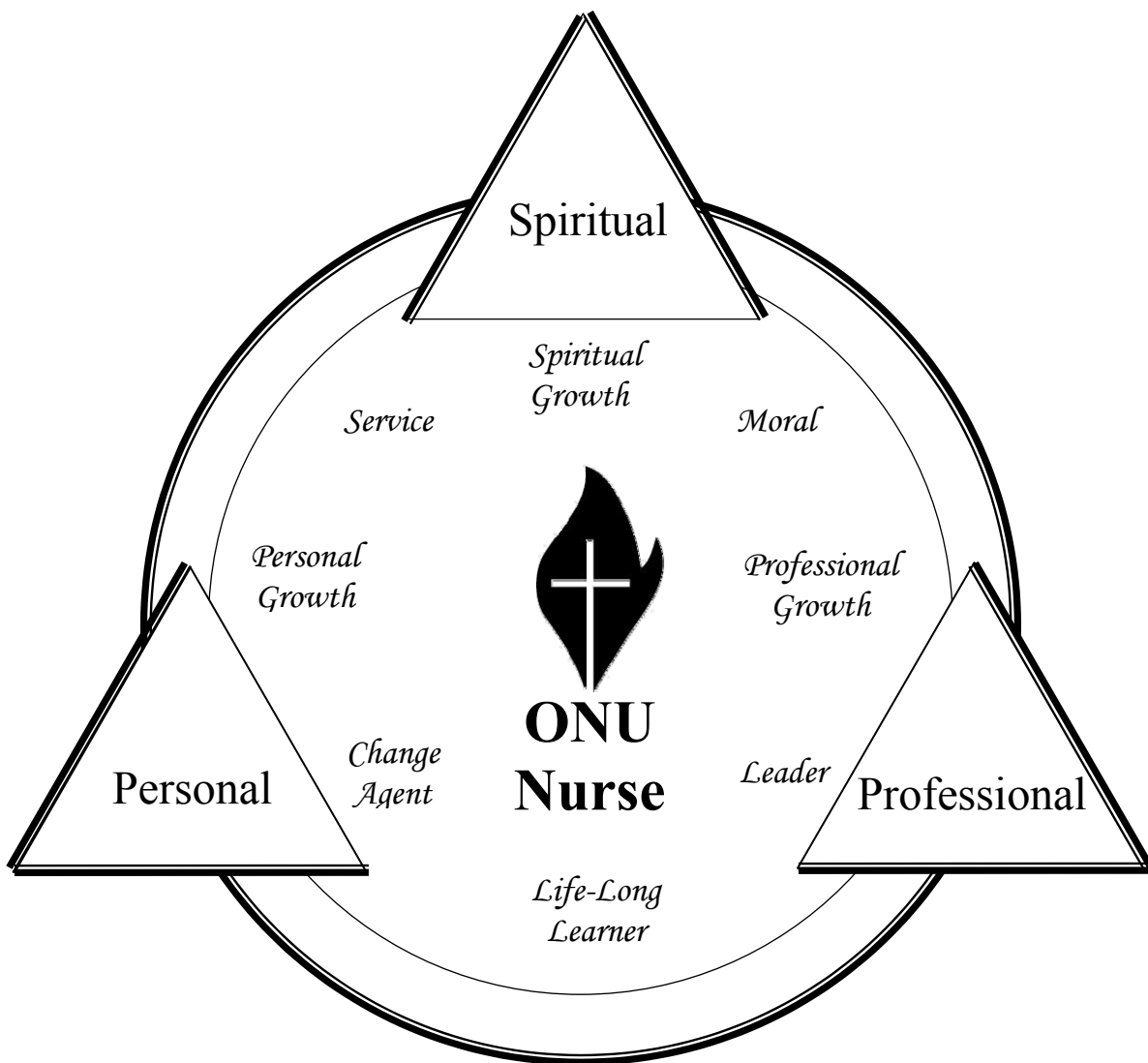


# MSN STUDENT HANDBOOK



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# Olivet Nazarene University

## Department of Nursing

I, the undersigned, agree to the use of my course work and/or test scores for the purpose of evaluation during my academic tenure at Olivet Nazarene University. I understand the information will be aggregated data solely for the purpose of enhancing the overall quality of the nursing program.

In addition, I have reviewed *Olivet Nazarene University MSN Nursing Student Handbook, 2008-2009* edition. I accept responsibility for knowledge of the handbook contents, and agree to abide by the standards and academic policies found herein.

I understand I must complete the Nursing Informatics Online course prior to the first nursing course (NRS 601). If I do not complete the training, I will be administratively withdrawn from the program and forced to reapply.

I understand I am responsible for monitoring my ONU email, as this is how the Nursing Faculty and Administration will be communicating with me from this point forward.

I understand the requirements for the specialty track practicum and my responsibility for attaining a supervisor and practicum site in order to comply with the requirements for NRS 618's Week 3, Day 7 proposal submission.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_ (mo/day/year)

**Please sign and date this form then Fax or mail to:**  
**Department of Nursing**  
**One University Ave.**  
**Bourbonnais, IL 60914**  
**FAX: 815-939-5383**

## **OVERVIEW**

### **Message from the Director**

Welcome to Olivet Nazarene University, Department of Nursing. We are pleased that you have enrolled in the nursing program to further enhance your nursing education. We hope that your experience is rewarding and fulfilling.

This MSN Student Handbook contains the information that you will need to know about the Department of Nursing and its policies. Be sure to read it as you are responsible for knowing and complying with the contents. The Handbook is revised annually to ensure quality and integrity of the program. However we have the obligation and right to add or revise policies as necessary during the academic year. If an occasion arises whereby a major policy revision is needed before the annual review you will be notified at least 24 hours in advance of the change by the Director. Other sources of information are in the Olivet Nazarene University Catalog.

ONU professors are highly qualified to guide your academic journey. Their rich educational and experiential backgrounds multiply your opportunities to learn and mature throughout your stay with us. If you have questions, concerns, or just want to talk about your educational progress, do seek them out. They are your guides for the duration of your educational experience and are committed to making your professional growth a positive enriching experience. What you learn and how well you learn are choices you make. While faculty can mentor you, they cannot learn for you. Choose wisely! Again we welcome you on this personal decision to enhance your academic preparation and we are excited that you have chosen Olivet!

*Linda Davison, Ed.D., R.N.*

Interim Director of Nursing

## **History of the Nursing Program**

As early as 1959, the possibility of initiating a baccalaureate nursing program was considered by Olivet Nazarene University administration. The University did not find it feasible to initiate a program at that time, but recognition of the need for nurses and the discontinuance of the hospital based school for nurse education in the city prompted reconsideration early in 1966. At the May meeting of the Olivet Board of Trustees, approval was given for the development of a baccalaureate degree program in nursing.

Assistance in planning the program was given by the Director of Nursing at Northern Illinois University and a nurse coordinator of the Illinois Department of Registration and Education. By September of 1966, the first chair, Faye Riley, of the newly organized Department of Nursing was employed.

The first students in nursing education started in the fall of 1967. A program of the Dedication on October 1968 indicates there were 34 students continuing in the course.

Classes met in various buildings of the campus. The first Department of Nursing office was located in Reed Hall of Science. Also, the lecture room of Reed Hall was used for classes requiring demonstrations. Rooms of Wellman Hall as well as in a college-owned building on Marseilles Street were used for teaching other classes. Later, the office of the Department of Nursing was located in Burke Hall. Receiving a gift from Mr. and Mrs. Gerett M. Wisner and a federal grant made it possible to construct an adequate building for the nursing program.

Ground was broken for the Wisner Hall for Nursing Education in February 1970. It was first used in 1971. Wisner Hall provided four classrooms, a student lounge, a resource center with 24 carrels (each equipped with tape and viewing machines), an auditorium capable of seating 150 students, office space for 20 faculty members, and a faculty lounge. Originally the Audio-Visual Department of the college occupied a large area in Wisner Hall. That space was made available to the nursing department when the audio-visual equipment was moved to Benner Library in 1976.

The Department of Nursing was designated a Division of Nursing in the spring of 1977 by the college administration.

The Division of Nursing received full approval from the National League for Nursing in 1979 with the most recent approval in 1993. The nursing program made application to the Commission for Collegiate Nursing Education (CCNE) and received preliminary approval in 1997, and full approval in 2001. In 1990, the Division of Nursing established a non-traditional track of the program of nursing for registered nurses with an associate degree or a three-year diploma desiring the Bachelor of Science Degree in Nursing. The first class began in January, 1991.

