and evaluates the outcomes of population-based nursing interventions and proposes alternative strategies to effect the desired outcomes						

Respects and supports the rights of clients, communities, and populations to actively participate in decisions regarding access, acceptability, and care availability as the nation moves towards reducing disparities in health outcomes and promoting a healthy life						
Formulates a personal strategy for continuing growth as an expert in population health nursing						
<b>Phase 2 Objective: Research</b> Generates and uses nursing research findings in the delivery of the care of aggregates						
Explicates the relevance of theory based research findings for nursing practice with populations in an environment of CQI						
Applies nursing research methodology to studying health problems of specific populations						
Evaluates the impact of research based interventions on resolving health concerns of specific populations, to initiate change and to improve practice						
Demonstrates the ability to interpret the relevance of clinical data for addressing outcomes of nursing interventions for selected populations						

Participates in research teams to explore strategies for reducing health risks and empowering populations to manage health care						
Uses population data to establish guidelines for managing care, determining allocation of resources, assuring quality and promoting professional responsibility and accountability						
Respects the rights of members of a population who participates in research activities by following established guidelines						
<b>Phase 2 Objective: Leadership:</b> Uses leadership and managerial skills to effect changes in the delivery of health care to a population						
Chooses a theoretical perspective and planning model appropriate to the identified population and its needs						
Designs and implements a comprehensive plan of care that incorporates principles of population health planning to address the health promotion needs of a population						
Uses evidence available to design population-based interventions and propose alternative strategies to obtain the desired outcomes						

Synthesizes and applies advanced knowledge and skills of population health planning and intervention to design, coordinate, manage, and evaluate the outcomes of care provided to populations						
Serve as a catalyst for change in the delivery of quality population health care services at various levels of health promotion						
Utilizes the scope of practice and published standards of care to validate the practice of the population health nursing expert.						
Espouses a world view reflective of the dynamic nature of population health care and the obligations of the population health nursing expert to articulate nursing's role in designing a preferred future for aggregates						

<b>Phase 2 Objective: Interdisciplinary Relationships</b> Participates as an equal member of a multidisciplinary health team to coordinate, manage, plan or evaluate the care of a population group						
Appraises theoretical approaches to role development and role socialization for practice in population health nursing outside the parameters of traditional nursing roles						
Articulates a commitment to use evidence-based practice, best practice, informatics, cultural competence, and outcomes management when providing care to populations						
Uses appropriate frameworks and planning models to guide practice in the role of population health						
Compares and contrasts the scope of practice						

in traditional advanced practice roles and the contribution of the population health nursing expert in administration, direct practice, independent practice, consultation, and nursing leadership						
Assumes the role of advocate and change agent for populations within the health care system by monitoring changes that are occurring through internal and external forces and make appropriate changes in order to improve health care outcomes						
Actualizes the appropriate nursing practice role(s) for meeting the needs of populations						
Develops and works in collaborative and interdependent relationships to impact the nursing and health care of aggregates and to expand the dimensions or domain of nursing						

<b>Phase 2 Objective: Accountability</b>						
Demonstrates responsibility, accountability, and ethical behavior when enacting the roles of a Master's prepared nurse						

<b>Phase 2 Objective: Life Long Learning</b>						
Recognizes the need for lifelong learning and continued professional growth						

**TOTAL SCORE FOR PHASE 2** \_\_\_\_\_

**TOTAL SCORE FOR PHASE 1& 2** \_\_\_\_\_

**ADVISOR/DIRECTOR'S SIGNATURE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**DEGREE CONFERRED** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Cleveland State University  
School of Nursing  
Master of Science in Nursing  
Scoring Rubric**