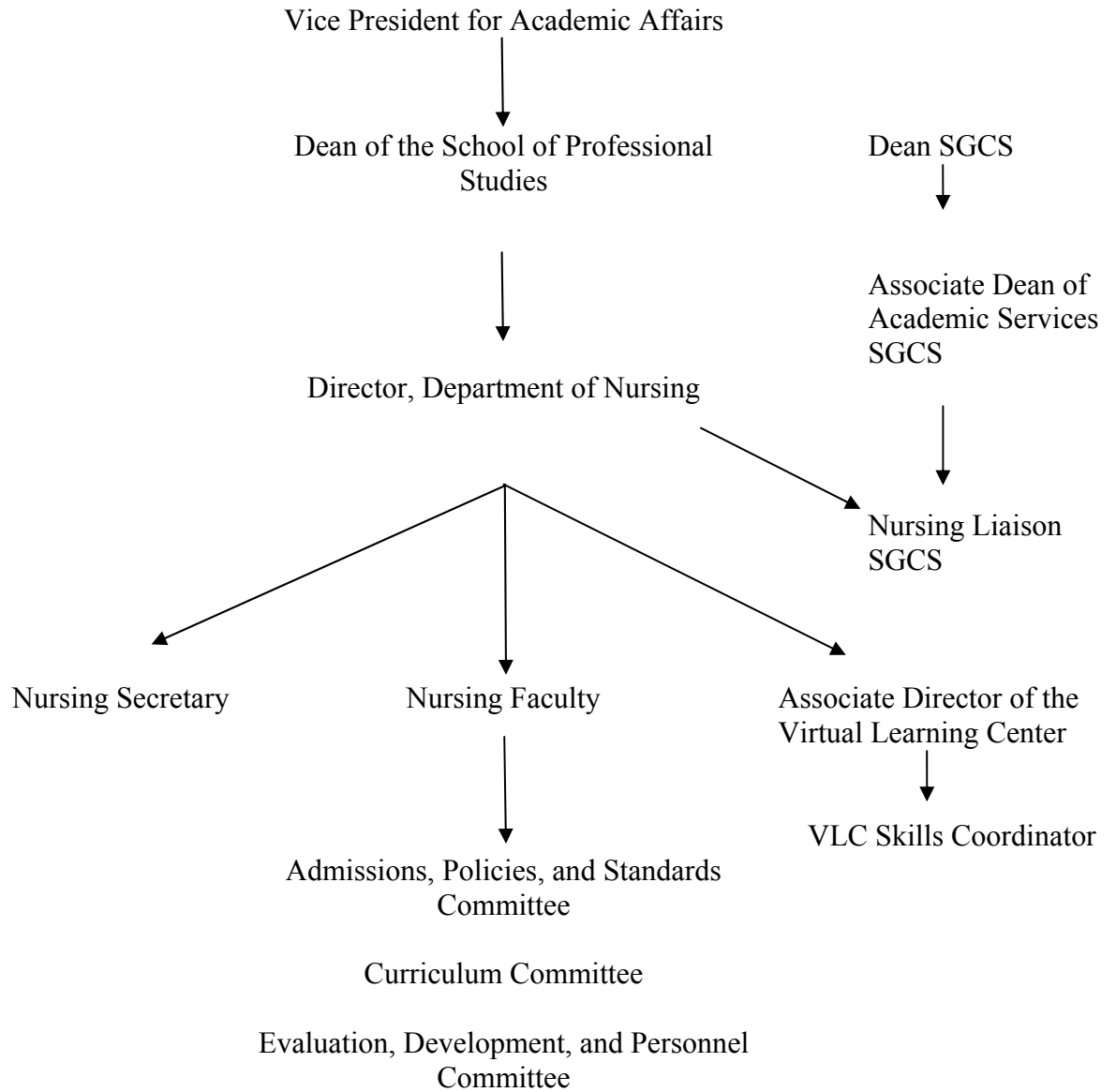
In October, 2000, a Master's in Nursing Program was established to prepare nurses for the advanced practice role. In May 2003, the first cohort of MSN students graduated. In May 2005, the MSN program's Continuous Improvement Progress Report was approved and in November 2006, the MSN program was reviewed for accreditation by CCNE and accreditation was awarded by AACN. In 2007 an expanded MSN offering was launched to include tracks in Administration and Leadership, Nursing Education, and Emergency Response Disaster Preparedness.

With the restructuring of the University in 2006, the Division of Nursing became the Department of Nursing under the auspice of the School of Professional Studies.

**Olivet Nazarene University  
Nursing Programs  
are fully accredited  
by**

**Commission on Collegiate Nursing Education  
One Dupont Circle, NW  
Suite 530  
Washington, DC  
20036-1120  
Phone: (202)-887-6791**

## Department of Nursing Organizational Chart



# **NURSING PROGRAM ORGANIZING FRAMEWORK**

## **Mission**

The mission of the Department of Nursing is to provide Christian nursing education designed to prepare each graduate for a life of service to God and humanity. In this endeavor, students integrate faith and learning as they examine concepts inherent in personal, professional, and spiritual growth through life-long learning and leadership.

## **Philosophy**

Historically, nursing has been responsive to societal needs for change. Nurses should have knowledge of the heritage of nursing and how it has emerged as a profession. Nurses must be visionary about the future while being aware of the past and present. The Department of Nursing integrates the mission of Olivet Nazarene University, “Education with a Christian Purpose” into the Department’s mission and philosophy.

## **Program Goals**

Graduates are prepared to continue in the profession of nursing as contributing members of the discipline, to promote, maintain, and restore the health of clients in a variety of settings.

The goals of the MSN nursing major are to prepare graduates to:

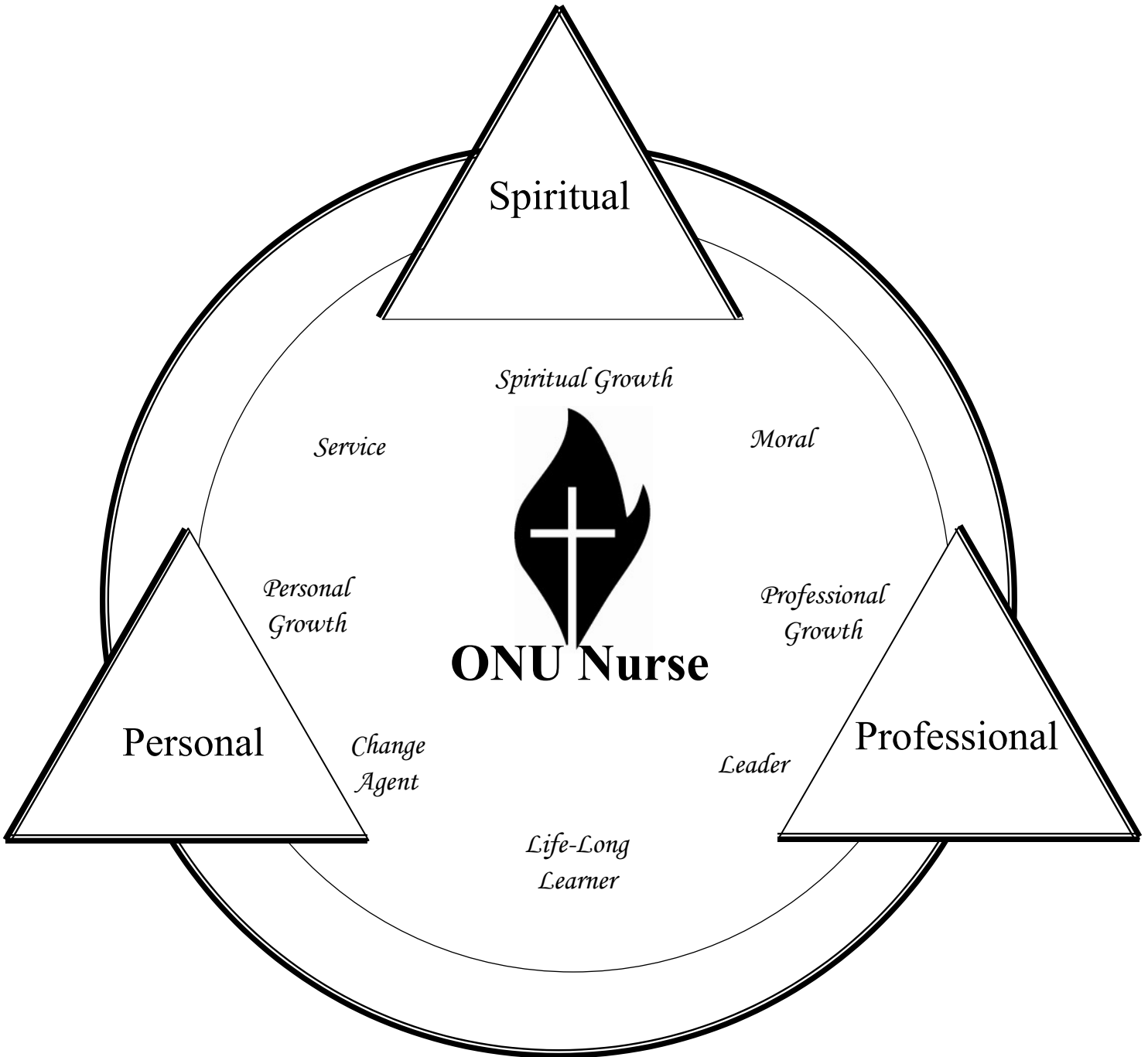
- I. Serve God and humanity in advanced practice roles and settings.
- II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.
- III. Demonstrate the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.
- IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.

## **Expected Outcomes of the Graduate**

The expected outcome characteristics of the MSN graduates include:

- An ethical, moral, and spiritual professional.
- A life-long learner committed to personal, professional, and spiritual growth.
- An individual capable of providing leadership through service to God and humanity in advanced practice roles and settings.
- A leader and change agent.

# Conceptual Framework of the Program



## **Olivet Nazarene University**

### **Graduate Nursing Student Roles**

**Leader:**

Nurses are responsible to prepare today for tomorrow's challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to produce change and manage transition moving nursing toward a preferred future.

**Change Agent:**

Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies and will ultimately produce change in nursing practice, the profession, and/or society.

**Life-long Learner:**

Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses embrace an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.

**Professional Growth:**

Nurses evaluate their personal growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.

**Personal Growth:**

Nurses discuss personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing world view.

**Spiritual Growth:**

Nurses will systematize knowledge of the Christian faith through completion of the Biblical classes offered at the University, syntheses of faith into service to God, and service to the local and global community.

**Service:**

Nurses choose meaningful time and dedication in service to God and mankind in order to meet the needs of individuals, targeted populations, and the local and global community.

**Ethical:**

Nurses convey a personal philosophy of nursing practice grounded in the ethical values of their faith and profession. Judgments on moral dilemmas will be based on high ethical standards and made with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.

**Morals:**

Nurses have the confidence to plan consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.

## Correspondence of Central Themes to Program Outcomes

Central Themes	Program Goals
<p><b>Leader:</b> Nurses are responsible to prepare today for tomorrow’s challenges. They must be fully aware of the past, learn from it, and be fully aware of present circumstance. From this foundation the leader has a sense of the future, to plan for and shape it. Leaders, through their vision, creativity, and ability are able to create change and manage transition moving nursing toward a preferred future.</p>	<p>I. Serve God and humanity in advanced practice roles and settings.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.</p> <p>IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.</p>
<p><b>Change Agent:</b> Nurses have the ability to influence others such as colleagues, communities, organizations, systems, and policies and will ultimately create change in nursing practice, the profession, and/or society.</p>	<p>II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.</p>
<p><b>Life-long Learner:</b> Nurses throughout their careers are exposed to a variety of opportunities that support unique learning. Through self-evaluation nurses develop an appreciation for life-long learning within, and beyond professional activities as a result of personal and professional development. Nurses will continue the journey of learning by participation in professional seminars and conferences, attending graduate or additional schooling, and involvement in professional organizations and career opportunities.</p>	<p>I. Serve God and humanity in advanced practice roles and settings.</p> <p>II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.</p> <p>IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.</p>
<p><b>Professional Growth:</b> Nurses scrutinize their professional growth by completion of the required course work in the Department of Nursing preparing themselves for integration into the professional community. Learning of skills and competencies will enable nurses to deliver safe and effective nursing care in a variety of settings.</p>	<p>I. Serve God and humanity in advanced practice roles and settings.</p> <p>IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.</p>
<p><b>Personal Growth:</b> Nurses analyze their personal growth through effective verbal and written communication and appreciation of the nursing process through research and scientific inquiry. They demonstrate care for others, application of knowledge in the clinical setting, and a maturing world view.</p>	<p>II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.</p>

Central Themes	Program Goals
<p><b>Spiritual Growth:</b> Nurses will examine their knowledge of the Christian faith through completion of the Biblical classes offered at the University, syntheses of faith into service to God, and service to the local and global community.</p>	<p>II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.</p>
<p><b>Service:</b> Nurses generate a meaningful time and dedication in service to God and mankind in order to meet the needs of individuals, targeted populations, and the local and global community.</p>	<p>I. Serve God and humanity in advanced practice roles and settings.</p> <p>IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.</p>
<p><b>Ethical:</b> Nurses apply a personal philosophy of nursing practice grounded in the ethical values of their faith and profession. Judgments on moral dilemmas will be based on high ethical standards and made with responsible and rational decisions. Decisions are made with the willingness to accept responsibility for their actions.</p>	<p>II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>III. Promote the development of leadership skills and an understanding of the dynamic health care environment to create constructive change.</p>
<p><b>Morals:</b> Nurses have the confidence to operate consistently within the confines of the Christian faith. However, there is a willingness to consider alternate views on ethical issues and personal values in the local and global community.</p>	<p>II. Integrate faith and life-long learning as they evaluate concepts inherent in personal, professional, and spiritual growth, within the setting of a Christian liberal arts university.</p> <p>IV. Systematize ethical, moral, spiritual, and professional concepts into advanced nursing roles.</p>

## MSN Program Level Objectives

At the conclusion of each level, the nursing students are expected to achieve the following level objectives. Each level objective contributes to the program outcomes.

LEVEL 5		
	NRSG 601 Theoretical Foundations of Nursing	<p>A. Reflect on the decision to embrace life-long learning and determine the level of personal, professional, and spiritual growth obtained.</p> <p>B. Reflect on the role of the advanced practice nurse in driving change through evidence - based research to facilitate quality healthcare service.</p> <p>C. Reflect on personal service virtues associated with ethical and moral leadership when confronted with advanced roles of education, leadership and management in a changing global society.</p> <p>D. Create a <b>personal development plan</b> that includes ONU MSN nursing student roles and declare a specialization track of: Education, Management and Leadership, or Emergency Preparedness Disaster Readiness.</p>
	NRSG 612 Evidenced Based Research	
	NRSG 613 Moral/Ethical Decision Making	
	NRSG 617 Leadership Role Development	
	NRSG 614 Health Promotion & Disease Prevention	
	NRSG 616 Political & Social Implication of Health Care	
	NRSG 618 Ethical Leadership Seminar	
LEVEL 6		
EDUCATION	NRSG 621 Teaching Roles & Strategies	<p>A. Demonstrate compilation of knowledge associated with the design, planning, and implementation of an educational offering.</p> <p>B. Reflect on the practicum experience and consider personal and professional growth.</p> <p>C. Synthesize the role of an advanced practice nurse in education and revise personal development plan.</p>
	NRSG 622 Curriculum Design, Assessment, & Evaluation	
	NRSG 623 Teaching Practicum Experience	
LEADERSHIP MANAGEMENT	NRSG 631 Nurse as a Leader & Manager of Care	<p>A. Demonstrate compilation of knowledge associated with the design, planning, and implementation of a project focused on leadership and management.</p> <p>B. Reflect on the practicum experience and consider personal and professional growth.</p> <p>C. Synthesize the role of an advanced practice nurse in leadership and management and revise personal development plan</p>
	NRSG 632 Healthcare Policy & Practice	
	NRSG 633 Leader-Manager Practicum Experience	
EMERGENCY PREPAREDNESS DISASTER READINESS	NRSG 641 Emergency & Disaster Preparedness, Management and Nursing Education	<p>A. Demonstrate compilation of knowledge associated with the design, planning, and implementation of a project focused on management and education in emergency preparedness disaster readiness.</p> <p>B. Reflect on the practicum experience and consider personal and professional growth.</p> <p>C. Synthesize the role of an advanced practice nurse in various roles of emergency preparedness disaster readiness and revise personal development plan.</p>
	NRSG 642 Natural, Accidental, Chemical, Biological, & Radiological Disasters	
	NRSG 643 Emergency Preparedness Disaster Readiness Practicum	

## MSN DEGREE REQUIREMENTS AND PROGRAM PLAN

### Admission to Master of Science in Nursing Program

Olivet Nazarene University carefully assesses MSN program applicants on the basis of evidence provided in all application materials. Therefore, while a personal interview is not required, application materials submitted must be prepared thoroughly, thoughtfully, and professionally for full consideration. Applications will be processed upon receipt of all required materials.

To be admitted into Olivet Nazarene University's Master of Science in Nursing degree program, an applicant must meet these prerequisites:

1. Submit a completed Olivet Nazarene University application form.
2. Submit an official transcript\* from a regionally accredited college or university showing the undergraduate degree earned (Bachelor of Science in Nursing).  
*\* Official Transcript: A transcript with the registrar's seal from the institution granting credit sent directly to the Director of Admissions and Student Services, Olivet Nazarene University, School of Graduate and Continuing Studies, One University Avenue, Bourbonnais, IL 60914-2345.*
3. Have attained an undergraduate grade-point average of 2.75 or better (4.0 scale).
4. Have current registered nurse licensure in a geographical jurisdiction of the United States.
5. Have successfully completed (defined as a grade of C or above) an approved undergraduate statistics course. Learners who are admitted without an approved undergraduate statistics course are required to complete an approved statistics course before progression to NRS 612 (*Second course in the program*). Learners may opt to take an approved statistics course concurrently with NRS 601. An official transcript showing the statistics course must be submitted to the Office of Admissions and Student Services in the School of Graduate and Continuing Studies. *It is highly recommended that the course be completed prior to admission.*
6. Submit a \$50 application fee.
7. Possess moral character consistent with attendance at a Christian university.
8. Demonstrate the ability and discipline necessary to pursue rigorous graduate-level studies.

## Learner Requirements

1. Learners must be formally admitted to the MSN program by Olivet Nazarene University officials prior to attending classes.
2. Learners must attend an orientation session, normally held a few weeks prior to the class start. Failure to attend the orientation will result in automatic withdrawal until the next opportunity to attend a subsequent orientation session becomes available.
3. Learners must successfully complete the 3 week Online Nursing Informatics Training Course 3 weeks before NRSB 601 (first course). Failure to complete the online training will result in automatic withdrawal until the next opportunity for a training session becomes available. Details regarding the *Nursing Informatics Course* are presented in detail at the orientation session along with other pertinent information.
4. The use of the personal computer is an integral component of Olivet's MSN program. Specific technology requirements are listed on the Resource page in this handbook.
5. Olivet's School of Graduate and Continuing Studies programs are accelerated. In all such academic programs, class attendance is mandatory for on ground and online components throughout the program.
6. All Students are required to attend the on ground components of NRSB 601 and NRSB 618. NRSB 618 assists the student with their Leadership Plan (practicum proposal). Various practicum options, ideas, and requirements are discussed in order to enable the student to have a meaningful experience in their chosen track.
7. All students are required to participate in a Weekend Plenary Session on the ONU Main Campus during the specialization track. The specific dates will be announced during NRSB 618: *Ethical Leadership Seminar*. These Plenary Sessions will focus on evidence based research and best practice evidence specifically in education, management/leadership or emergency preparedness disaster readiness. The weekend experience may include guest speakers, workshop training, simulated trauma events, networking, ONU doctoral candidates in Ethical Leadership Dissertation Presentations and more.
8. **Online Discussion Criteria**

Students are required to **participate in online class discussion three different days each week**. There is a guided assigned posting due by Wednesday 11:59 p.m. CST weekly. In addition to the guided assignment on Wednesday students are required to respond to three classmate's postings on three different days. The midweek guided assignment posting is not counted as one of the three required responses to your classmates.

Failure to post within the given week will result in the student having an unexcused absence. Additionally, any assignments submitted for that week will result in an automatic 50% grade reduction.

Both the quantity and quality of participation are evaluated. In courses where there are team/group activities, those discussions are **NOT** counted as part of the discussion postings. Points are deducted as follows: 1 point for only 2 days in class, 2 points for only 1 day in class, and all 5 points for zero days in class. In addition to participation, the discussion rubric found in each course provides further details on possible points according to quality of posting.