<b>ELEMENT</b>	<b>EXEMPLARY</b>	<b>ACCEPTABLE</b>	<b>NOT YET ACCEPTABLE</b>	<b>UNACCEPTABLE</b>
General	<ul style="list-style-type: none"> <li>- Completes all course objectives independently</li> <li>Completes all assignments independently</li> <li>- Completes all assignments on time</li> <li>- Active and consistent participation in learning activities</li> <li>- All written work follows APA guidelines</li> <li>- Demonstrates consistently professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Completes all course objectives but occasionally needs assistance</li> <li>- Completes all assignments but requires assistance in some instances</li> <li>- Completes all assignments but requires and prearranges for extended time</li> <li>- Active but not consistent participation in learning activities</li> <li>- All written work follows APA guidelines with minimal error</li> <li>- Generally demonstrates professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Completes some of the course objectives but requires extended time or outside of classroom assistance to complete all objectives</li> <li>- Attempts to complete all assignments but some are lacking key elements and requires significant assistance outside the class room</li> <li>- Does not complete assignments on time and does not prearrange for an extension</li> <li>- Participation in classroom activities only when absolutely required or when called upon</li> <li>- Attempts to follow APA guidelines but makes repetitive major mistakes</li> <li>- Attempts to demonstrate professional behavior but needs assistance or reminders</li> </ul>	<ul style="list-style-type: none"> <li>- Completes some but not all course objectives</li> <li>- Assignments are incomplete or missing and student makes no attempt to obtain assistance</li> <li>- Submits incomplete assignments</li> <li>- Unable to participate due to lack of preparedness</li> <li>- No attempt to follow APA guidelines</li> <li>- Demonstrates at least one instance of unprofessional behavior that was intentional</li> </ul>
Phase 1 – Knowledge	<ul style="list-style-type: none"> <li>- Able to compare and contrast several population based and nursing theories in relation to population based nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>- Able to articulate how one nursing or population based theory can be used to guide nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>- Able to articulate one nursing or population based theory but needs repeated assistance to apply it to nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to articulate any nursing or population based theory</li> </ul>

Phase 2 – Knowledge	<ul style="list-style-type: none"> <li>- Able to compare and contrast several population based and nursing theories to plan population based care</li> <li>- Able to develop a plan for population based care that successfully incorporates demographic, physiological, pharmacological, environmental, psycho-social, behavioral, cultural, educational, political, and ethical factors</li> </ul>	<ul style="list-style-type: none"> <li>- Able to use one population based or nursing theory to plan population based care.</li> <li>- Able to develop a plan for population based care that successfully incorporates the majority of factors (see column to left for listing of factors) but may be lacking in one or two key categories.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to use one population based or nursing theory to plan population based care but needs repeated assistance in doing so.</li> <li>- Able to develop a plan for population based care that successfully incorporates the majority of factors with repeated assistance.</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to use population based or nursing theory to plan population based care. Unable to develop a plan for population based care that incorporates the majority of factors.</li> </ul>
Phase 1 – Nursing Process	<ul style="list-style-type: none"> <li>- Able to compare and contrast several models and frameworks used in population health</li> <li>- Designs a plan that illustrates how population health experts contribute to the health of the community</li> <li>- Examines a wide spectrum of research methods and strategies</li> <li>- Explores independently multidisciplinary approaches to care of populations and is able to show nursing’s unique contribution to that area of practice.</li> <li>- Evaluates independently the utility of population frameworks to identify, predict, control, and evaluate outcomes or quality indicators in relation to quality of care</li> <li>- Examines the ethics involved in population health and includes the concepts of access, availability, applicability,</li> </ul>	<ul style="list-style-type: none"> <li>- Able to compare at least two models or frameworks used in population health</li> <li>- Designs a plan that illustrates how health care can improve the health of the community but requires outside classroom assistance with one area.</li> <li>- Examines appropriate research methods and strategies but they are limited in scope</li> <li>- Explores multidisciplinary approaches of care of populations and is able to show nursing’s unique contribution to that area with outside assistance</li> <li>- Evaluates with outside assistance the utility of population frameworks to identify, predict, control and evaluate outcomes or quality indicators in relation to quality of care</li> <li>- Examines the ethics involved in population care and uses most</li> </ul>	<ul style="list-style-type: none"> <li>- Able to identify at least one model or framework used in population health</li> <li>- Designs a plan that attempts to illustrate how health care can improve the health of the community but lacks several key components or requires extended outside classroom assistance to meet acceptable course requirements</li> <li>- Examines only one research strategy or method</li> <li>- Has difficulty showing nursing’s unique contribution to a multidisciplinary approach to health care even with assistance but can identify at least one multidisciplinary approach</li> <li>- Has difficulty with evaluation and even with assistance cannot correctly apply population frameworks in order to identify, predict, control, or evaluate quality indicators in relation to</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify a model or framework used in population health</li> <li>- Unable to design a plan that illustrates how population health experts contribute to the health of the community</li> <li>- Does not use research in the development of the health plan.</li> <li>- Is unable to identify multidisciplinary approaches to health care or show nursing’s unique contribution to that area of practice</li> <li>- Unable to evaluate the utility of population frameworks</li> <li>- Does not include ethics when examining population care</li> <li>Unable to use the Precede-Proceed model to assess a population even with assistance.</li> </ul>