9. Some learning experiences may consist of team or group assignments. In such cases the specific course syllabus will provide the learner with the faculty preference for forming teams, and groups. It is highly suggested that learning be broadened through participation in different teams or groups throughout the program. This option offers the learner a diversity of perspectives, networking opportunities, and the chance to experience various leadership roles among varied professional colleagues.
10. Online learning is a community sharing of knowledge and requires student etiquette be maintained. The specifics of etiquette are presented during the Online Nursing Informatics Training Course. Student participation, faculty accessibility, faculty feedback, late assignments and grade policies are presented in the following excerpts:

## **Faculty and Student Guidelines for Online Learning Expectations**

### **Student Participation**

Courses are not to be considered independent study courses. Instead courses are considered to be essential shared learning communities. Therefore, it is imperative that students participate with substantive and timely postings to the online discussion board as outlined in the course syllabus. Failure to post the expected frequency and quality will result in grade reduction for the discussion. Students are not allowed to post ahead in any week. If a student posts ahead, faculty will delete the post and may elect to deduct points from the student's weekly participation.

### **Faculty Participation**

Faculty is expected to facilitate student personal, professional, and spiritual growth through guided responses on the discussion board which provide critical insight, stimulate new ideas, or raise awareness. Faculty is required to be accessible to the student which is demonstrated through visibility and quality feedback on discussions and assignments. It is reasonable for students to expect the faculty will be online at least once per day and be reasonably accessible to students by providing contact information in their biography link. Students are required to utilize the Olivet email address when communicating. Faculty are to return the student assignments within 7 days of due date. The returned assignment should reflect appropriate comments using the course grading

rubric. Further the student can expect the faculty will provide comments that facilitate personal and professional development in the academic setting. Faculty are expected to respond to questioning and student emails within 48 hours except on holidays and weekends. If the response requires additional time the faculty should communicate this to the student.

**The student may receive credit for assignments in the following ways:**

### **DISCUSSIONS**

Participation points will be given based on the discussion posting requirements found in each course grading rubric. To ensure all members of the learning community have sufficient time to respond to discussions, you are expected to adhere to the following guide for discussion posting:

- Post your initial activity no later than Wednesday of each week by 11:59 p.m. CST.
- Respond to three of your colleagues' postings during each week on three different days.
- Provide colleagues with reflective thoughts, personal experience, resources, or general thoughts regarding their insight to the activity or topic.
- Posting after the required date will result in a grade reduction as stated in the rubric.

### **ASSIGNMENTS**

Points will be awarded for assignments guided by a grading rubric in each course. The course syllabus and classroom online links are available for accessing the grading rubric in every course. Students should use the rubric as a method of ensuring the objectives of the assignment are met. Faculty will paste the rubric on graded assignments with comments and rationale for points awarded.

### **LATE WORK POLICY**

No late papers/assignments will be accepted after the date and time stated in the syllabus or otherwise stated by the professor. In extreme circumstances exceptions may be made (i.e. illness). However, this must be agreed upon by the student and professor prior to the due date.

## PORTFOLIO

Throughout the MSN program you will be constructing a portfolio. The specific portfolio artifacts are delineated in the portfolio guide. It is the student's responsibility to ensure the assignments are maintained throughout the program. Faculty will not retain copies of the students' papers. It is highly recommended that the student backup their work throughout the program. The final cumulative portfolio will be submitted via CD in the final course of the degree program. This portfolio will be assessed against the program goals. The student handbook provides the details for program goals and roles expected of the MSN graduate from ONU. The student will maintain their own portfolio using the Portfolio Guide. The Portfolio will become part of the final course expectations prior to graduation.

## PRACTICUM GUIDELINES

A practicum project equivalent to a minimum of 120 hours must be completed for successful completion of the MSN program. Consider how experiences and previous course work can be used to as a foundation for the project. **The practicum project cannot be started until it is approved** and the student has received written verification of the approval. It is essential the student understand it is not research but completing a practicum project that is based on research and the literature.

It is highly recommended the student begin thinking about their specialty track, type of practicum desired, and possible supervisor throughout the MSN core coursework. The practicum proposal will be submitted during the last core course, NRS 618, Week 3, Day 7. After the student has made the necessary corrections suggested by the instructor, the student will then submit the proposal and all required paperwork to the Department of Nursing for approval.

The practicum must be completed within 12 weeks from the start date of the last course of the specialty track.

### **Important aspects of selecting a practicum project:**

- Determine if a project is a "real world" problem. Scan your practice setting environment. What are issues that are recognized as serious? Review current health problems identified in official, government, and professional reports, and the literature. Consult leaders in nursing and health-related fields.
- Review current standards to determine if they are being met.
- Plan the scope of the project so it is possible to complete during the timeframe.
- Organize the project into sections so they can be implemented and evaluated.
- Your final product will be presented to various selected professional venues.

The general requirements for the practicum project are listed below.

1. The student must declare their specialty and notify Cathy McMullian at the Department of Nursing via email ([cmcmulli@olivet.edu](mailto:cmcmulli@olivet.edu)) no later than Week 3 of NRS 616.

2. The NRS 618 Week 1 on ground session is **mandatory**. Failure to attend may result in the student being removed from the course.
3. It is the student's responsibility to acquire a practicum site and supervisor to oversee the practicum.
4. All forms required in NRS 618 (*See Appendixes A & B*) must be submitted to the instructor via the assignment links no later than Week 3, Day 7 of NRS 618 **and** to Cathy McMullian in the Department of Nursing via email ([cmcmulli@olivet.edu](mailto:cmcmulli@olivet.edu)) **after** suggestions and corrections have been completed.
5. Upon completion of the practicum, the completed Time Log Sheet and Personal Evaluation/Supervisor Feedback Form are to be mailed directly to the Department of Nursing.  
 Department of Nursing  
 One University Avenue  
 Bourbonnais, IL 60914-2345  
 Attn: MSN Practicum Evaluation
6. Grades will not be submitted until all of the paperwork is received within the Department of Nursing.

***A student with a failing grade in NRS 618 must re-take the course and receive a passing grade before entering the specialty track courses.***

## **Graduation Requirements**

1. Successful completion of the approved MSN degree program curriculum with a minimum number of 32 credit-hours of graduate coursework, including the prescribed number of required practicum hours.
2. A minimum cumulative grade point average of 3.0 or better (4.0 scale).
3. Successful completion of approved *Personal Leadership Development Plan* and *Project Practicum* according to select track: Education, Management/Leadership, or Emergency Preparedness Disaster Readiness.
4. Filing of an "Intent to Graduate" form provided by the Office of Admissions and Student Services in the School of Graduate and Continuing Studies. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.
5. Payment of all tuition and fees.
6. Final Submission of Cumulative Portfolio in CD or DVD format reviewed and approved by the Director of Nursing.
7. Attendance on the ONU Campus for *Plenary Session* according to track and date assigned in NRS 618: Ethical Leadership Seminar.

## **MSN DEGREE ADMISSIONS, PROGRESSION, AND DISMISSAL POLICIES**

### **Admissions, Retention, and Progression Policy**

1. Learners must demonstrate the ability to write in a format consistent with graduate-level work and professional standards (APA format).
2. Learners must maintain a 3.0 grade point average (4.0 scale) to remain in the program.
3. No more than two C's are permitted in the course of the program. A third C requires a learner to repeat one of the three courses. Only ONE repeat of any course is allowed during the program.
4. Failure to demonstrate meeting any of the above will result in student withdrawal by the Director of Nursing. Students will then have to petition to re-enter the program.

### **Statement of Academic Integrity**

Seeking after truth is at the heart of an education at a Christian liberal arts university such as Olivet. ONU students are expected to be truthful in all areas of life including the academic arena. Those who engage in any form of academic dishonesty value their own personal gain more than their desire to seek truth; consequently, their behavior is incompatible with the goals and objectives of the university. Academic dishonesty includes, but is not limited to plagiarism, cheating and falsification. Any student engaging in such practices will be subject to the following consequences in part or in whole:

1. A failing grade on the test, project, assignment or course itself. This decision rests with the professor and the director of the program.
2. Incidents of academic dishonesty must be reported to the Director of Nursing and/or to the Vice President for Academic Affairs for further action such as suspension or expulsion.

(ONU University Life Handbook 2006-2007)

## **Ethics/Plagiarism**

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, posting, or thesis without acknowledgement.
- Using the views, opinions, or insights of another without acknowledgement.
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgement.
- Faculty will monitor for evidence of plagiarism. All work must be submitted through the correct blackboard process to be assessed for evidence of plagiarism.
- Self-plagiarism is the use of the learner's work from a previous class and is highly discouraged. Should the learner's previous work be used, it must be cited as such.

For further information on Olivet Nazarene University Conduct and Responsibilities, see the Catalog at the course link (ONU Bulletin).

*Students suspected of plagiarism require faculty to contact the Chair, Director of Nursing Department at ONU directly.*

## **Appeals Process**

A student may appeal the professor's decision by initiating the following process within one week of the alleged incident of academic dishonesty. Sessions may be audio taped for future reference.

- |        |                                                                                                                                                                                                                                                           |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | The student must meet with the professor to discuss the allegation of academic dishonesty.                                                                                                                                                                |
| Step 2 | If not satisfied with the professor's decision, the student must arrange a meeting to discuss the allegation of academic dishonesty with the professor and the Director of Nursing.                                                                       |
| Step 3 | If the student is still not satisfied with the decision, the student must arrange a meeting to discuss the allegation of academic dishonesty with the professor, the Director of Nursing, and the Vice President for Academic Affairs.                    |
| Step 4 | If the student is still not satisfied with the decision, the student must request a hearing before the Academic Ethics Committee which consists of three (3) faculty and three (3) student representatives. The decision of this committee will be final. |

**MSN ACADEMIC INFORMATION AND POLICIES**  
**School of Graduate and Continuing Studies – Attendance Policy**

One absence (and only one) may be excused without the grade being affected provided make-up work is satisfactorily completed:

- The learner must contact the instructor
- The absence must be the result of unavoidable circumstance
- Make-up work is satisfactorily completed before the start of the following workshop.

All subsequent absences will result in an automatic grade reduction.

The number of absences relative to grade reduction will reflect number of workshops in the course (assuming one absence is excused based on the approved criteria list above):

For courses with 7, 8, or 9 workshops:

2<sup>nd</sup> absence will result in a “B”

3<sup>rd</sup> absence will result in a “C”

4<sup>th</sup> absence will result in an “F”

For courses with 4, 5, or 6 workshops:

2<sup>nd</sup> absence will result in a “C”

3<sup>rd</sup> absence will result in an “F”

For courses with 2 or 3 workshops: An alternative cohort must be found so learner can attend the course in total.

Grades will be monitored with final attendance.

Grades must reflect absences – no exceptions.

If the first absence is not excused or the learner does not complete the necessary make-up work, the grade will be reduced beginning with the first absence.

## **Initial Attendance**

Initial student attendance in courses will be documented through the student's initial posting required within the first 3 days of the course. A student's failure to check-in during that time frame will result in administrative withdrawal from the course.

### **Attendance – Online Courses**

Students are expected to communicate directly with the course instructor regarding any circumstance that may result in absence of course participation. Course participation is met through discussion postings and submission of assignments by the required due date.

1. Learners in online courses must post at least one substantive online message per course week to be considered in attendance.
2. Failure to log in and post at least once a week will result in an unexcused absence. Grade reductions according to the Attendance Policy in this handbook will be applied.
3. Participation is not the same as attendance. Participation requirements are determined by the instructor and will be thoroughly explained in the course syllabus.
4. Students with an unexcused absence will receive a 50% grade reduction for any assignments submitted during that week.

Absence is defined as not fulfilling ANY of the above requirements. No discussions are allowed to be posted in retrospect due to absences. Each week posting deadline time is Sunday at 11:59 p.m. CST.

### **ONU Inclement Weather Policy**

In the case of inclement weather, the University will follow the practice of closing the campus when the Bradley/Bourbonnais public schools are closed. There will be radio announcements on WKAN, Shine 89, and WVLI.

For those classes meeting off campus, Harper College will also be used as the criteria for deciding to close down.

## Evaluation Procedure and Grading System

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95 – 100	A	
92 – 94.9	A-	
89 – 91.9	B+	
86 – 88.9	B	
83 – 85.9	B-	
80 – 82.9	C+	
77 – 79.9	C	
74 – 76.9	C-	Non-passing scores
71 – 73.9	D+	
68 – 70.9	D	
65 – 67.9	D-	

### Incomplete Grades

Students may be given an incomplete for a course at the discretion of the course instructor and the approval of the Director of Nursing. Normally this is granted for a period of no more than one week beyond the official last day of the course. The student must have 85% of the course work completed. No opportunity is offered to make up any missing discussion postings. Points for discussion activities are provided according to the program discussion rubric found in each course syllabus.

## MSN Nursing Course Descriptions

**NRSG 601      Theoretical Foundations of Nursing      3 hours**

This course provides an opportunity to explore theoretical models of practice in healthcare systems. The relationship between nursing systems models and other disciplines are examined. An emphasis is placed on developing a foundation for application of professional practice through using a systems approach. Students will be introduced to the concept of developing a professional portfolio.

**NRSG 612      Evidenced Based Research      3 hours**

This course provides an opportunity to examine the foundation for best practice evidence-based nursing research. An overview of qualitative and quantitative methodology, analysis of literature, research process, and data analysis will be presented. Strategies for devising research are explored and applied through an evidence based practice (EBP) research project.

**NRSG 613      Moral/Ethical Decision Making      3 hours**

This course provides the opportunity to study life experiences and the nurses' role in moral and ethical decision making. Discussions center on recognizing moral, ethical, and spiritual variance among cultural norms and health care practices in a global society. Students will study moral and ethical decision making models, while reflecting on their personal values, professional ethics, and spiritual being. Case studies will be used as a means to apply critical analysis to ethical and moral decision making.

**NRSG 617      Leadership Role Development      3 hours**

This course examines concepts of leadership as it relates to professional practice, healthcare delivery systems, healthcare policy, finance, and personal obligation. The course builds on knowledge from moral and ethical decision making. Opportunities to examine Christian philosophical views of leadership, change theory, barriers to change, and effective leadership strategies are explored. Students will define their leadership role as it applies to their current practice.

**NRSG 614      Health Promotion and Disease Prevention      3 hours**

This course provides a theoretical basis for health promotion and disease prevention. Major components include concepts of health, levels of prevention, epidemiology of wellness, and global health threats. Measures are employed to identify distributions and determinants of disease in relation to global health concerns. Social and environmental concerns are examined and their relationship to health promotion and disease prevention. Responsive political advocacy is examined as a method of influencing change.

**NRSG 616      Political and Social Implications of Health Care      3 hours**

This course provides an analysis of political and social implication of health care systems as it relates to professional practice. Policies, economic implications, and current research are examined. Issues, trends, and forecasting relative to the future of healthcare are explored.

**NRSG 618      Ethical Leadership Seminar      2 hours**

This course provides an opportunity for students to reflect on the previous courses including professional and personal responsibilities to practice as responsible ethical leaders. Participants will critically reflect on their knowledge derived from the core courses, including their personal,

professional, and spiritual growth. Students will develop a personal development plan with goals prior to moving into their specialty track.

**Education Specialty Track**

**NRS 621 Teaching Roles and Strategies 4 hours**

Teaching as a profession is explored along with the role of an educator, the learning process, and teachers as leaders, mentors, and role models. Educational philosophy is examined including student centered learning. Students will examine factors that influence learning, explore critical topics in education, accreditation, educational organizations, funding, cultural diversity, and gender sensitivity. Students will begin to determine a personal teaching philosophy and determine appropriateness of various teaching strategies.

**NRS 622 Curriculum Design, Assessment, and Evaluation 4 hours**

The course will prepare the student to design curriculum and evaluate its effectiveness. Students will design, implement, and assess outcomes through a mini curriculum project. The student will consider their personal educational philosophy when determining ways to engage learners and assess learning outcomes. Various methods of course delivery are considered including distance delivery, online modalities, and emerging trends in education.

**NRS 623 Teaching Practicum Experience 4 hours**

The student will have completed all the courses in the specialization track. This teaching practicum experience will provide the opportunity for the student to integrate and apply the principles and concepts relative to a graduate level nurse educator. As a capstone, the student will build on their plan to design, implement, and evaluate a teaching component related to their specialization and practice setting. Students will critically reflect on their knowledge, revise their *Personal Leadership Development Plan* developed in the Ethical Leadership Seminar, and submit a request for *Teaching Practicum* to their assigned faculty mentor. Students will be provided with a guide to the *Teaching Practicum Experience* which details the procedure

**Management/Leadership Specialty Track**

**NRS 631 Nurse as a Leader and Manager of Care 4 hours**

This course will examine various models of organizational, managerial, and leadership theory. The student will review mid-level and senior managerial and leadership roles within a health care organization. The student will consider trends in nursing and health care as a means to predict practice change. Theories on change, leadership, concepts of power, and empowerment will be examined as they relate to administrative roles. Students will clarify personal values as they relate to leadership attributes and determine their role in improving quality of nursing services.

**NRS 632 Healthcare Policy and Practice 4 hours**

In this course the student will integrate the concepts of leader, manager, and change agent as they relate to the health care environment. Consideration is given to mission, strategic planning, finance, systems analysis, and forecasting. Responsible management of human, fiscal, and physical resources is examined in the complexity of the health care organization. Strategies to ensure a quality workplace, staff support, and retention are discussed.

**NRS 633 Leader-Manager Practicum Experience 4 hours**

This course provides the opportunity for participants to integrate and apply previously learned principles and concepts relative to a graduate level manager and leader. As a capstone, the student will critically reflect on their knowledge, revise their *Personal Leadership Development Plan* developed in the Ethical Leadership Seminar, and submit a request for *Leader- Manager*



## EXAMPLE OF PROGRAM PLAN

### OLIVET NAZARENE UNIVERSITY

#### Master of Science in Nursing Degree

Tracks: Education, Management/Leadership & Emergency Preparedness Disaster Readiness

Group: MSN #  
 Class Site: CRC or ONU Campus  
 Class

		Credits							Instructor
<b>PROGRAM ORIENTATION</b> <b>*Ground Component CRC or ONU 5-10 pm</b>	0	<b>2007</b> 8/20							
NRSG 619 Olivet Nursing Informatics Training	0	8/20	8/27	9/3					
NRSG 601 Theoretical Foundations of Nursing <b>*Ground Component CRC or ONU 5-10 pm</b>	3	9/10	9/17	9/24	10/1	10/8	10/15		
NRSG 612 Evidenced Based Research	3	10/22	10/29	11/5	11/12	11/19	11/26		
NRSG 613 Moral/Ethical Decision Making	3	12/3	12/10	12/17	<b>2008</b> 1/7	1/14	1/21		
NRSG 617 Leadership Role Development	3	1/28	2/4	2/11	2/18	2/25	3/3		
NRSG 614 Health Promotion & Disease Prevention	3	3/10	3/17	3/24	3/31	4/7	4/14		
NRSG 616 Political & Social Implication of Health Care	3	4/21	4/28	5/5	5/12	5/19	5/26		
NRSG 618 Ethical Leadership Seminar <b>*Ground Component CRC or ONU 5-10 pm</b>	2	6/2	6/9	6/16	6/23	6/30	7/7		
<b>Specialty Track-Education</b>									
NRSG 621 Teaching Roles & Strategies ** <b>Plenary Weekend Session ONU Campus- Date to be announced. 20 hours 8 am arrival (Fri./Sat.)</b>	4	8/4	8/11	8/18	8/25	9/1	9/8		
NRSG 622 Curriculum Design, Assessment, & Evaluation	4	9/15	9/22	9/29	10/6	10/13	10/20		
NRSG 623 Teaching Practicum Experience <b>*Practicum 120 hours</b>	4	10/27	11/3	11/10	11/17	11/24	12/1		
<b>Specialty Track-Management/Leadership</b>									
NRSG 631 Nurse as a Leader & Manager of Care ** <b>Plenary Weekend Session ONU Campus- Date to be announced. 20 hours 8 am arrival (Fri./Sat.)</b>	4	8/4	8/11	8/18	8/25	9/1	9/8		
NRSG 632 Healthcare Policy & Practice	4	9/15	9/22	9/29	10/6	10/13	10/20		
NRSG 633 Leader-Manager Practicum Experience <b>***Practicum 120 hours</b>	4	10/27	11/3	11/10	11/17	11/24	12/1		
<b>Specialty Track-Emergency Preparedness Disaster Readiness</b>									
NRSG 641 Emergency & Disaster Preparedness, Mgt & Nursing Education ** <b>Plenary Weekend Session ONU Campus- Date to be announced. 20 hours 8 am arrival (Fri./Sat.)</b>	4	8/4	8/11	8/18	8/25	9/1	9/8		
NRSG 642 Natural, Accidental, Chemical, Biological, & Radiological Disasters	4	9/15	9/22	9/29	10/6	10/13	10/20		
NRSG 643 Emergency Preparedness Disaster Readiness Practicum * <b>** Practicum 120 hours</b>	4	10/27	11/3	11/10	11/17	11/24	12/1		

The School of Graduate and Continuing Studies reserves the right to change this schedule if necessary.