	<p>appropriateness</p> <ul style="list-style-type: none"> <li>- Able to use all aspects of the Precede-Proceed model to assess a population without outside assistance</li> </ul>	<p>but not all the concepts of access, availability, applicability, appropriateness</p> <ul style="list-style-type: none"> <li>- Needs assistance to apply the Precede-Proceed model to assess a population but with assistance can use all aspects of the model successfully</li> </ul>	<p>quality of care</p> <ul style="list-style-type: none"> <li>- Examines the ethics involved in population care but uses only one or two of the major concepts</li> <li>- Needs assistance to apply the Precede-Proceed model to assess a population but even with assistance cannot completely incorporate all elements of the model during the assessment</li> </ul>	
Phase 2 – Nursing Process	<ul style="list-style-type: none"> <li>- Organizes and provides nursing services to populations according to established standards and population models</li> <li>- Enacts the role of collaborator and consultant with the multi-disciplinary health team</li> <li>- Documents, critiques, and evaluates the outcomes of population-based nursing interventions consistently and proposes alternative strategies whenever needed to effect the desired outcomes</li> <li>- Consistently respects and supports the rights of clients and demonstrates actions that reduces disparities in health outcomes</li> <li>-Formulates a personal strategy for continuing growth as an expert in population health nursing that is realistic and attainable</li> </ul>	<ul style="list-style-type: none"> <li>- Is able with outside assistance to organize and provide nursing service to populations according to established standards and population models</li> <li>- Enacts the role of collaborator and consultant with one other member of the health team</li> <li>- Documents, critiques, and evaluates the outcomes of population based nursing interventions consistently and proposes alternative strategies to effect the desired outcome in at least one instance</li> <li>- Respects and supports the rights of clients and can articulate actions that may be taken to reduce disparities in health outcomes</li> <li>- Formulates a personal strategy for continuing growth as an expert in population health nursing but needs assistance to make the strategy realistic and obtainable</li> </ul>	<ul style="list-style-type: none"> <li>- Is able with outside assistance to organize and provide nursing service to populations but lacks understanding of standards or fails to incorporate population models into provision of care</li> <li>- Can articulate the role of collaborator and consultant but does not enact the role</li> <li>- Recognizes the need to document, critique, and evaluate the outcomes of population based nursing but does not follow through with alternative strategies to effect the desired outcome or is inconsistent in practice</li> <li>- Respects and supports the rights of clients but is unsure of actions that may be taken to reduce disparities in health outcomes</li> <li>- Formulates a personal strategy for continuing growth as an expert in population health nursing but it is unrealistic and unobtainable</li> </ul>	<ul style="list-style-type: none"> <li>- Is unorganized or unable to provide adequate nursing service according to standards</li> <li>- Exhibits incomplete or unsafe nursing service</li> <li>- Exhibits unprofessional behavior</li> <li>- Works as an isolated care provider and does not acknowledge the role of collaborator or consultant</li> <li>- Is inconsistent or deficient in ability to document, critique or evaluate the outcomes of population based nursing care</li> <li>- Demonstrates a lack of respect for the rights of client in even one instance</li> <li>- Has no personal strategy for continuing growth as an expert in population health nursing</li> </ul>
Phase 1 –	- Completes an integrative	- Provides a review of the	- Provides a review of the	- Provides a review that is not