**8 hours on ground required where noted as (\*) = 32 hours**

**Practicum hours in specialty track each = to 120 hours**

**Total on ground = 152 hours**

**ALL STUDENTS ARE REQUIRED TO PARTICIPATE IN A WEEKEND PLENARY SESSION ON THE ONU**

**MAIN CAMPUS DURING THE SPECIALIZATION TRACK. THE SPECIFIC DATES WILL BE ANNOUNCED DURING NRSG 618: ETHICAL LEADERSHIP SEMINAR.**

## **Guidelines for Accommodating Students with Disabilities**

In accordance with the National Council of State Board of Nursing (NCSBN) the following competencies are necessary for the professional practice of nursing:

1. The ability to see, hear, touch, smell, and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
3. Manual dexterity, gross, and fine movements.
4. Ability to learn, think critically, analyze, assess, solve problems, and reach judgment.
  - a. Students must be able to establish cause and effect relationships
  - b. Students must be able to prioritize data and tasks.
  - c. Emotional stability and ability to accept responsibility and accountability.

*American Association of colleges of Nursing (AACN, 2001)*

*For further information on Accommodating Students with Disabilities refer to the School of Graduate and Continuing Studies Bulletin and the ONU University Handbook or contact the Chair, Director of Nursing.*

## **Privacy and Confidentiality under the Health Insurance Portability and Accountability Act of 1995 (HIPAA)**

With the enactment of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) the idea that patients have the right to privacy and confidentiality became more than just an ethical obligation of health care providers, students and health care organizations. It became the law. Under no circumstances should a student ever release or remove confidential patient information or discuss patient information with anyone unless it is needed for treatment of the patient.

Breaking a HIPAA privacy rule may jeopardize the clinical affiliation agreement between ONU and the health care institution and may result in the student's removal from the clinical rotation. The U.S. Department of Health and Human Services enforces HIPAA. A breach of the privacy rules can mean either a civil or criminal sanction. If found guilty of a civil or criminal act, a student may be prevented from licensure in the profession of nursing.

Civil penalties are usually monetary fines. These penalties can result in fines of up to \$100.00 for each violation of the law, up to a limit of \$25,000.

Criminal penalties for wrongful disclosure can include not only large fines but also prison time. The criminal penalties increase as the seriousness of the offense increases. These penalties can be as high as fines of \$250,000 or prison sentences of up to 10 years.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual

means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

### **Academic Problem Solving**

Problems are best resolved at the level on which they occur. If you are having a problem in one of your courses, discuss your concerns with the course instructor. The instructor will want to hear your views and will welcome the opportunity to talk with you. Most academic problems can be resolved at this level. If the problem cannot be resolved at this level then contact the Director of Nursing, who will listen to your concerns and try to help all parties involved achieve a resolution that is equally shared among all members of the learning community.

As professional nurses transitioning in advance leadership roles, it is important to respect the organizational structure so that problems can be resolved at the level on which they occur. *Responding* versus *reacting* is an important aspect of leadership. The MSN nursing program is built on the premise of shared responsibility in a learning community of which everyone is responsible members.

### **Benner Library**

Benner Library makes numerous resources available for nursing students. In addition to a full complement of nursing books, Benner provides a substantial number of nursing periodicals, both in print and in electronic format. Nursing students have access to several health-related online article databases, which include *CINAHL*, *Medline*, *Health Source: Nursing*, *PsycInfo*, *PsycArticles*, and *ERIC*. Articles not available in full text may be ordered through Benner's Interlibrary Loan service.

Should other library resources be needed, Olivet students can request materials from any other library in ILCSO, a consortium of 65 Illinois academic libraries. In addition, ONU nursing students have access to libraries at many of the clinical agencies.

Access Benner Library's home page at <http://library.olivet.edu> for the most current information about the library's resources and services, including specific information for

off-campus students. For additional assistance, contact the Interlibrary Loan Division at (815) 939-5439 or the Reference Desk at (815) 939-5355.

## **Program Evaluation**

Assessment is an integral part of student learning. The assessment process involves observation and judgment of each student's academic performance on the basis of explicit criteria established in the course syllabi. In the assessment process feedback is also essential. Faculty feedback provides the student with information that can be used to reflect on one's personal and professional growth and development within the teaching-learning environment. Program assessment illustrates program effectiveness to the faculty and larger community. The achievement of program outcomes is determined by multiple assessments, and the student's evaluation of course learning. Outcomes are analyzed and the aggregate data is used to develop, maintain, and revise the curriculum.

*Students and faculty are required to complete any course and program assessment data collection instruments honestly to support quality improvement.* The Director of Nursing is committed to ensure building best practice educational experiences for ONU's MSN program. This assurance is based on quality feedback from students, faculty, and community of interest.

## **Kappa Sigma Chapter**

Kappa Sigma Chapter of Sigma Theta Tau International invites MSN students with a grade point average of 3.0 or higher who demonstrate academic excellence, potential for leadership, and a desire to advance the profession of nursing to apply for membership. Invitations are extended from the chapter faculty counselors in early March. Fifty percent of courses must be completed before MSN students are eligible to apply.

## **Grievance Procedure**

### **INFORMAL PROCESS**

When disagreements occur within courses in the Department of Nursing, the informal process is the first mechanism for resolution. This process involves documented conferences progressing sequentially between:

1. The student(s) and involved instructor;
2. The student(s), involved instructor, and course coordinator (as applicable);
3. The student(s), instructor, and Director of Nursing.

The informal process should be initiated by the student no later than 10 school days after the disputable incident (Contact the Nursing Department for official form).

If a satisfactory conclusion is not attained by the completion of step 3 of the informal process, the student may then initiate the formal process with the Department of Nursing Grievance Committee.

### **FORMAL PROCESS**

To formalize a grievance, the student(s) must submit a written statement of the grievance along with any pertinent attachments to the chair of the grievance committee. This must be accomplished within three school days\* after completion of the informal process. The committee will not discuss the circumstances involved with anyone outside of the grievance committee.

#### **Procedure:**

1. Once a grievance is formalized, the Grievance committee chair is to supply the committee members with a copy of the Grievance Hearing Request Form.
2. Within three school days\* after receiving the Grievance Hearing Request form the Grievance Committee chair is to notify all involved parties and the members of the Grievance committee of the date, time, and place of the formal hearing.
3. If a Grievance Committee member is involved in the grievance, he/she automatically is replaced with alternates designated by the chair of the Committee. If the committee chair is involved in the disagreement, he/she will be replaced by an alternate designated by the Director of Nursing.

4. Either party has the right to be accompanied by an advisor. Each must notify the chair of the committee of intent to be accompanied by an advisor\*\* including his/her name and relationship to the involved party. Notification must be received three school days\* prior to the hearing if legal counsel is involved to allow equal representation.
5. Any further documentation must be submitted to the committee at least one school day\* prior to the hearing. The grievance committee can request specific documentation from any of the involved parties to be provided to the committee prior to the formal hearing.
6. The hearing:
  - a. During the hearing, Grievance committee members, grievant, respondent, respective advisors, and the Director of Nursing will be present. Witnesses will be called into the room as needed. In the event that a committee member cannot attend, an alternate will be selected by the Director of Nursing.

\* *School days are considered days of the week: Monday through Friday excluding university holidays/vacations.*

\*\**Fellow student, spouse, parent, etc.*

7. Procedure for hearing:
  - a. The hearing is for information gathering by the grievance committee members only, and will be audio taped and/or videotaped. If a refusal for taping is stated by the grievant or respondent, the taped refusal will be recorded and written minutes will be taken.
  - b. Following information gathering, the grievant, respondent, Director of Nursing, and advisor\*\* are dismissed from the room to remain nearby in case more data is needed.
  - c. The finding will be deliberated by the committee. Decisions after deliberation are by majority vote of the committee.

8. Final decision:
  - a. Immediately after deliberation by the committee, the final decision will be disclosed to the grievant, respondent, and Director of Nursing by the chair of the grievance committee.
  - b. The written decision of the grievance committee will be submitted to the Director of Nursing and both involved parties within one school day.
  - c. If the disagreement is resolved, the formal process is concluded. If resolution has not been accomplished, the student may submit a letter describing the unresolved issue to the Dean of the School of Professional Studies. If not satisfactorily resolved there, the student should address a letter of appeal describing the grievance to the Vice President for Academic Affairs.
  
9. Care of the documents:
  - a. Tapes, minutes, and all other materials are placed in an envelope, sealed, and initialed by all members of the grievance committee.
  - b. The envelope is secured in the office of the Director of Nursing.
  - c. The envelope is dated for destruction three years from the hearing date.
  - d. Materials may be released to the Academic Dean upon request by the Dean. Sealed materials with date of release are hand carried to the Academic Dean's office by a member of the committee or the Director of Nursing. Materials are to be returned to the Nursing Department in the same manner. All returned documents are to be sealed and dated.
  - e. Reference to the filing and completion of a grievance is to appear in the Nursing Department Minutes, and in the minutes of the next Grievance Committee meeting. Otherwise, all minutes and information regarding a grievance is to remain sealed.

## **American Nurses' Association Code for Nurses**

### **Code of Ethics for Nurses**

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Reprinted by permission from *Code for Nurses with Interpretive Statements*. Kansas City, MO. 1985.

### MSN Portfolio Guideline

Your professional portfolio is a reflection of your growth as a professional nurse. Throughout your education, you will experience wonderful and positive changes in how you view yourself, nursing, and health care. We capture your growth through snapshot descriptions of how you embrace or apply what you are learning. There is no course grade or credit attached to the Portfolio but it is a requirement for progressing into each subsequent course and for graduation.

**In the final MSN course, the student will submit their portfolio in a CD or DVD format. The portfolio will be retained in the Olivet Nazarene University, Department of Nursing indefinitely.**

***Students are encouraged to keep a copy as it will not be returned.***

Here is an example of how the Portfolio is built. Each section represents a course in the program and will have a benchmark assignment that will be retained in your portfolio. At the end of each course:

Part A – Benchmark Assignment + your Professional Vitae. Place the assignment into the Section. If you received feedback from the professor on how the paper could be improved, please modify your paper before inserting it into your portfolio.

Part B – My Growth Thus Far. Write a brief summary of what you perceive to be the: 1) The most meaningful points from the course and 2) How the course content has or will help you as a professional nurse.

Your portfolio must be saved to a CD or DVD to be submitted in your final course of your specific chosen specialty track.

Section # and Course Title	Part A – Benchmark Assignment + Current Vitae	Part B -My Growth Thus Far
NRSG 601 – Theoretical Foundations of Nursing	Compare and Contrast Selected Theorists	
NRSG 612 – Evidenced Based Research	Mini Proposal Evidence Based Research	
NRSG 613 – Moral/Ethical Decision Making	The Change Agent	
NRSG 617 – Leadership Role Development	Strategic Plan	
NRSG 614 – Health Promotion and Disease Prevention	Health Promotion/Disease Prevention Project	
NRSG 616 – Political & Social Implication of Health Care	Policy Change Plan	
NRSG 618 – Ethical Leadership Seminar	Professional Leadership Development Plan  Program Plan of Study	

<b>SPECIALTY TRACK – EDUCATION</b>		
<b>Section # and Course Title</b>	<b>Part A – Benchmark Assignment + Current Vitae</b>	<b>Part B -My Growth Thus Far</b>
NRSG 621 – Teaching Roles and Strategies	Personal Teaching Philosophy  Learning Needs/Assessment/ Objectives and Lesson Plan	
NRSG 622 – Curriculum Design, Assessment, and Evaluation	Curriculum Planning Observation  Classroom Observation  Course Critique  Clinical Lab Observation	
NRSG 623 – Teaching Practicum Experience	Course Syllabus  Revised Professional Leadership Development Plan  Mentor Assessment and Personal Reflection  Cumulative Portfolio	
<b>SPECIALTY TRACK – MANAGEMENT/LEADERSHIP</b>		
NRSG 631 – Nurse as a Leader and Manager of Care	Business Plan	
NRSG 632 – Healthcare Policy and Practice	Financial Calculation Exercise	
NRSG 633 – Leader-Manager Practicum Experience	Revised Professional Leadership Development Plan  Mentor Assessment and Personal Reflection  Cumulative Portfolio	
<b>SPECIALTY TRACK – EMERGENCY PREPAREDNESS DISASTER READINESS</b>		
NRSG 641 – Emergency and Disaster Preparedness, Management and Nursing Education	Certificate of completion for the FEMA course, IS-700	
NRSG 642 – Natural, Accidental, Chemical, Biological, and Radiological Disasters	Evidence Based Disaster Analysis	
NRSG 643 – Emergency Preparedness Disaster Readiness Practicum	Revised Professional Leadership Development Plan  Mentor Assessment and Personal Reflection  Cumulative Portfolio	

### MSN LEARNING OUTCOME EVIDENCE PORTFOLIO

Course	Benchmark Assignment
NRSG 601 Theoretical Foundations of Nursing	Compare and Contrast Theorists
NRSG 612 Evidenced Based Research	Proposal Evidence Based Research
NRSG 613 Moral/Ethical Decision Making	The Change Agent
NRSG 617 Leadership Role Development	Strategic Plan
NRSG 614 Health Promotion & Disease Prevention	Health Promotion/ Disease Prevention Project
NRSG 616 Political & Social Implication of Health Care	Policy Change Plan
NRSG 618 Ethical Leadership Seminar	Professional Leadership Development Plan Program Plan of Study
NRSG 621 Teaching Roles & Strategies	Personal Teaching Philosophy Learning Needs/Assessment/Objectives and Lesson Plan
NRSG 622 Curriculum Design, Assessment, & Evaluation	Curriculum Planning Observation Classroom Observation Course Critique Clinical Lab Observation
NRSG 623 Teaching Practicum Experience	Course Syllabus Revised Professional Leadership Development Plan Mentor Assessment and Personal Reflection Cumulative Portfolio
NRSG 631 Nurse as a Leader & Manager of Care	Business Plan
NRSG 632 Healthcare Policy & Practice	Financial Calculation Exercise
NRSG 633 Leader-Manager Practicum Experience	Revised Professional Leadership Development Plan Mentor Assessment and Personal Reflection Cumulative Portfolio
NRSG 641 Emergency & Disaster Preparedness, Mgt & Nursing Education	Certificate of completion for the FEMA course, IS-700
NRSG 642 Natural, Accidental, Chemical, Biological, & Radiological Disasters	Evidence Based Disaster Analysis
NRSG 643 Emergency Preparedness Disaster Readiness Practicum	Revised Professional Leadership Development Plan Cumulative Portfolio Mentor Assessment and Personal Reflection

The conceptual framework guides the graduate outcome themes throughout the program. However there are benchmarks which represent higher concentrated focuses on various themes as denoted below.

**Ethical** – 612, 613, 618

**Moral** – 613, 614, 616

**Spiritual** – all courses have this component\*

**Life Long Learner** – 601, 618, 623,633,643

**Growth** – 618, 623,633,643

**Leader** – 617,631,632,633

**Change Agent** – 623,633,643

## RESOURCES

### APA

Olivet Nazarene University requires that all written work of students adheres to the guidelines established by APA.

<http://www.apa.org>

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm>

### Textbook Distribution

The MSN Program at Olivet Nazarene University includes an Educational Resource Fee (ERF) that aligns with each student's tuition package per course. The ERF not only covers the cost of textbooks and other instructional materials, it also covers the handling, shipping, and distribution costs; as well as the costs of writing/updating the instructional modules and student tutoring services.

Textbooks will be delivered to students during their on ground orientation sessions or via direct mailings to their homes. Controlling the distribution of textbooks ensures the quality and preserves the integrity of the MSN program.

### Technology Requirements

All students are responsible for their own Internet and Computer Access. The following is recommended:

Component	Minimum	Recommended
Processor	Intel Pentium III or AMD K6-3 or Macintosh G4	Intel Pentium IV 2.8GHz or AMD Athlon XP 2800+ or Macintosh G5
Memory – RAM	128 MB	512 MB
Hard Drive	1 GB free space	More than 1 GB free space
Operating System	Windows 98SE or Macintosh OS 9	Windows XP Professional or Macintosh OS X
Software	Microsoft Office 2007	Microsoft Office 2007
		<b>*Maintain current Anti-virus software</b>

## MSN Telephone Directory

Interim Director of Nursing, Dr. Linda Davison <a href="mailto:ldaviso@olivet.edu">ldaviso@olivet.edu</a>	815/939-5317
Administrative Liaison for Nursing Programs, Gail Parzygnat <a href="mailto:gparzyg@olivet.edu">gparzyg@olivet.edu</a>	815/939-5276
Secretary, Department of Nursing, Cathy McMullian <a href="mailto:cmcmulli@olivet.edu">cmcmulli@olivet.edu</a>	815/939-5340
School of Graduate and Continuing Studies	815/939-5291
Toll Free Number	877/465-4838
Associate Dean, Admissions and Student Services, Dr. Joyce Harris <a href="mailto:jharris8@olivet.edu">jharris8@olivet.edu</a>	815/939-5001
Chaplain, School of Graduate and Continuing Studies, Joan Dean <a href="mailto:jdean@olivet.edu">jdean@olivet.edu</a>	815/928-5514
Coordinator of Advisement, Vicki Newsome (Main Campus) <a href="mailto:vnewsome@olivet.edu">vnewsome@olivet.edu</a>	815/939-5017
Student Services Counselor, Jeanette Schreffler (Main Campus) <a href="mailto:jschreff@olivet.edu">jschreff@olivet.edu</a>	815/939-5004
Student Services Counselor, Maggy Panicker (CRC) <a href="mailto:mpanicke@olivet.edu">mpanicke@olivet.edu</a>	847/590-0675, ext. 11
Student Services Counselor, Ann Marie Turner (CRC) <a href="mailto:aturner1@olivet.edu">aturner1@olivet.edu</a>	847/590-0675, ext. 14
Financial Aid Counselor, Carol Stevenson <a href="mailto:csteven2@olivet.edu">csteven2@olivet.edu</a>	815/939-5075
Continuing Studies Accounting, Lindsay Warren (payment information) <a href="mailto:lwarren@olivet.edu">lwarren@olivet.edu</a>	815/939-5183
Program Specialist, Andrea Lawrence <a href="mailto:alawrenc@olivet.edu">alawrenc@olivet.edu</a>	815/928-5599
Information Technology Help Desk	815/939-5302
Benner Library, Academic Outreach Librarian, Pam Greenlee <a href="mailto:pgreenle@olivet.edu">pgreenle@olivet.edu</a>	815/928-5439