Research	<p>review of the literature using all appropriate theories, frameworks and planning models (various and extensive points of view from multiple sources).</p> <ul style="list-style-type: none"> <li>- Can accurately identify what is known and not known on a issue or problem</li> <li>- Work is well organized and flows in logical, objective way</li> <li>- Able to design a research proposal that identifies an appropriate design and methodology based on the literature review</li> </ul>	<p>literature that is appropriate to the research question but is limited in the use of theories, frameworks or planning models.</p> <ul style="list-style-type: none"> <li>- Ability to identify a problem is narrow and represents only one alternative point of view</li> <li>- Work is generally well organized and logical but lacks depth.</li> <li>- Able to design a research proposal that identifies an appropriate design and methodology with assistance</li> </ul>	<p>literature that is related to the research question but needs greater clarification and specification.</p> <ul style="list-style-type: none"> <li>- Problem identified is too general or vague. The review represents a single, limited, or biased point of view</li> <li>- References are limited or not clearly identified</li> <li>- The research design and methodology are generally appropriate for the research question but there is not sufficient detail to permit a clear understanding of the process</li> </ul>	<p>sufficiently related to the research question. The review is confusing and lacks logical flow or objectivity. References are unrelated or not of acceptable quality.</p> <ul style="list-style-type: none"> <li>- The review is confusing and lacks logical flow or objectivity.</li> <li>- The research design and methodology are not clearly described or inappropriate for the research question</li> </ul>
Phase 2 – Research	<ul style="list-style-type: none"> <li>- IRB proposal is accepted with only minor revisions by both CSU &amp; affiliate institution</li> <li>- There is a clear statement of the research question</li> <li>- The abstract presents a brief summary that is clear and concisely written.</li> <li>- The literature review provides evidence of a deep knowledge base related to the specific research question</li> <li>- The research design and methodology are appropriate for the research question and are described in enough detail to allow for replication. All instruments are reviewed for validity and reliability and included in the appendixes. The appropriate method of evaluation is included</li> </ul>	<ul style="list-style-type: none"> <li>- IRB proposal is accepted with revisions by both CSU &amp; affiliate institution</li> <li>- There is generally a clear statement of the research question.</li> <li>- The abstract presents a brief summary that is general in nature but lacks depth</li> <li>- The literature review provides evidence of a adequate or sufficient knowledge base related to the research question.</li> <li>- The research design and methodology are appropriate for the research question and described in enough detail to allow for general understanding of the process. All instruments are described and included in the appendixes. The method of evaluation is generally</li> </ul>	<ul style="list-style-type: none"> <li>- IRB proposal requires major revisions in order to be resubmitted to either CSU or the affiliate institution</li> <li>- There is a general statement of the research question that needs modified or rewritten</li> <li>- The abstract is present but needs rewritten to improve clarity or conciseness.</li> <li>- The literature review provides evidence of a general knowledge of the subject but not knowledge specific to the research question</li> <li>- The research design and methodology are appropriate for the research question but lacks sufficient detail for a clear understanding of the process.</li> <li>- Instruments may be inadequately described or missing.</li> </ul>	<ul style="list-style-type: none"> <li>- IRB proposal is rejected after attempt at revisions by either CSU or affiliate institution</li> <li>- The statement of the research question is unclear</li> <li>- The abstract does not adequately describe the research</li> <li>- The literature review does not provide evidence of sufficient knowledge related to the research question</li> <li>- The research design is confusing or inappropriate</li> <li>- There is lack of information related to the instruments used</li> <li>The method of evaluation is missing or inappropriate for the research design</li> </ul>

		appropriate but lacks detail	- The method of evaluation is vague or confusing	
Phase 1 Interdisciplinary Relations	<ul style="list-style-type: none"> <li>- Able to discuss multiple theoretical approaches to role development and role socialization</li> <li>- Analyzes and debates the factors contributing to the evolution of nursing roles and functions in contemporary nursing theory</li> <li>- Explores the literature to critique and proposes the essential competencies for expert practice independently at the population level</li> <li>- Compares and contrasts the scope of practice in traditional advanced practice roles and emerging roles in population health</li> <li>- Expresses willingness to assume roles of advocate and change agent by monitoring changes and independently makes appropriate changes in order to improve health care outcomes</li> <li>- Independently proposes the essential competencies, beliefs, values and attitudes appropriate to nursing practice roles</li> <li>- Independently recognizes the ambiguities and challenges inherent in creating a new role</li> </ul>	<ul style="list-style-type: none"> <li>- Able to discuss a theoretical approach to role development and role socialization</li> <li>- Identifies factors contributing to the evolution of nursing roles and functions in contemporary nursing theory and with assistance can analyze and debate the factors</li> <li>- Explores the literature independently but needs assistance to critique and propose the essential competencies for expert practice at the population level</li> <li>- Compares and contrasts with outside assistance the scope of practice in traditional advanced practice roles in population health</li> <li>- Expresses willingness to assume roles of advocate and change agent but needs assistance to make appropriate changes in order to improve health care outcomes</li> <li>- Proposes, with assistance, the essential competencies, beliefs, values and attitudes appropriate to nursing practice roles.</li> <li>- Able to recognize with assistance the ambiguities and challenges inherent in creating a new role</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify aspects of role development and socialization but cannot discuss theoretical approaches</li> <li>Identifies factors with assistance that contributes to the evolution of nursing roles and functions but has difficulty even with assistance to analyze and debate the factors</li> <li>Requires outside assistance to explore the literature and critique or propose essential competencies. Literature is inconsistent with the critique or the essential competencies proposed are inconsistent with the critique</li> <li>Able to identify at least one traditional role and one emerging role in population health</li> <li>Needs assistance to identify potential roles of advocate and change agent and does not yet possess the appropriate skills to make the changes necessary to improve health care outcomes</li> <li>Is able, with assistance, to identify one essential competency, belief, value or attitude appropriate to nursing practice role but the scope is limited, narrowly focused, and incomplete.</li> <li>- Able to recognize, with assistance, at least one ambiguity and challenge inherent in</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to articulate aspects of role development or socialization</li> <li>- Unable to identify factors that contribute to the evolution of nursing roles and functions even with assistance</li> <li>- Unable, even with assistance, to critique and propose essential competencies for expert practice based on the literature.</li> <li>- Unable to identify traditional or emerging roles in population health</li> <li>- Is unwilling to assume the role of advocate and change agent</li> <li>- Is unable to identify any essential competencies, beliefs, values or attitudes appropriate in nursing practice roles</li> <li>- Unable to recognize the ambiguities and challenges inherent in creating a new role</li> </ul>

			creating a new role but the recognition is limited, narrowly-focused, and incomplete	
Phase 2 Interdisciplinary Relations	<ul style="list-style-type: none"> <li>- Appraises theoretical approaches to role development and role socialization outside the parameters of traditional nursing roles independently</li> <li>- Articulates a commitment to use evidence-based practice, best practice, informatics, cultural competence, and outcomes management when providing care to populations</li> <li>- Uses appropriate frameworks and planning models to guide practice independently</li> <li>- Compares and contrasts the scope of practice in traditional advanced practice roles and the contribution of the population health nursing expert independently</li> <li>- Assumes the role of advocate and change agent independently</li> <li>- Actualizes the appropriate nursing practice roles for meeting the needs of populations independently</li> <li>- Develops and works in collaborative and interdependent relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Appraises theoretical approaches to role development and role socialization outside the parameters of traditional nursing roles with assistance</li> <li>- Articulates a commitment but needs assistance to identify evidence-based practice, best practice, informatics, cultural competence, and outcome management when providing care to populations</li> <li>- Uses appropriate frameworks and planning models, with assistance, to guide practice</li> <li>- Compares and contrasts the scope of practice in traditional advanced practice roles and the contribution of the population health nursing expert with assistance</li> <li>- Assumes the role of advocate and change agent with assistance</li> <li>- Actualizes the appropriate nursing practice roles for meeting the needs of populations with assistance</li> <li>- Works in collaborative and interdependent relationships but needs assistance in developing these roles</li> </ul>	<ul style="list-style-type: none"> <li>- Appraises, with assistance, theoretical approaches to role development and role socialization within the traditional nursing role but cannot go outside the parameters of traditional nursing roles</li> <li>- Is hesitant to use evidence-based practice, best practice, informatics, cultural competence, and outcomes management when providing care to populations and will avoid or attempt to use less effective methods whenever possible</li> <li>- Attempts to use frameworks and planning models to guide practice but they may not be the most appropriate frameworks or models</li> <li>- Can identify the scope of practice in traditional advanced practice roles but cannot, even with assistance, compare and contrast these roles with the contribution of the population health nursing expert</li> <li>- Can identify the role of change agent and advocate but lacks the necessary skill to assume the role</li> <li>- Actualizes at least one of the appropriate nursing practice roles but is unable to meet the needs of the population</li> </ul>	<ul style="list-style-type: none"> <li>- Unable, even with assistance, to appraise theoretical approaches to role development and role socialization within or outside the parameters of traditional nursing roles</li> <li>- Does not attempt to use evidence-based practice, best practice, informatics, cultural competence, and outcomes management when providing care to populations</li> <li>- Does not attempt to use any framework or planning model to guide practice</li> <li>- Unable to identify, even with assistance, the scope of practice in traditional advanced practice roles and the contribution of the population health nursing expert</li> <li>- Is unable or unwilling to assume the role of advocate or change agent</li> <li>- Is unable to actualize the appropriate nursing practice roles for meeting the needs of the population</li> <li>- Is unable to work in collaborative and interdependent relationships</li> </ul>