## **APPENDIX A**

## PROGRAM PLAN OF STUDY

### 1. DELCARATION OF SPECIALTY TRACK

The student will complete this form and submit it directly to [cmcmulli@olivet.edu](mailto:cmcmulli@olivet.edu). (*Declaration of Specialty Track Form*)

### 2. DEMOGRAPHIC INFORMATION

The student will complete the demographic information as instructed and ensure that current information is maintained at all times during the academic process. For any updates in this information please email [cmcmulli@olivet.edu](mailto:cmcmulli@olivet.edu).  
(Found on *Declaration of Specialty Track Form*)

### 3. GUIDE FOR PLANNED OBJECTIVES

The student will follow the *Nursing Practicum Project* guide as a method to develop their practicum project and planned objectives.  
(*Nursing Practicum Guide* attached)

### 4. NOMINATED SUPERVISOR INFORMATION

The student will nominate a supervisor for their practicum experience by completing the template. This form is to be submitted directly to [cmcmulli@olivet.edu](mailto:cmcmulli@olivet.edu). The director and associate director will confer with the nominated supervisor directly. The student will then be contacted as to when they may proceed with their practicum or if any further modification is required. A student cannot start the practicum experience without written approval for the proposed experience.  
(*Nominated Supervisor Information Form*)

### 5. TIME LOG SHEET

The student will maintain the *MSN Practicum Hour Log Sheet* and gather the appropriate signatures during their practicum experience. This log is due at the completion of the practicum experience.  
(*Attached MSN Practicum Hour Log Sheet*)

### 6. PERSONAL EVALUATION/SUPERVISOR FEEDBACK FORM

The student will reflect on their practicum experience, MSN program outcomes, and determine their level of personal, professional, and spiritual growth. The supervisor will add their perspective to the same evaluation and clarify the details further during an exit point meeting. Grades will NOT be submitted until all of the paper work is received within the Department of Nursing.

The completed forms are to be mailed directly to:  
*Department of Nursing*  
*One University Avenue*  
*Bourbonnais, Illinois 60914-2345*  
*Attention: MSN Practicum Evaluation*

**DECLARATION OF SPECIALTY TRACK  
Student Demographic Information**

Name	
Street Address	
City, State, Zip	
Home Telephone	
Work Telephone	
Mobile Telephone	
Fax	
Email	

I wish to declare my specialization track in the ONU MSN program. I realize

that I cannot change my specialization track once declared as such.

For my track I have chosen:

- Education
- Management/Leadership
- Emergency Preparedness Disaster Readiness

(Mark the selection)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Nursing Signature

\_\_\_\_\_  
Date

## Nursing Practicum Project Guide

In your final nursing course of the program you will submit your complete portfolio and you will conduct a practicum project which is equivalent to a minimum of 120 hours. Consider how your experiences and previous course work can be used to as a foundation for your project. **You cannot start your practicum project until it is approved** and you have received written verification of the approval form. It is essential you understand you will not be doing research but completing a practicum project that is based on research and the literature. The general requirements for the practicum project are listed below.

### Important aspects of selecting a practicum project:

- Determine if a project is a “real world” problem. Scan your practice setting environment. What are issues that are recognized as serious? Review current health problems identified in official, government and professional reports, and the literature. Consult leaders in nursing and health-related fields.
- Review current standards to determine if they are being met.
- Plan the scope of the project so it is possible to complete during the timeframe.
- Organize the project into sections so they can be implemented and evaluated.
- Your final product will be presented to various selected professional venues.

### Practicum Project Plan -Guidelines:

**THIS IS THE TEMPLATE FOR DEVELOPMENT OF THE PRACTICUM. THE STUDENT WILL COMPLETE THIS PLAN AND ALSO PROVIDE A COPY TO THEIR SUPERVISOR TO ENSURE GOALS AND OBJECTIVES ARE CONSISTENT AND CLEAR DURING THE PRACTICUM EXPERIENCE.**

- I. Goal statement that identifies what you expect to accomplish, a focus area, and the population.
- II. Introduction and background about the real-world problem and topic area.
- III. Justification/problem statement related to the specific focus area and a rationale.
- IV. Three to five measurable objectives (using Bloom’s Taxonomy as a guide).
- V. Outline of a plan of how the practicum will proceed. Two specific protocols and activities relating to the objectives and the way you will use to disseminate the outcomes professionally.
- VI. Resources needed.
- VII. Expected outcomes.
- VIII. Formative evaluation.
- IX. Summative evaluation.

There are many projects that you might consider for the Education, Management and Leadership, or Disaster Preparedness Emergency Response Track. Below are a few examples to help get you started.

**Public/Community based practice setting:**

- Planning for coordinating disaster preparedness between health agencies (i.e., PH and a hospital).
- Developing a comprehensive educational program for a community based population.
- Reviewing and analyzing outcomes of a school health program and developing a project to improve outcomes.

**Long Term Care based practice setting:**

- Identifying areas needing improvement, based on institutional reviews or standards, and developing a project to improve outcomes.

**Occupational Health based practice setting:**

- Planning, designing, and offering a series of workshops for staff in a specific industrial health issue.

**Acute Care based practice setting:**

- Planning, designing, and executing a patient/family education program that addresses an unmet need.
- Planning, designing, and executing a project or program that meets organizational administrative/management/accreditation/strategic/financial goals.

**Nursing education based practice setting (academic or staff development):**

- Developing an online course or program from existing text based materials.
- Redesign a course curriculum and syllabus, teach at least 50% of the course.

**Other nursing practice settings:**

- Identifying an area of need, based on reviews, reports, or standards and developing a project to improve outcomes or reach organizational goals.

**OLIVET NAZARENE UNIVERSITY**  
**Nominated Supervisor Information Form**

**Student Information:**

Name:	
Street Address:	
City, State, Zip:	
Home Telephone:	
Work Telephone:	
Mobile Telephone:	
Fax:	
Email:	

**Supervisor Information:**

Name:	
Title/Position:	
Academic Degrees:	
Agency Name:	
Street Address:	
City, State, Zip:	
Home Telephone:	
Work Telephone:	
Mobile Telephone:	
Fax:	
Email:	

**Discussion/Supervisor:**

Date:	
Approved	
Not Approved	

**Comments**


Signature \_\_\_\_\_ Date \_\_\_\_\_  
*Director of Nursing*



## **PERSONAL EVALUATION/SUPERVISOR FEEDBACK FORM**

*The student will complete the following questions and provide a copy to the Supervisor. The Supervisors will complete the following Supervisor reflection and both will complete an exit interview regarding perceptions of the Project Practicum Plan. The student will submit the final signed document with comments to the Department of Nursing. The final evaluations and MSN log time sheet must be on file in the Department of Nursing before a student is cleared to graduate along with any other required exit documentation.*

### ***Student Self Reflection on the Project Practicum Plan***

1. Did you meet your goal identified, what you expected to accomplish, your focus area, and your targeted population? Describe how you did or did not meet this goal.
2. Do you feel your topic area and or real world problem identified in your introduction has raised awareness? Discuss this point.
3. Does the problem you identified remain justifiably appropriate to pursuing as a leader in advance practice roles? If so, how?
4. Reflect on each of your objectives for the practicum experience. Discuss how you have or have not met the goals you identified.
5. In evaluating your experience in the practicum what expected outcomes were found in your formative and summative evaluation?
6. What are your strengths/weaknesses and opportunities for further personal, professional, and spiritual development as you reflect on this practicum?
7. Describe your vision to move forward into a leadership role drawing from the ONU graduate outcome characteristics. How will you apply your academic knowledge to self development, personal, professional, and spiritually?

### ***Supervisor Reflection on Student Project Practicum***

1. Did the student meet the identified goals and what they wished to accomplish specific to the target population?
2. Has the student raised awareness regarding a real world problem?
3. Does the student demonstrate initiative to moving forward as a leader in their practice role?
4. Did the student meet the objectives outlined on their practicum plan?
5. Did the student conduct an assessment that was formative and summative and apply the outcome findings appropriately?
6. In review of the student's self analysis of strengths, weaknesses, and opportunities, would you agree or disagree with any? If so which ones and why?
7. What overall comments do you have for this student as they begin their transition into a leadership role?

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Supervisor Signature \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX B**

Running head: PERSONAL LEADERSHIP DEVELOPMENT PLAN

Personal Leadership Development Plan

Student: Name Here

You'll need to go into Headers and type in your page header and page numbers on this page.

OLIVET NAZARENE UNIVERSITY  
(Date Goes Here)

## Part I: Personal and Professional Goals

### *Personal Introduction*

Here is where you will introduce yourself, using details you think will help your reader understand you and your setting. Remember that first person is OK throughout your PLDP.

### *Professional and Academic Background*

Discuss your education and work history, using detail to help create a clear picture of the chronology, locations, and type of work/study involved. You don't need to go into elaborate detail here, as you will be discussing the nature of your past pursuits in Part II.

### *Goal Statements*

Here you'll answer the question, "How will your graduate study at Olivet contribute to meeting your overall goals?" Be sure to discuss both your goals and how you expect to achieve them.

### *Reflection of ONU Mission*

Discuss how Olivet's mission statement corresponds to your own philosophy and goals. Be sure to demonstrate that you have read the mission statement, using specific examples.

## Part II: Educational Background

### *Educational Experience*

This is your chance to elaborate on your educational background, competencies, past research, relevant coursework, publications, and other academic achievements.

### *Professional Experience*

Discuss any training, skills, or other experience related to your professional endeavors.

### *Volunteer Work*

If relevant, discuss work you have done in your community that has inspired your current selection of specialization.

### *Strengths, Weaknesses, Opportunities, and Threat Analysis*

This section should analyze the strengths and weaknesses you bring to graduate study, the opportunities or assets you have to help you, and any situations or conditions that may pose a threat to your success.

## Part III: Vision for the Future

Describe your goals for your specialization area of study using as much detail as you can at this point. How do you plan to use the course knowledge? How do you plan to draw from the plenary experience and practicum?

***Hint: You can refer to your Practicum Project as a guide for completing this section.***