			Is able to work, with assistance, in at least one collaborative relationship	
Phase 1 – Leadership	<ul style="list-style-type: none"> <li>- Independently evaluates the philosophical and theoretical underpinnings of current health care policies</li> <li>- Utilizes population assessment models independently to evaluate the effects of financial decisions and public policy on population groups</li> <li>- Explores independently the impact of data sources influencing financial and policy decisions in health care</li> <li>- Explores independently collaborative models used to make decisions supportive of population health</li> <li>- Evaluates independently the effects of financial decisions on quality improvement and quality care</li> <li>- Evaluates independently the effect of financial and policy decisions regarding resource allocation for nursing services at the organizational level, team, and population level</li> <li>- Formulates a personal philosophy of health care incorporating sound financial management and policies that will ensure delivery of quality cost-effective health care services to populations</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluates, with assistance, the philosophical and theoretical underpinnings of current health care policies</li> <li>- Utilizes population assessment models with assistance to evaluate the effects of financial decisions and public policy on population groups</li> <li>- Explores, with assistance, the impact of data sources influencing financial and policy decisions in health care</li> <li>- Explores, with assistance, collaborative models used to make decisions supportive of population health</li> <li>- Evaluates, with assistance, the effects of financial decisions on quality improvement and quality care.</li> <li>- Evaluates, with assistance, the effect of financial and policy decisions regarding resource allocation for nursing services at the organizational level, team, and population level</li> <li>- Formulates, with assistance, a personal philosophy of health care incorporating sound financial management and policies that will ensure delivery of quality cost-effective health care services to populations</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies, but is unable to evaluate, the philosophical and theoretical underpinnings of current health care policies</li> <li>- Utilizes population assessment models with assistance to identify the effects of financial decisions and public policy on population groups.</li> <li>- Can identify one source of data that impacts financial and policy decisions in health care but the data is limited in scope or usability.</li> <li>- Can identify at least one collaborative model used to make decisions supportive of population health</li> <li>- Can identify but is unable to evaluate, even with assistance, the effects of financial decisions on quality improvement and quality care</li> <li>- Evaluates, with assistance, the effect of financial and policy decisions regarding resource allocation for nursing services at one level</li> <li>- Formulates, with assistance, a personal philosophy of health care incorporating basic principals of financial management and at least one policy that has the possibility for delivery of quality cost-effective health care services to</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to identify the philosophical and theoretical underpinnings of current health care policies</li> <li>- Unable to use, even with assistance, population assessment models to identify the effects of financial decisions and public policy on population groups</li> <li>- Is unable to identify any source of data that impacts financial and policy decisions in health care</li> <li>- Unable to identify at least one collaborative model used to make decisions supportive of population health</li> <li>- Unable to identify the effects of financial decisions on quality improvement and quality care.</li> <li>- Unable to evaluate, even with assistance the effect of financial and policy decisions regarding resource allocation for nursing services at the organizational level, team, and population level</li> <li>- Is unable to formulates, even with assistance, a personal philosophy of health care incorporating sound financial management and policies that will ensure delivery of quality cost-effective health care services to populations</li> </ul>

			populations	
Phase 2 – Leadership	<ul style="list-style-type: none"> <li>- Chooses independently a theoretical perspective and planning model appropriate to the identified health need</li> <li>- Designs and implements independently a comprehensive plan of care that incorporates principles of population health planning to address the health promotion needs of a population</li> <li>- Uses the evidence available to design population-based interventions and proposes alternative strategies to obtain the desired outcomes</li> <li>- Synthesizes and applies advanced knowledge and skills of population health planning and intervention to design, coordinate, manage, and evaluate the outcomes of care independently</li> <li>- Serves as a catalyst for change in the delivery of quality population health care services at various levels of health promotion</li> <li>- Utilizes the scope of practice and published standards of care to validate the practice of the population health nursing expert independently</li> <li>- Consistently espouses a world view reflective of the dynamic nature of population health care and the obligations of the population health nursing expert to articulate nursing’s role in</li> </ul>	<ul style="list-style-type: none"> <li>- Chooses, with assistance, a theoretical perspective and planning model appropriate to the identified health need</li> <li>- Designs and implements, with assistance, a comprehensive plan of care that incorporates principles of population health planning to address the health promotion needs of a population</li> <li>- Uses the evidence available to design population-based interventions and proposes alternative strategies to obtain the desired outcomes with assistance</li> <li>- Synthesizes and applies advanced knowledge and skills of population health planning and intervention to design, coordinate, manage, and evaluate the outcomes of care with assistance</li> <li>Serves as a catalyst for change in the delivery of quality population health care services at a minimum of at least one level of health promotion</li> <li>- Utilizes the scope of practice and published standards of care to validate the practice of the population health nursing expert with assistance</li> <li>- Espouses a world view reflective of the dynamic nature of population health care and the obligations of the population health nursing expert to</li> </ul>	<ul style="list-style-type: none"> <li>- Chooses a theoretical perspective and planning model but has difficulty selecting a model that is appropriate to the identified health need.</li> <li>- Is able to design, with assistance, but has difficulty implementing a comprehensive plan of care that incorporates principles of population health planning to address the health promotion needs of a population</li> <li>- Is able to utilize evidence available to design population based interventions with assistance but is unable to propose alternative strategies to obtain the desired outcome</li> <li>- Is able, with assistance, to synthesize and apply advanced knowledge and skills of population health planning and intervention to design care but has difficulty coordinating, managing or evaluating the outcomes of care</li> <li>- Serves as a catalyst for change in the delivery of quality population health care services at a minimum of at least one level of health promotion with outside assistance</li> <li>- Recognizes the scope of practice and published standards of care but does not consistently use them to validate the practice of the population health nursing expert</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to choose a theoretical perspective and planning model appropriate to the identified health need</li> <li>- Is unable to design or implements, with assistance, a comprehensive plan of care that incorporates principles of population health planning to address the health promotion needs of a population</li> <li>- Is unable to use the evidence available to design population-based interventions and proposes alternative strategies to obtain the desired outcomes</li> <li>- Is unable to synthesize and apply advanced knowledge and skills of population health planning and intervention to design, coordinate, manage, and evaluate the outcomes of care</li> <li>- Is unable to serve as a catalyst for change in the delivery of quality population health care services at various levels of health promotion</li> <li>- Does not utilize the scope of practice and published standards of care to validate the practice of the population health nursing expert independently</li> <li>- Does not espouse a world view reflective of the dynamic nature of population health care and the obligations of the population health nursing expert to articulate nursing’s role in</li> </ul>

	designing a preferred future for aggregates	articulate nursing's role in designing a preferred future for aggregates in most situations	- Attempts to espouses a world view reflective of the dynamic nature of population health care and the obligations of the population health nursing expert to articulate nursing's role in designing a preferred future for aggregates but has difficulty in articulating the concepts or is inconsistent or narrow in focus	designing a preferred future for aggregates
Phase 1 – Accountability	- Consistently demonstrates responsible, accountable, and ethical behavior in the classroom and in the preparation of learning assignments	- Demonstrates responsible, accountable and ethical behavior in the classroom and in the preparation of learning assignments but may require and prearranges for extended time	- Attempts to complete all course objectives but requires extended time or consistently requires outside of classroom assistance to complete the learning assignments.	- Does not complete course objectives - Learning assignments are incomplete or missing and student makes no attempt to obtain assistance - Student is unable to participate in classroom assignments due to lack of preparedness - Demonstrates unprofessional behavior in the classroom
Phase 2 – Accountability	- Consistently demonstrates responsibility, accountability, and ethical behavior when enacting the roles of a Master's prepared nurse	- Generally demonstrates responsibility, accountability, and ethical behavior when enacting the roles of a Master's prepared nurse	- Attempts to demonstrate responsibility, accountability, and ethical behavior when enacting the roles of a Master's prepared nurse but needs repeated assistance or reminders	- Demonstrates at least one instance of unprofessional behavior that was intentional
Life Long Learning	- Recognizes the need for lifelong learning and professional growth	- Needs assistance to recognize the need for lifelong learning and professional growth	- Unable to recognize the need for lifelong learning and professional growth but is willing to accept direction	- Is unwilling to pursue professional growth

## **FACULTY ADVISING**

All students, prior to entering the program will be assigned an Academic Advisor. These assignments are randomly made and students are encouraged to consult their advisor regarding academic/professional/personal concerns. Advisors must schedule term meetings with students to review their progress and performance in the program. Faculty advisors are also responsible for mentoring students regarding the development of their portfolio.

## **ACADEMIC CALENDAR**

Please consult the University calendar for information regarding term schedules, vacations, holidays, etc. Information posted through e-mail or contained in the syllabus, supersedes University printed schedules and must be consulted on a regular basis.

## **SCHEDULING CHANGES**

At the beginning of each term, students will receive class schedules. Any change from the basic university schedule will be indicated at this time. The possibility exists that additional changes may be necessary throughout the term. This flexibility is needed in order to provide the best possible class and clinical experiences. In all cases of schedule changes, the faculty will try to give appropriate advance notice. It is the student's responsibility to make any necessary arrangements to attend rescheduled classes and clinicals.

## **CLINICAL SITES**

Placement at clinical sites for Population Health I and II will vary for each student. It is mandatory that students discuss their specific area of focus and the environment (s) of care that are needed to develop the competences detailed in the curriculum with their advisor the semester prior to NUR 604. This time is needed to identify suitable role models and contact persons and to negotiate contracts with agencies. Students must complete the necessary health and legal (finger printing) requirements related to the department's contractual agreements with clinical agencies.

*Information regarding health requirements will be mailed to each student.*

## **TRANSPORTATION**

Throughout the MSN Program, it will be necessary for student to attend classes and clinical education experiences off the Cleveland State University campus. In all cases, it is the student's responsibility to arrange transportation to all off-campus learning experiences.

## **TEXTBOOKS & ELECTRONIC RESOURCES**

Required textbooks will be identified in each course syllabus at the beginning of each term. The texts are available at the Barnes and Noble Bookstore on campus. All books should be purchased at the beginning of each term, even though some of the material may not be used until

the latter part of the term because the Bookstore has a deadline after which all unsold books for the semester are returned. The same textbook may be used in more than one course within the curriculum.

## SAFETY AND SECURITY

Students should always be concerned for their personal safety and security. This is especially necessary in an urban setting where all citizens have access to public facilities. Never study or sit alone in an unsecured area. Students have access to lockers that are located in buildings throughout the campus. Contact the Office of Student Life, UC 102 (687.2048); there is a charge of \$5.00 for a semester and \$10 for the academic year. Keep personal effects with you or in your locker.

If the student should see unfamiliar or suspicious persons in the Nursing areas or other University sites, the student **should not** confront them personally, but should contact faculty, staff or the campus police immediately. The telephone extension for Security (Campus Police) is x2020. Note the location of emergency phones on campus, designated by a blue light. Students should use all powers of observation so that an accurate description can be given, should that become necessary.

**Emergencies:** Students should fill out the Student Information Emergency Form upon admission to the program. That form is kept in the student's file and consulted in case of an emergency. In case of emergency, family members or significant others can contact the student by calling the CSU Campus Police at 216-687-2020. The police will then attempt to contact the student. Semester course schedules must be updated by students each semester. Please remember to provide the University and the department with your current address and telephone numbers so that you can be contacted in case of an emergency.

**Fire Alarms and Extinguishers:** When the fire alarm is sounded, students should turn off all lights, close doors, and leave the building via the nearest stairway. **DO NOT ATTEMPT TO USE THE ELEVATORS. If you have a disability that limits your mobility notify the Disabilities services Office, UC 434 so that provisions can be made for your safety in case of fire.**

**Bloodborne Pathogens:** All nursing students are informed of the risks of becoming infected by bloodborne pathogens such as Hepatitis B. Each student is given the choice to become immunized, at her/his own expense or that of the insurer, or to decline immunization. Some clinical sites require immunization for Hepatitis B. The student is responsible for knowing whether a clinical site requires immunization and assumes responsibility for complying.

**Health Services:** Located in the Science and Research Building, Room 153, Health Services provides primary care, including required physicals and immunizations, as well as preventive health counseling on an individual or group basis. The service is staffed by registered nurse practitioners and a physician, and is available by appointment, Mon. thru Fri., 8a.m.-5p.m. There is no charge for the visit, and laboratory and medicine is charged at cost. A student health and

accident plan is available to students. Phone 216-687-3649 (or campus extension 3649) for appointments or further information.

**Escort Service:** an evening escort service is provided by the CSU Police Department. The escorts are CSU students, known as Community Service Officers, and are specially selected and trained to escort members of the University community to or from any location on or near campus. They are equipped with two-way radios and can summon the campus police immediately in any emergency. You can request an escort by calling x 2020 from 5:30 p.m. until 11:00 p.m. Monday through Thursday. Campus police will provide escorts any other time upon request.

### PROFESSIONAL MEMBERSHIPS

Membership in Sigma Theta Tau International: Graduate students have the opportunity to be inducted into Sigma theta Tau International honor society while a student in the nursing program. The Induction occurs during the Spring semester. Consult the Sigma Theta Tau Bulletin Board on the ninth floor of Rhodes Tower during the fall semester for information on the application process.

### SCHOLARSHIP INFORMATION

Graduate students are eligible to apply for grants and scholarships that are available through the College of Graduate Studies. Consult the CSU Bulletin Graduate Issue for information.

### CRITERIA FOR WRITTEN WORK

All written assignments must be prepared using the criteria for papers and reports described in the American Psychological Association (2001) *Publication Manual* (5<sup>th</sup> edition). In addition, all written work must be computer generated. **Two copies of all written assignments must be turned in to the course instructor; one copy will be placed in the student's file, the other will be graded and returned to the student.**